



Quick Reference Guide

Healthy Active Living and
Obesity Research Group 2016



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Please note:

The views expressed within this manual are the views of the Healthy Active Living and Obesity Research Group and do not necessarily reflect the views of the listed organisations.

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Direct Assessment of **Daily Behaviour**

Objective: To assess daily behavior by counting the number of steps taken each day

Rationale: Knowing how much children move over the entire day is an important element of physical literacy

How to Prepare for the Test

Equipment/Space Required:

- ☐ Pedometer with a unique identifier number for each child
- ☐ Log sheet for each child
- ☐ Info sheet for each child

Preparation:

- ☐ Make copies of the log sheet
- ☐ Make copies of the information sheet
- ☐ Record child's identification numbers and corresponding pedometer ID number
- ☐ Ensure pedometer is functioning properly (i.e., take a few steps and make sure the pedometer is counting)

Instructions for the Participant

1. Wear the pedometer for 7 full days in a row, counting the day after you receive the pedometer as Day 1 (the day that you receive and start to wear the pedometer is the "Practice Day").
2. At the end of each day when you go to bed write down how many steps you took.
3. Take the pedometer off when you get into bed at night and place it on your bedside table. Put it back on as soon as you get out of bed in the morning.
4. Reset the pedometer to 0 every morning when you wake up.
5. Do not push the reset button any other time.
6. Never wear the pedometer in water (bath, shower, swimming pool, etc.).
7. You can wear the pedometer during sports team practices or games if your coach says it is ok for you to do so.
8. If you have to wear tight fitting clothes, like a gymnastics leotard, then you can put on a pair of shorts over the top, or wear a belt and attach the pedometer to that instead.
9. If you take the pedometer off for any reason, record the length of time that you were not wearing the pedometer on your log sheet, alongside the reason why you took it off.
10. Contact the appraiser if you have any questions.

Proper Form

1. DO Attach the pedometer directly to your shorts or pants, and the security strap to your pocket/
2. DO NOT Attach the pedometer to a pocket or belt loop.
3. DO NOT Hang the pedometer from the safety strap.

How to Record the Pedometer Score

1. Pedometer data will be recorded on the participant log sheet.
2. For each day, indicate whether or not the pedometer was worn for the full day, and the number of steps taken.
3. If the pedometer was taken off during the day, please tell us how long it was off for.

Common Questions

Question	Response
Can I wear the pedometer when playing a hockey/soccer match (or other contact sports)	We want you to wear the pedometer as often as you can so try and wear it during all of your sport team practices and games. If your coach asks you to take the pedometer off, explain that you are participating in a physical literacy test and you are supposed to wear it as much as possible. But if your coach says you have to take it off, take the pedometer off and just record the time it was off and what you did while it was off on your log sheet.
Can I wear the pedometer when swimming?	The pedometer is not waterproof, so do not wear it if you are going to get it wet. Take it off just before you take a shower, a bath, or go swimming and then put it back on immediately after you get out of the water. Record how long the pedometer was off and what you did while it was off on your log sheet.
What if I press the reset button accidentally?	To avoid this happening, only open the pedometer at night just before you go to bed when you write down your steps. If you don't open the pedometer during the day there is no chance of you accidentally pushing the reset button and losing your steps for that day. If for some reason you do reset the pedometer to zero, write this on your log sheet, alongside how long you had worn the pedometer that day and any activities that you participated in. Please wear the pedometer an extra day to replace the missing information.
What if I have to wear dance/gymnastics clothes and there is nowhere to put the pedometer?	You can put the pedometer on a belt or shorts that you wear over your dance/gymnastics clothes. Make sure that it is positioned in the right place (over your right hip) and that the belt is on tightly.
Will the pedometer hurt me?	The pedometer will not hurt you and will not break if you fall on it.
What if I forget to put the pedometer on in the morning? Can I put it on half way through the day?	Make sure you place the pedometer by your bedside at night so it is the first thing that you see when you get up in the morning. If you do forget to put it on first thing, put it on as soon as you remember and then record on your log sheet how long the pedometer was off for. You will need to wear the pedometer an extra day to replace the missing day.



Pedometer **Tracking Log**

*Practice Day!		Time On: _____ am/pm	Time Off: _____ am/pm	# of steps taken: _____	Was the pedometer worn all day? ____ Yes, I never took it off ____ No, how many hours missing: ____
Day	Date	Wake up time in the morning	Bed time in the evening	# of steps taken	Was the pedometer worn all day?
1					____ Yes, I never took it off ____ No, how many hours missing: ____
2					____ Yes, I never took it off ____ No, how many hours missing: ____
3					____ Yes, I never took it off ____ No, how many hours missing: ____
4					____ Yes, I never took it off ____ No, how many hours missing: ____
5					____ Yes, I never took it off ____ No, how many hours missing: ____
6					____ Yes, I never took it off ____ No, how many hours missing: ____
7					____ Yes, I never took it off ____ No, how many hours missing: ____

The Canadian Agility and Movement Skills Assessment (CAMSA) (Longmuir et al., 2013)

How to Prepare for the Test

Equipment/space required:

1. Open space (15 m x 5 m) with flat floor that is safe for running and changing direction
2. Gym floor tape
3. 6 Hula hoops (63 cm wide) *if hoops are not available you may tape circles on the floor that are 63cm in diameter
4. 6 Cones
5. 1 Soccer ball
6. 1 Squellet ball or soft ball (70 mm)
7. 1 cardboard wall target (24" wide x 18" high)

Objective: To assess the fundamental motor skills required for participation in physically active peer play in a format that simulates typical movement and skill variation

Rationale: Measuring fundamental movement skills contributes towards a child's physical competence to take part in active play

How to administer the test

1. Before attempting the CAMSA, children should watch two demonstrations. During the first demonstration of the CAMSA the appraiser moves slowly through the entire course, performing each skill perfectly so that each criterion is demonstrated. During the demonstration a verbal description of each skill is provided, emphasising the cue words (see following pages). For the second demonstration, the appraiser completes the CAMSA at full speed while maintaining skill accuracy.
2. Explain that each child will have 2 practice trials followed by 2 timed and scored trials. Emphasize that the best score will be retained if they complete the course as fast as they can while doing their best skills.
3. Have each child complete 2 practice trials. Provide verbal prompts, as required by the test protocol, and immediate verbal corrections for any mistakes made.
4. Have each child complete 2 timed/scored trials. Verbal cues should be provided as described in the test protocol.

How to Record the CAMSA Score

1. The time is recorded to the nearest 0.1 second by appraiser #1.
2. Motor skill performance score is recorded by appraiser #2 using the checklist on page 7.
3. 1 point is awarded for each skill performance criterion (total skill score is out of 14).
4. Where a criterion is not met, put an "X" in the corresponding box on the score sheet.
5. If the child's performance of the CAMSA is affected by an outside influence (e.g., someone gets in the way, the appraiser's throw is off target), the trial is not scored and a new trial is completed.

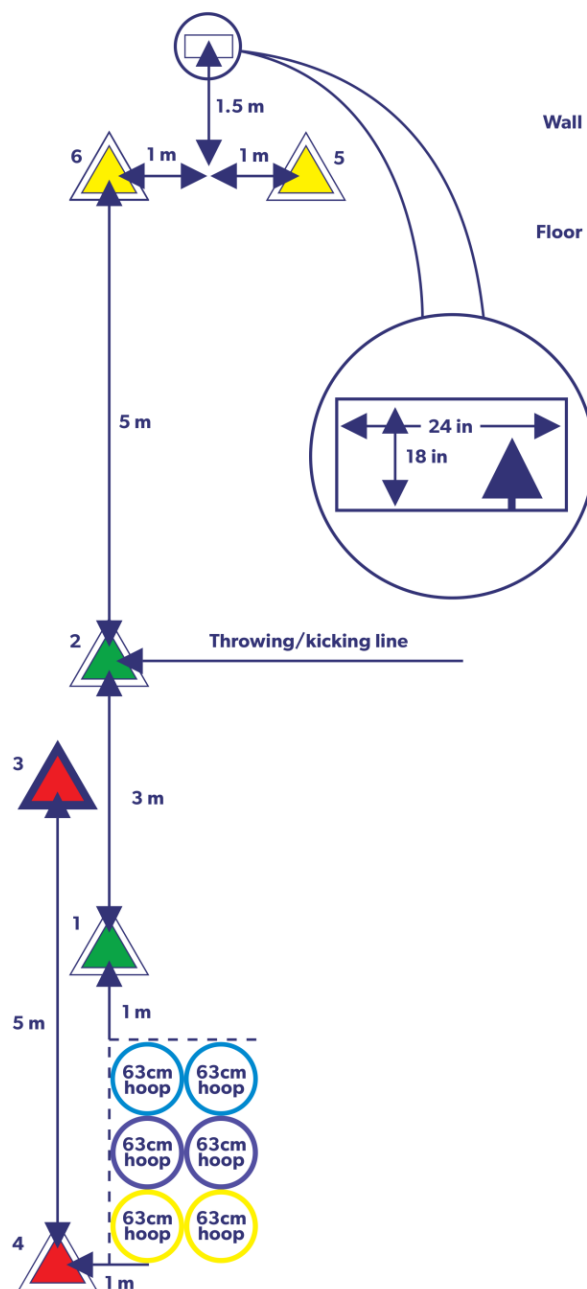
CAMSA Layout

Preparation

Measure and position the CAMSA by following these steps:

1. Mount the target on the wall so that the top of the target is 1.5m above the floor.
2. Find the centre of the target. Measure 1m to the left and right of the target centre and mark these positions on the floor. Position cone #5 and #6 on top of these marks.
3. Measure perpendicular to the target wall a distance of 5m from cone #6. Mark this position and place cone #2 on this mark. Mark the throwing/kicking line (2m in length) on the floor so that it runs parallel to the wall target (it should cover the same distance as the space between cones #5 and #6).
4. From cone #2, continue to measure perpendicular to the target wall for an additional distance of 3m. Mark this position on the floor and position cone #1 on this mark.
5. Measure 1m from cone #1 (continuing the line that is perpendicular to the target wall) and mark this spot on the floor.
6. Align the left edge of the red hula hoop with the line from the target wall (in line with cone #1, #2 and cone #6, ensuring that the front of the hula hoop is level with the marker (drawing an imaginary perpendicular line, running parallel with the wall target).
7. Place the remaining hula hoops in 3 rows of 2. To minimize changes to the hoop position and tripping hazards, join all of the hoops together and then securely fasten the hoops to the floor.
8. Measure 1m from centre of the left yellow hoop out towards the left of the hoop, parallel to the target wall. Mark this spot and place cone #4 on this mark.
9. Measure 5m from cone #4 back towards and perpendicular to the target wall. Mark this position and place cone #3 on this mark.

Fasten all hoops securely to the floor to maintain their position during impacts and minimize tripping hazards.



Description of Protocol

1. Examiner #1 times the child and stands at the opposite end of the throwing line from cone #2.
2. The squellet ball and soccer ball are at hand. Examiner #1 starts each trial by saying "ready, set, go".
3. Timing starts when the examiner says "go" and stops when the child's foot kicks the soccer ball.
4. Examiner #1 throws the softball when the child is ready to catch after touching cone #1 and places the soccer ball on the line after the child has gone around cone #3.
5. Examiner #2 scores the child's performance of each skill.
6. One point is awarded for each skill performed correctly.
7. It is very important that Examiner #1 provides consistent, clear verbal prompts for each skill during performance of the CAMSA.
8. Accurate and effective prompting is essential to ensure that the score and time reflect the child's motor skill, rather than memory.

Cueing instructions given by appraiser #1 during a child's assessment

1. When child is standing in front of the right yellow hoop, ready to go	<i>"Ready, set, go"</i>
2. Immediately after saying "go"	<i>"2-foot jumps"</i>
3. As third jump is initiated	<i>"Slide, touch the cone"</i>
4. As they approach cone #2	<i>"Slide, touch the cone"</i>
5. As they approach cone #1	<i>"Catch the ball"</i>
6. After you have thrown the ball	<i>"Run up to the line and throw the ball at the target"</i>
7. Once the child has prepared to throw	<i>"Round the cone"</i>
8. Once the child has gone over the throwing line and is heading for cone #2	<i>"Skip"</i>
9. Once the child is halfway between cone #3 and #4	<i>"Round the cone"</i>
10. When the child is going around cone #4	<i>"1-foot hops in each hoop"</i>
11. As the final hop is completed	<i>"Run and kick the ball between the cones"</i>

CAMSA Score Sheet

Test Location: _____ Test Date: _____ Examiner #1: _____ Examiner #2: _____

	ID Number:								
	Time (s)								
Two foot jumping	3 two-foot jumps in and out of the blue/orange/purple hoops								
	No extra jumps and no touching of hoops								
Sliding	Body and feet are aligned sideways when sliding in one direction								
	Body and feet are aligned sideways when sliding in opposite direction								
	Touch cone with low centre of gravity and athletic position								
Catching	Catches ball (no dropping or trapping)								
Throwing	Uses overhand throw to hit target								
	Transfers weight and rotates body								
Skipping	Correct hop-step pattern								
	Uses arms appropriately (alternates arms and legs, arm swinging for balance)								
One foot hopping	Land of one foot in each hoop								
	Hops once in each hoop (no touching of hoops)								
Kicking	Smooth approach to kick ball and hit target								
	Elongated stride on last stride before impact								
Total									

Aerobic Fitness: Fitnessgram 15m/20m PACER (Progressive Aerobic Cardiovascular Endurance Run) (Meredith & Welk, 2010)

How to Prepare for the Test

Equipment/Space Required:

- ☐ Tape measure
- ☐ Gym floor tape
- ☐ Gym space (15 m or 20 m marked course plus space (1.5 m) for turning at each end)
- ☐ Stereo with CD player
- ☐ "Fitnessgram PACER" CD
- ☐ 20 cones

Objective: To assess cardiorespiratory endurance

Rationale: Cardiorespiratory fitness contributes to knowing whether or not children have the necessary endurance to part take in active games

Proper Form

Demonstrate the test to the child by playing the recording and performing 3 or 4 runs.

1. Children run across the 15 m / 20 m distance at a pace that increases.
2. 1-foot must cross the line by the time the beep sounds.
3. Children must wait for the beep before running in the other direction.
4. The first time that a child does not reach line before the beep, they stop and immediately turn around and continue running.
5. Children stop as soon as they fail to reach the line a second time.
6. Once children have completed the shuttle run, ensure they cool down by walking around. If a 2nd appraiser is available they should monitor the children to ensure they cool down properly.

*The PACER is an elimination activity. Document the lap # of the child when they have missed 2 beeps. When assessing a group of children, allowing children to continue running after they have missed 2 beeps makes the differences in performance less obvious to the participants. This may contribute to a more supportive social environment for the assessment.

How to Record the Score

1. The run from one end to the other (15 m or 20 m distance) is 1 lap
2. **Record the number of laps completed by the child**
3. Count the first lap not completed before the beep but not the 2nd
4. Body doesn't need to make the line as long as the foot is on the line

Test Length: ☐ 15 m ☐ 20 m

ID #	Appraiser	Lane	Laps Completed

Body Composition: Assessment of Height (CSEP, 2013)

How to Prepare for the Test

Equipment/Space Required:

- Stadiometer placed on a smooth, level floor area

Proper Form

1. Lower child's head so that they are in the Frankfort plane (horizontal line from the ear canal to the lower border of the orbit of the eye, parallel to the floor).
2. Lower headboard until it depresses the hair and makes firm contact with head.
3. Check to ensure student's heels remain in contact with floor and head remains level.
4. Height should be recorded without any feedback related to the measurement.

How to Record the Score

1. Record height to the nearest 0.1 cm separately for each trial.
2. 2 trials are performed; the final height measurement is the average of the 2 trials.
3. If the difference between the 2 trials is more than 0.5 cm then a third measurement should be taken, and the 2 closest trials should be averaged to give a final height measurement.

ID #	Appraiser	Trial 1 (0.1 cm)	Trial 2 (0.1 cm)	Trial 3 (0.1 cm; if needed)



Objective: To measure standing height

Rationale: The relationship between height and weight provides an indication of body composition, which is linked to many health outcomes

Body Composition: Assessment of Weight (CSEP, 2013)

How to Prepare for the Test

Equipment/Space Required:

- Weigh scale
- Smooth, level floor area for scale

Objective: To measure body mass

Rationale: The relationship between height and weight provides an indication of body composition, which is linked to many health outcomes

Proper Form

1. Ensure scale is on flat, hard and level surface.
2. Children should be in light clothing and without footwear.
3. Take 1 measurement if using a digital scale. For consistency, take 2 measurements if using a mechanical scale and use the average of the two scores as the final weight. If the two scores differ by more than 0.5 kg, take a third measurement and use the average of the two closest weights as the final score.
4. Weight should be recorded without giving any feedback related to the measurement.
5. If desired, the participant's view of the scale output can be obscured so that the child being measured does not know the result.

How to Record the Score

1. Record the weight to the nearest 0.1 kg.

ID #	Appraiser	Trial 1 (0.1 kg)	Trial 2 (0.1 kg)	Trial 3 (0.1 kg; if needed)



Body Composition: Assessment of Waist Circumference (CSEP, 2013)

How to Prepare for the Test

Equipment/space required:

- ☐ Tape measure (cm)
- ☐ Clothes pins
- ☐ Highlighter for marking landmarks (*always use highlighter that will easily wash off and is scent free and hypoallergenic)
- ☐ Privacy screen for testing area

Objective: To measure waist circumference

Rationale: Waist circumference reflects the deposition of fat in the abdominal area. Abdominal fat distribution is linked to many health outcomes

Proper Form

1. Child stands in relaxed position with feet shoulder width apart.
2. Ask the child to hold arms slightly forward (45 degree angle) with palms facing in.
3. Have the child roll up their own shirt so the waist is exposed and secure with clothes pins.
4. Have the child point to the top of their iliac crest (or the top of the hip bone). The hip bone may be located by pressing against the upper right hip bone until the very top of the hip bone is found. Confirm the location by palpating the hip bone yourself. Make sure you confirm with the child that this is appropriate.
5. Mark the top of the hip bone crest. Repeat the landmark so that both the left and right sides are marked.
6. Standing on the child's right side, position the measuring tape around the abdomen so that the bottom edge of the measuring tape is at the level of the landmark.
7. Ensure measuring tape is in a horizontal plane between the two marks. If there is a visible difference between the marks, use the mark on the right side as the guide to ensure that the measuring tape is parallel to the floor.
8. Waist circumference should be recorded without any feedback related to the measurement.

How to Record the Score

1. Measuring tape should fit snugly around the abdomen without causing indentation to the skin.
2. Once the tape is in position, ask the participant to place both arms along the side of the body in a relaxed manner and to breathe normally.
3. Measure waist circumference at the end of a normal expiration while the appraiser's eyes are at the same level as the measuring tape.
4. Record the first score to the nearest mm.
5. Remove the measuring tape from the participant and then place it in position a second time, using the same landmarks at the top of the iliac crest.
6. Record the second score to the nearest mm.
7. If the difference between the 2 measurements is greater than 0.5cm then a third measurement is taken.

ID #	Appraiser	Trial 1 (0.1 cm)	Trial 2 (0.1 cm)	Trial 3 (0.1 cm; if needed)

Musculoskeletal Fitness: Assessment of Grip Strength (CSEP, 2013)

How to Prepare for the Test

Equipment/space required:

- Handgrip dynamometer adjusted to the size of the child's hand
- Space for children to hold dynamometer with arm extended slightly away from the body

Objective: To measure static grip strength

Rationale: Grip strength is an indicator of upper body strength

Proper Form

1. Child stands in upright position.
2. Dynamometer held in appropriate hand with scale facing tester.
3. Arm should be straight and slightly away from body so that the hands and dynamometer do not touch body.
4. Grip of dynamometer should be between fingers and palm at base of the thumb.
5. Adjust dynamometer so that second joint of fingers is at a right angle when gripping.
6. Dynamometer held in line with forearm at level of the thigh.
7. Child squeezes dynamometer firmly and gradually to build up to maximal force.
8. Child exhales while slowly saying the word "squeezeeeeze".

How to Record the Score

1. Record scores to nearest 0.5 kg.
2. 2 trials with each hand (alternate hands between each trial).
3. Combine maximum score for each hand to calculate the total score.
4. If proper form is not used, do not score result.

ID#	Appraiser	Trial #1 (0.5 kg)		Trial #2 (0.5 kg)	
		Left	Right	Left	Right



Musculoskeletal Fitness: Plank Assessment of Torso Strength

(Boyer et al., 2013)

How to Prepare for the Test

Equipment/space required:

- Mat that is longer than the child's body
- Stopwatch that measures to 1 second intervals

Preparation:

- Place the mat flat on the floor
- Children should be in clothing that enables the position of the trunk and legs to be accurately evaluated. Tucking in shirts and wearing shorts or tights rather than baggy pants are recommended.

Objective: To assess torso muscular endurance

Rationale: Torso endurance and strength are related to back health, the ability to stabilize the body, and the function of both the upper and lower limbs

Instructions for the Participant

1. Start on your hands and knees.
2. Lean on your elbows and fold your arms so that your fingertips touch your elbows.
 - **When correct elbow spacing is achieved with shoulders directly above the elbows.**
3. Fold your hands together against the floor and move your toes back so that you can straighten your legs.
4. Look at your hands and make a perfectly straight line from your head, through your shoulders and hips to your ankles.
 - **Correct body position as required.**
5. Do you feel how your body is straight from your ankles to your head?
6. You can relax, but remember how that straight body position felt.
 - **The trial attempt to perform the correct body position should not exceed 30 seconds. The actual assessment should occur only after an adequate rest period that is at least 4 times as long required to achieve and hold the correct position during the trial attempt.**
7. This time I am going to time how long you can keep your body perfectly straight. Lean on your elbows and fold your arms so that your fingertips touch your elbows.
8. Fold your hands together against the floor and straighten your legs.
9. Look at your hands and make a perfectly straight line with your body.
 - **Provide feedback on any changes to body position and encouragement to continue.**

Proper Form

What to look for during the test:

Hips too high



Hips too low



Feet apart



Shirt un-tucked



How to Record the Score

1. Start timing once the child is in the correct position.
2. Track the amount of time held in the correct position.
3. Any break from a neutral spine (either hips too high or too low), head moving out of alignment, shoulders in front or behind elbows or knees bending give 1 warning.
4. Timing continues to elapse while the child corrects body position.
5. A second break from the required position terminates the test. The test is also terminated if the child does not resume the correct position within 10 seconds.
6. Child holds position for as long as possible (no time limit).

ID #	Appraiser	Score (0.1 sec)

Musculoskeletal Fitness: Assessment of Flexibility (CSEP, 2013)

How to Prepare for the Test

Equipment/Space Required:

- Floor space for child to sit with legs extended
- Sit and reach flexometer with foot surface located at the 26 cm mark of the measuring rod
- Flexometer measurement rod extending from 0 to 70 cm in 0.5 cm increments
- Flat floor space. If a mat is used it must be very firm and no indent under the weight of the child
- Wall for sit & reach to sit against

Objective: To measure trunk and hamstring flexibility

Rationale: Flexibility is an important element that contributes to the physical competence of a child

Proper Form

1. Child sits with legs straight and knees fully extended (no shoes).
2. Soles of feet flat against box with 4 to 6 inches between the child's feet.
3. Examiner ensures flexometer is secured against wall and does not move.

Action:

1. Knees remain fully extended throughout test.
2. Child bends from the hip and reaches forward.
3. Arms reach evenly with palms down and hands placed on top of each other.
4. Back is kept straight and head is down during forward reach.
5. Child is instructed to breathe out while reaching forward and tuck head.
6. Child pushes sliding marker with finger tips as far forward as possible.
7. Final position held steadily for at least two seconds.
8. Inform child to relax and recover before attempting a second trial.

How to Record the Score

1. Record readings in cm to the nearest 0.5 cm (2 trials).
2. Final score is the highest value obtained from 2 correct trials.
3. Repeat test if knees bend or if a jerking motion occurs.
4. Watch for and correct improper form.

ID #	Appraiser	Trial #1 (0.5 cm)	Trial #2 (0.5 cm)

Questionnaires

How to Prepare for the Test

Equipment/Space required:

- Paper version: Copy of questionnaire & pencil or pen for each child
- Online version: computer or tablet to access website

Preparation:

- Ensure all children have a unique identification code (ID) matched to their name

Objective: To measure knowledge and motivation towards physical activity

Rationale: Children use their knowledge of physical activity to make choices about how they will achieve a healthy, active lifestyle. Children also need to be motivated to act on their knowledge and physical skills.

Instructions for the Participant

1. Answer questions to the best of your abilities. We want to know what you think is best and there isn't necessarily a right or wrong answer.
2. Ask appraisers if you do not understand a question.
3. Take as much time as you need to complete the questionnaire.

Clarifying Questions

Children will often ask questions about the meaning of certain words or to clarify what the question is asking. Below is a list of common questions that children ask, and guidance about how to respond without giving away the answer.

General guidance

1. For questions with multiple choice answers, tell the child to work out which answers they know are incorrect and see what they are left with and then have them give their best guess.
2. If you are asked about all of the different scenarios the child encounters over the course of a year (e.g., seasonal, at different houses), tell the child to think about what they did last week.
3. If you are unsure how to respond, remind the child that we only want to know what they think, and to give what they think is the best answer

Question #	Clarification question	Possible responses
2	"I don't understand what I have to do"	□ Often reading through the first option with the child will increase understanding of the response required: "A reason I might be active is because when I am active I look better, do you disagree a lot, disagree a little, are you in between, do you agree a little or agree a lot with this statement?" □ Re-phrase the question to be direct to the child: "Some children say they are active because it makes them look better. Do you agree or disagree with that reason?"
3	See Q2	

Question #	Clarification question	Possible responses
7	"I don't know what cardiorespiratory means"	☐ Cardiorespiratory fitness means the same as aerobic fitness or endurance fitness...have you heard or either of the words aerobic or endurance before? ☐ Work out which answer you know that it IS NOT and see what you are left with ☐ Choose the answer that you think is best – don't worry, we only want to know what you think
9	"What does 'looking good' mean?"	☐ It means being physically attractive to your friends and people that you know
10	"I don't know what all the words mean"	☐ Fill in the words that you do know and see what words that you are left with ☐ Choose the answer that you think is best – don't worry, this is one of the hard questions for older children – remember we only want to know what you think
11	"What if I don't do an activity?"	☐ If you do not do an activity just leave it blank ☐ Ensure that any sport that has an answer about safety gear has been marked as being done ☐ If a child is not sure what the picture is showing you, you can identify the activity
14	"I like doing lots of these activities"	☐ If you had to pick only one, which one would you do?
15	"Does watching TV online (e.g., Netflix/watching, movies) count?"	☐ Any time that you watch a television programme or movie counts
16	"Do active video games count?" "Do learning computer games count?"	☐ Active video games do NOT count as screen time ☐ Anytime you spend on a computer outside of school not doing homework counts as screen time
17	See Q15	
18	See Q16	
19	"If I do small amounts of exercise can I add them up?"	☐ Yes, the question is asking on how many days you are physically active for a TOTAL of at least 60 minutes so you could exercise for 30 minutes twice in 1 day, or 4 times for 15 minutes, etc. they would all count as 60 minutes on that day.
CSAPPA*	Sometimes in the paper version children answer both sides of the same question	☐ Look at the 2 statements and decide which statement is most like you. Once you have decided which statement is most like you, you ignore the other statement ☐ When you have decided which statement is most like you, you need to decide if the statement is really true for you or sort of true for you ☐ You should only tick one box on each line

*CSAPPA = Children's Self-Perceptions of Adequacy in and Predilection for Physical Activity (Hay, 1992)