

Some tips when administering APARQ: #1

- **Organised physical activities are:**
 - Are usually supervised by an adult
 - Involve training or practice
 - Have organised competitions

Some tips when administering APARQ: #2

- **Non-Organised physical activities are:**
 - NOT usually supervised by an adult
 - NO training or practice
 - NO competitions

Some tips when administering APARQ: #3

If a student does no organised physical activity (highly unlikely as they should do PE), or non-organised physical activity, prompt them by asking if:

- They walk anywhere regularly
- Participate in PE
- Do any work that involves physical activity.

If the answer is still “no”, ask them to write “0” in the name of the sport/activity in the first row to identify that it is not missing data

Some tips when administering APARQ: #4

Students must report what they do, not what they think they will do.

- For example, if data are collected during summer, students report what they are doing now in summer section of APARQ (eg school terms terms 1 & 4). In the winter section of APARQ they report what they did last winter –*not what they think they will do the coming winter.*
- If they did different activities during different summer or winter school terms ask them to record these but halve the number of times and usual amount of time spent doing them.

Some tips when administering APARQ: #5

- There may be activities that students do in both an organised and non-organised way.
- For example, they might play in a basketball or netball team which competes regularly and which has regular training sessions. They would write that under organised activities.
- They might also play a game of basketball or netball with friends at lunchtime several times a week. That would go under non-organised activities.

Some tips when administering APARQ: #6

- Stress importance of not discussing responses with peers
- Students can write the same activity twice on the same page if they do it in different environments
- Have at least two field staff administer APARQ. One to deliver the instructions and the other to wander the classroom to check responses

Some tips when administering APARQ: #7

- If teachers remain in classroom, try to dissuade them from wandering around and looking over students' responses. It tends to have a "halo" effect.
- If a student does > 7 activities, get them to write them at the bottom of the page and question them if this is true
- Students should only record an activity if they do it for more than five minutes

Some tips when administering APARQ: #8

- If students have a calculator, ask them to bring it and use it
- If you or a student are in doubt about any of the information provided, try to write down what your concern is and provide as much detail as possible. E.g., for an obscure sport: “playing with Jenny”

Some tips when administering APARQ: #9

- Use the METs table to categorise activities and their nuances. If activity is not listed, go to Ainsworth et al.'s Compendium of Physical Activities

Ainsworth, B. E., Haskell, W.L., Whitt, M.C., Irwin, M.L., Swartz, A.M., Strath, S.J., O'Brien, W.L., Bassett, D.R., Schmitz, K.H., Emplaincourt, P.O., Jacobs, D.R., Leon, A.S. (2000). Compendium of physical activities: an update of activity codes and MET intensities. *Medicine & Science in Sports & Exercise*, 32, S498-S516