Technical Report:
A Junk Food Index
for Children and Adolescents
Secondary Analysis of the NSW Schools Physical Activity & Nutrition Survey 2010
A Junk food Index for Children and Adolescents

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The Physical Activity Nutrition Obesity Research Group (PANORG) at Sydney University undertakes policy relevant research to promote physical activity, nutrition and obesity prevention. It is funded by NSW Ministry of Health.
**Introduction**

The purpose of this report is to document the methodology used to develop a Junk Food Index for Children and Adolescents from data collected in the 2010 NSW Schools Physical Activity and Nutrition Survey (SPANS).

**Background**

The prevalence of childhood overweight and obesity continues to be unacceptably high in Australia and of public health concern (Olds et al, 2009). Findings from the 2010 NSW Schools Physical Activity and Nutrition Survey (SPANS) also show that the prevalence of overweight and obesity among school students aged 5-16 years was 22.8% and that the prevalence of many weight-related behaviours among these children remain high (Hardy et al, 2011). A contributing factor to children and adolescents’ energy imbalance is the excessive consumption of energy dense foods and beverages (EDNP) which are also referred to as ‘extra’ or ‘occasional’ foods. (Rangan et al, 2011).

EDNP foods described in nutritional epidemiological research relating to overweight and obesity include fast foods, snack foods such as sweet and savoury biscuits, confectionery and sugar sweetened drinks. (Rangan et al, 2011) Much of the research to date examining the correlates of EDNP food consumption has examined these behaviours singularly. Potentially, reporting on individual, rather than the overall or combined frequency, of EDNP foods obscures the true extent EDNP food consumption among children and adolescents.

An index summarising total EDNP food consumption would provides a means to easily communicate the frequency of EDNP foods in the diets of children and adolescents. To this end, we analysed food frequency data from the SPANS on school students aged 4 to 19 years to create an index of EDNP food consumption, the Junk Food Index (JFI) with the aim to develop an index summarising the frequency with which children and adolescents consume EDNP foods.

**Methods**

Data were drawn from the 2010 Schools Physical Activity and Nutrition Survey (SPANS) (Hardy et al, 2011). SPANS a representative survey of NSW school students enrolled the three educational sectors (Government, Catholic and Independent). The primary purpose of SPANS is to monitor the weight and weight related behaviours of NSW school children aged 5-16 years. The SPANS
questionnaire covers students’ physical activity, sedentary behaviours, active transport to (and from) school, and dietary habits. Funding for the survey was from the NSW Ministry of Health and has approval by the University of Sydney Human Research Ethics Committee (HREC) and the Strategic Research Directorate at the NSW Department of Education and Training (DET). Details of the sampling and procedure are available elsewhere (Hardy et al, 2011) and are only outlined here as they pertain to this particular analysis.

**Sampling and procedure**

The target populations for the SPANS were primary students in Kindergarten, Grades 2, 4 and 6, and secondary students from Grades 8 and 10. A two-stage stratified cluster design was used to select schools and classes. In the first stage, the schools were selected using a stratified probability proportionate to size (PPS) methodology, where size is defined by the number of student enrolments. The second stage involved the selection of students, by randomly selecting two intact classes from each of the relevant year levels from within the sampled school.

Overall, 101 primary and secondary schools agreed to participate from a total of 142 schools approached to provide a 71% school response rate. Students in years 6, 8 and 10 completed their own questionnaires and parents of children in K, 2 and 4 were asked to complete the questionnaire on behalf of their child and return it with the signed consent.

Post-stratification weights were calculated to permit inferences from students included in the sample to the populations from which they were drawn.

**Measures**

Information on weight-related behaviours was collected by questionnaire during school visits. For children in Kindergarten (K) and Years 2 and 4 their parents completed the questionnaire and students in Years 6, 8 and 10 completed their own questionnaire.

**Food frequency items**

Information about students’ dietary intake was collected using a short food frequency questionnaire developed for population-based monitoring surveys. Briefly, the questions perform reasonably well in ranking individuals according to their intakes, and indicate differences in diet quality between response categories. Short questions do not however provide accurate amounts of foods consumed and estimates of the percentage of students meeting dietary recommendations must be interpreted
with caution. Thus, the dietary questions used in SPANS can provide information on the proportions of people who consume higher and lower amounts, but not provide a precise estimate of intakes. Short questions can also give an indication of changes in food consumption by examining the distribution of responses over time and to establish trends, provided the same survey questions are used (Flood et al, 2005).

The questions comprise a list of foods and drinks organised by food categories and asked respondents to report how frequently they usually consumed each of the foods listed. Respondents reported consumption of fruit, vegetables, fatty meat products, red meat, fried potato products, salty snack foods, snack foods, confectionary, ice cream and beverages including sugar sweetened drinks, water and milk.

Frequency response categories for food items were: Never or rarely, 1-2 times per week, 3-4 times per week, 5-6 times per week, 1 time per day, 2 times per day. Drinks response categories were: 1 cup or less per week, 2-4 cups per week, 5-6 cups per week, 1 cup per day, 2 cups per day and a cup defined as 250ml.

**JFI validation**

In order to examine whether the JFI had convergent and discriminant validity, correlations were calculated between the index and 1) anthropometric measures (waist circumference and BMI) 2) other unhealthy food consumption (soft drink) 3) other healthy food consumption (fruit and vegetables) and 4) family food practices (soft drink availability in the home, frequency of fast food for family meals, rewarding good behaviour with sweet treats, offering water to drink with meals 5) other obesogenic behaviours (small screen recreation time).

**Validation measures**

For each student, height, weight and waist circumference were measured by two trained SPANS field officers. Height was measured to the nearest millimetre, using the stretch stature method and a portable stadiometer (Mentone Educational, Victoria; model PE 187). Weight was measured to the nearest 0.1kg, using Tanita portable scales (model HD646). Body mass index (BMI) was calculated as weight/height squared (ie kg/m2). Waist circumference was measured to the nearest millimetre at the level of the narrowest point between the lower rib and the iliac crest with a steel anthropometric tape.
Frequency of consuming other foods such as fruit and vegetables and beverages such as soft drink was also recorded. Other diet-related questions assessed family food-related behaviours and eating habits, including offering water with meals, rewarding good behaviour with sweet treats, and eating foods prepared outside the home (see Appendix). Response categories for these variables were never/rarely, sometimes and often.

Information on sedentary behaviour was collected using the reliable and valid (face validity) Adolescent Sedentary Activities Questionnaire (Hardy et al, 2007). Respondents were asked to think about a normal school week and, from a list of 11 sedentary behaviours, write down how long they spent engaged in each activity before and after school on each day of the week and on weekends. The raw data were summarised to yield the total number of minutes spent in each sedentary activity per week.

Analysis
The JFI used a selection of five commonly consumed “extra” foods including fried potato products (hot chips); potato crisps/salty snacks; sweet and savoury biscuits/cakes/doughnuts; lollies/chocolate; ice cream/ice blocks.

Linear principal components analysis was used as the data reduction technique as the measures were all discrete (Manisera et al, 2010). Data for years K, 2 and 4 and years 6, 8 and 10 were by parental and self-report respectively, and therefore separate analyses were conducted for the two age groups. As we were interested in the general structure of the variables and for a summary measure, principal component factor method of extraction with varimax rotation was used for all respondents with complete data. Items with loadings greater than .3 were used to interpret the factors. Scale internal consistency was tested using Cronbach’s alpha. Scores on the resultant scales were generated using two methods:

1) A total score summing the raw scores on the items in a factor with loadings greater than .3,
2) an average score over the raw scores on the items in a factor with loadings greater than .3.

These two methods were selected because they yield a summary score that is in the original units of the variables or can be easily translated back to the original units. The advantages of scores in the original units are easy interpretation and comparison with other populations and guidelines as the score is not standardised to the current sample as a regression score would be.
Associations between the JFI and the validation measures were assessed using Spearmans correlations.

**Results**

A total of 3,264 students in years K, 2 and 4 (missing=348, 5.4%) and 4032 (missing n=145, 3.8%) in years 6, 8 and 10 had complete data on consumption of ‘extra’ foods. The largest subgroup (n=206) in Years K, 2, and 4 did not have data on any of these variables. Among years 6, 8 10 students, the missing data were distributed across the five variables and their combinations with no one variable accounted for more than 1.5% of the total eligible sample.

For both age groups, only one factor with an eigenvalue greater than one was extracted, accounting for 50.2% of variance in the original variables in each analysis. Inspection of the scree plot also showed a levelling out after one factor (Costello et al, 2005). All variables had positive loadings greater than .3 on this factor (range .65 to .77) showing that higher scores on this factor indicated higher consumption of energy dense food/drink. The loadings for each variable stratified by age group are shown in Table 1.

<table>
<thead>
<tr>
<th>JFI Item</th>
<th>Years K, 2 and 4</th>
<th>Years 6, 8 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confectionery</td>
<td>0.7668</td>
<td>0.7742</td>
</tr>
<tr>
<td>Salty snacks</td>
<td>0.7300</td>
<td>0.7088</td>
</tr>
<tr>
<td>Fried potato</td>
<td>0.7251</td>
<td>0.6797</td>
</tr>
<tr>
<td>Ice cream</td>
<td>0.6670</td>
<td>0.6657</td>
</tr>
<tr>
<td>Snack foods</td>
<td>0.6454</td>
<td>0.7099</td>
</tr>
<tr>
<td>Cronbach’s alpha</td>
<td>0.744</td>
<td>0.749</td>
</tr>
</tbody>
</table>

The factor score coefficients were similar across all variables for each of the age groups (.26-.31) indicating that each of the variables weighted similarly on the factor scores. Therefore it was valid to create a summary score using the raw scores on each of the items (DiStefano et al, 2009).

The range, mean, standard deviation, median and 25th and 75th percentiles for each of the score calculations described in the methods stratified by age group are shown in Table 2. The interpretation of the mean raw score given in Table 2 is based on the following coding for the
response categories: Never or rarely=0, 1-2 times per week=1, 3-4 times per week=2, 5-6 times per week=3, 1 time per day=4, 2 times per day=5. Therefore a child who averages a score of approximately 2 across all five foods is consuming each food 3-4 times per week which translates to a per day frequency (3 times x5 food types/7 days to 4 times x5 food types/7 days) of between two and three times.

Table 2: Characteristics of distributions for four calculation methods for factor scores by Year group

<table>
<thead>
<tr>
<th>Years K, 2, and 4 (n=3264)</th>
<th>Range</th>
<th>Mean*</th>
<th>SD*</th>
<th>Median</th>
<th>25th %tile</th>
<th>75th %tile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total raw score</td>
<td>0-25</td>
<td>7.2</td>
<td>5.0</td>
<td>6</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Mean of raw scores</td>
<td>0-5</td>
<td>1.4</td>
<td>0.7</td>
<td>1.2</td>
<td>.80</td>
<td>1.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years 6, 8 and 10 (n=4032)</th>
<th>Range</th>
<th>Mean*</th>
<th>SD*</th>
<th>Median</th>
<th>25th %tile</th>
<th>75th %tile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total raw score</td>
<td>0-25</td>
<td>6.9</td>
<td>3.5</td>
<td>6</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Mean of raw scores</td>
<td>0-5</td>
<td>1.4</td>
<td>.70</td>
<td>1.2</td>
<td>.80</td>
<td>1.8</td>
</tr>
</tbody>
</table>

* Weighted for sampling probability to school population

Scores using both calculation methods were slightly positively skewed, but means and medians were reasonably similar. The maximum total raw score possible was 25 which a few respondents recorded (n=4) indicating that they consumed all the EDNP foods and beverages at least once or twice a day each. However, on average it appears that both the younger and older children were consuming one EDNP food 1-2 times per day1, and half were consuming these foods at a higher rate than this.

Validation with other measures

The JFI showed correlations in the expected direction with most variables for Years K, 2 and 4 younger and for Year 6, 8 and 10 students (Table 3). In detail, the index was negatively and significantly correlated with fruit intake, vegetable intake and increasing frequency of the child being offered water with meals (Years K, 2, and 4 only). Similarly, positive correlations were found between the index and soft drink and fast food consumption, increasing frequency of family meals at fast food restaurants, having sweets as a reward for good behaviour, higher soft drink availability in the home, and increasing time spent in small screen recreation.

1
There was no significant relationship between the JFI and waist circumference for either Year group, or with BMI for Year K, 2 and 4 students. However, there was a weak (-.09) but statistically significant negative correlation between BMI and the index for children in Years 6, 8 and 10.

Table 3: Correlation coefficients for association between JFI and validation measures

<table>
<thead>
<tr>
<th>Variable</th>
<th>Years K 2 &amp; 4 (rho)</th>
<th>Years 6, 8, 10 (rho)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body mass index (BMI)</td>
<td>0.0294</td>
<td>-0.0892*</td>
</tr>
<tr>
<td>Waist circumference</td>
<td>0.0169</td>
<td>-0.0183</td>
</tr>
<tr>
<td>Serves of fruit/day</td>
<td>-0.1191*</td>
<td>-0.0985*</td>
</tr>
<tr>
<td>Serves of vegetables/day</td>
<td>-0.1283*</td>
<td>-0.1173*</td>
</tr>
<tr>
<td>Cups of soft drink/day</td>
<td>0.3539*</td>
<td>0.3837*</td>
</tr>
<tr>
<td>Frequency of eating at fast food restaurant</td>
<td>0.2569*</td>
<td>0.3049*</td>
</tr>
<tr>
<td>Soft drink availability in the home†</td>
<td>-</td>
<td>0.2815*</td>
</tr>
<tr>
<td>Frequency of fast food for family meals †</td>
<td>-</td>
<td>0.2122*</td>
</tr>
<tr>
<td>Reward good behaviour with sweets</td>
<td>0.2149*</td>
<td>0.2003*</td>
</tr>
<tr>
<td>Total minutes small screen recreation/day</td>
<td>0.2785*</td>
<td>0.2760*</td>
</tr>
<tr>
<td>Parent offers child water to drink with meals‡</td>
<td>-0.0844*</td>
<td>-</td>
</tr>
</tbody>
</table>

* Spearman’s correlation significant at <.01
† Question only asked for participants in Years 6, 8 and 10
‡ Question only asked for participants in K, Years 2 and 4

Discussion

The EDNP foods selected in the current analysis scaled together well and demonstrated high internal consistency in a single index, the JFI, with almost identical results for students in Years K, 2 and 4 and Years 6, 8 and 10. Mean scores indicated that average consumption could be estimated as one EDNP food 1-2 times per day, or each EDNP food type 1-2 times/week. However, at least 50% of each of the age groups was consuming more than this, and the distributions of the summary scores suggest a skew towards higher consumption.

The scale was also correlated in the expected direction for most of the validation measures which covered not only the consumption of other foods, but also family food practices known to be associated with dietary patterns, although not with BMI and waist circumference. Further, time
spent in small screen recreation, which is a behaviour previously shown to be strongly associated with EDNP food consumption (Francis et al, 2003; Salmon et al, 2006), was significantly correlated with the index for both Year groups.

While the rates of consumption reported here may appear to be consistent with AGHE recommendations of between no more than 1-3 serves of EDNP foods per day, it has to be remembered that these data are in terms of FREQUENCY rather than SERVES. Data from analyses of the National Nutrition Survey (Rangan et al, 2011) would suggest that the number of serves of EDNP foods being consumed by children is actually greater than frequency, perhaps because children are having multiple serves per extra food eating event. However, we cannot confirm this as, as with all food frequency data, there is no information on serving size, although some argue that frequency is more important in estimating the variance in food intake than serving size (Thompson and Subar, 2008).

The foods listed in the JFI are a selection of commonly consumed ‘extra’ foods that contribute a significant amount of energy to the diets of Australian children (Rangan et al, 2011). The five ‘extra’ foods used in the JFI contribute to approximately 18% of daily energy intake according to the study by Rangan et al (2011) based on data from the 2007 Children’s Nutrition and Physical Activity Survey. Altogether ‘extra’ foods contribute to 36% of daily energy intake among Australian children. This suggests that the JFI captures about half of the energy intake provided by all ‘extra’ foods. ‘Extra’ foods not captured by the data source include sugary beverages, butter/margarine, sugar, jams, Milo, and takeaway foods such as hamburgers, pizza, meat pies and sausage rolls. Therefore the figures presented here are likely to be lower bound estimates in the context of the more inclusive definition of EDNP food group.

From a technical perspective, the JFI showed high internal consistency, suggesting that the scale does measure a reliable pattern of behaviour. The consumption of one energy dense food is highly correlated with consumption of other energy dense foods in this sample. In terms of validity, although most of the correlation coefficients with other measures were modest, their consistency with dietary patterns found previously (i.e., inverse correlation between consumption of unhealthy and healthy foods, (Popkin et al, 2005) clustering of obesogenic behaviours (Hardy et al, 2012; Barr-Anderson, 2008)) confers both convergent and discriminant validity on the scale. The single non-intuitive result of a significant negative correlation with BMI among the older children is puzzling although not unusual in cross-sectional analyses (Golley et al, 2001; Togo et al, 2001). It may be that
overweight participants either under-report (Rennie et al, 2006), or have reduced their consumption of energy dense foods at the time of the survey because they are trying to lose weight.

Calculation of summary scores used two different methods. The purpose of providing these particular two scores was to allow for comparisons with other samples. Further, different methods carry different advantages and disadvantages, both technical and interpretive. According to DiStefano et al (2009) the total raw score (method 1) has the advantage of giving scores in the original metric of the measure, and averaged score reflect the scale of the items (method 2). On the other hand, scores generated by regression methods do not resemble the original scales therefore making direct interpretation difficult. They do, however, allow for weighting relative to the importance of the variable to the overall scale as determined by the analysis methods (1) and (2) give equal weighting to all items. However, the regression score coefficients were in quite a narrow range for both age groups (.26 to .31 and .27 to .31 for younger and older children respectively) and therefore scores calculated by the equal-weighting method would not rank respondents too differently from those generated through the regression scores generated by the PCA (DiStefano, 2009). Further, given there was only one factor, there could be no question of compromising orthogonality by not using the refined method.

**Conclusion**

The cumulative rates of EDNP food consumption revealed through the use of a summary score, rather than a series of single scores for each type of food show the value of an index. It also suggests cause for concern, not otherwise apparent that a large proportion of children are likely to be consuming multiple extra foods throughout any given week, despite being deemed as foods to be consumed occasionally, by both public health nutritionists (Smith et al, 1998) and the general public (King et al, in press). It may be that although each food type is being consumed at a “sometimes” rate, when taken together as a group, these foods are being over consumed.
References


Appendix

Schools Physical Activity & Nutrition Survey 2010

Questionnaire for Parents of children in Years K 2 & 4

Thank you for helping us with our important research. This questionnaire will take about 15-20
minutes to complete and will help us understand more about the health of young people.
The answers are confidential and will be seen only by the survey team. No-one else has access to
your information.

This questionnaire is voluntary. If you do so, please complete all questions and place the
questionnaire back in the envelope, seal it and ask your child to return it to their school
teacher.

HOW TO COMPLETE THIS QUESTIONNAIRE

Most questions can be answered by shading a circle or writing your answer in the boxes.
✓ Please answer each question the best you can
✓ Use only a black or dark blue pen to complete this questionnaire
✓ Please shade the circles completely
✓ Please write clearly in CAPITAL letters within the boxes
✓ If you make a mistake, or want to change any of your shaded responses, please put a
cross through the incorrect response and shade in the correct response
✓ For written responses, please cross it out and print your new response just above or below
the one you have crossed out
✓ Please place questionnaire, unfolded, back into the envelope and seal it.
✓ If you need help completing this questionnaire, please contact our Research Officer Paola
Espinel on (02) 9036 3197.

Your child’s First name ___________________________ Surname ___________________________
School Year ___________________________ Class Name ___________________________
School ___________________________

School Physical Activity and Nutrition Survey (SPANS 2010)
Demographics

Think about your child who is participating in this study

1. What is your child’s birth date? __________ / __________ / __________ Day    Month    Year

2. Is your child a boy or girl?
   □ Boy
   □ Girl

3. What language does your child speak most at home?
   □ English
   □ Another language (please write it here) __________

4. Is your child of Aboriginal and/or Torres Strait Islander origin?
   □ Yes
   □ No
   □ Don’t know

5. What is the suburb where your child usually lives? __________

6. What is the postcode where your child usually lives? __________

Please do not write in this box

Height (cm)    Weight (kg)    Waist (cm)    MFT
THE FOODS YOUR CHILD EATS

Please shade ONLY one circle for each question

7. How many serves of vegetables does your child usually eat each day? (a serve= 1/2 cup cooked vegetables or 1 cup salad vegetables)
   - My child doesn't eat vegetables
   - Less than 1 serve
   - 1 serve
   - 2 serves
   - 3 serves
   - 4 serves
   - 5 serves
   - 6 or more serves

8. How many serves of fruit does your child usually eat each day? (a serve= 1 medium fruit or 2 small pieces of fruit or 1 cup diced pieces)
   - My child doesn't eat fruit
   - Less than 1 serve
   - 1 serve
   - 2 serves
   - 3 serves
   - 4 serves
   - 5 serves
   - 6 or more serves

9. Please indicate how often your child usually eats the following foods?

<table>
<thead>
<tr>
<th></th>
<th>PER WEEK</th>
<th>PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never or rarely</td>
<td>1-2 times per week</td>
</tr>
<tr>
<td>Meat products such as sausages, frankfurters,</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Devon, ham, hamburgers or chicken nuggets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red meat, such as beef or lamb? Include all</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>steaks, chops, roasts, mince, stir fries and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>casserole. Do not include pork or chicken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot chips, French fries, wedges or fried</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>potatoes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potato crisps or other salty snacks (such as</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Twisted or corn chips)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack foods, such as sweet and savoury</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>biscuits, cakes, donuts, or muesli bars?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confectionary, such as lollies and chocolate?</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Ice-cream or ice blocks?</td>
<td>[ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ]</td>
</tr>
</tbody>
</table>

School Physical Activity and Nutrition Survey (SPANS 2010)
10. How often does your child have takeaway meals or snacks from places like McDonalds, Hungry Jacks, Pizza Hut, KFC, Red Rooster or local takeaway food places?

- Never or rarely
- Less than once a week
- About 1-2 times a week
- About 3-4 times a week
- About 5-6 times a week
- Everyday

11. How often does your child usually have something for breakfast?

- Never or rarely
- Less than once a week
- About 1-2 times a week
- About 3-4 times a week
- About 5-6 times a week
- Everyday

12. How often does your child usually eat dinner in front of the television?

- Never or rarely
- Less than once a week
- About 1-2 times a week
- About 3-4 times a week
- About 5-6 times a week
- Everyday

13. Please indicate how many cups of the following drinks your child usually consumes

<table>
<thead>
<tr>
<th>PER WEEK</th>
<th>PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup or less per week</td>
<td>2-4 cups per week</td>
</tr>
<tr>
<td>Fruit juice (1 cup = 250ml, a household tea cup or 1 large popper)</td>
<td>☐</td>
</tr>
<tr>
<td>Water (tap or bottled) (1 cup = 250ml, a household tea cup, 1 average bottle of water = 2 ½ cups)</td>
<td>☐</td>
</tr>
<tr>
<td>Soft drink, cordials, or sports drink, such as lemonade or Gatorade (1 cup = 250ml; 1 can of soft drink = 1 ½ cups)</td>
<td>☐</td>
</tr>
<tr>
<td>'Diet' soft drink or diet cordial, such as diet Coke or Sprite or Coke Zero (1 cup = 250ml; 1 can of soft drink = 1 ½ cups)</td>
<td>☐</td>
</tr>
</tbody>
</table>
14. What type of milk does your child usually drink?

- My child doesn't drink milk
- Whole
- Low/reduced fat
- Skim
- Evaporated or sweetened condensed
- Soy (full fat)
- Soy (reduced fat)
- Other type milk (such as rice, goat)
- Don't know

15. How many cups of milk does your child usually consume? (1 cup=250ml, a household tea cup). Include all types of milk, including flavoured milk and milk on cereal

- My child doesn't drink milk
- Less than 1 cup per week
- 1 cup per week
- 2 cups per week
- 3 cups per week
- 4 cups per week
- 5 cups per week
- 6 cups per day
- 1 cup per day
- 2 cups per day
- 3 cups per day
- 4 cups per day
- 5 or more cups per day

16. On school days, how often does your child buy their lunch from the SCHOOL CANTEEN?

- My child's school doesn't have a canteen
- My child doesn't buy lunch from the school canteen
- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week

17. What kind of drink does your child usually buy from the SCHOOL CANTEEN? (Please shade only ONE circle. If your child buys more than one type of drink, choose the one your child buys most often)

- My child's school doesn't have a canteen
- My child doesn't buy drinks from the canteen
- Fruit juices
- Sport drinks
- Plain Water
- Regular Soft drink
- 'Diet' or 'Low joule' soft drink
- Milk (plain or flavoured)

18. What kind of drink does your child usually buy from the SCHOOL VENDING MACHINE? (Please shade only ONE circle. If your child buys more than one type of drink, choose the one your child buys most often)

- My child's school doesn't have a vending machine
- My child doesn't buy drinks from the vending machine
- Fruit juices
- Sport drinks
- Plain Water
- Regular Soft drink
- 'Diet' or 'low joule' soft drink
- Milk (plain or flavoured)
PHYSICAL ACTIVITY

Please write 0 in the boxes if your child does not participate in any of the following physical activities.

19. On about how many days during the SCHOOL WEEK does your child usually participate in ORGANISED games sport or dance outside of school hours?

☐ Days per week

20. On those days during the SCHOOL WEEK when your child participate in ORGANISED games sport or dance outside of school hours, for about how many hours does your child spend doing it?

_____ hrs _____ mins

21. On about how many WEEKEND days does your child usually participate in ORGANISED games, sport or dance?

☐ Saturday only
☐ Sunday only
☐ Both Saturday and Sunday
☐ My child does not do participate in organised games, sport or dance on weekends

22. On a typical WEEKEND day when your child participates in ORGANISED games, sport or dance, for about how many hours does your child spend doing it?

_____ hrs _____ mins

23. On about how many days during the SCHOOL WEEK does your child usually participate in NON-ORGANISED physical activities outside of school hours?

☐ Days per week

24. On those days during the SCHOOL WEEK when your child participates in NON-ORGANISED physical activities outside of school hours, for about how many hours does your child spend doing it?

_____ hrs _____ mins

25. On about how many WEEKEND days does your child usually participate in NON-ORGANISED physical activities?

☐ Saturday only
☐ Sunday only
☐ Both Saturday and Sunday
☐ My child does not usually participate in non-organised physical activity on weekends

26. On a typical WEEKEND day when your child participates NON-ORGANISED physical activities, for about how many hours does your child spend doing it?

_____ hrs _____ mins
### SCHOOL TRAVEL

27 How does your child travel TO school in a usual week? (Please indicate the number of days your child uses each type of transport and the time spent on that type of transport).

<table>
<thead>
<tr>
<th></th>
<th>On how many days a week does your child use this type of transport to go to school?</th>
<th>How long does this transport take on the way to school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Cycle</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Skateboard or scooter</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Ferry/boat</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
</tbody>
</table>

28 How does your child travel FROM school in a usual week? (Please indicate the number of days your child uses each type of transport and the time spent on that type of transport).

<table>
<thead>
<tr>
<th></th>
<th>On how many days a week does your child use this type of transport to go to school?</th>
<th>How long does this transport take on the way from school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Cycle</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Skateboard or scooter</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Ferry/boat</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1 ○ 2 ○ 3 ○ 4 ○ 5 ○</td>
<td></td>
</tr>
</tbody>
</table>
Now, some questions about the things you do sitting down....

29 Think about a normal school week, and write down how long your child spends doing the following activities before and after school each day. Leave blank if your child does not do that activity.

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching videos/DVDs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer or video games (Nintendo, X-box, Playstation, Wii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for doing homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework not on the computer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being tutored?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (car/bus/train)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing crafts or hobbies?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting around (chatting with friends/on the phone/chilling)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/practicing a musical instrument?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30 Think about a normal weekend, write down how long your child spends doing the following activities on the weekend. Leave blank if your child does not do that activity.

<table>
<thead>
<tr>
<th></th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching videos/DVDs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer or video games (Nintendo, X-box, Playstation, Wii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for doing homework?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework not on the computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being tutored?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (car/bus/train)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing crafts or hobbies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting around (chatting with friends/on the phone/chilling)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/practicing a musical instrument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to church or Saturday school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
31. How often do you offer your child water to drink with meals or snacks?
   □ Rarely/Never
   □ Usually
   □ Sometimes

32. How often do you offer sweets (lollies, ice cream, cake, biscuits) to your child as a reward for good behaviour?
   □ Rarely/Never
   □ Usually
   □ Sometimes

33. How often do you set limits/rules on the amount of television and electronic games that your child can watch or use?
   □ Rarely/Never
   □ Usually
   □ Sometimes

34. Does your child have a television in your bedroom?
   □ Yes
   □ No

35. How many minutes of physical activity is it recommended that young people do each day?
   __________ minutes □ Don't know

36. Up to how many hours of television, video, DVD or computer games is it recommended that young people watch each day?
   __________ hours □ Don't know

37. Has your child attended an Active After School (AASC) Community program in the last 12 months?
   □ Yes □ No □ Not sure

38. Do you consider your child to be:
   □ Very underweight
   □ Slightly underweight
   □ About the right weight
   □ Slightly overweight
   □ Very overweight

THANK YOU FOR COMPLETING THIS SURVEY
PLEASE PLACE IT BACK IN THE ENVELOPE, WITH THE CONSENT FORM, SEAL IT
AND RETURN IT TO YOUR CHILD'S TEACHER
**FUNDAMENTAL MOVEMENT SKILLS ASSESSMENT SHEET**  
(YEAR 2 AND 4)

Assessor Initials: ______

Footwear while completing tests: O Sport shoes  O Bare foot  O leather shoes  O sandals

<table>
<thead>
<tr>
<th>SPRINT RUN: ‘Run as fast as you can from one end to another’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attempted</td>
</tr>
<tr>
<td>1. Lands on ball of the foot</td>
</tr>
<tr>
<td>2. Non-support knee bent at least 90 degrees during the recovery phase</td>
</tr>
<tr>
<td>3. High knee lift, thigh almost parallel to the ground</td>
</tr>
<tr>
<td>4. Head and trunk stable, eyes focused forward</td>
</tr>
<tr>
<td>5. Elbows bent at 90 degrees</td>
</tr>
<tr>
<td>6. Arms drive forward and back in opposition to legs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERTICAL JUMP: ‘Jump as high as you can’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attempted</td>
</tr>
<tr>
<td>1. Eyes focused forward or upward throughout the jump</td>
</tr>
<tr>
<td>2. Crouch with knees bent and arms behind the body</td>
</tr>
<tr>
<td>3. Forceful forward and upward swing of the arms</td>
</tr>
<tr>
<td>4. Legs straighten in the air</td>
</tr>
<tr>
<td>5. Lands on balls of the feet and bends knees to absorb landing</td>
</tr>
<tr>
<td>6. Controlled landing with no more than one step in any direction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIDE GALLOP: ‘Side gallop from one end to the other and return’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attempted</td>
</tr>
<tr>
<td>1. Smooth rhythmical movement</td>
</tr>
<tr>
<td>2. Brief period where both feet are off the ground</td>
</tr>
<tr>
<td>3. Weight on the balls of the feet</td>
</tr>
<tr>
<td>4. Hips and shoulders point to the front</td>
</tr>
<tr>
<td>5. Head stable, eyes focused forward or in the direction of travel</td>
</tr>
</tbody>
</table>
### CATCH:
**‘Catch the bean bag with two hands’**

- Not attempted
- 1. Eyes focused on the object throughout the catch
- 2. Feet move to place the body in line with the object
- 3. Hands move to meet the object
- 4. Hands and fingers relaxed and slightly cupped to catch the object
- 5. Catch and control object with hands only (well-timed closure)
- 6. Elbows bend to absorb the force of the object

### KICK (stationary ball): ‘Run up to the ball and kick it as hard as you can’

- Not attempted
- 1. Eyes focused on the ball throughout the kick
- 2. Forward and sideward swing of arm opposite kicking
- 3. Non-kicking foot placed beside the ball
- 4. Bend knee of kicking leg at least 90 degrees during the back swing
- 5. Contact ball with top of the foot (a “shoelace” kick) or instep
- 6. Kicking leg follows through high towards the target area

### OVERARM THROW: ‘Throw the object as far as you can’ Student may take 2-3 steps

- Not attempted
- 1. Eyes focused on target throughout the throw
- 2. Stands side-on to target area
- 3. Throwing arm moves in a downward and backward arc
- 4. Step towards target area with foot opposite throwing arm
- 5. Hips then shoulders rotate forward
- 6. Throwing arm follows through down and across the body

### LEAP:
**‘Run up to the marker and leap as far as you can’**

- Not attempted
- 1. Eyes focused forward throughout the leap
- 2. Knee of take-off leg bends
- 3. Legs straighten during flight
- 4. Arms held in opposition to the legs
- 5. Trunk leans slightly forward
- 6. Hands on ball of the foot and bends knee to absorb landing
Schools Physical Activity & Nutrition Survey 2010

Year 6 Questionnaire

Thank you for helping us today. Many students throughout NSW are helping us by completing this questionnaire. This questionnaire will help us understand more about the health of young people. The answers are confidential and will be looked at by the survey team and no-one else. No-one at your school will see your answers. Thanks again for being part of this important survey!

This questionnaire is voluntary and you can withdraw at any time.

HOW TO COMPLETE THIS QUESTIONNAIRE
Most questions can be answered by shading a circle or writing your answer in the boxes.
Please answer each question the best you can
✓ Use only a black or dark blue pen to complete this questionnaire
✓ Please shade the circles completely
✓ Please write clearly in CAPITAL letters within the boxes
✓ If you make a mistake, or want to change any of your shaded responses, please put a cross through the incorrect response and shade in the correct response
✓ For written responses, please cross it out and print your new response just above or below the one you have crossed out
✓ Do not fold this questionnaire
✓ Please ask one of the staff if you need help

First name __________________________ Surname __________________________
Year __________________________ Class __________________________
School __________________________

School Physical Activity and Nutrition Survey (SPANS 2010)
First, a few questions about you...

1. What is your date of birth?
   Day    Month    Year

2. Are you a boy or a girl?
   Boy    
   Girl   

3. What language do you speak most at home?
   English  
   Another language  
   (please write it here)  

4. Are you of Aboriginal and/or Torres Strait Islander origin?
   Yes  
   No  
   Don't know  

5. What suburb do you usually live in?  

6. What is the postcode where you usually live?  

Please do not write in this box

<table>
<thead>
<tr>
<th>Height (cm)</th>
<th>Weight (kg)</th>
<th>Waist (cm)</th>
<th>MFT</th>
</tr>
</thead>
</table>

School Physical Activity and Nutrition Survey (SPANS 2010)  
Page 2 of 15
THE FOODS YOU EAT

Please shade ONLY one circle for each question

7. How many serves of vegetables do you usually eat each day? (a serve= 1/2 cup cooked vegetables or 1 cup salad vegetables)
   ○ I don't eat vegetables
   ○ Less than 1 serve
   ○ 1 serve
   ○ 2 serves
   ○ 3 serves
   ○ 4 serves
   ○ 5 serves
   ○ 6 or more serves

8. How many serves of fruit do you usually eat each day (a serve= 1 medium fruit or 2 small pieces of fruit or 1 cup diced pieces)
   ○ I don't eat fruit
   ○ Less than 1 serve
   ○ 1 serve
   ○ 2 serves
   ○ 3 serves
   ○ 4 serves
   ○ 5 serves
   ○ 6 or more serves

9. Please indicate how often you usually eat the following foods?

<table>
<thead>
<tr>
<th>Food</th>
<th>Never or rarely</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>5-6 times per week</th>
<th>1 time per day</th>
<th>2 or more times per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat products such as sausages, frankfurters,devon, ham, hamburgers or chicken nuggets?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red meat, such as beef or lamb? Include all steaks, chops, roasts, mince, stir fries and casseroles. Do not include pork or chicken.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot chips, French fries, wedges or fried potatoes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potato crisps or other salty snacks (such as Twisties or corn chips)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack foods, such as sweet and savoury biscuits, cakes, donuts, or muesli bars?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confectionary, such as lollies and chocolate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice-cream or ice blocks?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. How often do you have takeaway meals or snacks from places like McDonalds, Hungry Jacks, Pizza Hut, KFC, Red Rooster or local takeaway food places?

☐ Never or rarely
☐ Less than once a week
☐ About 1-2 times a week
☐ About 3-4 times a week
☐ About 5-6 times a week
☐ Everyday

11. How often do you usually have something for breakfast?

☐ Never or rarely
☐ Less than once a week
☐ About 1-2 times a week
☐ About 3-4 times a week
☐ About 5-6 times a week
☐ Everyday

12. How often do you usually eat dinner in front of the television?

☐ Never or rarely
☐ Less than once a week
☐ About 1-2 times a week
☐ About 3-4 times a week
☐ About 5-6 times a week
☐ Everyday

13. Please indicate how many cups of the following drinks you usually consume

<table>
<thead>
<tr>
<th>Fruit juice (1 cup = 250ml, a household tea cup or 1 large popper)</th>
<th>1 cup or less per week</th>
<th>2-4 cups per week</th>
<th>5-6 cups per week</th>
<th>1 cup per day</th>
<th>2 or more cups per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Water (tap or bottled) (1 cup = 250ml, a household tea cup, 1 average bottle of water = 2 ½ cups)</th>
<th>1 cup or less per week</th>
<th>2-4 cups per week</th>
<th>5-6 cups per week</th>
<th>1 cup per day</th>
<th>2 or more cups per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soft drink, cordials, or sports drink, such as lemonade or Gatorade (1 cup = 250ml, 1 can of soft drink = 1 ½ cups)</th>
<th>1 cup or less per week</th>
<th>2-4 cups per week</th>
<th>5-6 cups per week</th>
<th>1 cup per day</th>
<th>2 or more cups per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diet soft drink or diet cordial, such as diet Coke or Sprite or Coke Zero (1 cup = 250ml, 1 can of soft drink = 1 ½ cups)</th>
<th>1 cup or less per week</th>
<th>2-4 cups per week</th>
<th>5-6 cups per week</th>
<th>1 cup per day</th>
<th>2 or more cups per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
14. What type of milk do you usually drink?

- I don't drink milk
- Whole
- Low/reduced fat
- Skim
- Evaporated or sweetened condensed
- Soy (full fat)
- Soy (reduced fat)
- Other type milk (such as rice, goat)
- Don't know

15. How many cups of MILK do you usually consume? (1 cup=250ml, a household tea cup). Include all types of milk, including flavoured milk and milk on cereal.

- I don't drink milk
- Less than 1 cup per week
- 1 cup per week
- 2 cups per week
- 3 cups per week
- 4 cups per week
- 5 cups per week
- 6 cups per week
- 1 cup per day
- 2 cups per day
- 3 cups per day
- 4 cups per day
- 5 or more cups per day

16. On school days, how often do you buy your lunch from the SCHOOL CANTEEN?

- My school doesn't have a canteen
- I don't buy lunch from the school canteen
- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week

17. What kind of drink do you usually buy from the SCHOOL CANTEEN? (Please shade only ONE circle. If you buy more than one type of drink, choose the one you buy most often)

- My school doesn't have a canteen
- I don't buy drinks from the canteen
- Fruit juices
- Sport drinks
- Plain Water
- Regular Soft drink
- 'Diet' or 'Low joule' soft drink
- Milk (plain or flavoured)

18. What kind of drink do you usually buy from the school VENDING MACHINE? (Please shade only ONE circle. If you buy more than one type of drink, choose the one you buy most often)

- My school doesn't have a vending machine
- I don't buy drinks from the vending machine
- Fruit juices
- Sport drinks
- Plain Water
- Regular Soft drink
- 'Diet' or 'low joule' soft drink
- Milk (plain or flavoured)
Now, some questions about the activities you do, in a normal week

19. **ORGANISED SPORTS AND GAMES DURING SUMMER SCHOOL TERMS**

This question is about the organised sports and games that you do during the SUMMER SCHOOL TERMS (terms 1 and 4). Please think about a normal week and write in the table below the sports or games you usually do, how many times each week you usually do them (training and competition) and the usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Sport or game</th>
<th>Tick the term(s) you did it in</th>
<th>Number of times each week you usually do this sport or game, including training</th>
<th>The usual amount of time you spend doing this sport or game each time you do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PSSA: Name of Sport</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td>Training: ___ per/week</td>
<td>Competition: ___ per/week</td>
</tr>
<tr>
<td>2. School Sport (NOT PSSA) Name of Sport</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Fitness</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PE</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td>Training: ___ per/week</td>
<td>Competition: ___ per/week</td>
</tr>
<tr>
<td>5</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td>Training: ___ per/week</td>
<td>Competition: ___ per/week</td>
</tr>
<tr>
<td>6</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td>Training: ___ per/week</td>
<td>Competition: ___ per/week</td>
</tr>
<tr>
<td>7</td>
<td>□ Term 1 (now) □ Term 4 (last year)</td>
<td>Training: ___ per/week</td>
<td>Competition: ___ per/week</td>
</tr>
</tbody>
</table>

**Examples of some sports and games you may do**

- Aerobics
- Athletics
- Australian Rules
- Baseball
- Basketball
- Cricket
- Cycling (competitive)
- Dance (ballet)
- Dance (ballroom)
- Dance (jazz)
- Dance (tap)
- Dance (performance)
- Golf
- Gymnastics
- Hockey
- Indoor soccer
- Inline Hockey
- Lifesaving (competition)
- Martial arts
- Netball
- Oztag
- Rowing
- Rugby League
- Rugby Union
- Soccer
- Softball
- Squash
- Swimming
- T-ball
- Tennis
- Touch football
- Volleyball

School Physical Activity and Nutrition Survey (SPANS 2010)
20. ORGANISED SPORTS AND GAMES DURING WINTER SCHOOL TERMS

This question is about the organised sports and games that you do during the WINTER SCHOOL TERMS (terms 2 and 3). Please think about a normal week and write in the table below the sports and games you usually do, how many times each week you usually do them (training and competition) and the usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Sport or game</th>
<th>Tick the term(s) you did it in LAST YEAR</th>
<th>Number of times each week you usually do this sport or game, including training</th>
<th>The usual amount of time you spend doing this sport or game each time you do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PSSA: Name of Sport</td>
<td>☐ Term 2</td>
<td>Training: ____ per/week</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td>Competition: ____ per/week</td>
<td></td>
</tr>
<tr>
<td>2. School Sport (NOT PSSA)</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Sport</td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Fitness</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PE</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>☐ Term 2</td>
<td>Training: ____ per/week</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td>Competition: ____ per/week</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>☐ Term 2</td>
<td>Training: ____ per/week</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td>Competition: ____ per/week</td>
<td></td>
</tr>
</tbody>
</table>

Examples of some sports and games you may do

- Aerobics
- Athletics
- Australian Rules
- Baseball
- Basketball
- Cricket
- Cycling (competitive)
- Dance (ballet)
- Dance (ballroom)
- Dance (jazz)
- Dance (tap)
- Dance (performance)
- Golf
- Gymnastics
- Hockey
- Indoor soccer
- Inline Hockey
- Lifesaving (competition)
- Martial arts
- Netball
- Oztag
- Rowing
- Rugby League
- Rugby Union
- Running
- Soccer
- Softball
- Squash
- Swimming
- Tennis
- T-ball
- Touch football
- Volleyball

School Physical Activity and Nutrition Survey (SPANS 2010)
21. **NON-ORGANISED PHYSICAL ACTIVITIES DURING SUMMER SCHOOL TERMS**

This question is about the non-organised physical activities that you do during the SUMMER SCHOOL TERMS (terms 1 and 4).

Please think about a normal week and write in the table below the activities you usually do, how many times each week you usually do them and the usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Number of times each week you usually do this activity</th>
<th>The usual amount of time you spend doing this activity each time you do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recess: Name of activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lunch: Name of Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of some activities you may do**

Aerobics  
Basketball  
Bushwalking  
Circuit training  
Cricket  
Cycling for fun  
Cycling for transport  
Dance around  
Fishing  
Golf  
Martial Arts  
Mountain Biking  
Netball  
Oztag  
Playing in pool  
Rugby  
Sailing (dinghies)  
Sailing (sailboard)  
Skateboarding  
Soccer  
Squash  
Surfing (board)  
Surfing (body)  
Swimming  
T-ball  
Tennis  
Touch football  
Ultimate frisbee  
Walking for pleasure  
Walking for transport  
Walking the dog

School Physical Activity and Nutrition Survey (SPANS 2010)
22. **NON-ORGANISED PHYSICAL ACTIVITIES DURING WINTER SCHOOL TERMS**

This question is about the non-organised physical activities that you do during the **WINTER SCHOOL TERMS** (terms 2 and 3).

Please think about a normal week and write in the table below the activities you usually do, how many times each week you usually do them and the usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Number of times each week you usually do this activity</th>
<th>The usual amount of time you spend doing this activity each time you do it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recess: Name of activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lunch: Name of Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of some activities you may do**

- Aerobics
- Basketball
- Bushwalking
- Circuit training
- Cricket
- Cycling for fun
- Cycling for transport
- Dance around
- Fishing
- Golf
- Martial Arts
- Mountain Biking
- Netball
- Oztag
- Playing in pool
- Rollerblading
- Sailing (dinghies)
- Sailing (sailboard)
- Skateboarding
- Soccer
- Squash
- Surfing (board)
- Surfing (body)
- Swimming
- T-ball
- Tennis
- Touch football
- Ultimate frisbee
- Walking for pleasure
- Walking for transport
- Walking the dog

---

School Physical Activity and Nutrition Survey (SPANS 2010)
### SCHOOL TRAVEL

23 How do you travel TO school in a usual week? (Please indicate the number of days you use each type of transport and the time you spend on that type of transport).

<table>
<thead>
<tr>
<th>Type of Transport</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Train</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Cycle</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Skateboard or scooter</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Car</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Bus</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Ferry/boat</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Other</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

24 How do you travel home FROM school in a usual week? (Please indicate the number of days you use each type of transport and the time you spend on that type of transport).

<table>
<thead>
<tr>
<th>Type of Transport</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Train</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Cycle</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Skateboard or scooter</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Car</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Bus</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Ferry/boat</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Other</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
# SEDENTARY ACTIVITIES

Now, some questions about the things you do sitting down....

25. Think about a normal school week, and write down how long you spend doing the following activities before and after school each day. Leave blank if you do not do that activity.

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching videos/DVDs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer or video games (Nintendo, X-box, Playstation, Wii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for doing homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework not on the computer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being tutored?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (car/bus/train)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing crafts or hobbies?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting around (chatting with friends/on the phone/chilling)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/practicing a musical instrument?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30 Think about a normal weekend, write down how long you spend doing the following activities on the weekend. Leave blank if you do not do that activity.

<table>
<thead>
<tr>
<th></th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching videos/DVDs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer or video games (Nintendo, X-box, Playstation, Wii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for doing homework?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework not on the computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being tutored?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (car/bus/train)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing crafts or hobbies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting around (chatting with friends/on the phone/chilling)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/practicing a musical instrument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to church or Saturday school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27. How often does your family offer sweets (lollies, ice cream, cake, biscuits) to you as a reward for good behaviour.

- Usually
- Sometimes
- Rarely/Never

28. How often do your parents set rules on the amount of television and electronic games that you can watch or use?

- Usually
- Sometimes
- Rarely/Never

29. Do you have a television in your bedroom?

- Yes
- No

30. How often do you...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never or rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have soft drinks instead of water or milk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose the low kilojoule or ‘diet’ soft drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have soft drinks available in your home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink soft drink with my meals at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink soft drink with lunch at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat food from fast food outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose the ‘value’ meal at fast food outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Upsize’ at fast food outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to fast food outlets with my family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to fast food outlets with my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose fast food outlets with the coolest TV ads</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Physical Activity and Nutrition Survey (SPANS 2010)
RECOMMENDED ACTIVITY LEVELS FOR CHILDREN

31. How many minutes of physical activity is it recommended that young people do each day?

__________ minutes  □  Don’t know

32. Up to how many hours of television, video, DVD or computer games is it recommended that young people watch each day?

__________ hours  □  Don’t know

33. Have you attended an Active After School (AASC) Community program in the last 12 months?

□  Yes  □  No  □  Not sure

CONGRATULATIONS

YOU HAVE COMPLETED THE QUESTIONNAIRE

Put up your hand and we will come and collect the questionnaire

School Physical Activity and Nutrition Survey (SPANS 2010)  Page 13 of 15
Schools Physical Activity and Nutrition Survey 2010

Year 8 & 10 Questionnaire

Thank you for helping us today. Many students throughout NSW are helping us by completing this questionnaire. This questionnaire will help us understand more about the health of young people. The answers are confidential and will be looked at by the survey team and no-one else. No-one at your school will see your answers. Thanks again for being part of this important survey!

This questionnaire is voluntary and you can withdraw at any time.

HOW TO COMPLETE THIS QUESTIONNAIRE

Most questions can be answered by shading a circle or writing your answer in the boxes.

Please answer each question the best you can

✓ Use only a black or dark blue pen to complete this questionnaire
✓ Please shade the circles completely
✓ Please write clearly in CAPITAL letters within the boxes
✓ If you make a mistake, or want to change any of your shaded responses, please put a cross through the incorrect response and shade in the correct response
✓ For written responses, please cross it out and print your new response just above or below the one you have crossed out
✓ Do not fold this questionnaire
✓ Please ask one of the staff if you need help

First name ___________________________ Surname ___________________________
Year ___________________________ Class ___________________________
School ___________________________


First, a few questions about you...

1. What is your date of birth?
   [ ] Day
   [ ] Month
   [ ] Year

2. Are you a boy or a girl?
   Boy [ ]
   Girl [ ]

3. What language do you speak most at home?
   English [ ]
   Another language [ ]
   (please write it here) ________________

4. Are you of Aboriginal and/or Torres Strait Islander origin?
   Yes [ ]
   No [ ]
   Don't know [ ]

5. What suburb do you usually live in? ______________________

6. What is the postcode where you usually live? ________________

Please do not write in this box

Height (cm)  Weight (kg)  Waist (cm)  MFT

School Physical Activity and Nutrition Survey (SPANS 2010)
7. How many serves of vegetables do you usually eat each day? (a serve = 1/2 cup cooked vegetables or 1 cup salad vegetables)
   - I don't eat vegetables
   - Less than 1 serve
   - 1 serve
   - 2 serves
   - 3 serves
   - 4 serves
   - 5 serves
   - 6 or more serves

8. How many serves of fruit do you usually eat each day? (a serve = 1 medium fruit or 2 small pieces of fruit or 1 cup diced pieces)
   - I don't eat fruit
   - Less than 1 serve
   - 1 serve
   - 2 serves
   - 3 serves
   - 4 serves
   - 5 serves
   - 6 or more serves

9. Please indicate how often you usually eat the following foods?

<table>
<thead>
<tr>
<th></th>
<th>PER WEEK</th>
<th>PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never or rarely</td>
<td>1-2 time per week</td>
</tr>
<tr>
<td>Meat products such as sausages, frankfurters, devon, ham, hamburgers or chicken nuggets?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Red meat, such as beef or lamb? Include all steaks, chops, roasts, mince, stir fries and casseroles. Do not include pork or chicken.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Hot chips, French fries, wedges or fried potatoes?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Potato crisps or other salty snacks (such as Twisties or corn chips)?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Snack foods, such as sweet and savoury biscuits, cakes, donuts, or muesli bars?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Confectionary, such as lollies and chocolate?</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Ice-cream or ice blocks?</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
10. How often do you have takeaway meals or snacks from places like McDonalds, Hungry Jacks, Pizza Hut, KFC, Red Rooster or local takeaway food places?

- Never or rarely
- Less than once a week
- About 1-2 times a week
- About 3-4 times a week
- About 5-6 times a week
- Everyday

11. How often do you usually have something for breakfast?

- Never or rarely
- Less than once a week
- About 1-2 times a week
- About 3-4 times a week
- About 5-6 times a week
- Everyday

12. How often do you usually eat dinner in front of the television?

- Never or rarely
- Less than once a week
- About 1-2 times a week
- About 3-4 times a week
- About 5-6 times a week
- Everyday

13. Please indicate how many cups of the following drinks you usually consume

<table>
<thead>
<tr>
<th></th>
<th>PER WEEK</th>
<th>PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 cup or less per week</td>
<td>2-4 cups per week</td>
</tr>
<tr>
<td><strong>Fruit juice</strong></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(1 cup = 250ml, a household tea cup or 1 large popper)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Water (tap or bottled)</strong></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(1 cup = 250ml, a household tea cup, 1 average bottle of water = 2 ½ cups)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Soft drink, cordials, or sports drink, such as lemonade or Gatorade</strong></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(1 cup = 250ml; 1 can of soft drink = 1 ½ cups)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>’Diet’ soft drink or diet cordial, such as diet Coke or Sprite or Coke Zero</strong></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(1 cup = 250ml; 1 can of soft drink = 1 ½ cups)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
14. What type of milk do you usually drink?
- I don't drink milk
- Whole
- Low/reduced fat
- Skim
- Evaporated or sweetened condensed
- Soy (full fat)
- Soy (reduced fat)
- Other type milk (such as rice, goat)
- Don't know

15. How many cups of MILK do you usually consume? (1 cup=250ml, a household tea cup). Include all types of milk, including flavoured milk and milk on cereal)
- I don't drink milk
- Less than 1 cup per week
- 1 cup per week
- 2 cups per week
- 3 cups per week
- 4 cups per week
- 5 cups per week

16. On school days, how often do you buy your lunch from the SCHOOL CANTEEN?
- My school doesn't have a canteen
- I don't buy lunch from the school canteen
- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week

17. What kind of drink do you usually buy from the SCHOOL CANTEEN? (Please shade only ONE circle. If you buy more than one type of drink, choose the one you buy most often)
- My school doesn't have a canteen
- I don't buy drinks from the canteen
- Fruit juices
- Sport drinks
- Plain Water
- Regular Soft drink
- 'Diet' or 'Low joule' soft drink
- Milk (plain or flavoured)

18. What kind of drink do you usually buy from the school VENDING MACHINE? (Please shade only ONE circle. If you buy more than one type of drink, choose the one you buy most often)
- My school doesn't have a vending machine
- I don't buy drinks from the vending machine
- Fruit juices
- Sport drinks
- Plain Water
- Regular Soft drink
- 'Diet' or 'low joule' soft drink
- Milk (plain or flavoured)
Now, some questions about the activities you do, in a normal week

19. **ORGANISED SPORTS AND GAMES DURING SUMMER SCHOOL TERMS**

The following questions are about the ORGANISED sports and games that you do at school, before and after school and on weekends during the **SUMMER** school terms (terms 1 & 4). **DO NOT INCLUDE SCHOOL HOLIDAYS.** Please think about a normal week and write in the table below:

- the sports or games you usually do (including training),
- how many times per week you usually do them, and
- the usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Sport or game</th>
<th>Tick the term(s) you did it in</th>
<th>Number of times each week you usually do this sport or game, including training</th>
<th>The usual amount of time you spend doing this sport or game each time you do it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Sport</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PE</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>☐ Term 1 (now) ☐ Term 4 (last year)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of some sports and games you may do**

- Aerobics
- Athletics
- Australian Rules
- Baseball
- Basketball
- Cricket
- Cycling (competitive)
- Dance (ballet)
- Dance (balletroom)
- Dance (jazz)
- Dance (tap)
- Dance (performance)
- Golf
- Gymnastics
- Hockey
- Indoor soccer
- Inline Hockey
- Lifesaving (competition)
- Martial arts
- Netball
- Oztag
- Rowing
- Rugby League
- Rugby Union
- Running
- Soccer
- Softball
- Squash
- Swimming
- T-ball
- Tennis
- Touch football
- Volleyball

*School Physical Activity and Nutrition Survey (SPANS 2010)*
20. **ORGANISED SPORTS AND GAMES DURING WINTER SCHOOL TERMS**

The following questions are about the **ORGANISED** sports and games that you do at school, before and after school and on weekends during the **WINTER** school terms (terms 2 and 3). **DO NOT INCLUDE SCHOOL HOLIDAYS.** Please think about a normal week and write in the table below:

- the sports or games you usually do (including training),
- how many times per week you usually do them, and
- the usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Sport or game</th>
<th>Tick the term(s) you did it in LAST YEAR</th>
<th>Number of times each week you usually do this sport or game, including training</th>
<th>The usual amount of time you spend doing this sport or game each time you do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Sport</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PE</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>☐ Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Term 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of some sports and games you may do**

- Aerobics
- Athletics
- Australian Rules
- Baseball
- Basketball
- Cricket
- Cycling (competitive)
- Dance (ballet)
- Dance (ballroom)
- Dance (jazz)
- Dance (tap)
- Dance (performance)
- Golf
- Gymnastics
- Hockey
- Indoor soccer
- Inline Hockey
- Lifesaving (competition)
- Martial arts
- Netball
- Oztag
- Rowing
- Rugby League
- Rugby Union
- Running
- Soccer
- Softball
- Squash
- Swimming
- T-ball
- Tennis
- Touch football
- Volleyball

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School Physical Activity and Nutrition Survey (SPANS 2010)
21. NON-ORGANISED physical activities during SUMMER school terms

This question is about the non-organised physical activities that you do during the SUMMER SCHOOL TERMS (terms 1 and 4). Please think about a normal week and write in the table below:

- Activities that you usually do,
- How many times each week you usually do them, and
- The usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Number of times each week you usually do this activity</th>
<th>The usual amount of time you spend doing this activity each time you do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples of some activities you may do:

- Aerobics
- Basketball
- Bushwalking
- Circuit training
- Cricket
- Cycling for fun
- Cycling for transport
- Dance around
- Fishing
- Golf
- Martial Arts
- Mountain Biking
- Netball
- Ozztag
- Playing in pool
- Rollerblading
- Sailing (dinghies)
- Sailing (sailboard)
- Skateboarding
- Soccer
- Squash
- Surfing (board)
- Surfing (body)
- Swimming
- T-ball
- Tennis
- Touch football
- Ultimate frisbee
- Walking for pleasure
- Walking for transport
- Walking the dog

School Physical Activity and Nutrition Survey (SPANS 2010)
22. **NON-ORGANISED PHYSICAL ACTIVITIES DURING WINTER SCHOOL TERMS**

This question is about the non-organised physical activities that you do during the **WINTER SCHOOL TERMS** (terms 2 and 3). Please think about a normal week and write in the table:

- Activities that you usually do,
- How many times each week you usually do them, and
- The usual amount of time you spend doing them.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Number of times each week you usually do this activity</th>
<th>The usual amount of time you spend doing this activity each time you do it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of some activities you may do**

- Aerobics
- Basketball
- Bushwalking
- Circuit training
- Cricket
- Cycling for fun
- Cycling for transport
- Dance around
- Fishing
- Golf
- Martial Arts
- Mountain Biking
- Netball
- Oztag
- Playing in pool
- Rollerblading
- Sailing (dinghies)
- Sailing (sailboard)
- Skateboarding
- Squash
- Surfing (board)
- Surfing (body)
- Swimming
- T-ball
- Tennis
- Touch football
- Ultimate frisbee
- Walking for pleasure
- Walking for transport
- Walking the dog
### SCHOOL TRAVEL

23  How do you travel TO school in a usual week? (Please indicate the number of days you use each type of transport and the time you spend on that type of transport).

<table>
<thead>
<tr>
<th>Type of Transport</th>
<th>On how many days a week do you use this type of transport to go to school?</th>
<th>How long do you spend on this transport on the way to school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Train</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Cycle</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Skateboard or scooter</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Car</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Bus</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Ferry/boat</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Other</td>
<td>1 O</td>
<td>2 O</td>
</tr>
</tbody>
</table>

24  How do you travel home FROM school in a usual week? (Please indicate the number of days you use each type of transport and the time you spend on that type of transport).

<table>
<thead>
<tr>
<th>Type of Transport</th>
<th>On how many days a week do you use this type of transport to go home from school?</th>
<th>How long do you spend on this transport on the way to school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Train</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Cycle</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Skateboard or scooter</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Car</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Bus</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Ferry/boat</td>
<td>1 O</td>
<td>2 O</td>
</tr>
<tr>
<td>Other</td>
<td>1 O</td>
<td>2 O</td>
</tr>
</tbody>
</table>
SEDENTARY ACTIVITIES

Now, some questions about the things you do sitting down....

25. Think about a normal school week, and write down how long you spend doing the following activities before and after school each day. Leave blank if you do not do that activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching videos/DVDs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer or video games (Nintendo, X-box, Playstation, WII)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for doing homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework not on the computer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being tutored?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (car/bus/train)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing crafts or hobbies?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting around (chatting with friends/on the phone/chilling)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/practicing a musical instrument?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30. Think about a normal weekend, write down how long you spend doing the following activities on the weekend. Leave blank if you do not do that activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching videos/DVDs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer or video games (Nintendo, X-box, Playstation, WII)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the computer for doing homework?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing homework not on the computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being tutored?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (car/bus/train)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing crafts or hobbies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting around (chatting with friends/on the phone/chilling)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing/practicing a musical instrument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to church or Saturday school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27. How often does your family offer sweets (lollies, ice cream, cake, biscuits) to you as a reward for good behaviour.

- Usually
- Sometimes
- Rarely/Never

28. How often do your parents set rules on the amount of television and electronic games that you can watch or use?

- Usually
- Sometimes
- Rarely/Never

29. Do you have a television in your bedroom?

- Yes
- No

30. How often do you...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never or rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have soft drinks instead of water or milk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose the low kilojoule or ‘diet’ soft drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have soft drinks available in your home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink soft drink with my meals at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink soft drink with lunch at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat food from fast food outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose the ‘value’ meal at fast food outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Upsize’ at fast food outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to fast food outlets with my family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to fast food outlets with my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose fast food outlets with the coolest TV ads</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOW A FEW QUESTIONS ABOUT RECOMMENDED ACTIVITY LEVELS FOR YOU...

31. How many minutes of physical activity is it recommended that young people do each day?

__________ minutes  □  Don’t know

32. Up to how many hours of television, video, DVD or computer games is it recommended that young people watch each day?

__________ hours  □  Don’t know

CONGRATULATIONS

YOU HAVE COMPLETED THE QUESTIONNAIRE

Put up your hand and we will come and collect the questionnaire