

Scoring of PDPAR

METs were assigned to activities as stated in Weston et al. MSSE, 1997 and by using:

Compendium of physical activities: Classification of energy costs of human physical activities. Ainsworth BE, Haskell WL, Leon AS, Jacobs DR, Montoye HJ, Sallis JF, Paffenbarger RS. Med Sci. Sports Exerc. 1993; 25:71-80.

Available from the Children's Physical Activity
Research Group, Arnold School of Public
Health, University of South Carolina. [http://
www.sph.sc.edu/USC_CPARG/pdf/
script_pdpar.pdf](http://www.sph.sc.edu/USC_CPARG/pdf/script_pdpar.pdf)

Previous Day Physical Activity Recall: PDPAR Script

“Good morning! I’m _____ and I’ve brought _____ with me today. We’re from the University of South Carolina and are here to measure your recent physical activity. We are going to assist you with recalling the main activities you did yesterday after school. There are a couple of things we need to know. They include what the activity was, how physically hard it was, and how long the activity lasted.

[HAND-OUT PDPAR WORKSHEETS TO THE STUDENTS. WHILE YOU TALK, HOLD UP A PDPAR WORKSHEET FOR EVERYONE TO SEE.]

“First, let’s look at the top page of the recall sheet. This page has drawings of activities of different intensities. The lowest level is called very light activities. Activities such as watching television and studying are considered very light. Medium physical activities increase heart and breathing rates. Looking at the drawings we can see that such activities as jogging and playing basketball are moderate activities. Hard activities are those that cause you to be tired in just a few minutes. They include activities such as running very fast and biking very fast.”

“Did anyone notice that some activities can be done so that they are either physically hard or sort of easy? **[Let them respond.]** What did you notice about basketball and running?” **[Let them respond.]** “It should be clear that basketball, running, and other activities can be done easy or hard, depending on how they are played or done.”

“You will be asked to recall the main activities you did yesterday after school. You will also be asked to report the main activity you engaged in each half-hour. Can anyone think of an activity that lasts a half-hour? **[Pause. Hopefully, someone will say watching a TV show; if they don’t, mention it yourself.]**

“Now flip to the middle pages of your worksheet. On the left side is a list of 33 Common activities. From this list you will choose yesterday’s after school activities. Let’s look at the list. The first 3 items have to do with eating. Notice each item is assigned a number. For example, # 1 is *eating a meal* and # 2 is *eating a snack*.”

“Let’s look down the list...**continue reading the whole list**...# 33 is “*other*.” Some activities are listed twice. For example, # 8 and # 21 both list *walking*. The difference is that # 8 walking is walking for transportation...such as walking to a friend’s house because you have no other way to get there. If someone went for a walk to get some fresh air, walk the dog or to get some exercise we would record # 21.”

“The difference between # 30 – “organized” sport and # 31 – “individual” sport is that # 30 has a coach.”

“In some cases an activity you participate in may not be listed. For example, let’s say you read a book for fun. Reading is not listed so you would pick # 20 or # 33 “other” and write the word “reading” on the line.

[HOLD UP ENLARGED VERSION OF RECALL SHEET. ASK STUDENTS TO PUT THEIR PENCILS/PENS DOWN & INSTRUCT THEM NOT TO WRITE ON THEIR WORKSHEET YET.]

“Before we actually fill one out, let’s look at this chart...it is similar to the one on the right hand page you have in front of you. In order to show you how to record your activity, we will go through a make-believe 7th grader’s activity recall. Notice the chart has spaces to mark the main activity which our 7th grader did and how physically hard it was.”

1. “Let’s say yesterday from 3:00 until 3:30 the main activity of this student was riding home on a school bus. What number activity is *riding on a school bus*?” **[Pause and wait for the correct answer.]**

“Correct. He or she would write a 7 in the first box. Please remember that only **ONE** activity can be put in each block.” [Record a “7” in the correct box on the sample sheet.]

“How hard do you believe it is to *ride a school bus*?” [Pause.] *Riding a school bus* is physically easy, that is: “done while sitting down.” So, we would put a check in the very light column.” [Record a ✓ mark in the VERY LIGHT column.]

2. “Let’s say the person got home at 3:30 and had a *snack*. What number is snacking? [Pause.] We will put the # 2 here. [Record a “2” in the correct box.] “How physically hard is *snacking*?” [Pause.] Because it is not very physically hard, we would choose very light.” [Record a ✓ mark in the VERY LIGHT column.]
3. “From 4:00 until 5:00 the person decided to *shoot baskets*. What number activity would that be? The correct number is 31. Because he or she was just *shooting baskets* and not working hard he or she would put a check in either the light or medium column.” [Put a check ✓ in one of those columns.]
4. “From 5:00 until 6:00 our 7th grader *ate dinner*. What number is *dinner*? [Pause.] Correct, it is number 1. How physically hard is eating? Because it is not very physically hard we would choose very light.” [Record # 1 and ✓ VERY LIGHT.]
5. “From 6:00 until 7:30 this person did *homework*. What number is *homework*? [Pause.] Correct # 11. [Record # 11 in the 3 corresponding boxes.] How physically hard is *homework*? [Pause.] Because *homework* is not physically hard we would choose very light. [✓ VERY LIGHT.] What if the *homework* subject was math and was very hard? [Pause.] We would still mark very light because it is physically very light.
6. “From 7:30 until 9:30 this person *watched television*. What number is *television*? It’s # 13 so we will write 13 in the next four blocks. [Record #13 in the corresponding boxes.] Because *television* viewing is not physically hard and is done while sitting, we would choose very light.” [✓ VERY LIGHT.]
7. “At 9:30 our friend *went to bed*. What number is *sleeping*? [Pause.] Right, # 4. [Record # 4 in the corresponding box.] Because *sleeping* is not physically hard we would choose very light. [✓ VERY LIGHT.] What if our friend was *sleeping* hard? [Pause.] We would still mark very light because it is physically light. [✓ VERY LIGHT.]

[BEGIN THE ACTUAL ADMINISTRATION. ASK THE STUDENTS TO PICK-UP THEIR PENCILS/PENS AND BEGIN THE RECALL WORKSHEET.]

“Okay, let’s recall YOUR activity. Try your best to remember! Please be honest! First remember to circle the day of the week being recalled. [Point to it on the sample sheet.] Since today is _____, yesterday was _____.

“At 3:00 yesterday afternoon, remember what you were doing. Three o’clock is right after school, so many of you were probably on your way home. Some of you may have been walking and some of you riding in a bus or car.” [Pause.]

“Now, find the number of the activity YOU participated in and write it in the proper box. Remember: only **ONE** activity per box. How physically hard was that activity? Write in how physically hard you thought the activity was.”

“At 3:30 many of you probably arrived at home. Try to remember what you did. Many people have a snack at this time but, you may have been doing something else.

[Give them time to mark their responses.]

“Do you remember what you were doing from 4:00 until you ate dinner? Did you help prepare dinner? Did you go outside and play? Please find the number of the activity you participated in and record it.”
[Pause and let them record responses.]

“Somewhere between 5:00 and 7:30 most people eat dinner. Please do not forget to put down when you ate. What did you do after dinner? Did you help with dishes? Did you watch television, do homework, go to a store, hang around with friends, or talk on the phone? Please complete the recall to 8:00.”

[Walk around the room and see how the students are doing.]

“You can finish the worksheet at your own pace. I will be walking around the room if you have any questions. Does anyone have any questions?”

[Walk around the room and look over students’ shoulders to make sure that they are not forgetting to mark intensities and are filling-in the specific activity when necessary.]

[As the students complete their recalls, collect them one-by-one. BE SURE TO INSPECT EACH RECALL SHEET FOR MISSING OR INCORRECT INFORMATION. Ask the student to make the necessary corrections. Collect each recall from each student.]

[Remember to thank the students and the teach for their cooperation and effort!]