Physical activity and adolescent girls:
The development and evaluation of an active-gaming intervention utilising social cognitive theory and action research

Volume II of II

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Submitted for the degree of Doctor of Philosophy

Heriot Watt University
School of Life Sciences
October 2011

The copyright in this thesis is owned by the author. Any quotation from this thesis or use of any of the information contained in it must acknowledge this thesis as the source of the quotation or information.
This action research study sought to develop and evaluate an SCT based active-gaming which aimed to increase physical activity (PA) behaviour and psycho-social correlates of PA in adolescent girls. A review of the literature and consultation with stakeholders led to the development of four studies. Informed by SCT the first three studies were designed to focus on the role of individual, environmental and behavioural factors on PA behaviour, respectively. Study 1 was a small-scale school-based randomised controlled trial (n=21) evaluating the effectiveness and feasibility of PA consultations on enhancing psycho-social correlates of PA and PA behaviour. Questionnaire responses, a pupil validity questionnaire and researcher case notes indicated that PA consultations were well received and effective at moving participants through the stages of change; however there were no significant changes in PA behaviour and psycho-social correlates of PA. Study 2 incorporated focus groups and inductive content analysis to identify the environmental factors that adolescent girls (n=38) perceived as influencing PA during PE. Results highlighted several key social and physical environmental factors perceived to influence PA. Study 3 employed focus groups and inductive content analysis to examine the experiences of girls (n=8) who participated in a small-scale active-gaming intervention, reporting that girls were supportive of the activity. Study 4 was informed by Studies 1 to 3 and aimed to design, implement and evaluate the effectiveness of an active-gaming intervention with group PA consultations on PA behaviour and psycho-social determinants of PA in adolescent girls (n=244). Outcome variables were assessed by questionnaire and the feasibility and acceptability of the project was assessed by monitoring attendance, employing a social validity questionnaire and researcher case notes. Results indicated that the intervention was effective in moving participants through the stages of change; however only low active girls demonstrated significant changes in PA and psycho-social determinants of PA. The intervention was generally well received with high attendance and positive feedback. Researcher case notes indicated that less active participants responded most favourably to the intervention. Overall, the study concluded that adolescent girls’ PA behaviour is influenced by individual and environmental factors. Girls are open and favourable to PA interventions, especially when they focus on the individual’s needs. Active-gaming is a popular activity with adolescent girls; however active-gaming may only be effective at increasing the PA levels of low active girls.
# TABLE OF CONTENT

**ABSTRACT**

**ACKNOWLEDGEMENTS**

**ACADEMIC REGISTRY**

**TABLE OF CONTENT**  
1

**LIST OF FIGURES**  
VIII

**LIST OF APPENDICES**  
X

**CHAPTER 1: INTRODUCTION TO THE RESEARCH**  
1

1.1 Introduction to physical activity  
1

1.2 The physical activity problem  
3

1.3 Variables associated with physical activity  
4

1.4 Overview of correlates  
5
1.4.1 Demographic  
6
1.4.2 Biological  
9
1.4.3 Behavioural  
9
1.4.4 Individual  
10
1.4.5 Environmental  
12

1.5 Technology and physical activity  
13
1.5.1 Summary of anecdotal evidence  
15
1.5.2 Current Active-Gaming Research  
16

1.6 Future active gaming research and the use of theory  
19

1.7 Purpose and significance of the research  
21

1.8 Summary of Chapters  
21

1.9 Conclusion  
23

**CHAPTER 2: SOCIAL COGNITIVE THEORY**  
24

2.1 Development of Social Cognitive Theory  
24

2.2 Components of Social Cognitive Theory  
25
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health promotion using Social Cognitive Theory</td>
<td>26</td>
</tr>
<tr>
<td>Personal factors</td>
<td>28</td>
</tr>
<tr>
<td>2.4.1 Self-Efficacy</td>
<td>28</td>
</tr>
<tr>
<td>2.4.2 Goals</td>
<td>33</td>
</tr>
<tr>
<td>2.4.3 Outcome Expectations</td>
<td>33</td>
</tr>
<tr>
<td>2.4.4 Agency and self-regulation in Social Cognitive Theory</td>
<td>33</td>
</tr>
<tr>
<td>Environmental Aspects</td>
<td>37</td>
</tr>
<tr>
<td>Social Cognitive Theory and Adolescents</td>
<td>38</td>
</tr>
<tr>
<td>Criticism of Social Cognitive Theory and other Social Cognitive models</td>
<td>38</td>
</tr>
<tr>
<td>Practical application of Social Cognitive Theory</td>
<td>39</td>
</tr>
<tr>
<td>Conclusion</td>
<td>39</td>
</tr>
<tr>
<td>CHAPTER 3: METHODOLOGICAL FRAMEWORK</td>
<td>40</td>
</tr>
<tr>
<td>Key aspects of action research</td>
<td>40</td>
</tr>
<tr>
<td>Action research in the current thesis</td>
<td>41</td>
</tr>
<tr>
<td>Research paradigm</td>
<td>44</td>
</tr>
<tr>
<td>Mixed-methods approach</td>
<td>45</td>
</tr>
<tr>
<td>Quantitative approach</td>
<td>46</td>
</tr>
<tr>
<td>Qualitative approach</td>
<td>46</td>
</tr>
<tr>
<td>Qualitative methods in physical activity research</td>
<td>47</td>
</tr>
<tr>
<td>Trustworthiness in qualitative research</td>
<td>47</td>
</tr>
<tr>
<td>Conclusion</td>
<td>48</td>
</tr>
<tr>
<td>CHAPTER 4: TARGETING THE PERSONAL COMPONENT OF SOCIAL COGNITIVE THEORY THROUGH A PHYSICAL ACTIVITY CONSULTATION INTERVENTION</td>
<td>49</td>
</tr>
<tr>
<td>Personal correlates of physical activity</td>
<td>49</td>
</tr>
<tr>
<td>Physical activity counselling and physical activity consultations</td>
<td>50</td>
</tr>
<tr>
<td>Transtheoretical model</td>
<td>53</td>
</tr>
<tr>
<td>Transtheoretical model and physical activity consultation: Theory to application</td>
<td>60</td>
</tr>
<tr>
<td>Support for physical activity consultations</td>
<td>64</td>
</tr>
</tbody>
</table>
4.6 Delivery and reporting of physical activity interventions 67
4.7 Implementing physical activity consultations in a school environment 68
4.8 Rationale and study aims 68
4.9 Methodology 69
4.9.1 Participants 69
4.9.2 Instruments 70
4.9.3 Procedure 72
4.9.4 Analysis 74
4.10 Results 75
4.10.1 Aim 1: Effects on physical activity and psycho-social correlates of physical activity 77
4.10.2 Aim 2: Evaluation of the processes and feasibility of the intervention 78
4.11 Discussion 87
4.11.1 Physical activity and psycho-social correlates 87
4.11.2 Processes and feasibility of the intervention 90
4.12 Conclusion 99

CHAPTER 5: ADOLESCENT GIRLS’ PERCEPTIONS OF THE INFLUENCE OF THE ENVIRONMENT ON PHYSICAL ACTIVITY 100
5.1 Introduction to environmental correlates of PA 100
5.2 Current environmental guidelines associated with physical activity in Scotland 102
5.3 Educational environment and PA 103
5.4 Physical environment 103
5.4.1 Built environment and facilities in the community 104
5.4.2 School built environment 108
5.4.3 Weather 112
5.4.4 Type and choice of activity 112
5.4.5 Quantity and timing of physical activity 114
5.5 Social environment 115
5.5.1 Social support 116
5.5.2 Class climate and exercise motivation 125
5.5.3 Class composition 128
5.6 Summary and Rationale 131
5.7 Methodology 133
5.7.1 Participants and context 133
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7.2</td>
<td>Instrument</td>
<td>134</td>
</tr>
<tr>
<td>5.7.3</td>
<td>Procedure</td>
<td>135</td>
</tr>
<tr>
<td>5.7.4</td>
<td>Data analysis</td>
<td>135</td>
</tr>
<tr>
<td>5.8</td>
<td>Results</td>
<td>138</td>
</tr>
<tr>
<td>5.8.1</td>
<td>Main Theme: Physical environment</td>
<td>140</td>
</tr>
<tr>
<td>5.8.2</td>
<td>Main Theme: Social environment</td>
<td>160</td>
</tr>
<tr>
<td>5.8.3</td>
<td>Sub-theme: Class climate</td>
<td>176</td>
</tr>
<tr>
<td>5.8.4</td>
<td>Sub-theme: Characteristics and behaviours of exercise leaders</td>
<td>188</td>
</tr>
<tr>
<td>5.9</td>
<td>Discussion</td>
<td>218</td>
</tr>
<tr>
<td>5.9.1</td>
<td>Context of the findings</td>
<td>218</td>
</tr>
<tr>
<td>5.9.2</td>
<td>General findings</td>
<td>219</td>
</tr>
<tr>
<td>5.10</td>
<td>Physical environment</td>
<td>220</td>
</tr>
<tr>
<td>5.11</td>
<td>Social environment</td>
<td>226</td>
</tr>
<tr>
<td>5.11.1</td>
<td>Class composition</td>
<td>227</td>
</tr>
<tr>
<td>5.11.2</td>
<td>Class climate</td>
<td>232</td>
</tr>
<tr>
<td>5.11.3</td>
<td>Characteristics and behaviours of exercise leaders</td>
<td>235</td>
</tr>
<tr>
<td>5.12</td>
<td>Limitations of study</td>
<td>242</td>
</tr>
<tr>
<td>5.13</td>
<td>Conclusion</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTER 6: ADOLESCENT GIRLS’ EXPERIENCES OF A SMALL SCALE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ACTIVE - GAMING INTERVENTION</strong></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Introduction</td>
<td>244</td>
</tr>
<tr>
<td>6.2</td>
<td>Background to current study</td>
<td>244</td>
</tr>
<tr>
<td>6.3</td>
<td>Methodology</td>
<td>245</td>
</tr>
<tr>
<td>6.3.1</td>
<td>Participants</td>
<td>245</td>
</tr>
<tr>
<td>6.3.2</td>
<td>Measurement</td>
<td>245</td>
</tr>
<tr>
<td>6.3.3</td>
<td>Procedure</td>
<td>246</td>
</tr>
<tr>
<td>6.3.4</td>
<td>Data analysis</td>
<td>246</td>
</tr>
<tr>
<td>6.4</td>
<td>Results</td>
<td>246</td>
</tr>
<tr>
<td>6.4.1</td>
<td>Overview</td>
<td>246</td>
</tr>
<tr>
<td>6.4.2</td>
<td>Main theme: Positive aspects of the intervention</td>
<td>248</td>
</tr>
<tr>
<td>6.4.3</td>
<td>Main Theme: Negative aspects of the intervention</td>
<td>256</td>
</tr>
<tr>
<td>6.5</td>
<td>Discussion</td>
<td>266</td>
</tr>
<tr>
<td>6.5.1</td>
<td>Positive aspects of the intervention</td>
<td>267</td>
</tr>
<tr>
<td>6.5.2</td>
<td>Negative aspects of the intervention</td>
<td>269</td>
</tr>
<tr>
<td>6.6</td>
<td>General findings and future research</td>
<td>272</td>
</tr>
</tbody>
</table>
# CHAPTER 7: DEVELOPMENT, DELIVERY AND EVALUATION OF AN ACTIVE - GAMING INTERVENTION FOR ADOLESCENT GIRLS

## 7.1 Introduction

## 7.2 Physical activity interventions and adolescent girls

### 7.2.1 Summary of physical activity interventions: Systematic reviews

### 7.2.2 School based interventions

### 7.2.3 Social Cognitive Theory based interventions

### 7.2.4 Summary

## 7.3 Intervention Rationale

## 7.4 Aim

## 7.5 Methodology

### 7.5.1 Participants

### 7.5.2 Procedure

### 7.5.3 Measurement and Data Analysis

## 7.6 Results

### 7.6.1 Section One: Overall physical activity and psycho-social variables

### 7.6.2 Section Two: Pupil Validity Assessment and Researcher Case Notes

## 7.7 Discussion

### 7.7.1 Section one: Overall physical activity and psycho-social variables of physical activity

### 7.7.2 Section Two: Pupil validity and researcher case notes

## 7.8 Study Limitations

## 7.9 Conclusion

# CHAPTER 8: CONCLUSIONS

## 8.1 Introduction

## 8.2 Specific conclusions

## 8.3 General conclusions

## 8.4 Importance to stakeholders and possible implementation

## 8.5 The research experience

REFERENCES
LIST OF TABLES

Table 1.1: Quantitative variables associated with physical activity in adolescent girls (adapted from Biddle et al., 2005a, Biddle et al., 2005b, and NICE 2007a) 8

Table 4.1: The ten processes of exercise behaviour change related to physical activity 56

Table 4.2: Practical application of components of the Transtheoretical Model during a physical activity consultation 61

Table 4.3: Outcome variables and references for validation in Study 1 70

Table 4.4: Proportion of participants in each stage of behaviour change, pre and post intervention (Experimental and Control group) 77

Table 4.5: Mean Data and Standard Deviations of Key Measurements in Study 1 78

Table 4.6: Summary of themes emerging from a pupil validity questionnaire related to physical activity consultations 79

Table 4.7: Mean scores and standard deviations for the likert scale responses associated with a physical activity consultation (on a scale of 1 – 7) 82

Table 5.1: Summary of environmental factors associated with physical activity 131

Table 7.1: National objectives of the fit for girls programme 279

Table 7.2: Summary of facilitators and barriers to physical activity in adolescent girls, amended from PAHA, 2010 282

Table 7.3: Psychosocial measurements evaluated pre and post intervention 294

Table 7.4: Proportion of participants in each stage of behaviour change pre and post intervention for the control and experimental conditions 298

Table 7.5: Mean results and standard deviations pre and post intervention for the control and experimental conditions 299

Table 7.6: Proportion of participants in each stage of behaviour change pre and post intervention according to physical activity level 300

Table 7.7: Mean results and standard deviations pre and post intervention according to physical activity level 301

Table 7.8: Proportion of participants in each stage of behaviour change pre and post intervention across three time points for experimental groups A and B 303

Table 7.9: Mean of each of the measurements across three points for experimental groups A and B 304

Table 7.10: Mean likert responses related to the goals of the intervention (Scale 1 – 6) 309

Table 7.11: Mean and standard deviations of the likert responses relating to the procedures of the interventions (Scale 1 – 6) 322
Table 7.12: Mean and standard deviations of likert responses relating to the outcomes of the intervention (Scale 1 – 6)
# LIST OF FIGURES

**Figure 2.1:** Model of the triadic reciprocal interaction of Social Cognitive Theory (adapted from Bandura, 1997)  
25

**Figure 2.2:** Paths of influence in Social Cognitive Theory: Causal model of health promotion highlighting self-efficacy as a direct and indirect influence on behaviour (adapted from Bandura, 2002 and 2004)  
26

**Figure 2.3:** Model of triadic reciprocal interaction of Social Cognitive Theory and phases and sub processes of self-regulation (adapted from Bandura 1997; Zimmerman & Campillo, 2003, p. 239)  
35

**Figure 3.1:** Detailed action research model (adapted from Susman, 1983)  
42

**Figure 3.2:** Cyclical process of action research, taken from Riel (2010)  
43

**Figure 4.1:** Bandura’s Social Cognitive Theory model of Health Promotion (Bandura, 2002)  
52

**Figure 4.2:** The behavioural change spiral (adapted from Marcus et al., 1992)  
54

**Figure 4.3:** Sources of self-efficacy adapted from Bandura (1997)  
58

**Figure 4.4:** Profile of Study 1  
76

**Figure 5.1:** Data analysis process for Study 2  
137

**Figure 5.2:** Diagram key: Development of themes  
139

**Figure 5.3:** Overview of main themes: Physical and social environment and sub themes of the social environmental; class composition, class climate and characteristics and behaviours of exercise leaders  
140

**Figure 5.4:** Main theme: Physical environment  
141

**Figure 5.5:** Sub-themes of the social environment; class composition, class climate and characteristics and behaviours of exercise leaders  
161

**Figure 5.6:** Sub-theme: Class composition  
162

**Figure 5.7:** Sub-theme: Class climate  
177

**Figure 5.8:** Second and third order themes: Characteristics and behaviours of exercise leaders  
189

**Figure 5.9:** Cluster of second order theme: Positive communicator  
190

**Figure 5.10:** Cluster of second order theme: Stops negative behaviour  
195

**Figure 5.11:** Cluster of second order theme: Impartial and inclusive  
196

**Figure 5.12:** Cluster of second order theme: Understanding  
197

**Figure 5.13:** Cluster of second order theme: Positive and good fun  
199
Figure 5.14: Cluster of second order theme: Competitive balance 202
Figure 5.15: Cluster of second order theme: Supportive 203
Figure 5.16: Cluster of second order theme: Friendly 204
Figure 5.17: Cluster of second order theme: Competent and participates 207
Figure 5.18: Cluster of second order theme: Interested 209
Figure 5.19: Cluster of second order theme: Awareness 211
Figure 5.20: First order themes: Good hygiene and does not make you do things you don’t want to do 212
Figure 5.21: Cluster of second order theme: Gender 213
Figure 5.22: Cluster of second order theme: Age 216
Figure 5.23: Additional first order theme: PE teachers different to other teachers 217
Figure 6.1: Diagram key – Development of themes 247
Figure 6.2: Participant experiences of an active-gaming intervention 247
Figure 6.3: Main theme: Positive aspects of the intervention 249
Figure 6.4: Main theme: Negative aspects of the intervention 257
Figure 7.1: Delivery of the intervention detailing control and experimental groupings 289
Figure 7.2: Active-gaming class layout 290
Figure 7.3: Ground rules in the active gaming class 291
Figure 7.4: Participant ‘high scores’ 292
Figure 7.5: data analysis process 296
Figure 7.6: Study 4: Profile 297
Figure 7.7: Components of social validity for organisation 305
Figure 7.8: Diagram key: Development of themes 306
Figure 7.9: Main theme: Goals 307
Figure 7.10: Main theme: Procedure 311
Figure 7.11: Main theme: Outcome 323
LIST OF APPENDICES

APPENDIX A: CPD of primary researcher 397

APPENDIX B: Physical activity question 399

APPENDIX C: Information and consent form (Study 1) 400

APPENDIX D: Girls’ health questionnaire booklet (Study 1) 406

APPENDIX E: Pupil validity questionnaire (Study 1) 417

APPENDIX F: Physical activity consultation booklet (I) and reminder (II) 419

APPENDIX G: Physical activity reminder (Study 1) 431

APPENDIX H: Information sheet and consent form (Study 2) 432

APPENDIX I: Physical activity questions (Study 2) 437

APPENDIX J: Focus group schedule (Study 2) 438

APPENDIX K: Sample transcript (Study 2) 440

APPENDIX L: Focus group schedule (Study 3) 461

APPENDIX M: Sample transcript (Study 3) 464

APPENDIX N: Information sheet and opt out form (Study 4) 491

APPENDIX O: Choice questionnaire (Study 4) 496

APPENDIX PI AND PII: Physical activity consultation book and follow up booklet 498

APPENDIX Q: Girl’s health questionnaire booklet B (Study 4) 510

APPENDIX R: Pupil validity questionnaire (Study 4) 523

APPENDIX S: Pupil validity questionnaire responses (Study 4) 527
REFERENCES


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APPENDIX A: CPD of primary researcher

Workshops/Conferences/Symposiums/Seminars/Publications

Report on training and development undertaken during the Studentship

Throughout the PhD experience the student attended a number of training and development opportunities, some funded by the CSO and some self funded. The student successfully attained her BASES sport and exercise scientist accreditation during the PhD process. Further, the researcher organised and delivered presentations at steering group meetings designed specifically to discuss the current study with stakeholders. Details of all relevant training and development opportunities are detailed in Table 1.

Table 1: Training and development opportunities undertaken by Joan M Henretty

<table>
<thead>
<tr>
<th>Workshop/Conference/Symposium/Seminar/Publication</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting of the Scottish Sport and Exercise Psychologists</td>
<td>2007</td>
</tr>
<tr>
<td>SPARColl seminar: Understanding and influencing sedentary behavior</td>
<td>2007</td>
</tr>
<tr>
<td>Scottish PA research group, Strathclyde University (x 2)</td>
<td>2007</td>
</tr>
<tr>
<td>Meeting of the Scottish Sport and Exercise Psychologists</td>
<td>2007</td>
</tr>
<tr>
<td>Mindfields College. Guided imagery and visualisation for therapeutic change</td>
<td>2007</td>
</tr>
<tr>
<td>Biddle, S. PA and sedentary behaviour in young people: A complex issue so why expect a simply solutions. Seminar, Queen Margaret University</td>
<td>2008</td>
</tr>
<tr>
<td>Steering Group Meeting: Presentation to Sportscotland, Learning Teaching Scotland, Health promoting schools and active schools</td>
<td>2008</td>
</tr>
<tr>
<td>PA and Health Alliance conference, Murrayfield, Edinburgh</td>
<td>2008</td>
</tr>
<tr>
<td>Presentation to CSO PhD student group and panel, Edinburgh Royal Infirmary, Edinburgh</td>
<td>2008</td>
</tr>
<tr>
<td>Heriot Watt Annual PhD Review</td>
<td>2008</td>
</tr>
<tr>
<td>Meeting of Scottish Sport and Exercise Psychologists</td>
<td>2008</td>
</tr>
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<td>Cronin, A. Introduction to focus groups. University of Surrey.</td>
<td>2008</td>
</tr>
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<td>Nvivo 8 Workshop: Qualitative Analysis Training, Glasgow.</td>
<td>2008</td>
</tr>
<tr>
<td>Scottish Universities Sports related academic group conference. Abertay University. Dundee</td>
<td>2008</td>
</tr>
<tr>
<td>Event</td>
<td>Year</td>
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<td>----------------------------------------------------------------------</td>
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<td>Mindfields College. The essential brief therapy strategies</td>
<td>2008</td>
</tr>
<tr>
<td>Davison, R. and Brackenridge, C. Safeguarding Young People and Vulnerable Adults in Sport and Exercise Sciences. BASES, Napier University, Edinburgh.</td>
<td>2008</td>
</tr>
<tr>
<td>1st Annual HEPA Europe European network for promotion of health-enhancing PA. Glasgow, Scotland.</td>
<td>2008</td>
</tr>
<tr>
<td>Contribution to research paper:</td>
<td>2008</td>
</tr>
<tr>
<td>COSCA certificate in counselling (Module 1) Stevenson College, Edinburgh</td>
<td>2009</td>
</tr>
<tr>
<td>Steering Group Meeting: Presentation to Sportscotland, health promoting schools and active schools</td>
<td>2009</td>
</tr>
<tr>
<td>Meeting with Derek Robertson, Learning Teaching Scotland.</td>
<td>2009</td>
</tr>
<tr>
<td>Heriot Watt PhD Annual Review</td>
<td>2009</td>
</tr>
<tr>
<td>SPARColl seminar: Promoting PA, Strathclyde University</td>
<td>2009</td>
</tr>
<tr>
<td>ISBNPA Conference, Lisbon Portugal (Poster presentation)</td>
<td>2009</td>
</tr>
<tr>
<td>Contribution to research Papers:</td>
<td>2009</td>
</tr>
<tr>
<td>Scottish sport and exercise psychologists group meeting</td>
<td>2009</td>
</tr>
<tr>
<td>Teaching on the Third Year Modules: Psychology of Sport and Psychology of PA at Heriot Watt University</td>
<td>2010</td>
</tr>
<tr>
<td>Scottish Sport and Exercise Psychologists Group Meeting</td>
<td>2010</td>
</tr>
<tr>
<td>SPARColl Bright SPARCS research day, Strathclyde University, Glasgow</td>
<td>2010</td>
</tr>
<tr>
<td>NHS Scotland’s Teenage girls PA summit, Pollock Halls, Edinburgh</td>
<td>2010</td>
</tr>
<tr>
<td>Confirmation of BASES Accreditation as a Sport and Exercise Scientist (Psychology)</td>
<td>2010</td>
</tr>
</tbody>
</table>
APPENDIX B: Physical activity question

PA QUESTION

Name

School and day you have core PE

Date of Birth

Information

➢ We are trying to find out about your current PA level so that we can select individuals to take Part in the project.

➢ PA includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time.

➢ The recommended levels of PA for girls your age is 60 minutes of PA on all or most days of the week. You don’t have to do these 60 minutes all at once; it could be 4 lots of 15 minutes or 2 lots of 30 to make up 60 minutes.

➢ PA can be done in sports, school activities, playing with friends and walking to school

➢ Remember that there are no right or wrong answers and only the researchers will know what your answers are.

➢ It is very important that you are honest when rating your PA level, we don’t mind which box you tick!

1. Thinking about these recommended PA levels, please decide which of the following PA statements best suits you. When you’ve decided please colour in the circle next to the statement you have chosen.

1. I am not thinking about doing more PA O

2. I am starting to think about doing more PA O

3. I am being physically active occasionally, but not regularly (less than the recommended amounts) O

4. I have been regularly active for less than 6 months O

5. I have been Regularly active for more than six months O

2. Do you or have you suffered from any medical conditions that may mean you require specialist PA recommendations (e.g. asthma, a heart condition..) Please detail anything you think may be relevant or important below:
APPENDIX C: Information and consent form (Study 1)

INFORMATION SHEET FOR CAREGIVERS

I would like to invite your child to Participate in a study I am undertaking as Part of my PhD under the supervision of Dr Samantha Fawkner and Dr Ailsa Niven from the Teenactive Research Group at Heriot Watt University. This research is sponsored by the Chief Scientist’s Office. Please read this information sheet carefully before deciding whether or not you are happy for your child to Participate.

Aim of the Project.

The aim of this project is to establish the effectiveness of a one to one PA consultation in helping your child to be more active.

Why is this study important?

Physical inactivity in adolescent girls is a growing area of concern in Scotland. Only 41% of girls aged 13-15 reach the recommended amounts of PA for health compared to 68% of boys the same age. Additionally, the National PA Implementation Framework 2008-2011 has identified adolescent girls as a priority.

Why PA consultation?

PA consultation aims to help individuals to develop personal factors that will lead to an increase in PA. PA consultation has been shown to be effective in a variety of settings. However, it’s effectiveness for use with adolescent girls has not yet been explored.

What format will the study take?

- Your child will firstly be asked to answer a PA question so that we can insure that the correct Participants are involved (i.e. those who would like to be more active).

- Following the return of the PA question, your child may or may not be selected to take Part in either a one to one PA consultation group or exercise information group.

- Should they not be selected they will take no further Part in the study.
Should they be selected for one of the groups they will be asked to do either of the following:

**GROUP A**
Your child will be asked to complete a questionnaire relating to their PA levels and factors contributing to their PA levels.

Your child will then take Part in a PA consultation where the researcher will discuss with your child their PA history and the pros and cons on PA.

Following this, the child will aim to help your child to establish ways in which they could increase their PA levels.

Two weeks after the initial consultation your child will be asked to meet with the researcher again to review the discussion carried out in the first meeting.

Your child will receive a reminder about staying physically active approximately 6 weeks into the study.

After approximately 8 weeks your child will be asked to repeat the questionnaire that they completed in week 1. There will also be additional questions relating to their experience of the exercise consultation process.

- If at any point your child feels uncomfortable they are free to leave the consultation without giving a reason for doing so. They will be escorted back to class.

- All questionnaire answers will be securely stored and all data will be anonymous.

**GROUP B**
Your child will be asked to complete a questionnaire relating to their PA levels and factors contributing to their PA levels.

Your child will be provided with an information leaflet relating to increasing PA levels.

Your child will be given a reminder about staying physically active approximately 6 weeks into the study.

After approximately 8 weeks your child will be asked to repeat the questionnaire that they completed in week 1.

**If we/I do not wish for my child to Participate in the study what do we/I need to do?**
You must return the **opt out** form attached.

**If we/I are happy for our/my child to Participate what do we/I need to do?**
You do not have to do anything!

**What will happen with the information?**
All information gathered will be stored in a locked filing cabinet and/or stored on a password protected computer. It is hoped that the information gathered will provide valuable information about how PA providers can best promote and encourage PA in
adolescent girls. The information collected will also be used in a PhD and may be published as an academic paper.

**Additional Information**

The researcher who will be working in your child’s school is female and experienced in conducting research and working with children and young people. She has been trained in exercise consultation. The researcher has been checked by Disclosure Scotland and is approved to work with children. Participation in the project is entirely voluntary and your child will be able to withdraw at any time they wish. The identity of all those who participate in the study will be anonymous in any reports produced and the information collected will comply with the Data Protection Act.

If you have any questions about taking part in the study before, during or after please do not hesitate to ask. Please contact Joan Henretty, on Tel: 0131 451 4269 or 07916274035 School of Life Sciences, Heriot Watt University, Riccarton, Edinburgh. E-mail: j.m.henretty@hw.ac.uk www.teenactive.org.uk
INFORMATION FOR PUPILS

Being Active
It is important for everyone to take Part in PA, but unfortunately girls your age in Scotland are not as active as they should be. This is a problem and we need your help to try and solve it!

How can you help?
It has been suggested that adolescent girls may benefit from a one to one consultation with a PA advisor. It has also been suggested that giving girls more information on being physically active could help them to do just that!

First of all we would like you to answer a PA question. After this, two groups of girls will be selected to take Part in the rest of the study. If you are not selected, don’t worry!

If you are selected you would be asked to be in one of two groups (A OR B). One group requires you to take Part in a one to one meeting, the other asks for your permission to be given an information leaflet on becoming more physically active.

A) If you are selected to group A, here’s what you would have to do:

- You will be asked to complete a questionnaire which asks questions about your PA levels and factors relating to your PA levels.

- Take Part in a one to one consultation with a PA expert. During the consultation you will be asked to discuss the benefits and disadvantages of being physically active. You and the PA adviser will then talk about your old PA habits and the ways in which you could possibly increase your PA levels.

- Two weeks later you will be asked to meet with the PA expert again to review the things you talked about in the first meeting. She will give you some more information about becoming more active.

- You will then receive a reminder about being more physically active.

- After about 8 weeks, you will be asked to repeat the same questionnaire you in week 1 (don’t worry it’s not too long). There will also be some questions that will get your views on the one to one consultations.

B) If you are selected to be in group B, here’s what you would have to do:

- You will be asked to complete a questionnaire which asks questions about your PA levels and factors relating to your PA levels.
• You will then receive an information sheet about being more physically active.

• You will then receive a reminder about being more physically active.

• After about 8 weeks, you will be asked to repeat the same questionnaire you did in week 1 (don’t worry it’s not too long!)

REMEMBER YOU WOULD ONLY HAVE TO TAKE PART IN ONE GROUP AND YOU DON NOT HAVE TO TAKE PART IF YOU DON’T WANT TO!

If you take Part in the study your teachers will know where you are and we have permission from them for you to take Part in the project.

It is important to remember that none of this is a test- we want to find out what you want so that we can help girls in Scotland become more active!

If you don’t think that you’d like to get involved please sign the opt out form and return it to us next week.

Thank You For Your Time!
PART 1: CAREGIVER/PARENT/GUARDIAN CONSENT FORM

I have read the information sheet and fully understand the requirements of the study. I am happy for my child to Participate in the teenactive research project.

CHILD’S NAME

CLASS

Should I not wish my child to Participate I realise that this will not affect our relationship with the school or University.

Your signature__________________ Date___________

PART 2: PUPIL CONSENT FORM

I have read and understood the information sheet. I wish to take Part in the teenactive research project.

NAME

CLASS

DAY YOU HAVE PE

Your signature__________________ Date___________

Please sign and return in 2 weeks
APPENDIX D: Girls’ health questionnaire booklet (Study 1)

TEENACTIVE QUESTIONNAIRE
INSTRUCTIONS

➢ Please fill in all the questions on your own quietly by COLOURING IN the circles very neatly with the pencil provided.

➢ The questions are about you and it would be a huge help if you could answer all the questions honestly and as best you can.

➢ There are no right or wrong answers and no one will know your answers to any of the questions.

➢ If you are stuck or confused at any time put your hand up and we will try to help you.

➢ Once again a MASSIVE thank you for filling this in!

GENERAL INFORMATION

1. FIRST NAME____________________

2. SURNAME____________________

3. DATE OF BIRTH (day/month/year)____________________
SECTION 1

Information

- We are trying to find out about your current PA levels so that we can monitor them over the course of the project.

- PA includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time.

- PA can be done in sports, school activities, playing with friends and walking to school.

- Remember that there are no right or wrong answers and only the researchers will know what your answers are.

- It is very important that you are honest when rating your PA level, we don’t mind which box you fill out.

- The recommended levels of PA for girls your age is 60 minutes of PA on all or most days of the week. You don’t have to do these 60 minutes all at once; it could be 4 lots of 15 minutes or 2 lots of 30 to make up 60 minutes.

1. Thinking about these recommended PA levels, please decide which of the following PA statements best suits you. When you’ve decided please colour in the circle next to the statement you have chosen.

   I am not thinking about doing more PA  
   I am starting to think about doing more PA  
   I am being physically active occasionally, but not regularly (less than the recommended amounts)  
   I have been regularly active for less than 6 months  
   I have been regularly active for more than 6 months

2. Do you or have you suffered from any medical conditions that may mean you require specialist PA recommendations (e.g. asthma, a heart condition..) Please detail anything you think may be relevant or important below:
SECTION 2

Section A

The purpose of this questionnaire is to estimate the amount of PA that you have performed for the last four days. The name of each day (Monday, Sunday, Saturday and Friday) that you will describe is located at the top of each time sheet.

1. For each time period, write the activity number (provided over page) that corresponds to the main activity you actually performed during that particular time period.

2. Then rate how physically hard each activity was. Place a tick ‘√’ in the timetable to indicate one of the following intensity levels for each activity.

Intensity guide

Light - equivalent to very slow walking
Moderate - heart rate is raised, breathing a little harder, like a fast walk.
Hard - you can feel your heart rate and breathing rate is faster and it is difficult to sustain a conversation.
Very hard - you are getting pretty out of breath

Sample activity time sheet

The table below shows the correct way to fill out the activity time sheets. Note that ONE intensity level is checked for each activity. Please use the intensity guides below to fill out your tables.

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<th>Time</th>
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Remember the Intensity guides

Light - equivalent to very slow walking
Moderate - heart rate is raised, breathing a little harder, like a fast walk.
Hard - you can feel your heart rate and breathing rate is faster and it is difficult to sustain a conversation.
Very hard - you are getting pretty out of breath

YESTERDAY (Monday)
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## TWO DAYS AGO (Saturday)

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</tbody>
</table>
SECTION 3
The following are questions about your beliefs relating to PA. Fill out one circle for each question.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly Agree</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would be healthier if I was more physically active</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I would feel better about myself if I was more physically active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other people would respect me more if I was more physically active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>4. My family and friends would get to spend less time with me if I was more physically active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I would feel that I was wasting my time if I was more physically active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>6. I would probably be sore and uncomfortable if I was more physically active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</table>
SECTION 4

A) Please fill out a circle for each of the following sentences to show how true it is for you in relation to any form of physical exercise (remember this is any sport or PA that makes your heart beat faster and makes you get out of breath some of the time).

I COULD EXERCISE EVEN IF.........

<table>
<thead>
<tr>
<th></th>
<th>Very true</th>
<th>Quite true</th>
<th>Not very true</th>
<th>Not at all true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I was tired.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b) I had other things I wanted to do.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c) I had to go on my own.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d) I had a bad day at school.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e) I was feeling lazy.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f) I was not very good at it.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g) I was sore from exercising the day before.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h) I wasn’t in the mood.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
B) To what extent do you agree with the following statements (please highlight one circle for each statement):

For example, if you have complete confidence that you can be active for 60 minutes on 1 or 2 days of the week then you would colour in number 10. However, if you are not very confident that you could be active for 60 minutes on 1 or 2 days of the week then you would fill out a circle nearer to 0.

<table>
<thead>
<tr>
<th></th>
<th>(No confidence at all)</th>
<th>(Somewhat confident)</th>
<th>(Completely confident)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I believe I can be physically active for a total of 60 minutes on 1 or 2 days of the week.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>b) I believe I can be physically active for a total of 60 minutes on 3 or 4 days of the week.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>c) I believe I can be physically active for a total of 60 minutes on 5 or 6 days of the week.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>d) I believe I can be physically active for a total of 60 minutes on 7 days of the week.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Thank you for completing the questionnaire
Please help us to improve PA meetings by completing this section. We are interested in your honest opinions, whether they are positive or negative. Please answer all of the questions, there are no right or wrong answers.

Were you happy with the way the meetings were delivered (e.g. were the handouts appropriate, was the meeting suitable for someone your age)?
If not, how could they have been improved?

Was the times spent doing the PA meetings worthwhile? If so, in what way?
If not, why not?

Did the meetings focus on areas that were of interest/important to you? If so, what were these?
If not, what areas would you liked to have worked on?

Were you happy with the results of the meeting? If so, what were you happy with?
If not, what would you like to have achieved?

Did you tell your Parents/caregiver about your PA meeting?
If so, what were their opinions about it?

Did you tell your friends about your PA meeting?
If so, what were their opinions about it?

Would you recommend a PA meeting to your friends or someone trying to increase their PA levels? If not, why not?

Did you feel that you had enough contact with Joan through the meetings and the handout?
PLEASE FILL OUT ONE CIRCLE FOR EACH OF THE FOLLOWING STATEMENTS:

1= NOT AT ALL 7= VERY MUCH

I felt I understood the material that was being presented

O O O O O O O

Joan used examples and activities that were appropriate to me and my PA

O O O O O O O

The goals I set with Joan were appropriate for me

O O O O O O O

I intend to use the information from the meetings in the future

O O O O O O O

I used the information out of school/the meetings

O O O O O O O

Did you get the kind of service you wanted?

O O O O O O O

Did you find the meetings enjoyable?

O O O O O O O

Did you find the meetings useful?

O O O O O O O

Overall, how satisfied were you with the meetings?

O O O O O O O

IF YOU HAVE ANY ADDITIONAL COMMENTS OR SUGGESTIONS ABOUT THE MEETINGS PLEASE ADD THEM BELOW:
**APPENDIX F**: Physical activity consultation Booklet (I) and Reminder (II)

**PA BOOKLET (I)**

**NAME:**

**DATE:**

**WHAT IS REGULAR PA?**

- Accumulating at least 60 minutes of moderate intensity PA on all or most days of the week- this doesn’t have to be all at once.

- Participating in at least 2 activities a week that improve bone health, muscle strength and flexibility.
HOW ACTIVE ARE YOU RIGHT NOW?

WHAT COUNTS AS PA AND WHAT IS MEANT BY INTENSITY?

PA includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time.

EXAMPLES OF PA

- *Active living (Walking, taking the stairs)*
- *Exercise (Swimming, exercise class)*
- *Sport (Football, hockey)*
WHAT INTENSITY IS YOUR PA?

The effort we need to put in to gain health benefits is termed “moderate intensity”. In other words, how we feel when we are walking at a normal to brisk pace. The chart below might help you judge the correct level of effort. If you think of walking then the chart suggests that the correct amount of effort is when you feel that you are 12-14 on the scale or when you feel you could talk to someone who is walking beside you.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>6</td>
<td>No exertion at all – sitting down or lying down</td>
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<td>7</td>
<td>extremely light</td>
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<td>8</td>
<td></td>
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<td>9</td>
<td>Very light</td>
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<td>10</td>
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<td>11</td>
<td>Light – strolling – no perception of breathing rate increasing – here you can whistle or sing as you go along</td>
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<td>12</td>
<td>Somewhat hard- walking at a normal to brisk pace – this is moderate intensity – here you can talk to people as you go along</td>
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<td>13</td>
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<td>14</td>
<td>Hard – heavy gardening such as digging, walking briskly up hill – here you would struggle to talk to someone nearby</td>
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<td>16</td>
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<td>17</td>
<td>Very hard – running near your maximum pace [like running for a bus] here you have to stop to catch your breath before you could talk to someone nearby.</td>
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<tr>
<td>18</td>
<td></td>
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<tr>
<td>19</td>
<td>Extremely hard</td>
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</table>

**MAXIMAL** Having to stop because you are too exhausted to keep going – for example if we try to run up a long flight of stairs or climb a hill too fast. We do not need this level of effort to gain health benefits from activity.
What activities have you done in the Past that you no longer do? Why do you no longer do them?

What sort of activities do you like and what ones do you really dislike?

WHAT DO YOU FEEL ARE THE POSITIVES AND NEGATIVES OF BECOMING MORE ACTIVE?

<table>
<thead>
<tr>
<th>Your positives of becoming more active</th>
<th>Your negatives of becoming more active</th>
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<td>1.</td>
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THESE ARE SOME OF THE KNOWN BENEFITS OF PA

- Reduces the risk of dying prematurely
- Helps control weight
- Reduces risk of developing diabetes, heart disease and high blood pressure
- Helps build and maintain healthy bones, muscles and joints
- Reduces Risk of developing some types of cancer
- Promotes psychological well being
- Reduces feelings of depression and anxiety
- A good way to socialise
**CAN YOU THINK OF SOME WAYS TO OVERCOME THE CHALLENGES WE HAVE TALKED ABOUT?**

<table>
<thead>
<tr>
<th>Challenges of becoming more active</th>
<th>Ways to overcome challenges</th>
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<td>6.</td>
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<td>7.</td>
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**HOW DOES YOUR PA COMPARE TO PA GUIDELINES?**

How much more activity do you need to do to achieve the target of accumulating 60 minutes of moderate intensity PA on all or most days of the week?

**CONFIDENCE**

To what extent do you believe you can become more active and eventually reach the PA guidelines?
HERE ARE SOME IDEAS THAT MIGHT HELP YOU TO FEEL MORE CONFIDENT AND HELP YOU TO ACHIEVE THE GUIDELINES

IDENTIFYING OPPORTUNITIES FOR BECOMING MORE ACTIVE

Can you think of some ways to increase your PA? Think about the types of activity you enjoy or activities you have enjoyed in the Past.

Activities you might consider
1. 
2. 
3. 
4. 
5. 

GOALS AND TARGETS

Setting goals and targets has been shown to help us achieve what we want. Here are some tips on setting goals:

SMARTER

SPECIFIC Don’t just say you want to be active- think about what exactly you’re going to do!

MEASURABLE Make sure you can measure how much of your goal you have achieved

ACCEPTABLE Goals should be based on YOUR abilities and needs not other peoples. Try to take responsibility for your own PA; don’t leave it up to your Parents or teachers.

REALISTIC Change your goals if you need to- make sure they are realistic

TIME PHASED Set some review dates (to monitor your progress and make any changes to you ST goals).

ENJOYABLE Try to make your goals as enjoyable as you can- be creative!

RECORDED Keep a check on how you are doing (maybe through this booklet or a diary)

Make sure your goals are positive- think about what you can do rather than can not!
MAKING A PLAN

Planning what to do and where and when it will take place. Make first week goals within reach. 1 or 2 days with new activities is a good way to start. Think of taking at least 6-8 weeks to build up to the 60 minutes on most days of the week target.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>What When and Where</th>
<th>✓ when you achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Sunday</td>
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</table>
WHAT DO YOU NEED HELP WITH AND WHO CAN HELP YOU WITH IT?

What do you need help with? For example, need someone to:

Be active with you
Listen to your struggles or achievements
Remind you to be active
Offer expertise or good advice (i.e. health professional, books, etc.)
Motivate you to be active
Help make it easier to be active (i.e. give you lifts somewhere to be active)
Other__________________________________________________
Other__________________________________________________

WHO CAN HELP YOU WITH THESE THINGS?

Name
What would you like them to do to help?

SEE YOU IN A COUPLE OF WEEKS!

FOLLOW UP SESSION (II)

HOW CAN YOU MAKE SURE YOU KEEP TO YOUR GOALS IN TRICKY SITUATIONS?

Triggers or risky situations that can cause a lapse in my PA

1. 
2. 
3. 
4. 
5. 
6. 
7. 

What can you do to prevent these lapses?

1. 
2. 
3. 
4. 
5. 
6. 
7. 

HOW CAN YOU KEEP THE VOICE IN YOUR HEAD POSITIVE?

• FIRSTLY, PUT THE BRAKES ON NEGATIVE SELF-TALK

• SECONDLY, CHANGE NEGATIVE SELF-TALK TO POSITIVE SELF-TALK

EXAMPLES OF CHANGING NEGATIVES TO POSITIVES

I’d rather watch TV than go for a walk

I can watch TV when I come in, a quick 20 minute walk will make a difference.

I’ll take it easy today and go harder next week.

Next week will be easier if I go hard today.

What’s the point, I can’t be bothered anymore.

Come on, you know how good it will feel when you get there. Nothing ever comes easily, keep pushing and you’ll get there.

Who cares if I’m active or not?

I care, because I am doing this for me and I’d be happier if I push myself.

It’s raining outside, I can’t be bothered going out

I’ve had a busy week, I’m too tired to do some activity

SOME WAYS OF INCREASING YOUR PA

ACTIVE LIVING
- Ask your parent/caregiver to park the car slightly further away and give yourself a 5 minute walk to and from your destination. You could do this in parking areas, in street parking or at the supermarket.

- Walk to the next bus stop on the way to or home from school
- Take the dog for an extra walk or offer to walk a neighbours dog
- Choose the stairs whenever you can
- Offer to wash the car by hand instead of taking it to the car wash
- Offer to help out with the gardening or housework more regularly
- Ask your friends to go for a walk with you instead of sitting and chatting
- Go for a cycle with a friend instead of chatting on MSN
- Hang your coat upstairs so that you go up again to get it
- Throw away the remote control
- Get up and move around when you have been sitting for long period of time or swap sitting time for moving time!

**OPPORTUNITIES FOR PA IN YOUR AREA**

Your school and clubs in your area offer the following organised sports and PA clubs: American football, Athletics, Badminton, Basketball, Cross Country running, Curling, Dance, Fencing, Fitness club, Football, Golf, Gymnastics, Hockey, Judo, Mountain Biking, Netball, Sailing, Swimming, Table Tennis and Volleyball!

**OR**

Drumbrae Sports Centre, Wester Hailes Education and Community Centre (WHEC), David Lloyd Gym and The Murrayfield Ice Rink are all in your area and provide many forms of PA!
SOME WEBSITES THAT CAN GIVE YOU TIPS ON BECOMING MORE ACTIVE

www.teenactive.org.uk
www.sportscotland.org.uk
www.youngscot.org.uk
www.youthsporttrust.org
www.juniorexec.gov.uk
www.healthyliving.gov.uk
www.healthpromotingschools.co.uk
www.PAthsforall.org.uk
www.sustrans.org.uk
www.activetravelscotland.org.uk

Remember if you are taking Part in any of these activities make sure your Parents/caregivers know where you are and that you have their permission. Always stay safe! If you are using the internet make sure you have permission to use it and stay safe online!
PREVENTING A LAPSE

Here some tips on how to prevent lapses occurring

- Don’t lose your routine when you go on holiday. Walk to explore the area, swim in the sea, go dancing at night.

- Stick reminders in key places (refrigerator, computer) to remind you to do activity or ask a friend to send email or phone reminders.

- If you are unwell it may be best to avoid doing a lot of activity during this period. Once you have recovered gradually build up your activity again.

- If your life is already very busy, you can try building activity into your existing routines – walk a bit more of your journeys e.g. to work or to the shops or try walking at a brisker pace. Take the stairs instead of the lift or escalators. Play with the kids or grandchildren. Take the dog for an extra walk. At work take a walking break instead of a coffee break.

- If the weather’s bad you could still go swimming or dancing. If it’s really bad and you have to stay inside, try not to sit still for long periods. Take a lot of active breaks – go and make a drink or walk about a bit. Some people have taken to walking in big shopping areas such as retail Parks to get their regular activity even in bad weather. Consider buying a waterproof or carry an umbrella. Don’t let the weather become an excuse for you.

- If you feel tired all the time think of the active living idea. Remember also that the level of effort required to get health benefits is not too hard.

Some things you can do if you have a lapse:

If you can’t prevent a lapse, try to get back to your activity plan as soon as possible.

- One lapse does not mean failure, or that you have to wait to the next day or week to get back on track. Resume your day as if you had not had the lapse.

- Replace negative thoughts with positive thoughts. Rather than feeling discouraged, guilty and angry, remind yourself of how much you have achieved so far.

- Learn and plan. Try to think about how you can use the lapse as a learning experience. What were the triggers? How can you plan ahead and prevent future lapses? Remember the goal-setting tips.

HELLO!

I hope that your physical activity is still going to plan!

Here's a wee physical activity reminder that you can keep in your wallet or on your fridge. I hope you find it useful!

By now, you should be building up your physical activity levels. Remember you eventually want to reach the recommendations of 60 minutes moderate activity on all or most days of the week.

If you've let things slip a little bit, go back to your physical activity handouts and remind yourself of the hints and tips about becoming more active.

If you'd like to make another appointment with Joan, please let her know.

I'm sure you are doing really well, keep up the good work!

JOAN

SIDE 1:
Tips that can help you achieve your physical activity targets:

Plan ahead and set goals (smarter)
Keep the voice in your head positive
One lapse does not mean failure
Know your challenges so you can work around them
Get your friends and/or family to help you

SIDE 2:
Remember your physical activity targets:

Your heart rate gets faster, you get warmer and makes you out of breath some of the time
60 minutes moderate activity on all or most days of the week
2 activities that improve bone health, muscle strength & flexibility
APPENDIX H: Information sheet and consent form (Study 2)

INFORMATION SHEET FOR CAREGIVERS

I would like to invite your child to participate in a study I am undertaking as part of my PhD under the supervision of Dr Samantha Fawkner and Dr Ailsa Niven from the Teenactive Research Group at Heriot Watt University. This research is sponsored by the Chief Scientist’s Office. Please read this information sheet carefully before deciding whether or not you are happy for your child to participate.

Aim of the Project.
The aim of this project is to gather information from adolescent girls through discussion groups about what they feel would help increase their physical activity levels and what factors impact on the amount of physical activity they do.

Why is this study important?
Physical inactivity in adolescent girls is a growing area of concern in Scotland. Only 41% of girls aged 13-15 reach the recommended amounts of Physical Activity for health compared to 68% of boys the same age. Additionally, the National Physical Activity Implementation Framework 2008-2011 has identified adolescent girls as a priority.

What format will the study take?

- Your child will firstly be asked to complete a series of physical activity questions so that we can insure a fair sample of girls for the study (i.e. low and high active girls).
- Following the return of their completed physical activity questions your child will be invited to take part in an hour of group discussion about influences on physical activity.
- These discussion groups are commonly referred to as focus groups.
- The researcher will ask some key questions to the group about influences on their physical activity levels. We are particularly interested in the role of the social and physical environment on their physical activity levels and this will be reflected in the questions. The girls will have the opportunity to give their views as they wish.
- This is an opportunity for the girls to put their point of view across, but there will be no obligation on them to speak if they do not want to. The researcher will ensure that ground rules for the group are established by the girls at the beginning of the discussion.
- The researcher will monitor the discussion at all times, and take action if any of the girls appear uncomfortable.
- There will be an assistant researcher present who will take notes to aid the researchers with their analysis.
- The discussion will be recorded on digital voice recorder, and all information gathered will only be able to be accessed by the researcher.
Your child will be free to leave at any time and does not have to give a reason for doing so.

If we/I do not wish for my child to participate in the study what do we/I need to do?
You can simply not return the consent form.

If we/I are happy for our/my child to participate what do we/I need to do?
Sign the attached consent form and ask your child to return it to school within one week. Your child also needs to sign her consent form and answer the physical activity questions and return these to school within one week.

What will happen with the information?
Once the data has been uploaded onto a password protected computer for analysis the recording will be destroyed. It is hoped that the information gathered in the discussion groups will provide valuable information about how physical activity providers can best promote and encourage physical activity in adolescent girls. The information collected will also be used in a PhD and may be published as an academic paper.

Additional Information
The researchers who will be working in your child’s school are female and experienced in conducting research and working with children and young people. They have been checked by Disclosure Scotland and approved to work with children. Participation in the project is entirely voluntary and your child will be able to withdraw at any time they wish. The identity of all those who participate in the study will be anonymous in any reports produced and the information collected will comply with the Data Protection Act.

If you have any questions about taking part in the study before, during or after please do not hesitate to ask. Please contact Joan Henretty, on Tel: 0131 451 4269 or 07916274035 School of Life Sciences, Heriot Watt University, Riccarton, Edinburgh. E-mail: j.m.henretty@hw.ac.uk www.teenactive.org.uk
INFORMATION FOR PUPILS

**Being Active**
It is important for everyone to take part in physical activity, but unfortunately girls your age in Scotland are not as active as they should be. This is a problem and we need your help to try and solve it!

**How can you help?**
We would like your views on physical activity and most importantly about what you feel would make you more physically active than you already are (you might already be quite active).

Once you and your parent/guardian are sure that you would like to take part in the study we need you to fill out some questions about your physical activity levels. This is to make sure that we get opinions from all activity level groups.

We would then like you to take part in a discussion group where you get the opportunity to say what you think about physical activity both in and out of school. In particular we would like to find out if you think that the environment can have an impact on your physical activity participation. The environment can include things like changing facilities, who else is in the exercise class, who runs the class (PE teachers or someone else), whether boys are in your class or not, what clothes you have to wear, whether the class is competitive or not and what types of activity are on offer. These are just a few examples that may or may not affect whether or not you take part in physical activity. If you want to take part in the study then you can think about some others for the group discussion!

The discussion group will involve about 6-8 girls sitting in a private room discussing topics suggested by the researcher about physical activity. We will encourage you to speak up and give your opinions but we definitely won’t force you to! Also, if you find you’re not enjoying the group then you are free to leave at any time. The discussion group should last about 1 hour.

Your teachers will know where you are and we have permission for you to take part in the project.

The information in the groups will be tape recorded but this is simply so that the researcher can type up what you have said and write a general report on all the girls involved. Your personal views will not be given to parents or teachers or girls outside your own discussion group and you will not be named on the tape recording.

This is not a test and there are no right and wrong answers! We want to know what you want, as simple as that!

If you think that you’d like to get involved and tell us what you think would make you take part in more physical activity then please sign and return the forms.

**Thank You For Your Time!**
PART 1: CAREGIVER/PARENT/GUARDIAN CONSENT FORM

I agree to__________________________ (child’s name) participating in a research project as explained to me by letter. I understand that I have agreed for my child to participate in a study conducted in collaboration with the teenactive research group at Heriot Watt University about girls’ experiences and opinions of Physical Activity. I have received an information sheet about the study. I have discussed the children’s information sheet with my child and explained to her what she will need to do if she is willing to participate in the project.

I understand that my child is being asked questions relating to her current physical activity level and I understand that following this, my child is being asked to take part in a group discussion about her views on and experiences of Physical Activity in and out of school.

I understand that all the information provided by my child in the group discussion is strictly confidential and will only be used by members of the teenactive research group. I have been told that my child’s name and identity will not be used if any of the information in the study is written or talked about in the future.

I am aware that my child and I/we are free to withdraw from the study at any stage and do not have to provide a reason for doing so. I realise that this will not affect our relationship with the school or University.

Your signature__________________________ Date______________

Please sign and return in 1 week.
PART 2: PUPIL CONSENT FORM

I, [please write your name in block capitals] agree to participate in a study conducted in collaboration with the teenactive research group at Heriot Watt University about girls’ experiences and opinions of Physical Activity and have received an information sheet about the study.

I understand that I am being asked questions about my physical activity levels and understand that if I answer these questions they will only be used by the researcher and the information will not be used by anyone else.

I understand that I am being asked to take part in a group discussion about my views on and experiences of Physical Activity in and out of school.

I understand that all the information provided in the group discussion is strictly confidential and will be seen only by members of the teenactive research group. I have been told that my name and identity will not be used if any of the information in the study is written or talked about in the future.

I understand that my involvement in the study is voluntary and I understand that I am free to withdraw from participating at any time.

Your signature __________________________ Date _____________
APPENDIX I: Physical activity questions (Study 2)

PART 3: PHYSICAL ACTIVITY QUESTIONS

Name
School and Class
Date of Birth

- We are trying to find out about your current physical activity level so that we can get girls from a range of levels to take part in the study.

- Physical activity includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time.

- Physical activity can be done in sports, school activities, playing with friends and walking to school.

- Remember that there are no right or wrong answers and only the researchers will know what your answers are.

1. Over the past 7 days on how many days were you physically active for a total of at least 60 minutes per day?

   0 1 2 3 4 5 6 7

   O O O O O O O O

2. Over a typical week, on how many days are you physically active for a total of at least 60 minutes per day?

   0 1 2 3 4 5 6 7

   O O O O O O O O

3. Based on the description of physical activity how would you rate your current physical activity level?

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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APPENDIX J: Focus group schedule (Study 2)

FOCUS GROUP SCHEDULE

Target Group
School
Local Authority
Date
Participants
Venue

Objective 1: To find out what adolescent girls see as the most important physical and social environmental factors to being physically active

- What do you think is the most important ingredient to being physically active?
  - Leader support or facilities (including changing facilities), equipment.

Objective 2: To find out who motivates adolescent girls to be active.
What makes a good teacher/leader
What is it about having your friends there that helps you be active
Does it matter if your Parents are active or encourage you
(Social Support and role models)

- Who inspires you or motivates you to be physically active?
  - Leaders, family, peers famous role models

Objective 3: To explore the format of class adolescent girls prefer to be active with.
(Class composition)

- Who do you prefer to be physically active with? Does exercising with any particular group put you off exercising?
  - Social Support
  - Single Sex or Mixed sex
  - Same or mixed ability
  - People know or don’t know
  - Group size

Objective 4: To explore young people’s reasons for being positive about taking Part in PA classes.
(Class climate)

If you could design a PA class what would it be like- who what….

- What is your preferred format of a PA class?
  - Group motivation/orientation
  - Competitive versus fun
  - Sport vs PA
  - Length of class
Objective 5: To explore views about the type of activity that the girls feel they would Participate mostly in.
What types of activity do you Participate in now…
What helps and hinders
(Type of activity)

- Do you think the types of activity on offer influence your Participation in PA?
  - Type of activity
  - Whether activity is ‘culturally acceptable’ within the school.

Objective 6: To find out if adolescent girls see technology as having a role in increasing their PA Participation.
(Technology)

- Do you think technology could help increase your PA levels?
  - Exergames
APPENDIX K: Sample transcript (Study 2)

BM 3 (4 Girls)

Joan- This is all confidential- the tape recording is deleted after I type it up. I feed back to the school a general idea, but because there have been 20 or 30 of you, then I say generally the girls thought….I don’t say, “so and so said”….and I say generally the girls thought this and generally they felt that….do you understand what I mean?

Girl- Yeah

Joan-Perfect, so that’s your Kaitlin, Louise V, Louise D and Abbie. And what I’ll get you to do is read out one of these each. We’ll start with Kaitlin, if you’re happy to read out that top one for me….

K- Aerobics with a different instructor makes it feel less like a school class she is friendly and fun

Joan- She is friendly and fun, so we’re talking about the instructor there, and whether that makes a difference to whether you want to be physically active and take Part, do you agree with that…

K- Yeah

Joan- How come…?

K- Because if you’ve got a teacher who is moody and stuff then you’d feel like, you wouldn’t want to like …. to get involved because if you done something wrong she’d like shout at you or pick on you and stuff.

Joan- OK excellent, good one We’ll go to the next one. Louise…

L- I like it when it’s all girls it’s not mixed.

Joan-What do we think of that one..?

L- That doesn’t really bother me if it’s mixed….

L- I prefer mixed…well sometimes..

L- Like if it’s swimming…like I wouldn’t have it mixed…but I’m not bothered

L- Yeah swimming’s different, I would prefer…

Joan- Why do we prefer….Abbie what do you think..?

Abbie- I like it mixed

Joan- You like mixed as well, Kaitlin…

K- Hmmmm, well, I would say just all girls
Joan- All girls

L- Certain things I would say all girls is better, but for…

Joan- So what sort of things do you like all girls..?

L- Erm, swimming, dancing, gymnastics, that sort of thing.

L- Swimming

Joan- How come..?

L- I don’t know…….because when you’ve got guys in your class they usually just like make fun of it and just have a laugh rather than taking Part…

Joan- So what sort of things is it good to have boys in..?

L- Like basketball and table tennis…cos you don’t do much!

L- Like basketball and football and that…..but like swimming, I don’t like having ladies in my class…

L- No definitely not..

Joan- I can understand that..

Part- Laugh

Joan- Ok, good. Louise, do you want to read the bottom one for me please..

L- I hated getting changed it’s dull and it felt dirty, horrible to get changed in, never any toilet PAper, PAPER towels at the sink, there were no mirrors, didn’t make me want to do PE..

Joan- Ok, what do we think of that one?

K- I think that changing rooms like are probably the bitchiest bits of…like everyone bitches when they’re in the changing rooms, so….laughs…..

Joan- Yeah, uh uh, what sort of things, are you give me any examples

K- I don’t really know….it’s just like…well everyone is really in their groups…..

Joan- In their PE groups, or their friend groups…?

K- No, in their groups of friends and stuff…..

Joan- And are there things said about other groups of friends

2 Part- Yeah

Joan- Nice things, or not Particularly nice things…?
All- Not nice things!! Laugh!

Joan- Can you give me some examples...you don’t have to name names or anything!

L- Like, if somebody, like you’re group and you’ve got another group of people, like who you don’t really like, you’re like “oh god”, you’re like “why are they in my class” I don’t like them and that...

Joan- And does that make a difference then to whether you want to do PE or not..?

L- Sometimes it does, yeah

Joan- Can you think back to a time you’ve not wanted to d PE because of other people in your class..?

K- When we were younger, when we were in first and second year and we were put in our classes and we didn’t pick..like now when we pick our subjects you like make sure you pick you are in classes with people you’re comfortable with people with, usually, but when it was first and second year it was quite awkward and you didn’t want to do PE with like girls you say didn’t get on with..

Joan- Yeah, ok. Excellent. Good stuff there. Abbie, do you want to read that bottom one please?

Abbie- I don’t like it when it’s competitive I prefer it to be just for fun.

Joan- Who agrees with this..

L – A bit of competition is good, but when people take it too far it can get a bit annoying

A- Yeah, I agree with that

Joan- Kaitlin what do you think? Have you ever been in a PE class that you haven’t enjoyed cos it’s been...

K- yeah...eh....yeah cos there were some people in my class that are like...well were in my class last year...are they were like em...like we were doing rounders and stuff and they groups we were in, it was like people who were like really in to winning and other people who were just like not really bothered by it and the people who were in to winning were like everytime like the other team got the ball they were like “you’re rubbish and that” and they were like, just really like wanting to win and when they won they were like “yes we won” and just bragging and that.

Joan- And is that something you’re comfortable with or not?

K- Not really

Joan- How does it make you feel

K- Just like, calm down, it’s only a game!
Joan- Ok, good. And who likes a wee bit of competitiveness

A- A small amount

L- Yeah a wee bit is good

Joan- And what do you think Louise, why do you think it’s important

L- Cos sometimes, like if you try, sometimes like, everybody in your group wants to win and the other groups aren’t trying so you’re like we can just win this then, then the other group will go in a mood, cos they’re like losing badly and the other group are way ahead…

Joan-Yeah, I can understand that…So, do you think it would be good to have PE classes that have, different levels…people who like to have fun, people who like to be competitive,…or a mixture…

L- If you mix it, cos the people who don’t want it to be competitive could like change their mind when they see what it’s like.

K- Yeah, but then you could also get people who are really competitive getting annoyed, you’d have to see everyone’s point of views and people who are really competitive might not like being with…like, cos…they’ll like try and win all the time…and winning on your own doesn’t work in team games…

Joan-Yeah, I see what you mean. OK, excellent. When we have a wee look at these statements, we’ve got aerobics with a different instructor, being competitive and a mixed class, they’re what we call social things- social environment things. And then we’ve got the changing rooms- and that’s a physical environment thing. Do you understand what I mean…….The difference between those…..And we want to talk today about the differences between social environment things and physical environment things and whether that influence whether you want to be active or not.

So what I’d like to do, in the PAirs that you’re in….is have this here and you’ll see you’ve got green bits of PAper and pink bits of PAper. Green bits of PAper I want you to think about physical environment things and pink I want you to think of social environment things. So green for trees and they’re physical things, so that’s how I remember. So what I want you to do is think about all the ingredients that you think are important to being physically active. So some social some physical, you might have more of one than the other. Try and talk to each other or just write down ones that are important to you and pop them on this piece of PAper and then we’ll have a walk talk through the ones you get

L- So it’s good positive things, that make you want to do PE..

Joan- What you thinks important…ingredients….I suppose you could write down things that are negative and the we can talk through what would be the opposite to that…Yeah, is that ok…Ok on you go…

General discussion

P- Have some fun and competitiveness, make a good
P- Yeah, makes sure everyone’s comfortable

Joan- Don’t worry about being too neat, just scribble them down and we’ll talk about them

P- What is it you’re supposed to do for the green

Joan- Physical things, so we talked about changing rooms…what else could we say is a physical thing..?

P- More changing rooms

Joan- Yeah, if you think changing rooms are important pop it down even if we’ve talked about it. Where do you actually do PE….

P- Sports centre

P- Normally we’re in the gym

Joan- So that a physical environment thing, so maybe think about things that are good about that physical environment or not so good……What do you do PE with..?

P-Badminton racket

P- Equipment

Joan-So they’re physical things, physical environment, whether you’ve got the right equipment…

P- Like sometimes equipment can be better, like if a football is flat, you’re not going to want to play with a football that’s flat

P- Is this personal things, or things on the whole

Joan- Personal things, anything….anything you’re comfortable writing down, everyone will be a wee bit different, but if you’re thinking it the chances are someone else is thinking it too!

P- So think about the things we talked about already and whether you agree with those or not. Think back to a time you’ve had a really good PE class, or think about PA you take Part in outside school and why you do that, maybe you could add some of those ideas in.

P- You can have a laugh, the teachers not always authoritative…they’re not like bossy

P- Something you enjoy

P- So the activity you do

P- Have a say in the activity you do…would that be right?
Joan- Yeah both those points are right, excellent

Joan- Maybe try and write one more each and then we’ll talk about them

P- Is it about the school or just places in general?

Joan- You can put down whatever you feel like and we can talk about it.

P- Teachers- what would teachers come under..

Joan- Pink..? Maybe, what do you think….They are there and you can touch them, but maybe think about what you think it is about the teacher..

Joan- I’ll get you two to read one of yours first

P- If you feel good about your body and yourself

Joan- If you feel good about your body and yourself- why do you think that’s important

P- Cos if you feel good about yourself then you’re going to want to do it, but like if you think like, you’re too fat or something, you wouldn’t want to do PE in case everybody else slagged you

Joan- So it’s more about what other people think of you doing…..or is it about you feeling…?

P- You think people might slag you..but they might not, but you think they would

Joan- So you think I’ll maybe not do that…

P- Yeah

Joan- Do you have that as pink or green..?

P- Green

Joan- Hmmm, I might have had that as pink….maybe….I understand what you mean, I see it as about the way you’re feeling and that others are going to laugh at you, which I think is more social. Why did you guys think it was green…

P- Dunno

Joan- It’s not right or wrong, I’m just saying what I think. Is it possibly because you think it’s about the physical of a person….? Not sure…..

Joan- Ok, excellent. Who else think that’s important…do you think it’s important how you feel in yourself and your body

P- Yeah

K-Yeah, if you’re uncomfortable with your class, like, obviously if you’re put in a class full of stick thin sporty people it can be a bit awkward
Joan- Yeah, has anyone ever had a situation where they’ve felt like that

K- I always feel out of place in my PE classes, because quite a lot of the time they’re…well they used to be quite sporty people in them

Joan-Uh uh and how did that make you feel

K- just makes you feel out of place…like you’re no use, cos you’re not very sporty

Joan- And does that make you not want to take Part so much

P- Yeah

K- You don’t want to…no…you just want to like stay away.

Joan- I can understand that. Ok, fantastic, thank you very much. You two want to read one out?

A- Comfortable in groups

Joan- right, ok, what do you mean by that.

A- Eh, like, basically what they’ve just said, but if you’re in a class with sporty people and you’re not sporty then you might feel out of place, but if you’re in a group with all sporty people and you’re sporty as well, you’re going to do more that you can, like if you’re in a group with people not like yourself then you’re probably going to hide and not do what you can

Joan- Ok, yeah, I understand. Who here has ever been in a group in PE where they’ve not felt comfortable…..you have?

L- Yeah, cos it’s just PE, I never felt comfortable in PE…it’s just a bit….

Joan- Yeah and do you think there could be anything done that can help you feel more comfortable?

L- I think it’s getting better, it better when you can pick your own subjects, like, like certain things used to always appear, like swimming used to appear in every column, whereas they’ve changed that now so we don’t have to do swimming, but, I think we should get a choice, and cos everything’s not done individually, you’ve got groups of things you want to do, and sometimes you’ve got groups of things you get things you like swimming’s in nearly all of them

Joan- I can understand, I didn’t really like swimming at school either…

P- Laugh

Joan- Ok, good one, excellent, You girls you want to do one…

K- If there’s proper equipment

Joan- Ok, and why do we think that’s important?
L- Cos you couldn’t play like football with a basketball or you couldn’t play basketball properly with a football..

Joan- Have you every had PE when you’ve not had the right equipment?

L- Yeah,

Joan- And how does that impact on the class?

P- We had to play rounders with a different ball and one time I played it with a tennis racket

Joan- And does that make a difference to whether you want to take Part or not…whether you have the right equipment?

P- It depends, sometimes

L- Cos we’ve got so many classes on at once like sometimes we don’t have it all rotating and sometimes another class has all your equipment and so you don’t have anything to do so you have to change what you’re doing

Joan- And does that make you feel like oh, I don’t want to do it…

L- It gets everybody annoyed, because we think we’re going to do one thing and the teacher comes out and says oh no we can’t do that because the other class has the stuff and we’re like we were meant to do that and the teacher just moans and says we’re doing something else

Joan- Ok, good one thank you for that one.

L- Teachers shouldn’t have favorites

Joan- And do you think they do?

L- Yeah, well the people that do standard grade PE, they always seem to, well I don’t know if it’s because they know them more, but they always seem to like prefer them…

Joan- And how does that make you feel

L- It makes you feel bad because you didn’t take it….Because sport isn’t everyone’s strong point and you just feel that they favour people that are good at sport.

Joan- Yeah, of course. Do you think the teachers concentrate a wee bit more on sport and competitive sports and sports that need quite a lot of ability rather than maybe on what we would say PA, so maybe dance or just going out for a walk.

L- Yeah, they don’t seem to have them all mixed together, like they’ll have all the dance, aerobics and gymnastics and they’ll have all the football and basketball in another group.

Joan- And..
L-Like this year I managed to pick one that’s got some of both

Joan- And do you quite like that?

L- Yeah

Joan- Ok, good. Has anyone ever been in a class where there have been favorites?

L- There are favourites in every class

A- Every class

K- Every class

L- Cos the teacher will try and not make it very noticeable, but she’ll keep picking like two people or something to keep showing people how to do something

Joan- Examples

P- Yeah

Joan- And how does that make you feel K?

K- Just like, that the teacher thinks that they’re better than everyone else in the class and nobody else is good enough to be the people that are shown to the class…and just….

Joan- And does that make you want to take Part?

K- Not really, cos you just think what’s the point if she’s already got the people that she likes and the people she know, well she thinks are better than everybody else when she hasn’t really had a chance to look at anybody else to see if they’re just as good as her favourite people…

Joan- Yeah, I can understand that. Excellent. Do you two want to do one more…

L and K- If you’re doing something you enjoy, you’d want to take Part more than if you like what you would if you didn’t enjoy it

Joan- Ok, so again getting to chose what you want to do rather than being told. Do you think that makes a big difference?

P- Everyone yes

Joan- Why?

L- Dunno, it just does, cos say if you didn’t want to do like badminton, and then the teacher says you’re going to do it, you’d be like “oh” and you wouldn’t take Part as much, but if she said you were going to do dancing you would do it every week cos you like it

Joan-Ok, so it makes you do more of it if you’re doing an activity you like.
**Part- Yeah**

Joan- Ok back to A and L

**L- I think PE Kit is a big thing**

Joan- Ok, yeah, PE kit, so what you actually wear? Can you explain that a wee bit more to me?

L- Well, certain things, certain people wear, sometimes their PE kit is really expensive and like not everyone can afford them, like people wear completely different things to PE and some people wear like fashion tops not just plain t shirts and stuff

Joan- And how do you think that affects if you want to take Part or not?

L- Well because people are judging what you’re wearing

Joan- And how can that make you feel

L- It just makes you feel like you’re not good enough, if you’ve not got your hair done right for me, that you’ve not got the right clothes on and the best trainers and that you’re not good enough

Joan- Yeah, I remember that when I was at school. What about you guys think of that, do you think it’s important what people wear.

A- I don’t think it makes a difference, for me it doesn’t anyway

Joan- Ok, what about you two?

L- Doesn’t really bother me

K- No, not really

Joan- That’s Ok, everyone is a bit different about what they feel. Do you think it would be better if everyone had to wear the same stuff for PE

A- No

L- Nut

L- No, I don’t think it would solve it completely. Cos, you might get something that suits some people’s shape, but make others….but maybe not necessarily a colour code or nothing too out there, just like plain things

Joan- Ok, yeah, I understand what you mean. Ok, K and L, another one?

L- If your friends are in your class then you’d be more likely to take Part in PE

Joan- Ok, who agrees with that?

K- Yeah sometimes
Joan- Yeah, L?

L- Sometimes it’s good to be with friends, but sometimes if your friends are sporty its good not to be always with them!

Joan- Yeah, A?

A-Yeah, it sort of depends on what activity your doing again, cos if you’re doing something you enjoy your friends don’t really need to qbe there, but if you’re not enjoying it then it’s better for your friends to be there

Joan- yeah, who’d agree with that…yeah, everyone

L- Cos like your friends could like, you like it and your friends could be like oh I don’t want to do it and that and they would just huff about and that when you’re trying to do it and then if you’re Partners for them and they wouldn’t take Part properly and you’re like what’s the point in you even doing it if you’re not even going to try and that…

Joan- Ok and who’s ever been in a class with their friends for an activity they don’t like ?

A- I have

Joan- And how’s that

A- They don’t try as much and they just go oh I don’t want to do this

L- Aye, the same

K- Yeah

Joan- And how does that make you feel?

A- It’s like well I want to do this and you try and get a different Partner, but they want to stay with you, cos you’re their friend, but you want to try harder so you want to get a Partner who matches you better for that activity

Joan- Ok, so do you think it would be good to pick classes on people’s abilities, in that sense

A- Yeah

L- it would like make things different, but sometimes you could just be like with people you don’t know at all and then just like….

Joan- What about if you were in a group, lets take basketball for example, a group that didn’t really like basketball and had a low ability and you were all in one group and then there was another group of people who really enjoy basketball and are quite good at it- do you think that would be quite good?

L- No, cos they’d win
K- No

Joan- But not in the same class, not against each other, two different classes…?

L- Because sometimes if you’ve got a group then the competitive, but not overly competitive people, they make you want to do more, if they’re your friends especially, they can PAss to you, they can help you, get in and do more.

Joan- So they can sort of push you

K- Yeah

L- Yeah

L- Yeah

Joan- Get a bit more out of it? Has anyone ever been in a class when you’ve been really good at something and there has been people who’re not as good at that activity?

K- Yeah

L- Yeah

L- Yeah

Joan- Well A sort of said about her friends, would you in that scenario, would you like to just have people of your own ability level..?

L- I like to teach, well not teach, but improving everyone, rather than just yourself, not just being self obsessed and wanting you to be good, but helping everyone

Joan- yeah, that’s really good. What about the others have you ever been in a class and thought “they’re rubbish I wish they weren’t in here!”

A- Yeah

L- Yeah,

Joan- I can understand that too.

K- Yeah, but then the people who were in the class that wasn’t as good as everyone else, then they’d feel like they weren’t as good and that, and that would make them not want to do PE even more, cos they’d feel rubbish about themselves…

K- Cos they’d be put under a label “good people” and “bad people”

Joan- OK, what about if they had a competitive PE group and a fun group and you decided I’m doing PE to be competitive or to be fun.

L- That would make more sense

L- Then I think loads of people would just like do it for fun

K- Yeah
L- But like all the boys will do it for competitive and all the girls for fun

Joan- Do you think, cos you guys have said you quite like being competitive sometimes?

L- I know but if it was all boys and just you, you wouldn’t want to go..

K- Yeah it would just be you

A- You’d be the only person

Joan- What if they had competitive girls and fun girls?

A- Yeah that would be good

L- There are competitive girls and they probably would...

Joan- Do you think that would be quite good...

P- Yeah

Joan- OK, do you think it’s good to be competitive?

All- Sometimes

L- Not to be overly competitive, but....

Joan- OK, fantastic, this is really excellent stuff. Ok, who’s next, L and A

A- If you had a room, like a size of a room can make an activity or it can make it not as good

Joan- Have you ever been in a room that’s not the right size for the activity?

L- Yeah

K- Yeah

L- The table tennis room is like tiny

Joan- And how does that....

L- It’s annoying, cos you can’t like run around and like go far enough, like we played rounders inside a tiny little room and it was so hot and stuffy and everything

Joan- And did that impact and whether you enjoyed it and wanted to do it again?

L- Yeah

K- Yeah
Joan: Ok, just going to come to the end of this wee exercise. So having a wee look there, looking at the social things and the physical things what would you say is more important…social or physical…..

A: It’s a mix,

L: Mix

K: Yeah

L: Yeah

Joan: A mix of things. OK, fantastic, what I want you to do now, is swap round. And this time, I want you to think about your teacher of PA leader and I want you to think about what it is that makes them a good teacher or PA leader, OK. You can either draw them or write the points down or stick down sticky bits again.

P: Who are we doing?

Joan: Anyone, you could take all the best bits of lots of different people and then draw or write your ideal PE or PA leader

P: OK

GENERAL DISCUSSION

Joan: Just scribble them down and don’t worry too much about being neat or anything else. Some of the stuff we’ll already have mentioned, but not others.

Joan: You could think about a teacher you don’t like and think about what it is you don’t like about them and that will give you some ideas- you could write the opposite of the things you don’t like.

Joan: Maybe think of a time you’ve really enjoyed PE or a class after school and think about the people who take those and what it is about them that you like.

OK, are we just about done with that? OK, excellent. L and A, do you want to start?

A: Gets everyone involved

Joan: Gets everyone involved, can you think about a teacher who does that……or one that doesn’t…..

L: Some do and some don’t

Joan: And what’s the difference? How does that impact on your class

L: Cos some people just sit about and do nothing, if the teacher is just choosing 5 people to do something, and the rest of them just sit there and have nothing to do..

Joan: Ok, yeah, do you guys think that’s important, that they include everyone and encourage everyone…? Ok, fantastic.
Joan- Ok, next one, either of you

K- Teacher who doesn’t pick on people who aren’t doing as well or has favourites

Joan- Has that ever happened anyone, they’ve felt a wee bit picked on cos they’ve not been as good at something

L- Aye, me…in maths, the teacher like hates me because, I don’t know why…I get the blame for everything

Joan- And how does that make you feel

L- Annoyed

Joan- Annoyed and does it make you want to do maths?

L- No!

Joan- So if we put it into a PE type of environment, do you think it would be the same if you felt picked on in PE

P- Yeah

Joan- Ok, good, back to you two?

K- Someone who is nice and fun

Joan- Nice and fun, yeah, why is that important?

K- Cos if they’re not fun and nice and they just make you want to work hard all the time and you just wouldn’t want to do PE if they were like that

Joan- Can you think of a teacher who is quite fun?

L- Mr X is quite funny

Joan- And what is it that makes them fun? What do they do that is fun?

L- They have a laugh with you and that, they don’t like moan at you all the time or anything

A- They’ll sort of join in

Joan- Join in, who thinks it’s important if the PE teacher joins in?

P -Yeah

Joan- All of you, what difference does that make compared to if they’re sat out telling you what to do?

L- What’s the point in us trying to do it if they’re not showing us what to do properly or that
Joan: Yeah and what do you think L?

L: Well sometimes they know that someone doesn’t like something some of them might let them like ref or something

Joan: Yeah yeah

L: Which is good

Joan: You like that when there are like you don’t have to do that, you can do it differently

P: Yeah

Joan: And why is it important that they do that?

L: Cos you’re still feel included, but if you’re not comfortable with it you’re still getting to take Part

Joan: Ok, that’s a good one. Right, back to you two

A: Gives everyone a chance

Joan: What do you mean by that?

A: Like if you weren’t so good at an activity and the teacher knew that, but if they didn’t want to give you a chance and they just sort of discluded you from it, you’d want to get a chance at everything

Joan: Yeah, who else thinks that’s important? Can anyone think of a time that that’s happened, that they’ve not been Particularly good but the teachers said come on now it’s your turn, it’s up to you…..and did that make you want to do it?

A: Yeah, makes you feel more included

Joan: Makes you feel more included, yeah. Excellent, you two?

K: If the teacher takes time to help people

Joan: Ok, have you had a teacher that has done that- helped you with something?

L: Yeah,

Joan: And what difference does that make to you?

L: Well say there is something that you’re pretty bad at, like I was pretty terrible at table tennis, and they just like take time with you and when it’s one to one you can learn much quicker

Joan: And does that make you want to do it more

L: Yeah, when you’re good at something I think you enjoy it more and if you’re terrible you just don’t want to do it.
Joan- Yeah, I can understand that. Ok, fab. Back to you two.

L- *If they don’t have a favourite, so*

Joan- Ok, so again that idea of feeling they’re just going to pick them….I can understand that. Good. Anything else on your sheet……

A- *Think we’ve said them all*

Joan- What about good personality, is that that one ?

A- *Yeah*

Joan- What do we mean by a good personality, is that similar to being good fun?

L- *Yeah*

L- *I think they don’t, they’re not too, obviously they’re a teacher, but they still have a laugh and like talk to you and….*

Joan- And do you think that’s more important in PE than in other subjects…

Part- *Yeah*

L- *Yeah, cos you’re actually doing stuff and moving around in PE, in other subjects you’re just like sitting in your chair…*

Joan- So, why does the teacher need to be nicer then….?

L- *in other subjects the teacher will teach you, whereas in PE they take Part and……*

Joan-It’s about joining in..?

L- *Yeah*

Joan- Yeah, good, excellent. That’s that little exercise done and we’ve got one or two more things to do. Ok swap seats again. And what I’d like you to do this time, is if you could design your ideal PA lesson or class what would it be like? So, think about things like who’d be in it, what would you be doing, would it be competitive or fun, would it be boys and girls, what would the teacher be like…how many people….all those ideas. You can draw it, write it, stick it, whatever you’d like to do. You can talk to each other as much or as little as you like.

**GENERAL DISCUSSION**

Joan- Think about all the things we’ve talked about so far.

Joan- Do you think it would be better with people you know or people you don’t know so well….?

P- *A bit of both, cos then you could get to know new people but you already have people you know*
Joan- Would it be more sporty or PA abilities

**P- A mix, cos usually it’s one or the other**

Joan- Ok, so if it’s mixed ability, a mixture of people you do and don’t know and it’s all very mixed, what’s ultimately going to help you take Part….You still might have people slagging you off, you still might not be the best at the activity……so what would make you enjoy that still

**P- Your friends**

Joan- Your friends, why is it important for your friends to take Part?

**L- Even if they’re not talking to you you know that at least there is someone there who likes you**

Joan- And do you think that’s more important in PE than in other classes?

**L- Yeah, cos you don’t have as many groups, cos there’s a lot of free time to like talk in PE and like, in other classes you’re not always in classes with your friends**

Joan- So how could they organize it so your friends were in your class?

**L- you could like discuss it, well it’s really your choice, I think already you get a choice, like sometimes your friends aren’t like you, like sporty wise, it’s up to you if you want to go with them or on your own.**

Joan- Ok, but as long as you’ve made that choice that makes a difference…..

**P- Yeah**

Joan- Right, excellent. A and K, would you like to read off some of yours please?

**A- Fun plus competitive at the same time**

Joan- Yeah, so not too much of either?

**A- Yeah**

Joan- Another one

**K- Having a good teacher**

Joan- Is that the type of thing we’ve already discussed?

**K- Yeah**

Joan- Ok, excellent

**A- Try and get an activity everyone doesn’t mind**
Joan- Right, so everyone is OK at it, rather than really good people and really not so good people

**K- Mixed groups and mixed ability.**

Joan- Mixed, so boys and girls…?

K- Yeah

A- That’s basically them

Joan- Fab, great. Ok….

**L- Mixed groups of boys and girls that you feel comfortable around**

Joan- Yeah, I understand

**L- Classes aren’t too big, with loads of people**

Joan- Have you ever been in a class you’ve felt is too big?

**L- Sometimes they put classes together if like a teacher is off and they’re massive and full of people you don’t know**

Joan- And how does that make you feel…like you want to do it or….

L- It makes you feel really self conscious cos you’re not comfortable, you don’t know the people…you’re just like….

Joan- Yeah, I understand that, fab

**L- Mixed abilities**

Joan- Yup

**L- Have friends in your class who you know**

Joan- Yes, we talked a wee bit about that…

**L- Yeah, and mixed sport or PA**

Joan- Fab, great, this is really good stuff you’re coming up with here.

Now I just to talk about something a wee bit different, but the same kind of stuff. Have you heard of exergaming?

P- No

Joan- Do you know what I mean by Nintendo wii’s and dance mats….

P- Yeah

Joan- Exer- exercise and gaming- computer games, put them together and you get exergaming. Who here thinks that exergaming could help you to be more active?
P- Yeah

Joan- If, it was one of your options for PE possibly and there were enough dance mats or wii’s to go around, who thinks that would be a good idea?

A- I don’t

Joan- You don’t A

A- No

L- If you could do it not all the time, like if you did it week after week it would get boring but maybe say every four weeks if a group did it, that would be…. 

Joan- Have any of you got a wii or a dance mat or any of those things

K- Yeah

L- I had a dance mat

L- Yeah, I do

Joan- What kind of games do you like playing on them

K- On the wii, sports ones and on the dance mat I like the songs

Joan- Do you think dance mats would be better than dance in PE

P- ALL yes

Joan- How come?

K- Just like dance mats better

L- Cos sometimes you’re doing dance in PE the teachers make you dance, but like, I’ve had a time before I’ve had to go into groups and make up a dance and show it to the rest of the class and I felt s embarrassed….it was such a cheesy dance…so I was like I’m not doing that….and the dance mat you can do different abilities on it, so you don’t feel pressured to be better than like, you have to be the best and stuff cos there are different abilities and people will be at the same level as you and so you feel better about yourself

Joan- So you can change the ability level, so even though you might have mixed ability in the whole class you can chose your own ability level, so you think that’s good

P- Yeah

L- And like if you can’t remember choreography like, people that like to dance, but are rubbish at getting things in the right order they can see what to do

Joan- Ok, good. What about the wii sports then, wii tennis or something, do you think that’s better than doing actual tennis…
P- No

Joan- Why’s that?

L- Cos you’re playing it with yourself really, if you’re playing against a computer…I don’t know..

Joan- Do you think it’s good for increasing your confidence in that sport?

A- No

L- Yeah, if you weren’t good at something and you tried that first and you tried that….

Joan- You A

A- I’d rather do the activity and get better

L- It depends what mood you’re in

Joan- Yeah?

L- It does because some days you’ll go oh I’ve got PE today and I can’t be bothered and other days you’re like, you want to do it

P- Yeah

P- Yeah

Joan- And does that just depend on you? Or the activity or the teacher or…..

K- The weather

L- Just depends on me

Joan- The weather

K- yeah sometimes if it’s raining you can’t be bothered.

Joan- Ok guys thanks very much for that today, that is top class stuff well done. Does anyone have any questions before we go?........No, ok, thank you so much.
APPENDIX L: Focus group schedule (Study 3)

MAIN OBJECTIVES

- To understand the effectiveness of the pilot intervention
- To develop an understanding of the potential physical and mental effects of active-gaming on adolescent girls.
- To use the findings from the focus group to inform the development of the overall intervention.
- To develop an understanding of what may promote/discourage the use of active-gaming in adolescent girls in a school environment

These objectives are shaped through several secondary objectives:

SECONDARY OBJECTIVES:

To assess what components of the pilot study the Participants enjoyed and did not enjoy.

Specifically, issues such as leadership style, layout of the mat, layout of the room, social/individuality of activity, music and presentation of the dance mats.

To assess possible changes necessary for the future intervention. (type of technology…)

To assess the barriers to active-gaming

To assess the girls perceived pros (benefits) and cons (barriers) of active-gaming.

Assess issues surrounding take up and buy-in for active-gaming

To assess the impact of active-gaming on PA outside school

To assess the impact of active-gaming on confidence/SE

To explore the relationship between active-gaming and other exercising activities.

To explore the support network provided within the school to exercising with dance mats.
INTERVENTION SPECIFIC: To understand the effectiveness of the pilot intervention

- **ENJOYMENT OF DANCE MATS FOR PE/GENERAL FEEL FOR THE INTERVENTION**

  “Active-gaming in school is a really good option for PE”

  “Active-gaming was rubbish, I really didn’t enjoy it.”

  “I like Nintendo wii’s, but I really don’t enjoy dance mats.”

  “I like doing dance mats on my own, not with a group of people.”

  “Dance mats would be even better if we could change the music.”

- **POTENTIAL IMPROVEMENTS/CHANGES: To understand the effectiveness of the pilot intervention**

- **WHAT DID YOU/DID YOU NOT LIKE/ENJOY ABOUT IT To develop an understanding of what may promote/ discourage the use of active-gaming in adolescent girls in a school environment**

  Task to write on flip chart

  Leader
  Layout of mat
  Layout of room
  Social/Individual
  Music
  Presentation

ASSESS TAKE UP AND BUY-IN: To develop an understanding of what may promote/ discourage the use of active-gaming in adolescent girls in a school environment

- **DO YOU THINK ACTIVE-GAMING WOULD BE A GOOD PE CHOICE TO OFFER IN SCHOOLS?**

- **WOULD YOU RECOMMEND ACTIVE-GAMING TO YOUR FRIENDS, DO YOU THINK THEY’D TAKE PART?**

- **STAFF SUPPORT**
ACTIVE-GAMING IN SCHOOL ENVIRONMENT: To develop an understanding of what may promote/discourage the use of active-gaming in adolescent girls in a school environment.

TASK- DESIGN A PE CLASS THAT USES TECHNOLOGY, WHAT BARRIERS/POSSIBLE PROBLEMS WOULD YOU HAVE TO CONSIDER WHEN PUTTING THIS INTO PLACE?

- ARE THERE ANY OTHER TYPES OF TECHNOLOGY/EXERGAMES THAT YOUR WOULD YOU LIKE TO USE AT SCHOOL?
- DO YOU USE EXERGAMES IN ANY ENVIRONMENT OUTSIDE SCHOOL?
- WHAT WOULD ENCOURAGE YOU TO USE EXERGAMES OUTSIDE CLASS/SCHOOL TIME? (Free access)

ACTIVE-GAMING IMPACTS
BENEFITS/CONFIDENCE: To develop an understanding of the potential physical and mental effects of active-gaming on adolescent girls.

DISCUSS IN PAIRS

- WHAT DO YOU FEEL THE BENEFITS OF ACTIVE-GAMING ARE?
  - Physical
  - Mental

- DO YOU THINK ACTIVE-GAMING COULD HELP YOU TO BE MORE ACTIVE IN OTHER AREAS OF YOUR LIFE?

- DID/DOES ACTIVE-GAMING INCREASE YOUR CONFIDENCE ABOUT BEING MORE ACTIVE?
APPENDIX M: Sample transcript (Study 3)

FOCUS GROUP 1
JH- In the background and that's that there. Ok. What we will do can I just go round so we've got Claire, you are here, (girls giggle). Andrea, Fiona and Sophie. Ok excellent EEEE! Do you want to pick one of these each? They are not that exciting I wouldn't get, I wouldn't get too ok and I want you to have a wee read of that for me.
Claire - Is exergaming the
JH- Exergaming? That's what I should really explain. Its that's the dance mats or erm like that you guys use but we are also like think, want we are interested to know in other forms of exergaming so things like the Ninetendo Wii’s, or I toys or any of those kinda things. So First of all we are going to talk about what you did for ermmm with JO so talking about the dance mats. So that's really what we are talking about here. So can if I get you to kinda of go round and read out your statement and then we will talk about whether you agree or disagree with it so if that's ok.
Sophie- I like Ninetendo Wii but I really don’t enjoy dance mats.
JH- What do you guys think of that?
Sophie - I like both of them,
JH- both of them
Sophie- I love doing the dance mats, cause like like dancing (ruffled, JH moved the recorder) cause its all different games and that, the Wii so
JH- Yeah
JH- Sorry its just cause that noise is in the background I am worried it wont pick up the noises the voices. So you quite like the dance mats?
Sophie- uhhh
JH- Yeah
Sophie- I like both of them
JH- and but you also like to do, ermm what kind of things in Ninetendo Wii do you like?
Sophie- Wii fit,
JH- Wii fit, yeah giggles in the background
Claire - Wii
Claire - I dinnae like that
Sophie - Wii sports

**JH**- **sports, you don’t like, what do you not like?**

Claire - tells me I am obese 1:51. Lots of giggles from the girls

**JH**- **Yeah, I think there are some problems with them and what it does, it does actually tell people their weights and that they that they are wrong I think they are trying to sort that out cause there have been quite a lot of problems.**

Fiona - I like guitar hero,

**JH**- **guitar hero, yeah?** Girls talk over **JH- cant make out what they are saying**

Fiona - although it doesn’t keep you very fit.

**JH**- **Do you think it gets you moving?**

Sophie - just gets your fingers moving

Fiona - I am like all over the place giggles

**JH**- **yeah so you kinda dance about-with it?**

Fiona - no

**JH**- **Ok excellent and what do you guys think about exergaming versus something like the ninetendo Wii? What Tut dance mats?**

Fiona - I like them both as well I would rather do the Nintendo Wii I think but that’s cause its a game and its like fun but so are the dance mats.

**JH**- **yeah**

Fiona – I’m trying to say something nice here

**JH**- **Don’t worry about saying anything nice it’s totally fine tell me what you think**

Fiona - they are good but I prefer the Wii

**JH**- **Prefer the Wii yeah?**

Andrea - oh yeah, you get like more games you don’t have to stay on the same thing.

**JH**- **uhuuhh**

Andrea - on the Wii but on the dance mats like its all dancing

**JH**- **Yeah just dancing and you prefer something with a bit more variety?**

Andrea - uuhh

**JH**- **Excellent. Claire do you**

Claire- I like the Wii better

**JH**- **You’ve said you already like the that aPart from the little bit of information that gives you that is totally wrong. Excellent do we want to do Fiona do you want to read yours out?**

Fiona- Exergaming in school is a really good option for P.E.
JH- What do you think of that?
Fiona- eehhh! Yeah Its better than .P.E. like its funner and you can actually do something you enjoy but in P.E. you have to do what they tell well in fact you have do what they tell you in this as well
?- giggle

JH- yeah
Fiona- it’s just different than P.E. like we have had P.E. all our lives but this is something new and its good

JH- Ok, what do you guys think? Sophie
Sophie- I would rather do that instead of P.E. as well

JH- and what is it about it that you like more than P.E.?
Caire - cause we are from different classes

JH- Yeah
Caire - and like in our class it’s me and Sophie and and none in the other class
Sophie- more girls
Fiona - chance to talk

JH- Awww that’s nice so its quite good its good fun doing it with your friends
Claire, Fiona and Andrea- yeah Sophie- uuhhhhh

JH- Excellent ok
the fan goes off

Fiona- the noise is away

JH- I know its so much quieter Andrea what do you think about exergaming for P.E.? Do you think it’s a good option?
Andrea- yeah cause it like a change from what you are doing in class

JH- So the fact it’s quite different is something that you guys enjoy and doing it with your friends
Andrea- yeah

JH- Ok excellent Claire what do you think? Did you enjoy it?
Claire- yeah

JH- Yeah
Claire- cause the people who like run it are like more like the teachers are bossier than them

JH- Right so
Claire- dinnae tell you what to dae as much

JH- Ok was that a do you think that was a good thing or do you think may have meant you didn’t do as much?
Claire- good thing

**JH**- Yeah so if your getting exergaming you were doing dance mats again would you like it from people who weren’t your teachers?
Sophie, Andrea, Claire and Fiona- yeah

**JH**- Yeah what was it what was it about it?
Sophie- unless it was Mr Smith. I wouldn’t mind that.

Fiona- excuse me

**JH**- Is he quite nice looking?
Sophie- yeah giggles lots of.

**JH**- I see
Fiona - this is getting typed up

**JH**- it’s alright nobody knows what you are saying anyway erm excellent thank you

**Andrea do you want to reads yours out**
Andrea- dance mats would be even better if we could change the music. 5.20
Sophie, Andrea, Claire and Fiona- yeah
Claire- if we could pick our own
Sophie- it’s like techno
????- giggle

**JH**- you would rather have something more techno?
Fiona - yeah
Claire - no no no, it is too techno

**JH**- Oh it’s too techno ok
Claire - oh that’s for me though
Sophie- I would rather like us pick our songs it like we are all different we all have different song choices that we like and that’s
Fiona - even if it was rave sorry giggles
Sophie- that’s errm the songs on the songs on the dance mats we cannæ sing along tae it either cause those songs

**JH**- yeah
Sophie- no songs tae sing tae and that I think we would have more of a laugh
Fiona - even if it was giggles

**JH**- you are determined to interrupt on you go
Fiona- ill just be quiet

**JH**- no on you go Fiona
Fiona- I have actually forgotten what I was saying
Sophie- you can go now
Fiona- if it was still rave music and had words you could still sing along
**JH- Right so rather than it just being more of a beat and what do you think Andrea?**
Andrea- I think you should change it to better music
Claire - rock
Andrea- you when you get to pick it at the start if you like pick it or something but it was
good songs you could pick
**JH- ok so the music choice would have really have improved. Do you think that
would have made you more active?**
?- yeah
?- yeah definitely
Fiona- yeah cause I put my i-pod in and I was like raving away
Fiona- I would like to take it out
Sophie- I think we would rather like dance tae music that we know instead of the other
music on the dance mats.
**JH- thats programmed.**
Sophie- I think that would get us up and actually wanting to do it
**JH- Ok Excellent thank you. Claire do you want to read yours out?**
Claire- I like doing dance mats on my own and not with a group with a group of people
**JH- what do you think?**
Claire- I like doing it with a group
**JH- yeah you have already said yeah you quite like doing it with your friends so do
you think it’s quite good that it’s a socialable?**
Sophie- I done it on my own cause I had to like, i got picked to do the experiment thing
with the mask and stuff
**JH- alright yeah**
Sophie- but it was more fun like with my friends and stuff
**JH- yeah do you think there is people that would prefer it individually or do you
think everyone quite liked it?**
Claire - I think so like people get embarrassed in front of other people
Fiona - mmmm
**JH- yeah**
Fiona - like it’s just like I can’t do it
Fiona - same I’m like I have really bad balance
**JH- so would you guys rather do it on your own?**
Andrea - no
Fiona - no

JH - so even if it a little bit embarrassing, it’s better to have it with your friends there yeah?
Andrea- yeah
Fiona - yeah

JH- Fab excellent well what I am going to get you to do next is do a little task for me errrmm do you want to just do it in pairs. This paper is pretty massive so we will just use half. So you two want to go together Andrea and Fiona, and Sophie and Fiona. And what I want to say is use these little sticky things and if you want or you can write straight on but I want you to think about what it was that you did and did not like about the dance mats for P.E. What Parts of it did you really enjoy? And we have talked a wee bit about it already so you might be coming up with some of these ideas again but anything new things that you did quite like about it and things that you thought could be improved or things you really didn’t like about it that put you off it. So think of just loads of different ideas and do them in your pairs and then we will join up and share some ideas.

Fiona - do you do it on the table?

Sophie- can you have two colours

JH- you can do whatever you want whatever you think will show the best that you the best best way of what was good and what was bad about it or what you think could be improved or do you get what I mean
Claire - yeah

JH- right do you two want to go over there to do it. So you are not just listening to each other cause I have a funny feeling you might all just end up talking.

Fiona - probably right 8.53-14.00

JH- there is some more sticky things

JH- everyone has a pencil yeah! Excellent. Do you want to take 5 mins to do that.

Yeah. Excellent. 9:08

Noise- I can’t make out. Drawing noise mumbles???
Claire - jumping about or whatever?

Silence with mumbles- hard to make out

JH (10:06)- remember its absolutely anything about exergaming that you or dance mats that you guys think is worth putting down there so even if you think it’s just a tiny wee thing put it down and then we can talk about it (10:16).
?- whispers, background noise of drawing

JH (11:33)- you might want to think about things like the way it was sort of designed or laid out for you the sort of room that you were in. Who was taking it and who you were with? (11:50)

?- giggles and whispers

JH (12:26)- even if it's only an idea and you’re not sure if you agree or disagree with something just pop it down and we can talk about it. (12:32)

Fiona (12:48) - do you just kinda write it down like and then you’ll talk about it after cause it hard to put down.

JH- yeah just kinda put down a word that will maybe remind you of it or something. (12:48) We’ll just take 1 minute doing this then we will discuss them. (13:01)

Fiona (13:38)- good one

JH (13:40)- Ok do you 2 want to come back over this side?

Claire - you’ve got like 10 we got like 3

Sophie- shows the hard workers in the class

JH- Right, ermm Andrea and Claire do you want to start with one of yours. Good or bad?

Claire - being with friends

JH- being with your friends as we talked about dance mats was a good way of socialising and was it quite fun in that sense?

Claire - yawn uuhhh!

JH- Do you think it could have been more fun than it was?

Andrea - sort of

JH- yeah

Andrea - but I don’t know how though

JH- not sure how so it could have been a little more fun but we are not quite sure how that will maybe come up when we go through a few more ideas ok excellent over to you guys.

Fiona - being with your friends, its fun you can see the board clearly rather unless your standing behind someone but like the first room we went tae the projector was behind us so when we moved we couldn’t see it but in this one it was up in the roof so we could see it clearly.

JH- Ok so you have three there. So you got being social sociable with your friends and having good fun with it and when it was best when the room was quite clearly laid out and you could see the projector.
Fiona - mmmm

**JH-** yeah excellent come back to you guys
Andrea - erm you weren’t really aloud a lot of time out

**JH-** right ok so you had to be quite active during the whole thing and you think it would have been better if you could have sat down
Andrea, Fiona and Claire- Yeah

**JH-** For abit. And then going back into it. Yeah what about that being in terms of being active and being you know getting the most out of it do you think it’s a good idea still to be able to sit down
Andrea - well you get tired and

**JH-** yeah
Andrea- and like if you sit down for like over 3 or 4 minutes they come over and
Fiona- start eating you

????- giggles
Andrea - like threatening you. 15:45

**JH-** yeah

????- giggles

**JH-** its ok erm
Fiona - miss that bit out

**JH-** so you think that it was a wee bit or they were a bit
Sophie - pushy

**JH-** strict and pushy with you if you were just sitting down
Fiona - not really cause like if you only just...you were allowed breaks but it was only for like three minutes so that’s enough time to cool down we were kinda jus being lazy so it was like us.
Andrea - they were giving us weird looks

????- giggles

**JH-** uuhhh!
Fiona- I think they felt intimidated
Andrea- they weren’t really getting involved with us

**JH-** ok
Fiona - oh yeah that’s a good one

**JH-** so it would have been better if they had joined in with it

????- Yeah, uuhhhh
Sophie- cause they were just standing there.
Fiona - but they are not doing anything

JH- but they weren’t uhhh ok so how about how could we get over this sort of chilling out Part and having a bit of a rest do you think the three minutes was ok if they had been a wee bit more involved in fun maybe known them a bit better or they had been friendlier

Fiona - they were friendly but it just like they didn’t really they just stood there like didn’t encourage or that

Andrea - I think if they like talked to us and like actually had a laugh and or something and done it you would do it more as well.

JH- yeah ok so the breaks Part is a kind of ok if you were doing it really well and you were really enjoying it you wouldn’t need the breaks as much as if you kinda thought can’t really be bothered yeah

????- Yeah

JH-Excellent good one back to you guys

Sophie - didn’t like the music

JH- didn’t like the music and we have talked a wee bit about that that would be improved if we could change change the music around to if you kinda make your own personal choices about it. What about in a class though how would you like Claire likes might be totally different to what you like so how do you think you could arrange it in a class situation so that

Sophie- so if you like just went through music and said like I like this and then if someone like naw don’t really like this then can compromise and like have both their songs and then everybody

JH- so if there

Sophie- has a chance

JH- a play list or something

????- uhhhuuu

JH- that went through ones that you liked and then you aren’t going to like all of them but well at least you are going to have something you quite like

Sophie- yeah

JH- yeah, ok excellent back to you guys

Andrea- eh they should have had like cups of water for us

JH- right so it was it got a wee bit hot

????- uuuuuuhhh!  

JH- ok do you get water usually in P.E
Andrea- if you bring it giggles

JH- right so why do you think they should have brought water this time more than in normal P.E. I am not saying I’m just but you think that would really that would help.

Sophie- cause like I think they not like trying to encourage us to like do it and stuff

JH- uhhh

Sophie- but in P.E like most people you have to do it like you will get a detention and stuff but like with the dance mats then and since it more enjoyable than what P.E. would be then we would want water and that as well

JH- so you would like it to be not as strict as a normal P.E. class, and a wee bit more things like having water there, and the ermm the girls who were taking it to be a little bit more relaxed and a little more friendly

????- uhhhhh

JH- but what about the discipline in the class do you think that because they weren’t your teachers you were more likely to

????- yeah

JH- so how should they get the balance of being quite friendly with you but not so friendly so you guys say you can’t be bothered doing anything

Sophie- if you sit and talk to you like and got really friendly like and I would I was like listening to them have like listened to them I we could all do this together and that but if they were if they were like a teacher then it would just make me nae want to do it because it’s just like another class and that

Fiona - teens these day

JH- so if you had dance mats as an option for P.E. and it was your normal teacher do you think as many people would want to do it?

?- nope

Sophie- depends who your teacher is. If you have Mr. Smith like me then yeah but if you’ve no then no.

JH- so if the best looking teacher took it then it would be alright but if any of the others did

Claire- I don’t like Mr Smith

JH- you don’t like him as much. So again personal preference has come into it.

Fiona- he is quite tall

JH-Well that’s good that he’s tall. Ok excellent thank you very much. Back to you guys
Claire: eehh! It’s different from normal P.E.

JH: What’s different about it?
Claire: Just that in P.E. we kinda do like sports we never get to do like dancing
Fiona: we always do the same stuff
Claire: yeah it like everyone is on the same course but this is a choice and stuff

JH: mm! and do think you would you guys recommend it to friends
?????: yeah mmmmm

JH: was there quite a lot of you who wanted to do it
Claire: It started off with like about eight of you I think
Fiona: Then more people wanted to do it I think then it ended up with like thirteen I think.

JH: why do you think more people wanted to do it then?
Claire: We told them it was good and it was better than P.E.

JH: yeah you would recommend it to other people then ok excellent.Errmmmm back to you guys
Claire: we have none left

JH: you have none left what a sad piece of PAPer. Excellent well thank you very much for your ones and we will go to you guys and you guys can join in with these ones
Sophie: the only thing I didn’t like about the dance mats was they are not like the normal ones they are like corner corner and then in the middle and the ones in like if get to the arcade and that I am used to doing like

JH: four
Sophie: forward back side side

JH: and this one had five is that right
Sophie: so that was different but I got used to it and stuff and started doing it and I liked it but it was just the first time I done it I didn’t expect it to be done to be like the ones forward forward side side.

JH: so once you got used to it it was ok?
Sophie: uuhh it was fine

JH: what do you guys think?
Andrea: yeah I think you should have had like the ones forward back and that

JH: so the four ones would have been better?
?????: Yeah
Fiona: it fine now it’s like you just had to get used to it. It’s just cause it was different
JH- ok do you think because it was laid out like that there was a tendency for you to be a bit like I just don’t want do it put you off it a bit
Fiona - No not really
Sophie- no never put me off it it was just like
Fiona and Claire - harder
Sophie- uuhhhh! Cause I’m just like so used to the other dance mats cause I’ve got one of they dance mats at home

JH- right ok
Sophie- so I found them much harder than one no this one is much harder than the other one

JH- I see excellent what are you saying Fiona? ...oh no Fiona got the giggles right so do you want to come up with another
Fiona - it’s like the there’s easy I like it how it had easy, medium and hard cause we are like at different levels anyway so I would just be standing there like not being able to do it for it if it was hard and some people would find it too easy

JH- yeah
Fiona - so it was good

JH- so you both quite liked to be able to choose your
???? - yeah

JH- yeah everyone quite enjoyed that and is that good is that something that is slightly better than normal P.E.? because you can choose a level on it.
????- yeah

JH- so it’s more personalised?
????- yeah
Sophie- yeah I liked that cause if easy the easy one was too easy then I wouldn’t move onto the medium and if I wanted like to step it up then I could go hard and if I still thought it was hard then I would just go back down

JH- you could go back down
Claire - if they if they only had like a hard level then everybody was doing it then they couldnae do it it would be embarrassed and so they sit out and get in trouble

JH- did anyone sit out during
Sophie- yeah
Claire - Elaine giggles

JH – and why?
Sophie- she just never could be bothered doing
JH- do you think
Claire - she always got shouted at
Giggles
Sophie- she just came so she could get a skive fae P.E
JH- and so do you think for people who don’t like P.E. dance mats are still not going to be great or do you think?
?- yeah
Not really it’s just too active for girls these days
JH- yeah  giggles
Fiona- well at the weekends most of the girls like I used to I was in p7 I used to do like thirteen clubs or something now I just stay on bed all weekend
JH- yeah so for you though for you is dance mats a good way to be active again.
Fiona- yeah
JH- yeah
Fiona- but in another way it kinda like I just find it I’m just like sit out
?- you just too lazy
Fiona- yeah
JH- so what would encourage you to not sit out?
Fiona- biscuits in front of em
?????- yeah giggles
Fiona- I don’t know. Not to sit out if there were like prizes.
JH- yeah so something to encourage you
Fiona- yeah, or even them encouraging you or them joining with alot
JH- so that would have been something you would have changed. Yeah Ok excellent so any more.
Sophie- I think that the rooms is a bit (cleared her throat) was a bit too small and all the dance mats are like in front of each other
JH- so it was a wee bit cramped
Sophie- uuhhh! So like depending of the height of the person you will have to go to the back or the front or like sometimes you cannae see behind people or to the side to them
JH- ok so the actual lay out of the room would have made it a little more enjoyable.
Sophie- or chosing like a hall so we are all next to each other so that if like someone at the back they are like so if they are like people who not confident in doing the dance mat will probably go to the back so people cannae see em.
JH- yeah
Fiona - or have em like wait like that (illustrates on a piece of paper) like they were kinda just all over the place but if you had like that then
Sophie- that
Fiona -they were all next to each other.
Sophie- all next to each other

**JH- so having them so you kinda all see each other kind of have fun with each other and kind of chat to each other would help.**
Sophie- but they were all like spaced like beside each other there was like one here and one over here and there would be another one here it was like you have to dae that

**JH- couldn’t really see what was going on ok excellent anything else**
Fiona - you had a dance mat each

**JH -so what was happening in this situation?**
Fiona - like there wasn’t an excuse for us to sit out like she was saying
Sophie- there was a couple of people sitting out
Fiona - thats cause extra people came
Sophie- and that was about it

**JH- so you did have a dance mat each**
Sophie- yeah
Fiona- yeah

**JH- and that was good right ok**
Sophie- but we never had a dance mat like some we would just all like change if we came off and sat and someone was going on the next one so we never actually stayed on the one dance mat

**JH- on the one**
Sophie- we would all like swap around

**JH- and was it is that ok or would rather of had one that you just stayed on**
Andrea - I would like to have one
Sophie- I would rather of had one
Claire - keep our score

**JH- and why do think bless you do you think**
Fiona - laughing so much (funny noise)

**JH- why do think it would be better to have your own one**
Sophie- so then you could like keep your score and stuff.

**JH- right so you ended up losing your score and then it kinda of**
Sophie- uhh so you could be really good and the next person could like come on and like kinda bring your score right down you could be last

**JH- and what about the scoring did you enjoy doing that looking at your scores or did you just enjoy doing it?**

Fiona - uuhh I’ve got that as well it good that there is scores cause then it’s like cause if its jus dancing then it’s not really something but at least that something its kinda competitive

**JH- yep**

Fiona- So you can like

Claire - you want to keep on going so your score is higher than everyone elses.

Fiona- yep

**JH - What do think Andrea did you quite like the scores?**

Andrea- yeh

**JH- Yeah ok excellent, awww leave her alone she has had all her sneezes, ok anything else these are excellent**

Claire - I don’t think the music was loud enough (giggles)

**JH- alright was it**

Fiona-Nae nae it was

Sophie- wanted like a rave

**JH- it was too loud or it wasn’t?**

Fiona- nae it was decent, nae it was descent but jus not for this crew

**JH- you guys quite liking your loud techno dance music**

Sophie- yeah nae

Fiona-loud music

Sophie- loud music

**JH-ok**

Fiona- Past the eighty decibels,

**JH-ok**

Fiona-danger level

**JH-ok anything else**

Sophie- Fiona has wrote that Andrea was there

**JH-awww that’s not very nice**

Fiona-That’s that’s the bad one

**JH-PArdon me**

Fiona- that’s the bad one
JH-awwww that’s not very nice put it in the good I think so
Sophie- I was there

JH-what if it had been your normal P.E. class and your friends hadn’t been there?
Sophie- mm nut, our P.E. class had like
?- there loads of boys there
Sophie- like all the laddies in there in our P.E. class, me, Claire, Cara and there’s this
other girl but she is like really quiet and doesn’t really talk to any of us
Fiona- who’s that
Claire - Marina (giggles)
Sophie- so it’s like all the laddies, the laddies they just like would just take the biscuit out of it

JH-yeah
Fiona- they would just like smash it

JH-so it was good it was good to have it just girls only?
?- yeah
Sophie -uhhhh

JH- yeah so if having boys and then having a normal if you had to do it as a normal
option for P.E. and it was your normal teacher and your normal class would you
have enjoyed as much
Sophie- nae I wouldn’t recommend it
Fiona - unless the boys were gay I would get on with it
??- yeah
Fiona -But boys who are not gay
Sophie- I don’t think
Fiona - but it s a lot better than P.E. and with the different teachers well that’s good

JH- ok excellent any more before we go onto the next thing?
?????- nope

JH-ok excellent I just want to ask you do you did you think the staff support was
quite good so did you think that your teachers encouraged you to do it? and
Claire - nae I didn’t really speak to her
Sophie- well ma teacher Mr Smith is always asking if I’m going back to P.E?

JH- right ok
Sophie- so right ok so he is always asking me how the dance mats were today and I tell him
JH- so they were quite interested so do you think think it makes a difference if your teacher is interested?
Claire - erm
Claire - if Mr Smith asked Sophie to go back to P.E. she would go back
Fiona- with a click of the finger
Sophie- I wouldn’t, if he said he was missing me then I would go back I would like fine
JH- so for you guys whether your teacher supported or asked about it. Are you a wee it bored Claire?
Claire- Im just really tired
Sophie- no I don’t think it made a difference
JH- it was’nt really so the actual teacher or the person who took it was of interest but outside of that it didn’t really make a difference ok excellent erm I wander if there is anything else there no can I get Fiona and Andrea to swop seats
Fiona- sure
JH- turn your pieces of PAper over what I would like to do this time is take five minutes to design a P.E. class which uses technology
Fiona- technology (American accent)
JH- yeah so we are talking about what kind of would it so would it be Wii, would it be dance mats would it be
Sophie-guitar hero
JH- what kinda of things would it be remember its about being active and what sort of problems barriers would you maybe face when designing that class what things would maybe stop people taking Part so you are designing your kinda ideal PA class using technology so what kind of technology, kinda who would be in it what would be going in it ermm what would really encourage people to take Part and what would put them off doing it so if you guys want to go over there and you guys want to go there
Sophie- you can do the drawing draw stick
JH- don’t worry to much about getting the drawing perfect it more important to get your ideas down so we can share the ideas with each other ok we will just take 5 minutes to do that.
31:00- chatting and giggling
Fiona (31:15)-I like Britannia cause you can jump about
JH- yeah you can put that in and you can say it is an active thing if you think that will be fun and that’s what you like to do then great
Chatting and giggles and drawing and whispers (hard to make out)

JH (32:02)- so you are thinking about this being your ideal class what would really encourage you to take Part and what would be the things that you definitely wouldn’t want to be there and would get in the was of every one taking Part and think about trying to get everyone involved. It might be some of the things we have already mentioned (32:13).

JH (33:25)-You guys concentrate on that one

JH (34:00)-Would you have all sorts of technology in there or would you just kinda focus on one. So you tell me what kind of if i was to come in school start doing the dance mats or an alternative to the dance mats you would tell me exactly what you would really want all over again.

JH (34:51)- Don’t worry gong to much into too much detail and I’ll get the idea of it.

JH (35:11)- Think about the things you have already mentioned and think about on the wii what kinda activities would you be doing?

JH (36:01) -We just take one more minute to do this and we will discuss them

JH (36:11)-That is very artistic.

JH (36:40) - ok do you want to bring yours over here.

JH (37:04) - ok so what we will do, we will start with you guys if you want to tell me a wee bit about what is going on in your class room

Fiona - Rock PArk

JH- so being based around kinda guitar hero and those kinda instruments

JH- and how would you be active when you are doing them

Fiona - cause the drums would be like

JH- so that would be working your arms but would that really get your you know

Fiona -It would get your heart rate up and

Fiona- yep cause I like sweat and giggles

JH- ok so something using some sort of music stuff would encourage you yeah and what else are you saying down here. What does that say?

Claire - for boys and girls of all ages make everybody welcome

JH- so you would do it at that point you would include everyone

Claire - mmm!

JH- and you make sure everyone could come along

Fiona - giggles look at that guys face (pointing at illustrations)
JH- yeah come on we don’t have much longer so just concentrate and then you can go and laugh all break. What does this say what would it say?
Fiona - the bad things is that people like might get embarrassed cause you not as good as me on the guitar then you might get embarrassed like to go along cause if everyone is like come along (squeaks)

JH- so you would worry that you weren’t good enough
Fiona- I wouldn’t personally

JH- of course not I don’t imagine that Rachel but someone else might might put them off ok anything else that says there
Fiona - not active enough

JH- Right ok so you kinda recognise that yourself so what activity could you do instead that would be active that would have the same kinda atmosphere
Sophie - has the Wii not got
Fiona -Wii fit and stuff
Sophie-Has the Wii not got stuff like that music stuff but I don’t know music games

JH- would you like to do the same thing every week
Sophie - nae
Claire - you could change it and just do tonnes of different games every week like guitar hero one week and see if it works out
Andrea - you should have a vote on it
Sophie- you could do different things anyway
?- pick unclear

JH- so you would vote on what games you were going to play and again you would have to realise that some weeks you were going to do ones that you didn’t really like but other weeks you would get your choice and do you think people would be happy with that?
Fiona, Claire, Andrea and Sophie- yep

JH- yeah or do you think on the weeks that you didn’t get the ones you want you go mmm I’m not doing this I don’t like this I don’t want this
Fiona- I like all of them I’m like a Wii child
Sophie- same

JH- a Wii child
Sophie- if it like all your friends you would like agree on one thing anyway but like it wasn’t like pupil who werna werna really close to then I don’t think they would want to do it I don’t think they would be
JH- ok
Sophie-We are all PAlS and decide on what we are doing
JH- Ok so if it’s going to be erm if it’s going to be for for everyone to encourage everyone to be physical active
Giggles
JH- Fiona you are going to have to concentrate for the last 10 minutes. Everyone to be active you would think that having your friends there really would make everyone take Part more because your more likely to do the same activities and like the same sort of things
Andrea and Sophie- yeah
JH- ok excellent anything else on your one?
Giggles
Fiona - just a rock band, mmm, just what we would all be playing
JH- ok and it’s beautiful. I might frame it in my office when I get back. Right over to you guys
JH- what about this one here? ruffles
Giggles
Sophie- well we’ve got the Wii
JH- right
Sophie-and then you can do the Wii sports, dancing Mario cars and fit and stuff
JH- yep
Sophie-Got a rock band
JH- yep
Sophie-then we’ve got music so like we can dance about
JH- yep
Sophie- then we have the dance mats
JH- mmmmm excellent
Sophie- then have a resting area like couches and bean bags
Unclear- girls talk over each other
JH- Do you think for the rest area you would actually get people who just came and said that I’m really tired and I just want to sit out for the whole thing today?
???- yeah
?- oh well
?- I would like to do it
?- they could stay in for a certain amount of time
Andrea - you should have like a timer time out like a sand ting

JH- yeah and then people you would say you’ve got how long do you think?

?- just until it (unclear)

Andrea- just until it goes off

JH- so three minutes or something

???- yeah

JH- and then you got to get up

???- yeah

JH- and you would do it as circuits around the room

?- yeah

JH- that you did stuff or would you do

Claire - 10 minutes each/ 15 minutes

JH- to take it you weech about on. Do you think 15 minutes is long enough to get into something or do you think you need it?

Sophie- I think I would rather do I would like to do that but erm I would like to do it weekly so then we have a whole hour in one thing

JH- and then next week you would do different activities

Fiona- you should start like a club like you know how after school you can go to like clubs

JH- uuhhh

Fiona- and you PAy a certain amount of money and like it’s like a don’t know what it’s called

JH- extra curricular

Sophie- after school club

Fiona- nae all giggle

Fiona- nae like like where you can just go and keeps you out of trouble

JH- drop in

Fiona- kind of like that

JH- yeah

Fiona- yeah you just like go and hang out and do fun stuff

JH- so if you if there was access to like a room that had all these kind of stuff in it there was a kinda chill out bit and there was like juice and stuff and there was someone who wasn’t like a teacher that was taking it would you all be interested in taking Part in it?

????- yeah
JH - Yeah and what about at lunch times and stuff if there was a room that you could go and use would you use it at lunch or do you quite like?
Sophie - nae
JH - no
Claire - only if we get enough time
Fiona - I would take a PAcK lunch though
Sophie - but we would only have a certain amount of time but we dinnae get that long for our lunch
Fiona - we only get 45 minutes but it goes really fast

JH - Would you like to sit and chat at lunch more?
Fiona and Claire - yeah

JH - yeah
Claire - running about the whole time
Sophie - well like in classes we get told to shut up in every one

JH - ok so P.E. it would be good for P.E. and it would be good for after school but probably not so much lunch times.
JH - yeah excellent that’s great thank you very much erm do you guys use sort of any sort of technology stuff out of school?
Fiona - yeah
Sophie - yeah

JH - What do you use?
Sophie - the Wii guitar
Fiona - I’ve got the Wii but I only got sports car Mario car and guitar hero

JH - and do you use them often?
Fiona - mmm well I used to when you first get them and you use them a lot and you kind of go off them but I played them on Friday

JH - So you do use them outside school and do you think if you started using them more regularly in school it would encourage you to use them more outside school.
JH - yeah

JH - yeah
Sophie - yeah cause normally like well we in school we talking like about the weekend and who’s going out that but like during the week I dinnae go out cause its borin so I would rather probably do it during the week
Fiona - same
Sophie- if we were doing it school then I would be like oh yeah I like that I want to do that then I would want to go home and do it

**JH- yeah so that would help if you had it in school it would help you to do it out of school as well**

Fiona - you should start like something with like the Wii comPAny you should start a contract with the Wii ComPAny if you do that in school and you it get us to go on it more

**JH- so if I said I encourage all these girls in schools and so they are all going to get one at home and all your sales will go up**

Sophie- I’ve already got one

**JH- I’m going to phone them and ask them thank for that looking after me Fiona**

Fiona- you will be a millionaire you will never be back

Andrea- some people might like not have enough money to get one at there house

**JH- yep**

Fiona - how is that like a problem

Giggles

**JH- so**

Andrea- no so like they could go play it after school

**JH- instead do you think it would be a popular after school club**

Fiona - yeah yeah I would

**JH- would you recommend it to all your friends?**

????- yeah

**JH- yeah is there anything about it that would put you off?**

Fiona - the fact that you have to get out of bed

**JH- to come after school? 44:34**

Andrea - oh well you might just think that you could just go home and

**JH- chill out**

Fiona-or do the same

Andrea- you could be tired after school

Fiona- it’s always tiring after school

**JH- yeah**

Fiona- I used to go to something on a Tuesday like at 7 or something up at Walliford or something I’m trying to remember what it was called

????- giggles

Sophie- girls group remember we all used to go to that
Fiona- remember there was like it was in the community centre and there was all different rooms like a pool table a drawing room
Claire - after school club
Fiona- basketball and stuff like that

**JH- and so what sort of stopped you going to that?**
Fiona- Walliford...... I don’t know what stopped me I just

**JH- cause we would say if we set all of this up it would cost an absolute fortune and then what if no one came why would what would be the reason that no one would come**
Fiona- better stuff to do

**JH- such as?**
Fiona- sleeping or

**JH- chilling out**
Fiona – just going home and just sitting

**JH- What do you think would really help us to get more girls to come along?**
Andrea- gives them like a trial of it at school

**JH- mmmm!**
Andrea- like in P.E. or something
Fiona- and see how many people are definitely interested cause sometimes people hand out leaflets and they are like yeah ill take one and it just goes in the bin

**JH- ok**
Fiona- to see if they are actually interested

**JH- so kind of taster sessions**
Fiona- you could charge it for us anyway but like I hate the stuff that you have to go to like you have to PAy a certain amount month so it means you have to go you make this so you PAy every time you go

**JH- Do you think if it was free it would be a good thing?**
Sophie- yeah that would be better

**JH-Do you think more people would go?**
Fiona-yeah but I wouldn’t mind PAying
Claire-because like how you going to PAy for it all?

BREAK BELL RINGS

**JH- can I keep you for 5 more minutes  really quickly thanks girls what I just want you to do now is really think about the benefits of exergaming or dance mats or any of these things what do you think the benefits of these are?**
Sophie- get fitter

JH- get fitter yeah do you feel like you have done a good bit of exercise afterwards?
Claire- when you are doing them it dinnae feel like you are doing exercise you just feel like you are having fun

JH- yeah
Claire- you just keep on doing it and doing it and then at the end
Sophie- you are like sweating like a beast

Giggles

JH- so it’s a good way of being active without people noticing

????- yeah

JH- yeah do you think you push yourself as hard as you could on them

????- no

JH- How could you push yourself a bit more?
Claire- eehhh just do it
Andrea- just by going on it

JH- mmm
Andrea- just by like going on it
Claire – just by being more determined
Sophie- getting used to it
Fiona- just have a go

Claire-maybe the person who like burned the most calories could like win a prize

JH- but again we had a wee talk about the fact that calorie counters being a little bit out the window
Sophie- well somebody with the highest school could get something
Andrea- I thought the calorie burners were on the same mat
Claire- I think we should stay on our same mat

JH- they were on it but I think they might be a little faulty like telling Claire that she is obese
Sophie- I think we should all get our own mats

JH- hang on a second what are you saying?
Sophie- I think we should all like just choose a mat as soon as we go in and stick on that mat and then like who is like mat whoever comes first whoever comes first whoever wins it then
JH- so making a little bit more competitive you would make you a bit more about. Ok do you think with exergaming there are any kind of mental benefit to it. How does it make you feel kind of thing
Claire- some people say it’s bad for you like the Wii
JH- in what way
Claire- I don’t no my mum like dinnae do it for too long as your eyes will start hurting and I’m like
Fiona- your eyes will go square
Claire- when I go on the Wii if I’m if I go on it aw day mum will be like you have been on it too long
JH- so the fact you can hurt your eyes
Fiona- that it can strain your eyes
JH- right ok is there any benefits do you feel better after you have done it or
Sophie- you feel fitter
Fiona- you feel like you have let something out
Claire- you feel fatter
Sophie- fitter
Fiona- you know when you die like and you let out all your bad bits
JH- yeah
Sophie- yeah cause we all know what that feels like
Fiona- yeah
Fiona- but is that not it doesn’t happen to me but is that not
?????- giggles
Fiona- well on the dance mats like after that you feel
Sophie- you let all your energy out
Fiona- you feel
Sophie- like you have let
Fiona- revitalised
JH- yeah you have kind of got rid of all the rubbish and you are feeling quite fresh and you think that
Sophie- if I had just had like a big PPacket of chocolate buttons or something I have to stay on the dance mats and then after that I would feel like I had burned it off even though I probably wouldnae of but I would feel better
JH- ok erm do you think that exergaming kind of increases your confidence about being active
Fiona- yeah
Sophie- uuhh cause if you start getting better with the dance mats and stuff then you will feel more confident

**JH- does it help you feel more confident in other areas of PA?**
Fiona- yeah

**JH- like what?**
Giggles
Fiona- well my baseball skills

**JH- so if you did something on the Wii sports do you think that would transfer into that activity in real life or not really?**
Fiona- it could like its put me in the mood for bowling and I haven’t been bowling
Giggles
Fiona- but its true I would like to go bowling but I don’t really go often

**JH- ok so the exergames can help you feel more confident about other areas excellent ermm is there anything else you guys would like to add or anything you would like to say about the activity in general how you feel it’s been**
Fiona- it’s a good idea I think you should keep it going

**JH- you think it should keep going**
Fiona-good luck

**JH-Thank you Fiona ok girls thank you very much for your time enjoy your break and we will maybe see you again**
APPENDIX N: Information sheet and opt out form (Study 4)

INFORMATION SHEET FOR CAREGIVERS

I would like to invite your child to participate in a study I am undertaking as part of my PhD under the supervision of Dr Samantha Fawkner and Dr Ailsa Niven from the Teenactive Research Group at Heriot Watt University. This research is sponsored by the Chief Scientist’s Office. Please read this information sheet carefully before deciding whether or not you are happy for your child to participate.

Aim of the Project.
The aim of this project is to establish the effectiveness of active-gaming in physical education and of exercise consultation group meetings in physical education.

Why is this study important?
Physical inactivity in adolescent girls is a growing area of concern in Scotland. Only 41% of girls aged 13-15 reach the recommended amounts of physical activity for health compared to 68% of boys the same age. Additionally, the National Physical Activity Implementation Framework 2008-2011 has identified adolescent girls as a priority.

Why physical activity consultation group workshop?
Physical activity consultations aim to help individuals to develop personal factors that will lead to an increase in physical activity. Physical activity consultation has been shown to be effective in a variety of settings. However, it’s effectiveness for use with adolescent girls in a school setting has not yet been explored.

What is active-gaming?
Active-gaming (sometimes called exergaming) is a term for video games that also provide exergaming. Popular exergames are the wii fit and wii sports packages available from Nintendo. Exergaming has been advertised as a novel way of increasing physical activity behaviour, we want to find out a bit more about the role of exergaming in school physical education.

What format will the study take?
Your child will be asked to complete a questionnaire asking questions relating to their physical activity levels and factors contributing to their physical activity levels. Pupils have been allocated to PE groups according to subject choices they made earlier in the year. One PE group (group A) will be asked to take part in 2 physical activity consultation workshops and they will receive a physical activity reminder postcard. They will be asked to complete another questionnaire, approximately 8 weeks after the first one. Group A will have a choice of exergames for physical education. All other pupils (group B) will simply need to complete the questionnaire again approximately 8 weeks after they first complete it.
The table below clarifies the needs of each group.

**Participant Requirements**

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child will be asked to complete a questionnaire relating to their physical activity levels, factors contributing to their physical activity levels and their opinions relating to school physical education</td>
<td>Your child will be asked to complete a questionnaire relating to their physical activity levels, factors contributing to their physical activity levels and their opinions relating to school physical education</td>
</tr>
<tr>
<td>You child will be given ‘active gaming’ choices for PE (e.g. Nintendo wii fit)</td>
<td>Your child will take part in physical education as normal.</td>
</tr>
<tr>
<td>Following this, I will aim to help your child to establish ways in which she could increase her physical activity levels through exercise education groups.</td>
<td>Normal PE</td>
</tr>
<tr>
<td>Three weeks after the initial consultation your child will be asked to meet with the researcher again to review the discussion carried out in the first group meeting.</td>
<td>Normal PE</td>
</tr>
<tr>
<td>Your child will receive a reminder about staying physically active approximately 6 weeks into the study</td>
<td>Normal PE</td>
</tr>
<tr>
<td>After approximately 8 weeks your child will be asked to repeat the questionnaire that she completed in week 1.</td>
<td>After approximately 8 weeks your child will be asked to repeat the questionnaire that she completed in week 1.</td>
</tr>
</tbody>
</table>

In addition to the outlines above, your child may be asked to wear a heart rate monitor or activity monitor during PE. These are commonly used, simple, non intrusive devices that will measure your child’s physical activity levels so that we have an accurate measure of the effectiveness of the intervention.

- If at any point your child feels uncomfortable they are free to leave the workshop without giving a reason for doing so. They will be accompanied back to class.

- All questionnaire answers will be securely stored and all data will be de-identified.

**If we/I do not wish for my child to participate in the study what do we/I need to do?**
You need to complete the attached ‘opt out’ form and return it to school by the 20th January 2009.

**If we/I are happy for our/my child to participate what do we/I need to do?**
You do not need to do anything.

**What will happen with the information?**
All information gathered will be stored in a locked filing cabinet and/or stored on a password protected computer. It is hoped that the information gathered will provide valuable information about how physical activity providers can best promote and encourage physical activity in adolescent girls. The information collected will also be used in a PhD and may be published as an academic paper. The identity of all those who participate in the study will be removed in any reports produced and the information collected will comply with the Data Protection Act.

Additional Information
I am a female researcher and am experienced in conducting research and working with children and young people. I have been trained in exercise consultation and sport and exercise psychology. I have been checked by Disclosure Scotland and am approved to work with children. Any other researchers working on the project will have been Disclosure Scotland checked. Participation in the project is entirely voluntary and your child will be able to withdraw at any time they wish. Should your child disclose any information during the consultation that identifies that harm is being caused to her or any other individual, this will be reported to school guidance staff immediately.

If you have any questions about taking part in the study before, during or after please do not hesitate to ask. Please contact me (Joan Henretty), on Tel: 0131 451 4269 or 07916274035 School of Life Sciences, Heriot Watt University, Riccarton, Edinburgh. Email: j.m.henretty@hw.ac.uk www.teenactive.org.uk

CAREGIVER/PARENT/GUARDIAN OPT OUT FORM

I have read the information sheet and fully understand the requirements of the study and I AM NOT HAPPY for my child to participate in the teenactive project. I realise that this will not affect our relationship with the school or University.

CHILD’S NAME ________________
DATE OF BIRTH ________________
CLASS ________________
DAY YOUR CHILD HAS PE ________________

Your signature_________________________ Date___________

Please return to the PE department by 20th January 2010 (only return if you DO NOT wish your child to participate)

INFORMATION FOR PUPILS
**Being Active**

It is important for everyone to take part in physical activity, but unfortunately girls your age in Scotland are not as active as they should be. This is a problem and we need your help to try and solve it!

**How can you help?**

**First of all, you only have to take part if you want to.**

If you are happy to, we would like you to complete a questionnaire which asks you several questions about physical activity, factors that influence physical activity and your opinions on school PE.

You have already been allocated to 2 groups according to your PE choices (group A and B). Everyone in Group A and B, that is happy to, will complete the questionnaires twice (8 weeks apart), and one group (group A) will also take part in 2 physical activity consultation workshops and do active-gaming in PE. You may also be asked to wear a heart rate monitor during PE so that we can measure the effectiveness of your physical activity class.

**If you are in group A you will:**

- Take part in a group workshop with someone trained to provide physical activity advice and information. During the consultation you will be asked to discuss the benefits and disadvantages of being physically active. You and the physical activity adviser will then talk about your old physical activity habits and the ways in which you could possibly increase your physical activity levels. You will also discuss ways in which your PE class can be improved.

- Two weeks later you will be asked to meet with the physical activity expert again to review the things you talked about in the first workshop.

- You will then receive a reminder about being more physically active.

- After about 8 weeks, you will be asked to repeat the same questionnaire you completed in week 1 (don’t worry it’s not too long). There will also be some questions that will get your views on the workshops.

- You will take part in some active-gaming for PE instead of your original PE option.
REMEMBER YOU DO NOT HAVE TO TAKE PART IF YOU DON’T WANT TO
– JUST SAY SO ON THE DAY

If you take part in the study your teachers will know where you are and we have permission from them for you to take part in the project.

We won’t share your physical activity information with anyone else. However, if you tell us that harm is being caused to you or someone else we will let your guidance staff know so that they can help.

It is important to remember that none of this is a test- we want to find out what you want so that we can help girls in Scotland become more active!

THANK YOU FOR YOUR TIME

JOAN
APPENDIX O: Choice questionnaire (Study 4)

NAME __________________________
DATE OF BIRTH ____________
YEAR ________________
DAY OF WEEK YOU HAVE PE: ____________

PE PATHWAY ________________

PLEASE HELP US WITH THE DEVELOPMENT OF A NEW PE OPTION FOR NEXT TERM BY ANSWERING THESE QUESTIONS HONESTLY.

1. Please list 5 songs that you like to listen to when you are exercising

2. Please list 2 people you would like to be in your PE class (please include first and second name)

3. In PE, do you prefer to be active (please tick):
   a) On your own ☐
   b) In pairs ☐
   c) In small groups ☒
   d) As a class ☐

This questionnaire has been clearly explained to me and I am happy to take part.

Signed _________________________________
Exergames or active-gaming is used to describe computer games that require you to be physically active in order to participate. For example, the Nintendo Wii is an active-gaming computer system and Wii Sport is an example of an active gaming programme.

4. Would you like to use active games in PE (please tick):
   a) Yes
   b) No

5. Would you prefer to use 1 active game per period of PE or a series of active games as a circuit (say 15 minutes on each game) during a period (please tick):
   a) 1 per period
   b) Like circuits

6. Please list at least 3 active games (and the computer system they are played on) that you would like to use in PE

THANK YOU FOR YOUR TIME!
APPENDIX PI and PII: Physical activity consultation book and follow up booklet

PHYSICAL ACTIVITY BOOKLET

NAME:

DATE:
WHAT IS REGULAR PHYSICAL ACTIVITY?

- Accumulating at least 60 minutes of moderate intensity physical activity on all or most days of the week - this doesn’t have to be all at once.

- Participating in at least 2 activities a week that improve bone health, muscle strength and flexibility.

HOW ACTIVE ARE YOU RIGHT NOW?

WHAT COUNTS AS PHYSICAL ACTIVITY AND WHAT IS MEANT BY INTENSITY?

Physical activity includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time.

EXAMPLES OF PHYSICAL ACTIVITY

- Active living (Walking, taking the stairs)

- Exercise (Swimming, exercise class)

- Sport (Football, hockey)
WHAT INTENSITY IS YOUR PHYSICAL ACTIVITY?

The effort we need to put in to gain health benefits is termed “moderate intensity”. In other words, how we feel when we are walking at a normal to brisk pace. The chart below might help you judge the correct level of effort. If you think of walking then the chart suggests that the correct amount of effort is when you feel that you are 12-14 on the scale or when you feel you could talk to someone who is walking beside you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>6</td>
<td>No exertion at all – sitting down or lying down</td>
</tr>
<tr>
<td>7</td>
<td>extremely light</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Very light</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Light – strolling – no perception of breathing rate increasing – here you can whistle or sing as you go along</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Somewhat hard- walking at a normal to brisk pace – this is moderate intensity – here you can talk to people as you go along</td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Hard - heavy gardening such as digging, walking briskly up hill – here you would struggle to talk to someone nearby</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Very hard – running near your maximum pace [like running for a bus]</td>
</tr>
<tr>
<td></td>
<td>here you have to stop to catch your breath before you could talk to someone nearby.</td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Extremely hard</td>
</tr>
</tbody>
</table>

MAXIMAL

Having to stop because you are too exhausted to keep going – for example if we try to run up a long flight of stairs or climb a hill too fast. We do not need this level of effort to gain health benefits from activity.
How does your physical activity compare to physical activity guidelines?

How much more activity do you need to do to achieve the target of accumulating 60 minutes of moderate intensity physical activity on all or most days of the week?

CONFIDENCE
To what extent do you believe you can become more active and eventually reach the physical activity guidelines?

PAST AND PRESENT PHYSICAL ACTIVITY

- What activities have you done in the past that you no longer do? Why do you no longer do them?

- What sort of activities do you like and what ones do you really dislike?

WHAT DO YOU FEEL ARE THE POSITIVES AND NEGATIVES OF BECOMING MORE ACTIVE?

<table>
<thead>
<tr>
<th>Your positives of becoming more active</th>
<th>Your negatives of becoming more active</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>6.</td>
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<tr>
<td>7.</td>
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<td>8.</td>
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<tr>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>
THESE ARE SOME OF THE KNOWN BENEFITS (POSITIVES) OF PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>Benefits of Physical Activity</th>
<th>Ways to Overcome Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduces the risk of dying prematurely</td>
<td>Helps control weight</td>
</tr>
<tr>
<td>Reduces risk of developing diabetes, heart disease and high blood pressure</td>
<td>Helps build and maintain healthy bones, muscles and joints</td>
</tr>
<tr>
<td>Reduces Risk of developing some types of cancer</td>
<td>Promotes psychological well being</td>
</tr>
<tr>
<td>Reduces feelings of depression and anxiety</td>
<td>A good way to socialise</td>
</tr>
</tbody>
</table>

CAN YOU THINK OF SOME WAYS TO OVERCOME THE CHALLENGES (NEGATIVES OF PHYSICAL ACTIVITY) WE HAVE TALKED ABOUT?

<table>
<thead>
<tr>
<th>Challenges of becoming more active</th>
<th>Ways to overcome challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
<td>12.</td>
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<tr>
<td>13.</td>
<td>13.</td>
</tr>
</tbody>
</table>
IDENTIFYING OPPORTUNITIES FOR BECOMING MORE ACTIVE

Can you think of some ways to increase your physical activity? Think about the types of activity you enjoy or activities you have enjoyed in the past.

Activities you might consider

6. 

7. 

8. 

9. 

10. 

11. 

WHAT DO YOU NEED HELP WITH AND WHO CAN HELP YOU WITH IT?

What do you need help with? For example, need someone to:

<table>
<thead>
<tr>
<th>Need someone to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be active with you</td>
<td>O</td>
</tr>
<tr>
<td>Listen to your struggles or achievements</td>
<td>O</td>
</tr>
<tr>
<td>Remind you to be active</td>
<td>O</td>
</tr>
<tr>
<td>Offer expertise or good advice (i.e. health professional, books, etc.)</td>
<td>O</td>
</tr>
<tr>
<td>Motivate you to be active</td>
<td>O</td>
</tr>
<tr>
<td>Help make it easier to be active (i.e. give you lifts somewhere to be active)</td>
<td>O</td>
</tr>
<tr>
<td>Other</td>
<td>O</td>
</tr>
<tr>
<td>Other</td>
<td>O</td>
</tr>
</tbody>
</table>
WHO CAN HELP YOU WITH THESE THINGS?

<table>
<thead>
<tr>
<th>Name</th>
<th>What things would you like them to do to help?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

GOALS AND TARGETS

Setting goals and targets has been shown to help us achieve what we want. Here are some tips on setting goals:

SMARTER

| SPECIFIC | Don’t just say you want to be active- think about what exactly you’re going to do! |
| MEASURABLE | Make sure you can measure how much of your goal you have achieved |
| ACCEPTABLE | Goals should be based on YOUR abilities and needs not other peoples. Try to take responsibility for your own physical activity; don’t leave it up to your parents or teachers. |
| REALISTIC | Change your goals if you need to- make sure they are realistic |
| TIME PHASED | Set some review dates (to monitor your progress and make any changes to you ST goals). |
| ENJOYABLE | Try to make your goals as enjoyable as you can- be creative! |
| RECORDED | Keep a check on how you are doing (maybe through this booklet or a diary) |

Example: To work at moderate intensity during the whole period in PE

Make sure your goals are positive- think about what you can do rather than can not!
MAKING A PLAN

Planning what to do and where and when it will take place. Make first week goals within reach. 1 or 2 days with new activities is a good way to start. Think of taking at least 6-8 weeks to build up to the 60 minutes on most days of the week target.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>What When and Where (with who)</th>
<th>✓/when you achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FOLLOW UP SESSION

HOW CAN YOU MAKE SURE YOU KEEP TO YOUR GOALS IN TRICKY SITUATIONS?

<table>
<thead>
<tr>
<th>Triggers or risky situations that can cause a lapse in my physical activity</th>
<th>What can you do to prevent these lapses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>8.</td>
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<tr>
<td>9.</td>
<td>9.</td>
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<td>10.</td>
<td>10.</td>
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<td>11.</td>
<td>11.</td>
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<tr>
<td>12.</td>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
<td>13.</td>
</tr>
</tbody>
</table>

HOW CAN YOU KEEP THE VOICE IN YOUR HEAD POSITIVE?

- Firstly, put the brakes on negative self talk
- Secondly, change negative self talk to positive self talk

EXAMPLES OF CHANGING NEGATIVES TO POSITIVES

| I’d rather watch TV than go for a walk | I can watch TV when I come in, a quick 20 minute walk will make a difference. |
| I’ll take it easy today and go harder next week. | Next week will be easier if I go hard today. |
| What’s the point, I can’t be bothered anymore. | Come on, you know how good it will feel when you get there. Nothing ever comes easily, keep pushing and you’ll get there. |
| Who cares if I’m active or not? | I care, because I am doing this for me and I’d be happier if I push myself. |
| It’s raining outside, I can’t be bothered going out | |
| I’ve had a busy week, I’m too tired to do some activity | |
SOME WAYS OF INCREASING YOUR PHYSICAL ACTIVITY

ACTIVE LIVING

- Ask your parent/caregiver to park the car slightly further away and give yourself a 5 minute walk to and from your destination. You could do this in parking areas, in street parking or at the supermarket.
- Walk to the next bus stop on the way to or home from school
- Take the dog for an extra walk or offer to walk a neighbours dog
- Choose the stairs whenever you can
- Offer to wash the car by hand instead of taking it to the car wash
- Offer to help out with the gardening or housework more regularly
- Ask your friends to go for a walk with you instead of sitting and chatting
- Go for a cycle with a friend instead of chatting on MSN
- Hang your coat upstairs so that you go up again to get it
- Throw away the remote control
- Get up and move around when you have been sitting for long period of time or swap sitting time for moving time!

OPPORTUNITIES FOR PHYSICAL ACTIVITY IN YOUR AREA

Your school and clubs in your area offer the following organised sports and physical activity clubs: American football, Athletics, Badminton, Basketball, Cross Country running, Curling, Dance, Fencing, Fitness club, Football, Golf, Gymnastics, Hockey, Judo, Mountain Biking, Netball, Sailing, Swimming, Table Tennis and Volleyball!

OR

Drumbrae Sports Centre, Wester Hailes Education and Community Centre (WHEC), David Lloyd Gym and The Murrayfield Ice Rink are all in your area and provide many forms of physical activity!
SOME WEBSITES THAT CAN GIVE YOU TIPS ON BECOMING MORE ACTIVE:

www.teenactive.org.uk
www.sportscotland.org.uk
www.youngscot.org.uk
www.youthsporttrust.org
www.juniorexec.gov.uk
www.healthyliving.gov.uk
www.healthpromotingschools.co.uk
www.pathsforall.org.uk
www.sustrans.org.uk
www.activetravelscotland.org.uk

Remember if you are taking part in any of these activities make sure your parents/caregivers know where you are and that you have their permission. Always stay safe!

If you are using the internet make sure you have permission to use it and stay safe online!
PREVENTING A LAPSE

Here some tips on how to prevent lapses occurring:

- Don’t lose your routine when you go on holiday. Walk to explore the area, swim in the sea, go dancing at night.

- Stick reminders in key places (refrigerator, computer) to remind you to do activity or ask a friend to send email or phone reminders.

- If you are unwell it may be best to avoid doing a lot of activity during this period. Once you have recovered gradually build up your activity again.

- If your life is already very busy, you can try building activity into your existing routines – walk a bit more of your journeys e.g. to work or to the shops or try walking at a brisker pace. Take the stairs instead of the lift or escalators. Play with the kids or grandchildren. Take the dog for an extra walk. At work take a walking break instead of a coffee break.

- If the weather's bad you could still go swimming or dancing. If it's really bad and you have to stay inside, try not to sit still for long periods. Take a lot of active breaks ‘go and make a drink or walk about a bit. Some people have taken to walking in big shopping areas such as retail parks to get their regular activity even in bad weather. Consider buying a waterproof or carry an umbrella. Don’t let the weather become an excuse for you.

- If you feel tired all the time think of the active living idea. Remember also that the level of effort required to get health benefits is not too hard.

Some things you can do if you have a lapse:

If you can’t prevent a lapse, try to get back to your activity plan as soon as possible.

- **One lapse does not mean failure**, or that you have to wait to the next day or week to get back on track. Resume your day as if you had not had the lapse.

- **Replace negative thoughts with positive thoughts**. Rather than feeling discouraged, guilty and angry, remind yourself of how much you have achieved so far.

- **Learn and plan**. Try to think about how you can use the lapse as a learning experience. What were the triggers? How can you plan ahead and prevent future lapses? Remember the goal setting tips.

PA QUESTIONNAIRE

Full Name:

Date of Birth:

Day of PE:

Current Activity for PE and Teacher’s Name:

The purpose of this questionnaire has been explained to me. I understand that this questionnaire will be used to find out more about my PA behaviour and my PA preferences.

I understand that the information I provide will be used for research purposes and that my name and answers will not be given to anyone.

I understand that I can withdraw from the study at any time and do not have to give reason for doing so.

I agree to answer the questions in this questionnaire.

Signed ____________________________

Date ______________________________
INSTRUCTIONS

✧ Please fill in all the questions on your own by FILLING IN the circles as neatly as possible with a pen or pencil.

✧ The questions are about you and it would be a huge help if you could answer all the questions honestly and as best you can.

✧ There are no right or wrong answers and no one will know your answers to any of the questions.

✧ If you are stuck or confused at any time put your hand up and we will try to help you.

✧ Because these questions are about you, you shouldn’t need to talk to anyone whilst completing the questionnaire. If you are stuck or confused at any time put your hand up and we will try to help you.

✧ Once again a HUGE thank you for filling this in!
GENERAL INFORMATION
1. Please fill in the blanks with the information requested:
   FULL NAME
   DATE OF BIRTH
   DAY OF PE
   CURRENT ACTIVITY FOR PE

2. Do you or have you suffered from any medical conditions that may mean you require specialist PA recommendations (e.g. asthma, a heart condition..) Please detail anything you think may be relevant or important below:

SECTION 1
Information
 knowingly find out about your current PA levels so that we can monitor them over the course of the project
知晓 PA includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time
知晓 PA can be done in sports, school activities, playing with friends and walking to school
知晓 Remember that there are no right or wrong answers and only the researchers will know what your answers are
知晓 It is very important that you are honest when rating your PA level, we don’t mind which box you fill out
知晓 The recommended levels of PA for girls your age is 60 minutes of PA on all or most days of the week. You don’t have to do these 60 minutes all at once; it could be 4 lots of 15 minutes or 2 lots of 30 to make up 60 minutes

1. Thinking about these recommended PA levels, please decide which of the following PA statements best suits you. When you’ve decided please fill in the circle next to the statement you have chosen.

| I am not thinking about doing more PA (and I am less active than the recommended amounts) | O |
| I am starting to think about doing more PA (and I am less active than the recommended amounts) | O |
| I am being physically active occasionally, but not regularly (less than the recommended amounts) | O |
| I have been regularly active for less than 6 months (at the recommended level) | O |
| I have been regularly active for more than 6 months (at the recommended level) | O |
SECTION 2

We are trying to find out about the amount of PA that you have done in the LAST 7 DAYS (in the last week)

This includes any activity that makes your heart beat faster, you get warmer and makes you get out of breath some of the time.

PA can be done in sports, school activities, playing with friends and walking to school

Remember that there are no right or wrong answers and no one will know what your answers are.

4. Over the Past 7 days on how many days were you physically active for a total of at least 60 minutes per day?

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<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

5. Over a typical week, on how many days are you physically active for a total of at least 60 minutes per day?

<table>
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<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

3. PA in your sPAre time: Have you done any of the following activities in the Past 7 days (last week)? If yes, how many times? (Mark only ONE box per row).

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>No</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycling</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Football</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Rollerblading or skateboarding</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Walking for exercise</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Jogging or running</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Swimming lengths or widths</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Aerobics</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Active Games (e.g. chase, tig, skipping, rounders)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Dance (e.g. disco, ballet, tap)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Rugby</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Basketball, netball, or volleyball</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Tennis, badminton or squash</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Hockey</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Golf</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Karate, judo or tae kwon do</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>
<tr>
<td>Other</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
4. In the last 7 days, during your PE(PE) classes, how often were you very active (playing hard, running, jumping, throwing)? (Mark ONE box only).

<table>
<thead>
<tr>
<th>I don’t do PE</th>
<th>Hardly Ever</th>
<th>Sometimes</th>
<th>Quite Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

5. In the last 7 days, what did you normally do at LUNCH (besides eating lunch)? (Mark ONE box only).

<table>
<thead>
<tr>
<th>Sat down (talking, reading, doing schoolwork)</th>
<th>Stood around or walked a bit</th>
<th>Ran or played a bit</th>
<th>Ran or Played quite a bit</th>
<th>Ran and played hard most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

6. In the last 7 days, on how many days RIGHT AFTER SCHOOL, did you do sports, dance or play games in which you were very active? (Mark ONE box only).

<table>
<thead>
<tr>
<th>None</th>
<th>1 time last week</th>
<th>2 or 3 times last week</th>
<th>4 times last week</th>
<th>5 times last week</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

7. In the last 7 days, on how many EVENINGS did you do sports, dance or play games in which you were very active? (Mark ONE box only).

<table>
<thead>
<tr>
<th>None</th>
<th>1 time last week</th>
<th>2 or 3 times last week</th>
<th>4 or 5 times last week</th>
<th>6 or 7 times last week</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

8. ON THE LAST WEEKEND, how many times did you do sports, dance or play games in which you were very active? (Mark ONE box only).

<table>
<thead>
<tr>
<th>None</th>
<th>1 time last week</th>
<th>2 or 3 times last week</th>
<th>4 or 5 times last week</th>
<th>6 or more times last week</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

9. Which ONE of the following describes you best for the last 7 days? Read ALL FIVE statements before deciding on ONE answer that describes YOU?

a. All or most of my free time was spent doing things that involve little physical effort. O

b. I sometimes (1-2 times last week) did physical things in my free time (e.g. played sports, went running, bike riding, did aerobics). O

c. I quite often (3-4 times last week) did physical things in my free time. O
d. I often (5-6 times last week) did physical things in my free time.

<table>
<thead>
<tr>
<th>None</th>
<th>Little bit</th>
<th>Medium</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

e. I very often (7 or more times last week) did physical things in my free time.

10. Mark how often you did PA (like playing sports, games, doing dance or any other PA) for EACH DAY (one circle per day) last week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

11. Were you sick last week, or did anything prevent you from doing your normal physical activities?

a) Yes
b) No

515
SECTION 3

a) The following are questions about your beliefs relating to PA. Fill out ONE circle for each question.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th></th>
<th></th>
<th></th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1. I would be healthier if I was more physically active</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. I would feel better about myself if I was more physically active</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. Other people would respect me more if I was more physically active</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. My family and friends would get to spend less time with me if I was more physically active</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. I would feel that I was wasting my time if I was more physically active</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. I would probably be sore and uncomfortable if I was more physically active</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
SECTION 4

a) To what extent do you agree with the following statements (please highlight ONE circle for each statement):

For example, if you have complete confidence that you can be active for 60 minutes on 1 or 2 days of the week then you would colour in number 10. However, if you are not very confident that you could be active for 60 minutes on 1 or 2 days of the week then you would fill out a circle nearer to 0.

<table>
<thead>
<tr>
<th>(No confidence at all)</th>
<th>(Somewhat confident)</th>
<th>(Completely confident)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1) I believe I can be physically active for a total of 60 minutes on 1 or 2 days of the week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2) I believe I can be physically active for a total of 60 minutes on 3 or 4 days of the week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3) I believe I can be physically active for a total of 60 minutes on 5 or 6 days of the week.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4) I believe I can be physically active for a total of 60 minutes on 7 days of the week.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
b) Please fill out a circle for each of the following sentences to show how true it is for you in relation to any form of physical exercise (remember this is any sport or PA that makes your heart beat faster and makes you get out of breath some of the time).

**I COULD BE PHYSICALLY ACTIVE EVEN IF........**

<table>
<thead>
<tr>
<th></th>
<th>Very true</th>
<th>Quite true</th>
<th>Not very true</th>
<th>Not at all true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I was tired.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2) I had other things I wanted to do.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3) I had to go on my own.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4) I had a bad day at school.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5) I was feeling lazy.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6) I was not very good at it.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7) I was sore from exercising the day before.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8) I wasn’t in the mood.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
### SECTION 5

a) The following statements relate to the activity you are currently doing in PE. For each of the following statements, please indicate how true it is for you, using the following scale (ONE circle per statement):

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all true</th>
<th>Somewhat true</th>
<th>Very True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoyed doing PE very much</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I did PE because I had to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. After working at PE for a while, I felt pretty competent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I felt like it was my own choice to do PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. PE did not hold my attention at all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I think this is important to do because it can help increase my overall PA levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I didn’t put much energy into PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I did PE because I had no choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I would be willing to do this again because it had some value to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I was very relaxed during PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I would describe PE as very interesting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I thought PE was quite enjoyable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I tried very hard to do well at this activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. While I was doing PE I was thinking about how much I enjoyed it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I felt pressured while doing PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I think doing this activity could help me to encourage me to be active out of school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I believe I had some choice about doing PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I believe doing this activity could be beneficial to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I think I am pretty good at PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I thought this was a boring activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Not at all true</td>
<td>Somewhat true</td>
<td>Very True</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>21. I think this is an important activity</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>22. I did not feel nervous at all while doing PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>23. I was pretty skilled at PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>24. I felt like I had to do this task</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>25. I think I did pretty well at PE, compared to other students</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>26. I felt very tense while doing PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>27. I am satisfied with my performance in PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>28. It was important to me to do well at PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>29. I believe PE could be of some value to me</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>30. This was an activity that I couldn’t do very well</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>31. I put a lot of effort into this</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>32. PE was fun to do</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>33. I didn’t try very hard to do well at PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>34. I was anxious whilst in PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. I didn’t really have a choice about doing PE</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>36. I did PE because I wanted to</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>37. I think that doing PE is useful for increasing my overall PA levels</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
SECTION 6
These questions assess the extent to which different people provide different types of support for your current PA behaviour. Read each statement and assess the answers on a scale of 1 (being ‘none’) to 5 (being ‘every day), by filling in ONE appropriate circle.

a) During a typical week, how often has a member of your household (For example, your father, mother, brother, sister, grandparent, or other relative)...

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Encourage you to do PA or play sports?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Do PA or play sports with you?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Provide transportation for your PA?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) Watched you take Part in PA or sports?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) Told you that you are doing well in PA or sports?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

b) During a typical week, how often: …

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Do you encourage your friends to do physical activities or play sports</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Do your friends encourage you to do physical activities or play sports?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c) Do your friends do physical activities or play sports with you?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d) Do other children tease you for not being good at PA or sports?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e) Do friends tell you that you are doing well in physical activities or sports</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
SECTION 7
a) These questions relate to active-gaming (sometimes known as exergaming). Active-gaming is used to describe computer games that require you to be physically active in order to participate. For example, the Nintendo Wii is an active-gaming computer system and Wii Sport is an example of an active-gaming programme.

1. Do you have any active games at home (please fill in one circle):
   a) Yes
   b) No

2. If so, how often (on average) do you use them (please fill in one circle):
   a) Daily
   b) Twice a week
   c) Once a fortnight
   d) Once a month
   e) Less

• THANK YOU FOR COMPLETING THE QUESTIONNAIRE.
• BECAUSE WE REALLY APPRECIATE YOU HELPING US, ONCE YOU HAVE COMPLETED THIS QUESTIONNAIRE AND HANDED IT BACK TO THE RESEARCHER YOU WILL BE ENTERED INTO A RAFFLE TO WIN A VOUCHER (just let us know if you don’t want to be)!
• PLEASE SIT QUIETLY AND RAISE YOUR HAND SO THAT THE RESEARCHER KNOWS YOU ARE FINISHED.

Thank You!
APPENDIX R: Pupil validity questionnaire (Study 4)

PUPIL FEEDBACK FORM: TEENACTIVE PROJECT

Please help us to improve the TEENACTIVE PROJECT by completing this section. We are interested in your honest opinions, whether they are positive or negative. Please answer all of the questions, there are no right or wrong answers.

1. Were you happy with the way the workshops were delivered (e.g. were the handouts appropriate, was the meeting suitable for someone your age)?
   YES/NO (please circle one)
   
   If not, how could they have been improved? If so, what did you like about them?

2. Was the times spent doing the PA workshops worthwhile?
   YES/NO (please circle one)
   
   If not, why not? If so, in what way?

3. Did the workshops focus on areas that were of interest/important to you?
   YES/NO (please circle one)
   
   If not, what areas would you liked to have worked on? If so, what were these?
4. Were you happy with the results of the workshops?
YES/NO (please circle one)

If not, what would you like to have achieved? If so, what were you happy with?

5. Would you recommend the project to your friends or someone trying to increase their PA levels?
YES/NO (please circle one)

If not, why not? If yes, why?

6. Do you think the facilities, layout or class organisation for the project could have been improved?
YES/NO (please circle one)

If so, how? If not, what did you like about this?
PLEASE FILL OUT ONE CIRCLE FOR EACH OF THE FOLLOWING STATEMENTS (some are questions and some require you to answer to what extent you agree with the statement):

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you interested in increasing your PA levels in PE?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Was the project’s aim of increasing your OVERALL PA of interest to you?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I felt I understood everything that Joan explained to me</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Joan used examples and activities that were appropriate to me and my PA</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I thought the people I had to take Part in the project with were the right people for me to do so with</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I intend to use the information I learned from the project in the future</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I used the information I learned in teenactive out of school</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Did you find the project enjoyable?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Did you feel that you had enough contact with Joan throughout the project?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Did you find the project useful?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Overall, how satisfied were you with the workshops?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I felt comfortable taking Part in the project</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I would recommend the teenactive project as an option for the school to have in school to help people increase their PA</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Do you think you increased your activity in PE through the teenactive project?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Do you think you increased your OVERALL activity through taking Part in the teenactive project?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Do you feel more confident about reaching the PA guidelines as a result of the teenactive project?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
IF YOU HAVE ANY ADDITIONAL COMMENTS OR SUGGESTIONS ABOUT THE TEENACTIVE PROJECT PLEASE ADD THEM BELOW:

Additional comments and suggestions

THANKS AGAIN FOR TAKING PART- I REALLY, REALLY APPRECIATE IT!

JOAN
APPENDIX S: Pupil validity questionnaire responses (Study 4)

1. Were you happy with the way the teenactive project was delivered (e.g. were the handouts appropriate, was the meeting suitable for someone your age)?

**YES/NO (please circle one)**

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, It was OK. It was goof for getting people to have fun</td>
</tr>
<tr>
<td>Yes, Good to do with friends</td>
</tr>
<tr>
<td>Yes, The meetings and the project were OK</td>
</tr>
<tr>
<td>Yes, it helped keep track of my PA levels etc., so you know whether to do more or not</td>
</tr>
<tr>
<td>Yes, I liked the meetings where we talked about what we do now and how/when we could do more</td>
</tr>
<tr>
<td>Yes, you get a chance to do something that nobody else has done in school and you get a lot of different games to play on the wii</td>
</tr>
<tr>
<td>I liked the fact it was something different to do</td>
</tr>
<tr>
<td>No, pick people who wanted to do it and be more organised</td>
</tr>
<tr>
<td>Good choice of games</td>
</tr>
<tr>
<td>Yes, variety of games</td>
</tr>
<tr>
<td>Yes, there were a variety of games</td>
</tr>
<tr>
<td>Variety of games</td>
</tr>
<tr>
<td>Yes, I liked how much you could go with friends</td>
</tr>
<tr>
<td>Yes, I liked the regular meetings regarding our fitness</td>
</tr>
<tr>
<td>Yes, I liked how we talked about our strengths and weaknesses in activities. I liked how we talked about the problems we faced when doing PA and how we were going to solve these problems</td>
</tr>
<tr>
<td>Yes, I liked how it was quite relaxed and how people weren’t pressured</td>
</tr>
<tr>
<td>I liked the range of games offered</td>
</tr>
<tr>
<td>Yes, it was fun to do with friends, there was a choice</td>
</tr>
<tr>
<td>Yes, on the handouts it explained clearly as to what we would be doing</td>
</tr>
<tr>
<td>I liked how I done something different instead of using equipment</td>
</tr>
<tr>
<td>Yes, I liked the fact there was a variety of games to play and you were there with your friends</td>
</tr>
<tr>
<td>Yes, it is because we were on the wii’s it’s better because it brings people together and more active instead of just doing an activity, it’s a game on the wii</td>
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<tr>
<td>Yes, I like how we played on the wii and it was fun</td>
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<tr>
<td>I liked playing on the wii</td>
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<td>Yes, it was fun and different</td>
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<td>Yes, I liked the project as it was something different than usual for PE. I enjoyed the wii sports resort the best</td>
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<tr>
<td>Yes, I thought it was good because it taught us what we should be doing and helped us try to improve our activeness.</td>
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<td>I liked playing with friends</td>
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<td>Yes, I liked being with my friends and having the option to pick your own game</td>
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<td>Yes, because the meeting encourages you to do more exercise and I actually have done a bit more since it started.</td>
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<tr>
<td>Yes, the project has got me thinking and doing more PA. I liked how we played the wii instead of the usual sports e.g. dance and gymnastics</td>
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<tr>
<td>Yes, we got to play the wii with not that many people so I didn’t feel pressured to do well.</td>
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<tr>
<td>Yes, it was good</td>
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<tr>
<td>Yes, it made me realise how important PA is. The questionnaires clearly told me how</td>
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</table>
much activity I should be doing, and the sessions gave me ideas of how to be active.
Yes, It was quite a laugh at times and you got out of classes
It was just fun really, me and my friend think it was ok, I liked the just dance the most
because you move alot
No, easier to understand, less forms to fill out
Yes now we got to use the wii which was different than doing the same sport
Yes, because it makes you think about how it is important to be active
Yes it was very relaxed and laid back
Yes i found it fun to do and i worked harder
Yes i could set myself targets and found it easy to stick to them
Yes i like the wii games
Yes i liked the wii games
Yes playing the wii
Yes the handouts were useful to assess your PA
Yes it was good, i liked the wii fit
Yes we got to chose who we worked with I got a wii and tv between 2
Yes we got a tv per group, we chose our group and the game we played
Yes it was fun
Yes enjoyed the games
Yes it was fun playing the wii because you never get to do that in pe
Yes i enjoyed the wii dance and discussing things in the classroom
Yes it made me think about increasing my activity levels and gave me motivation to try new things
Yes i thought it was a good way to exercise and the firt power point was an eye opener but a bit doom and gloom
Yes it was good getting to play the wii because it’s so different from normal PE
No it could be improved if it was easier to understand and if we actually new what we were supposed to be doing and why we are doing it
Yes i just thought it was really good to have a change in pe and to do something different
Yes it gave ideas for people my age of what we could do as exercise
Yes because we could play the wii and play games that i hadn’t done before
Yes what i like about the project was that it can be suitable for all ages that your friends were with you and you could do something different each week
Yes the project was fun and i’m happy it was delivered because it helped me to do more active-gaming and when i’m doing it with someone it makes me laugh and i have fun when im active and doing active things.
Yes it was good the classes with work books were useful but it would be better if you got a choice in doing the wii or not
Yes the handouts were appropriate and easy to read and also you could get information that helped you. You got some information that you never knew but that was useful
Yes i like how they were giving us advice on how to exercise
2. Was the times spent doing the teenactive project worthwhile?  
**YES/NO (please circle one)**

**If you answered yes, what did you think was worthwhile about the project?**  
**If you answered no, what could have made the project more worthwhile?**

| No, it got boring at the end, but I still tried when it came to doing. | Yes, I thought the teenactive project was worthwhile because Joan was very encouraging and I now use my wii at home more often |
| Yes, I enjoyed it, it was worthwhile because I didn’t enjoy PE before I did this | Yes, because I had a lot of fun spending time with my friends and doing my favourite thing with them |
| More active | It didn’t teach me anything |
| No, I would have preferred to just do normal PE as I think it would be better | Yes, exercise |
| No, made some activities more interesting/varied, less forms to fill in… | Yes, it was enjoyable |
| Yes, I though the teenactive project was worthwhile because Joan was very encouraging and I now use my wii at home more often | Yes, I got better at the wii |
| Yes, made some activities more interesting/varied, less forms to fill in… | Yes, it encouraged me to be more active out of school |
| Yes, The time we spent talking about the above issues were very useful and there are something’s we can incorporate into our daily routines and I felt I wasn’t wasting my time going there. | Yes, The time we spent talking about the above issues were very useful and there are something’s we can incorporate into our daily routines and I felt I wasn’t wasting my time going there. |
| It made a change from the normal PE activities and was quite fun to do | It made me realise that I can be active at home on my wii |
| It made me more aware of what could happen if I was to stop exercising enough | Yes, I thought it was worthwhile as I have been considering doing more PA and have started the gym |
| Yes, it made me feel a lot better and I am doing the wii at home | It made me more aware of what could happen if I was to stop exercising enough |
| Yes, I thought it was all worthwhile (mostly because it made me feel better) | Yes, it made me feel a lot better and I am doing the wii at home |
| Yes, it went so quick as it’s fun | Yes, I thought it was worthwhile because I started doing more PE after we done our diary’s in the meetings. |
| Yes, I think it was worthwhile because I started doing more PE after we done our diary’s in the meetings. | Yes, I think it was worthwhile because I started doing more PE after we done our diary’s in the meetings. |
| Yes, it means it helps me do more stuff out-side school | Yes, I think it made PE more fun and enjoyable. It made us become more active. |
| Yes, it helped us become fitter and more aware. | No, different games, the same ones got boring |
| Yes, I got to find out how to keep active using the wii | Yes, the activeness of it |
| Yes, got me thinking about my weight | Yes, it means it helps me do more stuff out-side school |
| Yes, it made me try to be more active | Yes, it helped us become fitter and more aware. |
| Yes, it’s got me more active | Yes, I got to find out how to keep active using the wii |
| Yes, better that normal PE | Yes, got me thinking about my weight |
| Yes it inspired me to exercise more (in p.e or walking to school more) and it was fun | Yes, it made me try to be more active |
| No, I have one at home (WII ?) so it was kinda pointless wasting a good period of PE to do something that I could have done at home anytime | Yes, it’s got me more active |
| Yes, because it shows that is fun | Yes, better that normal PE |
| Yes it was fun, it made me healthier and fitter, i got better at dancing | Yes it inspired me to exercise more (in p.e or walking to school more) and it was fun |
| Yes getting to do a different activity | Yes, I have one at home (WII ?) so it was kinda pointless wasting a good period of PE to do something that I could have done at home anytime |
| Yes it made me realise how little activity i done and what changes needed to be made(raised my awareness) | Yes, because it shows that is fun |
| No as ifelt Part of it was quite boring and the questionnaires were a tad long | Yes it was fun, it made me healthier and fitter, i got better at dancing |
| Yes i worked harder than in pe | Yes getting to do a different activity |
Yes it was a good chance to do some exercise
Yes because i want to be more active now
Yes it was fun
Yes getting to play the wii and getting fit
Yes it was fun to do but it still got you moving
Yes im more fit
Yes increasing my PA levels on a Thursday
Yes i felt i worked hard
Yes it made me want to exercise
Yes fun
Yes it made me want to do a bit more activities
Yes it has made me more motivated
Yes It helps girls my age to learn about what happens when PA isn’t Part of their day to
day lives
Yes it was an interesting way to become active and better than PE 😊
Yes its good seeing all the different games for the wii and its different from normal PE
No because i thought that we did more work and more active in normal pe as with the wii
it took ages to set up and stuff
Yes it made me realise how unfit i am and i should probably do more things to help get
physically active
No giving us pedometers or something we could measure to encourage us to meet targets
Yes it made me think about my physical performance
Yes as i feel alot healthier and have become more active outside school because of it
I said yes because it is the kind of stuff i like doing and its fun and helps your mood i
think yes because its very active.
No doing pe would have been more useful than playing the wii Yes it showed you what
could happen if you didn’t do alot (PE/activity ??) and what it could lead to. The leader
talks us thought it ans was very in enjoyable.
Yes playing the wii was good i enjoyed it
3. Did the project focus on areas that were of interest/important to you?  
**YES/NO (please circle one)**

If you answered yes, what was of interest/importance to you?  
If you answered no, what areas would you have liked to have worked on?

| Yes, learning about the body/health etc |
| Yes, making PE better |
| No, different games |
| No, I didn’t think I didn’t do enough activity but it did show me what the recommended amount is. |
| Yes, I thought the working on what we do at home/out of school was quite important |
| No, my tummy and my bum |
| No, I thought I would lose weight |
| No, I didn’t like playing on the wii and I would have preferred something like yoga |
| Dance/Yoga mat |
| Yes, the wii game just dance |
| Yes, exercise and the wii |
| No, I would have liked to work on actual games like running and basketball |
| Yes, I was more active out of school and bough just dance on the wii because of the workshop |
| Yes, the facts on activity and how to help ourselves to try and get over this problem but I did think we could have touched on how to help other people who are inactive e.g. Parents. |
| Yes, my hobby is dancing and we done dance on the wii although it wasn’t as intense and didn’t take much energy |
| I wasn’t really challenged, there wasn’t really any running |
| Yes, it got me motivated and I have started the gym. |
| Yes, What would happen if I didn’t do enough exercise |
| Yes, getting a lot more active |
| Yes, well I’m interested in dance and athletics and there were games to suits those interests |
| Yes, that the team spent time bringing wii’s for us. It’s important to be fit and they spent time helping us. |
| Yes, yes because it boosted my confidence in PE and out of school. |
| Yes, it helped me know how to get fitter |
| Yes, the wii and my PA |
| Yes, Just dance was very active and fun, I also liked wii sports resorts because it had table tennis and basketball which I enjoy. It helped us focus on what we need to get better at, |
| Yes, the wii games were good. |
| Yes, kind of, dancing |
| Yes, because they were helping to make me more active, but it was my choice how I did it |
| Yes, they have helped me by increasing my PA and helping me see what I’ve been doing wrong |
| Yes, I have a wii so it will help me use it more |
| Well I like the wii and the dance thing |
| Yes, It just gave me ideas of how to stay healthy |
| Yes, to keep me moving and don’t care about anyone else in the class |
| Yes, getting healthier, being fitter and doing more exercise |
| Yes as i like the wii |
| Yes how much you should exercise every day to stay healthy |
| Yes how much PA i did |
Yes playing the wii with my friends
No work on actual sports rather than wii games
Yes the types of activities you can do and fit into your schedule
Yes keeping fit
No I don’t have a wii and prefer other sports
Yes to enjoy something active with friends.
(NO/YES not circled) – I like dancing
Yes I enjoyed just dance
Yes it made me work harder and I enjoyed just dance
Yes dancing
Yes playing the wii
Yes my PA is important to me and Joan encouraged me to do more
Yes to walk more
Yes I think all the ways of turning negative thoughts to positive benefitted me
No they only had a small selection of games and didn’t ask what you would like to get out of the project
Yes I like the wii because it was different kind of exercise (not running etc)
Yes I liked playing the wii as its more fun than normal PE
Yes It wasn’t really at 1st but it became to be after a while because I could get fat and I wouldn’t that
Yes the sports I do and why they help my body
Yes I didn’t know how to space out activities but this project help me work it out
Yes the importance of it to me was having fun and I did have fun during it
It helps me realise how active you can be it has helped me do more active games or stuff and it makes me feel better about myself and be able to do more stuff
Yes it let me know the risks of not doing PE
Yes they told us what could happen if you didn’t do a lot of PE and what was lead to that.
Talk thought well and everything I thought was important
YES/NO not circled – to walk more

4. Were you happy with the results of the teenactive project?
YES/NO (please circle one)
If you answered yes, what were you happy with?
If you answered no, what would you like to have achieved?

No, was too tired, couldn’t do the rest of the day
It was fun to do
No, I didn’t feel I gained anything from it
Yes, increased my awareness of PA etc.
Yes, I feel that now do more exercise out of school and try harder in PE as well
Yes, that people like to play on the wii
Yes, I feel healthier
Nothing, I didn’t like doing the wii
No, more fitness ideas
Yes, but I would have liked doing yoga
No, got boring near the end
No, I didn’t do much
Yes, the encouragement from Joan helped me get more active in PE
Yes, I was very happy with how we tried lots of different wii games to see which ones were more active then others so we can think about this when playing the wii at home
No, I don’t feel I benefitted much from the activity and feel I would have liked to know how active I was and how this has changed them
It didn’t really increase my activity level during PE. I would have been more active
Yes, it opened my eyes to see I should do more activities
Yes, getting more fitter and feeling ready to go in the morning
Yes, I was happy with the level of standards I had worked at
Yes, that I could achieve what I didn’t or couldn’t have done if we never played on the wii’s
Yes, I was happy because it gave me more confidence
Yes, I enjoyed having fun in PE and learning how to get fitter
Yes, fitness
No, never received any results
We never got any!
No, I would have like to have gotten a better workout
No, not really because we only done it once a week!
Yes, because I have increased my PA levels, although maybe not to the full amount.
Not yet as I haven’t got round to doing more physical activities
No, I should have put more effort into it
Yes I was happy
Yes I have been able to work quite hard and I feel more knowledgeable about keeping fit.
No, I don’t think it has helped me anyway
Yes, that you get to play the wii for like half an hour
Yes, i was happy with being fitter and getting better at the just dance game
No as i didn’t feel an hour was long enough to get active on the wii
Yes its encouraged me to exercise more
Yes as i am able to maintain my high fitness level
Yes became more active
NO ANSWER
Yes the good activities
Yes it was completed
Yes i thought i did well doing active-gaming
Yes i did some PA that was of a good level
(YES/NO not circled)- im more active
Yes working hard
Yes working hard
Yes i completed it
Yes felt healthier
Yes it was fun and i wished you did that more in pe
Yes it has shown me that I should exercise more.
Yes i managed to increase my PA and compensate when i couldn’t attend my dance classes
No eh well I didn’t really get any results just that if you don’t exercise every day your unfit
Yes i worked quite well most weeks
No i would have liked to feel like i had done more active stuff and felt like it was worthwhile of doing it a hour a week
Yes i was happy i learned more about PA
Yes starting new sports
Yes we got something different than a normal PE lesson
Yes as it encouraged me to be more active outside school
Yes doing something fun and im doing it with someone which makes me feel not lazy moany and just not active, i just think i need to just keep it up
No i don’t feel i have benefitted playing the wii, pe would be more beneficial
Yes i thought i work hard and i felt teenactive had given support
Yes being more active felt good
5. Would you recommend the project to your friends or someone trying to increase their PA levels?

**YES/NO (please circle one)**

**If you answered yes, why would you recommend it?**
**If you answered no, why would you not recommend it?**

<table>
<thead>
<tr>
<th>No, it was boring</th>
<th>Yes, You can do it with friends</th>
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<tbody>
<tr>
<td>No, I didn’t think it was beneficial</td>
<td>Yes, if someone didn’t have a wii and was actually interested in it, it would be good</td>
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<td>No, they wouldn’t like it, too little choice in what we did</td>
<td>Yes, it is good if you don’t own a wii</td>
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<td>I would recommend it because it helped me and so would probably help them aswell</td>
<td>Yes, because it’s easy to do at home</td>
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<td>Yes, because it is not like an activity like skipping, it is different</td>
<td>Yes, because it can be done at home</td>
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<td>Yes, because it’s fun filled</td>
<td>Yes, because it's fun with more people</td>
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<tr>
<td>Yes, it encourages you to be more active out of school</td>
<td>Yes, it helps with getting over barriers which are preventing physical activities some days. Also trying out different wii games to see which ones are active.</td>
</tr>
<tr>
<td>Yes, it helps with getting over barriers which are preventing physical activities some days. Also trying out different wii games to see which ones are active.</td>
<td>I would say that an actual sports activity is more beneficial than the wii</td>
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<td>Yes, because it’s an easy way to increase your activity levels, you don’t need to go out from the house or anything</td>
<td>Yes, because it gives you more confidence in PE activities</td>
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<td>Yes, it gets you motivated and all of the questionnaires are helpful to see how easy it is to add in more activities</td>
<td>Yes, because you have meetings that help you understand the importance of being fit</td>
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<td>Yes, it made me want to go on the wii at home more</td>
<td>No, it gets a bit boring. It was OK at the beginning</td>
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<td>Yes, it was informative and get you more active, competitive with friends</td>
<td>Yes, it was fun. Others would feel beneficial from this course too.</td>
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<td>Yes, it’s great fun, different things to do instead of the same boring PE games</td>
<td>Yes, as it will help them become more active</td>
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<td>Yes, I would recommend it because some of my friends are so inactive</td>
<td>Yes, because you can have fun playing it and do it with friends</td>
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<td>Yes, because it’s something to do, it’d dun and it’s to keep fit.</td>
<td>Yes, keeps you going!</td>
</tr>
<tr>
<td>Yes, because it gives you more confidence in PE activities</td>
<td>Yes, because it encourages you to be more active but not feel too pressured.</td>
</tr>
<tr>
<td>Yes, because you have meetings that help you understand the importance of being fit</td>
<td>Yes, it would make them more active and would make them do physical activities with me</td>
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<tr>
<td>Yes, it’s a fun way to be active</td>
<td>Yes, it was good</td>
</tr>
<tr>
<td>Yes, because it was good</td>
<td>Yes, It’s fun, not too difficult and it gives you ideas of how to keep fit</td>
</tr>
<tr>
<td>Yes, It’s fun, not too difficult and it gives you ideas of how to keep fit</td>
<td>No, because its not exactly benefiting and you can do it at home, the activity you are doing with normal PE is much better</td>
</tr>
<tr>
<td>No, because its not exactly benefiting and you can do it at home, the activity you are doing with normal PE is much better</td>
<td>Yes, more fun for PE classes</td>
</tr>
<tr>
<td>Yes i would recommend it because it was really fun and i feel fitter</td>
<td>Yes i would recommend it because it was really fun and i feel fitter</td>
</tr>
<tr>
<td>No as i don’t feel it helped or did anything</td>
<td>Yes it helps you a lot</td>
</tr>
<tr>
<td>Yes it helps you a lot</td>
<td>Yes, as it is a good and supportive way to increase PA</td>
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</tbody>
</table>
Yes gain something from it
Yes its a fun way to increase activity levels
Yes because you can have fun on it
Yes keeps you fit
Yes it is fun and gets you a bit fitter
Yes because you are exercising but its not too strenuous and you enjoy yourself
(YES/NO not circled)- i would recommend the wii fit
Yes working hard for 1 hour on a Thursday
Yes because it is good exercise
Yes its a good form of exercise
Yes because it was fun and active
No there's not really anything to recommend it was just good to be encouraged to do more activity
Yes because it is a fun way to stay fit
Yes i think for someone who needs to increase their PA this is a good project for them
Yes it is a lot more fun than normal exercise and you don’t get judged
Yes because you have to use different Parts of your body it feels like your doing well
No i don’t think it was that active. Although the advice we got of how to improve at the meetings was good
Its a different way to do things and its good to learn about it so the option is always there for me
No it didn't increase my levels that much, so wasn’t beneficial
Yes its another thing to do rather than pe and it will show them that it is also helpful
Yes as it helps to increase fitness levels its good fun and helps with self confidence
Yes because when i’m with one of my friends sometimes they say cant be bothered i try and say common lets have fun and have a jog or run or play some games with us
No they would be better off doing pe or other active things out of school
Yes they take it by stage by showing what could happen they try to tell you what to do and what not to do. Teenactive tells you how to increase them and gives support on how to overcome the problems it was very good and time well spent
Yes because you learn alot

6. Do you think the facilities, layout and class organisation for the project could have been improved?

YES/NO (please circle one)

If you answered yes, what improvements could be made?
If you answered no, what did you think were good about these factors?

Maybe different games and the choice to do it or not
No, everyone had a TV to play the wii with friends
No, I thought they were laid out fine
No, it was a good layout and atmosphere etc.
Yes, at the start of each lesson it took a while to get started and the classes were quite full
No, that they provided lots of wii and wii fit and wii games
No, I thought it was good as it has different games
Yes, bigger area to work in
More space would be good
Yes, the music was too loud
No, the wii and the tv’s were placed were there was a lot of space to use
The TV’s could have been more spaced out
No, the setting was great and a good atmosphere; fun as well as doing exercise
Yes, could have been situated in a bigger room to prevent people from hitting each other
No, there was enough room for everyone
Not, there were lots of wii machines and good size TV’s but there could have been more sPace.
The classroom could have been a little bigger
No, tv’s and wii’s were sPaced out, lots of room for you to move about.
Yes, a little more sPace, the room was too small
I thought the facilities and layout was perfect and the class organisation was really good
No, because we were on the wii, it’s good enough for me cos you’re studying what fitness you’re doing and it shows you how much you’re losing weight
No, the way Joan gave us more confidence in the meetings we had.
No, PE was fun and the meeting helped us
No, it was set out fine
No, the amount of wii’s available was easy to move around in, lots of sPace.
Yes, there could have been a bigger sPace to play the games in.
Yes, get a bigger room for more sPace
Yes, more sPace!
Yes, maybe have more 4 players than just the just dance game
Yes, it was very cramped doing it in a small room
No, I didn’t mind
No, because it didn’t need improved
I would have liked to be in a class with some of my friends and i felt a bit self conscious doing some of the activities in front of some of the other girls.
No it was fine, laid out well
No i just like it the way it is because its fun
No each group of 3 or 4 had a big tv each and a wii and lots of games and you got to go with your friends
No it was already done for you
No i liked all the wii’s and the fact it was only girls
No the way the tv’s were all sPaced out.
No everyone got a shot
Yes wasn’t a lot of sPace in the room and it got too hot sometimes
Yes because it was all really noisy at “ovee aid” the room was a bit small
No it was good
Yes there wasn’t enough room to play some of the games
No everybody could move around the TVs if they were doing dance etc
(YES/NO not circled)- more sPace
No wii/tv
No
Yes more room
No the tvs and the sPace to move in was good
No maybe less people playing just dance as it was a bit cramped
No everything was set up well
No i think the workshops should have been during PE time and not random classes
Yes some volumes were too loud, small classroom- easy to be watched and feel conscious
Yes the tv’s were a bit too close together sometimes
Yes we could have been in a bigger room because there wasn’t enough sPace and i kept hitting other people
No i just think they were good as they are and a good thing overall
No that it was in private had lots of sPace and good facilities
Yes maybe when we had to come out of class for the PAper work could have been changed so that we could go back and catch up or it could have been shortened
No as the wii fit covers most activities anyway
No because its active anyway and its fun having the wii and being in a group and that
because even if we were playing the wii people still say cant be bothered when they just
need to try harder
Ys the room got too noisy with all the wiis on and the volume turned up
Yes the wii project was very good, (nothing bad) i thought you should use the hall to play
games (sports) because the wii was a bit boring. We still could have use heart rate
monitors when playing the sport
No they were all laid out well and nothing was to be improved
IF YOU HAVE ANY ADDITIONAL COMMENTS OR SUGGESTIONS ABOUT THE TEENACTIVE PROJECT PLEASE ADD THEM BELOW:

**Additional comments and suggestions**

I could have used the time that I was taken out of class for my EXAM work instead.

It was good to do with friends and fun games to do

It was OK, didn’t get much choice though. I didn’t appreciate being pulled out of class so close to my exams.

I thought that playing on the wii was a better way to encourage people to be active than what we usually do in PE. The meetings were good because Joan helped us decide what we wanted to do outside of school to increase our overall activity levels

Focus more, maybe do something more useful, hated playing the wii, was very unenjoyable

Focus more on individual fitness

It was good at the start but after a while it got boring and started to feel like we were being forced to do it

It was good at the start but gradually boring towards the end because by the end it was like you were being forced to move even when you had a 2 sec break

I thought it was quite fun

The project encouraged you to be active out of school. It was good that the activity was something I enjoyed rather than moaning about what our PE teacher had set us to do. I enjoyed this workshop, staff were lovely.

The activities that could be done on the wii’s were good but I think they should have tried more active ones e.g. wii fit, but I do think there were enough active dancing games. Also I think more of the girls who didn’t take Part should have gone to the workshops as most of the people who didn’t take Part were not as active as the ones who did.

Maybe you could make the music louder on the wii’s sometimes it was hard to hear them.

I was very impressed by the number of wii consoles, games and TV’s you provided, you did a great job, thank you 😊

Doing the project made me see it was easy to do a little bit of PA. I enjoyed being with friends as well. A few more games and a bigger room would make it better aswell though.

Was good to have a variety of games. Meeting good and informative  but it was a shame I had to miss classes in order to go.

Very good, enjoyable, fun, something different to do. Now I am going to keep carrying it on out of school. Joan was very helpful and made sure everyone settles in nicely and helped carry out the tasks. Thanks, I feel more active now than ever.
I thought the project was well thought out and was really good. The project was enjoyable and really fantastic.

Well it helped me improve on my PA every day. It’s made me become fitter, I;m going out walking/gym/dancing just to keep fitter. Thanks/

I thought the project was very enjoyable and it also boosted my confidence about getting even more active. I enjoyed doing the wii , as it was active and fun games for our ages.

I thought PE was much more enjoyable using the Wiis and I thought the meetings helped understand the importance of being active.

The project went OK, it got a little boring towards the end but overall I enjoyed it

I enjoyed active games over all and it was very beneficial for me. I enjoyed getting to spend time with my friends whilst being active too.

I thought it was good and benefited others but I thought it could have helped people that never got chosen to be more active they shouldn’t have been left out of it.

Get a bigger room and more games

More variety of games, some wii boards weren’t working, have a bigger amount of controllers. Had fun!

Please make sure that everyone is in a class with a friend 😊 Use the just dance games, they are really good! Joan was really nice and helpful. It was great fun 😊

It was really fun, I would like to do it again, I thought it was a good set up, it was good people to work with.

More time on the wii as an hour wasn’t enough

To supply more activities to do maybe have more active lessons

I thought it was a very good project and it helped me to plan my PA better.

Found it fun as I was more active and having fun while doing it and found it good that everyone got involved

I didn’t really find the project useful as i do enough exercise anyway and it would have been better if more of my friends could have done it too.

It was good i would do it again and recommend it to others

THANK YOU it was FUN

THANKS JOAN!

It was fun ! ! cheers joan

Don’t have as many people in the wii room because you kept bumping into people
I liked the variation of wii games

I thought the workshop benefited me a lot but I am more physically active in normal PE than I was when I was on the wii

Repeating the questionnaire was very boring, I enjoyed the wii a lot more than PE because it is more fun and nobody could be better. It was a good experience but I found that sometimes Joan singled people out as unfit people who needed more help and didn’t do enough activities. It seemed like money, travel didn’t matter when it does. The actual wii though was good fun!

I thought it was good how scoreboards for just dance were put on the wall so if you wanted to put your score up you could

I thought the meetings were good and found out interesting stuff I didn’t no. It was a good idea to try increase activity. But when we played the wii it wasn’t very active

I liked how we got to change from normal PE as I don’t really enjoy PE I liked the whole thing and I’m glad I got picked for it.

It was a very good project to do but the paperwork could have been shortened down

I thought the wii was good to do as you had lots of different choices so you weren’t stuck with just one I liked how you were in a group of friends as you don’t feel embarrassed

Its fun and I’m glad I got picked to do it because its just changed me to do more active stuff.

There could be more days that people could see you

That you could make the wii more interesting. Also that for one part do games (SPORTS) I really enjoyed it but I think the wii was a bit boring because of the game used and I didn’t enjoy it alot

I think playing the wii was a good idea because it has showed me that I can stay in my house and still do exercise