

Final Report

**Assessment: Physical Fitness and Recreation Pilot Project
at Archie Stouffer Elementary School
(Oct. 2004-April 2005)**

submitted to:

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Executive Summary

This is the third and summative report about the free after-school recreation pilot project offered to all elementary students and their parents at Archie Stouffer Elementary School in Minden between October 14th, 2004 and April 28, 2005. Programs were also offered on pre-scheduled days during the Christmas and March school breaks.

The data was produced through 169 registration forms, 29 parent interviews and 19 participant's feedback forms. Observation checklists were employed in three of the four sessions to create a profile of the participants and keep track of perceived 'soft skills' of cooperation, leadership and enjoyment. The recreation coordinator also tracked attendance, submitted a weekly reflective journal and a final evaluation. The games supervisor for the final session also submitted weekly journals and a final evaluation. A working committee composed of the school principal, the recreation coordinator, Anne-Marie Cyr from the Health Unit and the researcher met regularly to monitor the program.

Originally one hour recreation programs were offered Thursdays to grades K-2 immediately after school and to grades 3-4 one hour later. A Friday program repeated the pattern with a program for grades 5 –6 followed by one for grades 7-8. After the first five-week session ended, the grades 5-8 program was shifted to Wednesday afternoons at the same time. In mid-February, the program was reduced to one day (Thursday) for an extended time frame (10 weeks). The programs for grades 6 –8 students were cancelled, grade 5 students were added to the 3-4 group and an after school Games Club with a grade 8 student supervisor was initiated.

The Thursday group for kindergarten to grade 2 students was always the best attended. It also had the highest numbers of participating parents. This K-2 group went from

an average attendance of 13 in the first session in October to an average of slightly over 19 during the last April session. Between 5 and 6 parents attended regularly.

The participation rates in grades 5 to 8 increased more slowly. When this program was re-designed to include grades 3 –5 with the addition of a ‘games club’, the numbers remained grew and between 8 and 9 children participated weekly. Parents generally did not attend with this group.

The attendance numbers indicate that the Christmas activities filled a ‘gap’ in services. While this program had better participation numbers than March programs did, the greater number of programs offered by the community in March was likely a major reason for the drop in attendance.

Additional opportunities for socialization, an increase in physical activity, the children’s enjoyment of the program and the opportunity for families to have fun together were the most frequently cited reasons for program participation.

The following conclusions and recommendations flow from a consideration of the evidence produced by the research and the researcher’s own evaluation of the project.

- The parents want and support it. The after school recreation pilot enjoyed ongoing parental enthusiasm and engaged their support.
- There is a solid foundation on which to build and eventually institutionalize this pilot project. It has a solid support base evidenced by participant numbers and expressed attitudes, values and beliefs.
- The program fills a need. Information from the participant’s profiles reveal that the program provides:

1. a positive, more relaxed alternative to their participation in highly structured team sports,
 2. an antidote to the non-creative, sedentary screen watching activities which engage so many so often and
 3. enjoyable socialization activities in a multi-age, multi-generational environment that offsets a restricted participation in other social activities such as clubs.
- A school partnership that provides practical resources and support. This pilot program has benefited from the supportive attitude and the organizational flexibility offered to it by a very involved and committed school principal.

Recommendation #1

Communications need to be made early that the program will be continuing in the fall. It would be useful if the decision about the targeted group is also made at the same time and included in this communication.

Recommendation #2

Parents need to be notified as soon as possible regarding start-up dates. Release the calendar with start-up dates for each session of the whole year's program once the school year calendar and professional activity and early closure days have been determined.

Recommendation #3

Continue to include the recent practice of designing within each registration form, a copy of the program for parents to keep for their own records.

Recommendation #4: Session Length

Each session should run longer than 5 weeks to enhance the natural dynamic of the program and permit routine patterns to become entrenched.

Recommendation #5: Scheduling of Sessions

Work around the natural school breaks and traditional activities to schedule three distinct sessions that take place within the following timelines:

- September to December;
- January to March;
- April to June

Recommendation #6

The recreation activities should include planned progressive instruction so that

- Physical activity skills are taught in progression, beginning with simple skills and leading to more complex ones.
- Participants can develop physical skills and progress in their competence.

Recommendation #7

Continue to plan recreation activities that are challenging and fun while stressing participation and cooperation. Continue to articulate that the program preserves the dignity and self-respect of all participants regardless of age and skill level.

Recommendation #8

Consideration should be given about whether or not to offer programs during both school breaks. If the decision is made to continue the original pattern, offer more diversity and avoid duplication whenever possible with other community programs.

Recommendation # 9

If future goals include program growth while maintaining universality of access then the impact of certain barriers will need to be addressed. With 80% of the students at Archie Stouffer being bussed to the school, transportation issues require further discussion for improved planning.

**Physical Fitness and Recreation Pilot Project
at Archie Stouffer Elementary School (Minden)**

October 2004- April 2005

1. Introduction

In order to increase the physical activity levels of ASES students and youth in Minden Hills, the local Health Unit via Health for Life, Haliburton Highlands Health Services with the support of the administration, staff and School Council of ASES, designed and delivered a free twenty-five week recreation program at the school. The program was offered to all elementary students and their parents and took place after school, as well as during pre-scheduled days during the Christmas and March school breaks. This is the final assessment report on the project. It chronicles the organization, design, delivery and feedback for the third and fourth sessions of the program offered between January 12th and April , identifies program strengths, and makes recommendations for potential future projects.

The initial pilot had been originally scheduled to end on March 31st, 2005 but in January the working committee reviewed attendance numbers and decided to reduce the program to one day (Thursday). The monies saved permitted the extension of the program for Kindergarten to grade 5 children and their parents until the end of April. Participation by the older students and parents (grades 6 to 8) did not seem to warrant the costs involved and their programs were cancelled after the third session in February 2005. As well the committee decided to offer a 'games club' to occupy those students who waited for the second program to begin.

1.1 Organization and Promotion

In April 2004, Anne Marie Cyr of the local Health Unit had approached the school council at Archie Stouffer Elementary School to introduce the project. The council supported the after hours recreation program and offered the following general suggestions.

- School sports/events would take precedence over the recreation program
- The program would target all students (from 5 to 14 years of age)
- High school students could participate as mentors
- Non-traditional activities should also be offered to attract children who were not interested in traditional sport activities
- Supplementary programs be offered during Christmas and March break

A working committee composed of the principal, the recreation coordinator, Anne-Marie Cyr from the Health Unit and the researcher met regularly between September and April to share and analyze current information, monitor and modify the program.

2. The Third Session

The third program began January 12th and continued for five weeks to February 9th. It continued to be offered on Wednesday and Thursday nights with grades 5-6 scheduled on the first night between 3:45 and 4:45 while grades 7-8 participated between 4:45 and 5:45. Similarly on Thursdays the program for grades K-2 began right after school at 3:45 and the one for grades 3 and 4 began at 4:45.

While the same program had previously been offered to all groups the committee tried a different program approach this time in an attempt to increase the numbers of participants. The low numbers had made it difficult to engage students in games or sports that required larger numbers to succeed. Therefore, students from grades 5 to 8 were now

offered a combined co-educational after school basketball league for the succeeding five weeks with the potential for that league to evolve into floor hockey and/or soccer.

Kindergarten to grade 4 students were offered Soccer-Baseball, Field Day activities, and parachute activities for the first four weeks with co-operative games offered to the K- 2 group on the last night and a combination of Aerobics/ Dance class offered to grades 3 and 4 who tended to be an all girls group.

The third session encountered a number of difficulties; poor attendance and poor weather were the major challenges. The distribution of the January -February registration forms was apparently delayed and completed registrations arrived slowly, despite scheduling the start up time for the second week of January. This session got off to a shaky start from which it didn't recover.

No students showed up for the first basketball session on Wednesday January 12th. When the recreation coordinator later approached several students who had previously participated in her program, they indicated they were not interested in the current offering. Because the registration forms went out later than anticipated there were no students present for the first Thursday session either.

Sessions had to be cancelled. After a poor showing for the first group on January 12th, the coordinator cancelled the second session as the weather deteriorated. The sessions on the following day (January 13th) were cancelled as well because of poor weather and bus cancellations. The PA day scheduled for February 4th necessitated the set up of chairs in the gym during the afternoon of the 3rd so both Wednesday and Thursday programs were cancelled as well. The attendance numbers for the K-2 group returned to their original

strength for the last two weeks of this program and participation numbers for grades 5 to 8 also increased.

A summary of the attendance numbers is included in the table below:

RECREATION PROGRAM ATTENDANCE NUMBERS
C=Children P=Parents H=Helpers

Date	K-2	3-4	5-6	7-8
	Present	Present	Present	Present
Jan 12/13			No bus	No bus
Jan 19/20	10 C 2P	3 C 0 P	4 C 0 P	5 C 1 P
Jan 26/27	18C 6P 4H	4 C	12 C 2 P	Combined With 5-6
Feb 3 & 4 Cancelled P.A. day				
Feb9/10	18C 6P	5 C	12 C 1P	Combined With 5-6
Average #'s	15.3 C 4.6 P		9.3 C 1 P	

2.1 Analysis of Data for Third Session

The following information summarizes an analysis of 12 registration forms completed by the K-2 group and 4 additional ones submitted by the group who registered for the

basketball league and 3 telephone interviews. Three of these four registrations were incomplete. Absence of some data here may be due to ‘survey fatigue’ (many of these children were repeat registrants) as well as the reduced numbers of participants. Five K-2 parents reported that their children had attended the first two sessions as well as the Christmas Break program. Two more from the same group indicated they had participated before. There were no participant feedback forms distributed for this session and the observation checklists were not used.

2.2 Communications and Marketing

Once again communications from the school were the primary advertising and promotion vehicle for this project but there were some additional sources that had not been reported in previous reports.

Four replies identified the school as the primary source of information. Two noted that the recreation provider was the source, and two identified the newspaper. Two reported that the recreation provider was their source. Three individuals identified, OEYC, ‘daycare’, and the Children’s Learning Centre as original sources. Five registration forms did not contain replies to this question.

2.3 Reasons for Signing up

This next section compares responses collected from these forms with responses collected during the first and second sessions. The first two sessions produced 7 different reasons for registration, four of which were common to both. These were:

- Increase in children’s physical activity

- Activity shared by children and parents
- Increased socialization
- Additional after school activity

The second session responses had reported that enjoyment or fun was the main reason for registration. Data from the third session supported this. Children’s interest i.e. “ he wanted to” was a close second. Despite the small numbers of registration forms obtained during this session the expression of the child’s interest was reported as more important than it had been in either of the two previous programs, second only to ‘enjoyment’. This seems to indicate that for those in attendance, once again, this program was ‘a hit’.

The Table below summarizes the above information. Headings in **Bold** were reported in more than one session.

Reasons for Registration	Importance Session 1	Importance Session 2	Importance Session 3
Enjoyment of the program	NA	1	1
Child expressed interest	NA	5	2
Increase physical activity	1	2	3
Added socialization	4	3	individual
Additional after school activity	5	4	NA
Activity shared by parents & child	2	5	individual
Opportunity to learn something new	3	NA	NA
Increase self confidence	6	NA	NA
Low cost	individual	NA	NA
Children don’t go out in the winter		individual	NA
Kids don’t want to join sports	NA	individual	NA
Already at school	NA	NA	individual

2.4 Transportation Notes

The two previous reports recorded the challenges of timing and transportation as barriers to higher attendance for those programs. Parents continued to provide the necessary methods of transportation during this session as well. When responses to the question “how will you travel to and from the program” were collected, transportation by car and by parents was reported most frequently.

2.5 Recreation Coordinator’s Observations

The recreation program coordinator was concerned about the start up of the third program. Registration forms were late in going out and adversely affected both the participation rates as well as program planning. She continued to adjust programs regularly to adapt to the numbers (and interests) of students who participated. Despite fluctuating numbers she reported strong support on the part of parents and students in the older grades (5 to 8) and noted that one parent had come out alone to demonstrate support for the program even when his son was out of province on that day. Students and parents expressed disappointment at the decision to collapse the programs designed for the older students. She reported there were ‘mixed feelings’ at the announcement of the forthcoming games club for grades 3 to 5.

3. The Fourth (and last) Session

The fourth and last session was scheduled for 10 weeks between Thursday February 17th and Thursday April 28th. Cancellations were planned for the March Break week (March 17th) and an early school closure on April 14th and one occurred unexpectedly because the

recreation coordinator was ill. The programs for K- grade 2 and the newly organized one for grades 3 - 5 were offered on the same day, once a week. The K-2 session began right after school once again and the second later at 4:45. An after school games club was created for this latter group. With it, a pattern quickly developed whereby all the children usually attended the ‘club’ program first before going to the recreation program. These children were supervised by a grade 8 student who was paid an hourly rate and had been selected by the school principal. 31 registration forms were received for this last session and 21 of these contained answers to selected questions. Some questions were phrased differently in this registration form than in the previous ones.

3.1 Reasons for Registration Compared

There were 16 responses to the question “what do you like about this program?” Most of them are included in the following table that compares reasons given here with the reasons from the previous three sessions. Two enthusiastic responses, “everything” and, “Cheryl is an amazing teacher and the kids love her” deserved highlighting on their own. The table below compares reasons for registrations in the order of importance identified in all four sessions. Reasons that were identified more than twice are in **bold**.

Reasons for Registration	Session 1	Session 2	Session 3	Session 4
Added socialization/interaction	4	3	individual	1
Increase physical activity	1	2	individual	2
Enjoyment of the program	NA	1	1	3
Additional after school activity	5	4	NA	4
Opportunity to learn something new/different activities offered	3	NA	NA	4
Activity shared by parents & child	2	5	NA	individual
Child expressed interest	NA	5	2	NA
Increase self confidence	6	NA	NA	NA

Low cost	individual	NA	NA	NA
Children don't go out in the winter		individual		
Convenience/timing (already at school)			individual	individual
Team sports				individual

3.2 Participants' Written Feedback

While this form was not used during the third session it was used once again here. It included identifiers such as the participant's name, and program attended. The recreation coordinator distributed them to parents during the last two weeks of the program, requesting that they complete and return them to her. The form asked respondents to identify their favourite program and provide reasons for their selection. It also asked what they liked best about the program. By May 4th 9 forms had been received representing feedback from 13 children participants, 12 from the K-2 group.

7 parents and 1 student completed the forms and 1 was completed jointly. All 13 children had attended each night of the final session. 5 of them noted they had participated in all the programs since October.

The children were asked to indicate their favourite activity among the five offered during this session. 7 selected Floor Hockey as their #1 favourite activity. The Obstacle Course, Scooter Hockey and Soccer, each of which garnered fewer 'votes', followed in descending order. 7 noted that baseball was their second favourite activity. One mother noted "they enjoyed all of the activities but floor hockey was rated 'best' because it was of my son's favourite game to play." Another remarked, "My daughter seems to participate more when the groups are separated into either boys & girls, or K's and 2's; Floor hockey was played in groups and she did participate."

3.3 Reports on Physical Activities and Participation Rates

This section of the written feedback asked about perceived changes in the parents' or child's physical activity as a result of the program. These parents reported that their children are quite active "usually" or "always" with family and friends either at home or during lunch and recess breaks at school. The family activities they described most frequently included bike riding, walking, and swimming. Informal activities with friends included baseball and skipping. Skipping was the most frequently reported recess/lunch activity. Running, hockey, playing ball, tag and playing on the climbers were also reported by various individuals. The most frequently reported community teams or organizations were hockey and soccer. Two responses indicated there was no participation in community organized sports and four did not complete the questions about community organizations. The most frequently reported activities at home included playing outside, biking and walking.

Physical activity with the family and at home were once again more frequently rated 'often' and 'usually' than participation in community organizations and clubs. These responses may also reflect the youthful age of the children involved.

The following table summarizes these responses.

Changes in activity rates	Rarely	Sometimes	Usually	Always
Family activities that maintain/improve fitness		1	5	2
Physical activities with friends		2	3	4
Physically active at recess or lunch			3	5
Active through community teams	2		1	5
Active through community organizations	1	1	1	2
Physically active at home			1	7

This information is self-reported, and can only be summarized.. There is no way to validate this information through correlations with other reports.

3.4 What's best about the program?

This form also asked parents and children what they liked best about the whole program. Four noted that the social interaction, physical activity that also provided opportunities for meeting kids and parents from other classes were the most important for them. Having parents there to be able to help, the opportunity for families be active together were also noted. Similar feedback has been reviewed elsewhere in this report. Two parents mentioned the convenience of the scheduling for them. One indicated that it was great that both her children's activities were at the same time and the other noted "it worked well because it was right after school. If it had been an hour or more later, then they would not have participated." Three parents stressed Cheryl's involvement and her popularity with their children as a positive characteristic of the program. Several repeated that the children enjoyed the variety of activities "my daughter liked everything", and had looked forward to the program with enthusiasm.

3.5 Summary of this Information

The answers of these parents and children reflect the responses collected through previous registration forms for all sessions and the telephone interviews for the three previous ones. Parents and children alike reported their enjoyment of the program activities.

The higher ratings for reported participation in informal and family based physical activity reflects the information collected in the Haliburton Children's Recreation Survey and the student fitness profiles in the two previous reports as well as this last one. There is a specific population here that does not join clubs, team sports or take part in organized physical activities.

3.6 Reflections from the Coordinator's Journals

This section summarizes the immediate descriptions and impressions of the program as it unfolded through the eyes of those who delivered it. Two individuals completed these journals. The recreation coordinator completed and sent hers electronically to the researcher, and the games program supervisor filled hers out by hand and the researcher collected them at the school office. There was one additional report completed by a replacement supervisor who filled in for the recreation coordinator on the last day of the April session.

With the separation of the younger and older groups during the first hour, the recreation coordinator reported a positive change in the group dynamics. Because there were no older children to keep a game going, parents needed to participate more to prevent boredom or restlessness from setting in. As well there were fewer distractions for this younger group whose members had previously wandered away to 'check on' the older ones and needed to be recalled to the activity at hand.

The discrepancies between age levels and skills development particularly in the K – 2 group proved a challenge to program delivery. This younger group was a large one with 15 to 22 children and between 2 and 7 parents regularly participating. The coordinator reflected "it's so hard with such an age range and with different athletic capabilities". Some parents echoed similar views: "My kindergarten child is small and finds grade 2's can be intimidating; they know how to play. Many k's are just learning the game". Another parent observed that there was "too much of an age difference specially with big boys and little girls". Still another noted that her daughter had participated more when the groups were

divided particularly for team games. One parent voiced concerns about the need for more organization in dividing children up in terms of their skills level.

The recreation coordinator described one situation when, “ the older boys were very rough and weren’t passing it to the other team members; lots of the younger children and girls started quitting” and illustrated the need to manage the skills differences in baseball, for example, “the older children are learning to be competitive and want to play by all the rules but with the younger children I just let the rules slide (allowing them to hit again or being safe on the base). The older ones get upset as they know that’s not the rules.”

Frequently the parents themselves provided practical solutions by splitting up the group so that the older children could play a particular sport with their supervision and participation while the younger ones would skip together or learn how to play basketball. Being able to manage several activities simultaneously was helpful.

Attendance fluctuations within the older group sometimes necessitated adapting a pre-planned program. The recreation coordinator described this group as “very cooperative in decision making” so that making these necessary changes was relatively easy to manage. As well, when various activities required the setting up and taking down of equipment more than once, this group willingly shared that task.

3.7 The Games Supervisor Reports

The student games supervisor oversaw a group that ranged in attendance from 3 to 10. These children moved on to the fitness program an hour later. She engaged these participants in a variety of activities from board games and cards, to skipping, dodge ball and basketball. There was sometimes competition within this group over equipment use but

generally she noted, “ The group is very good and listen pretty well”. She also reported that having formal boundaries (the stage) for these activities was useful to her, as well as having access to “lots of equipment to play different activities”. She stated that these children liked the ‘free’ time to play with various pieces of equipment before they joined the recreation activities.

4. Participants’ Profiles

This section continues to monitor the achievement of a major program objective: *that parents and students would report a perceived increase in physical activity as a result of participation in the programs* through the analysis of three sources of information: an observation checklist employed on two occasions during the eight weeks of the program, the registration forms and the participants’ feedback forms. A summary of the participants’ feedback forms was included in section 3.3, this next section will report on the observation checklists.

The observation checklists completed by the recreation provider contains the following eight behaviours with reference to a four-point scale that included: 1-Rarely; 2-Sometimes; 3-Usually and 4-Always. The behaviours involved these descriptors:

- Physically Active
- Accepts Challenges
- Shows enjoyment
- Co-operation with others
- Takes leadership
- Encourages others

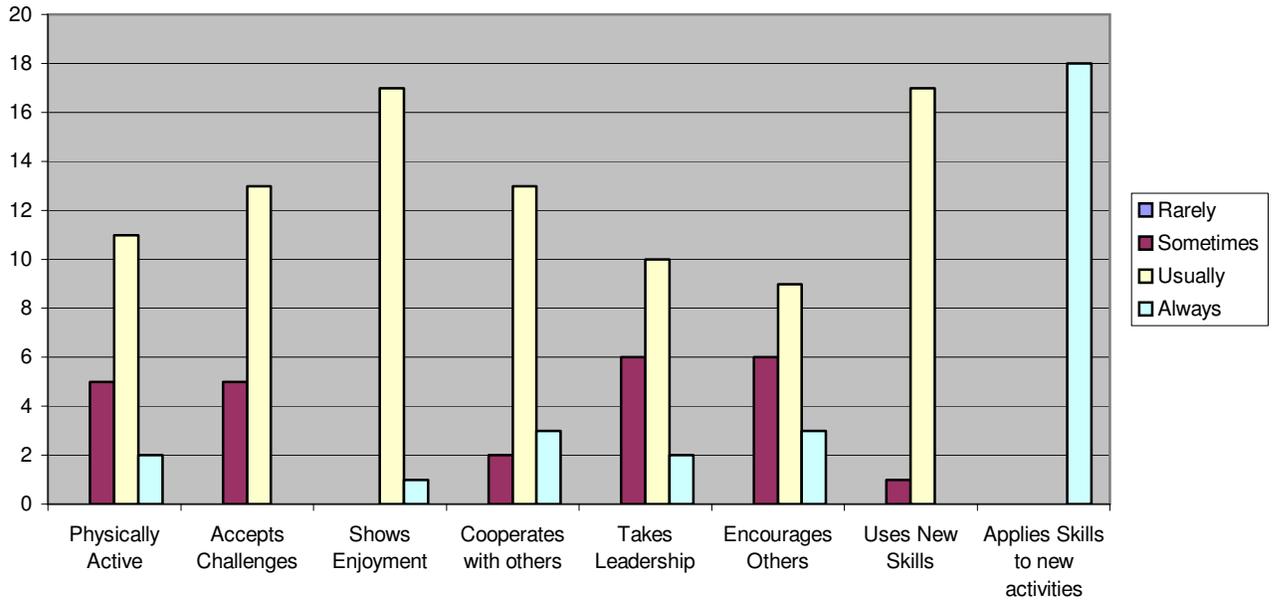
- Uses new skills
- Applies skills to new activities/games

4.1 Observation Record for K-2 group

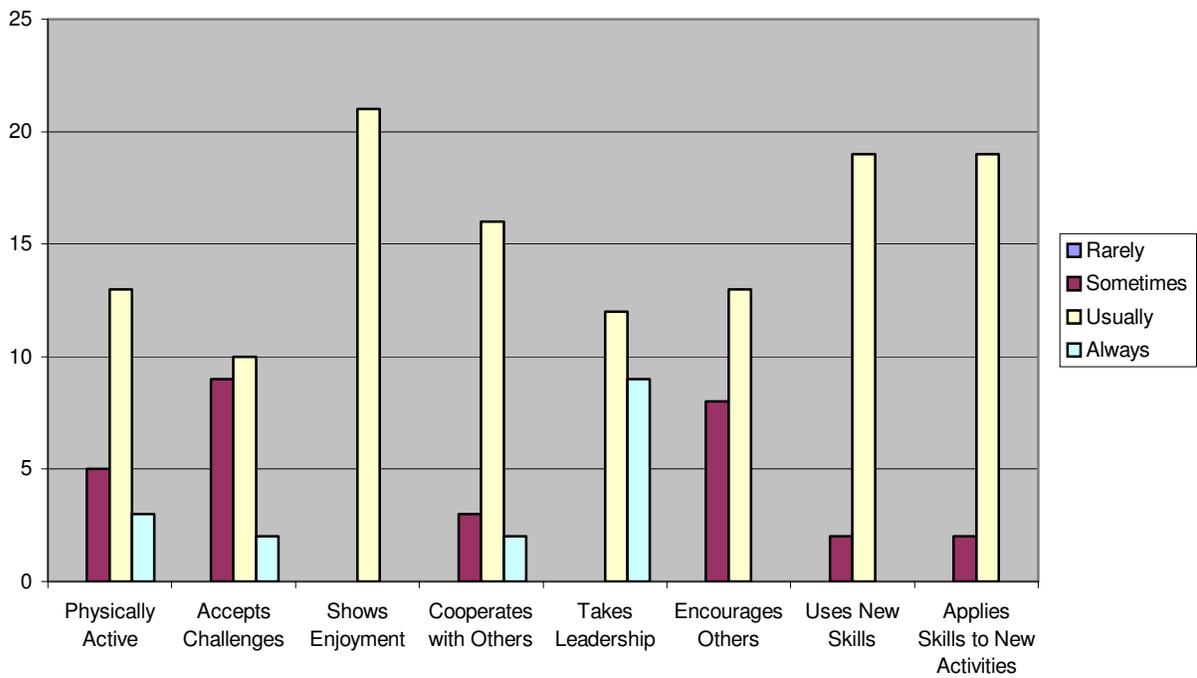
In this fourth session, the observations for the K-2 groups were completed on February 17th recording the activities of 18 participants, and on March 4th recording the activities of 21 participants. 17 children observed here were observed on both days. During the twenty-five week period we looked for an increase or maintenance in the frequency of ‘usually’ and ‘often’ the higher end of reported activity in the various behaviours with a corresponding reduction in the ‘rarely’ and ‘sometimes’ range.

In the February and March observations recorded in the following graphs, the ‘rarely’ rating has disappeared completely from both. When two similar observations took place during the second session earlier the ‘rarely’ rating was noted in the first three behaviours during the first observation. During the February observation the whole group was reported to be ‘always’ *applying skills to new activities* and 99% ‘usually’ *used new skills*. The March observation reports 95% of the group with a rate of ‘usually’ in both these areas. As well in the March observation used the ‘rarely’ and ‘sometimes’ rating disappeared in the recording of the *takes leadership* behaviour. This group appeared to be growing strength in self-confidence and skills as the recreation coordinator has reported elsewhere.

K-2 Feb Observation



k-2 observation (March)

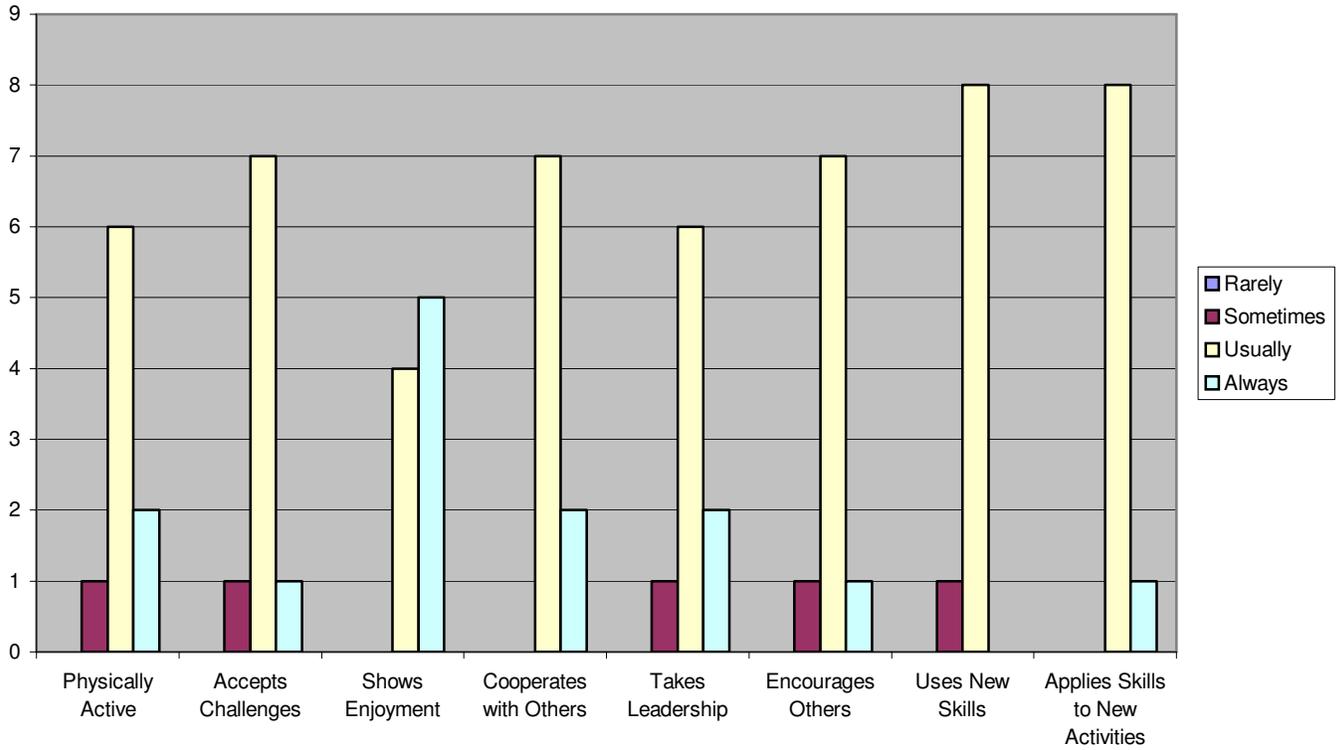


4.2 Observation Record for 3-5 Group

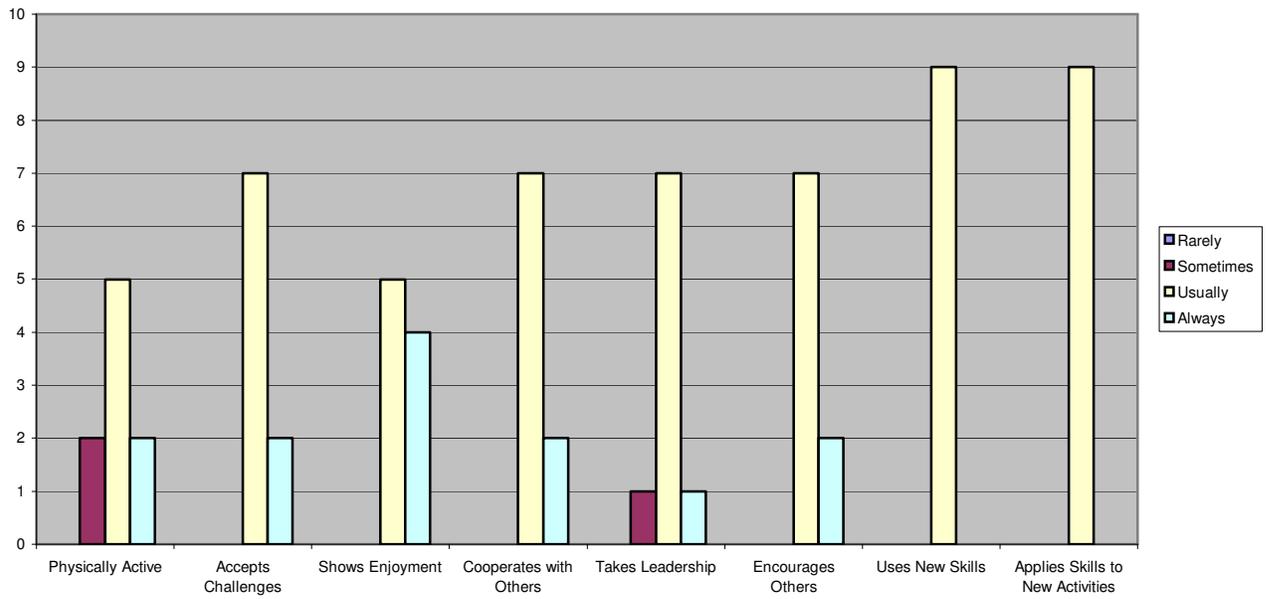
Observations for this new group were also completed on February 17th and March 24th. Since we added grade 5 students into the previous grade 3-4 group, we have no previous data on this combination. 9 children attended on each of these days and 9 of them were observed on both days.

As with our previous analyses, we anticipated progress that would be demonstrated by fewer ratings of 'rarely' and 'sometimes' accompanied by more frequent use of 'usually' and 'always'. During the February observation in the graph below, 'rarely' never appears and 'sometimes' has moved from describing five behaviours to two in March. The February observation graph shows 88.8% of the group 'usually' *using new skills* and *applying skills to new activities*. The March observation rates 100% of the group 'usually' demonstrating those behaviours.

3-5 observation(Feb)



3-5 observation (March)



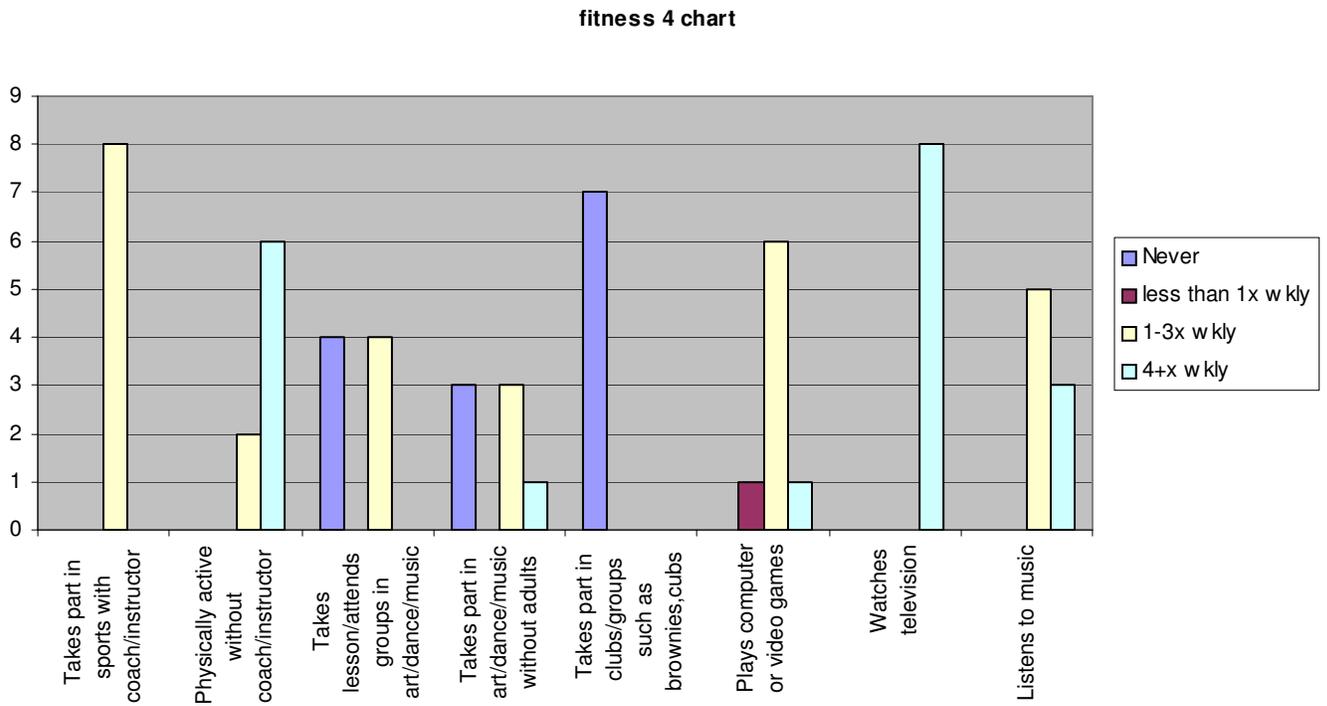
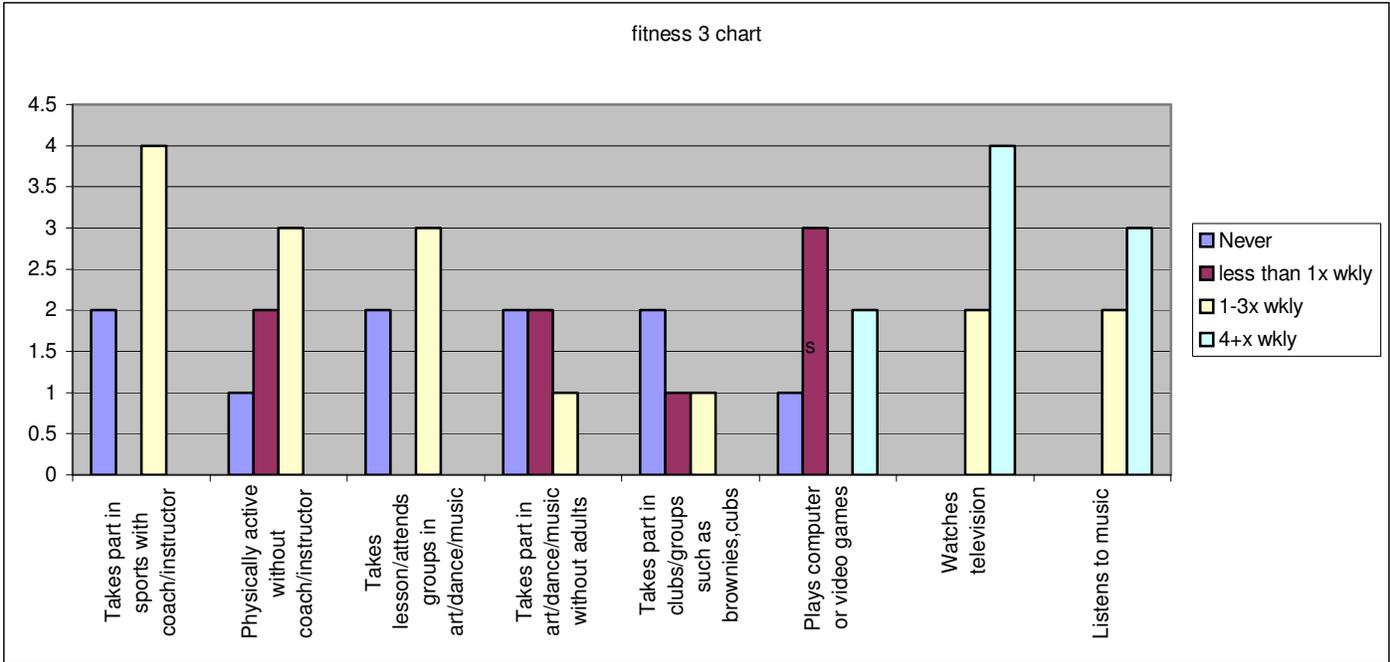
5. Activity Information from Registration Forms

There are six reports on physical activities for session 3 and 8 completed forms completed for session 4. Parents were asked to complete a chart that described how their children spent their free time. The chart offered eight activity options (refer to the chart included with the October-November registration form included in the appendix) ranging from ‘takes part in sports with a coach’ to ‘watches television’. The time range included: never; less than once a week; 1-3 times a week; 4 or more times a week. Discrepancies in totals sometimes occur because not all chart options were completed and sometimes-single numbers were used to report the activities of multiple siblings. Discrepancies in totals sometimes occur because not all chart options were completed and sometimes-single numbers were used to report the activities of multiple siblings. Once again these numbers are small and that must be kept in mind when considering this analysis. The results compare the reported profiles of children who participated in this program with patterns identified in the earlier Haliburton County Children’s Recreation Survey.

5.1 Sessions 3 and 4

This section compares responses to three areas: team sports, the socialization activities of club membership and the amount of time in the sedentary frequently solitary activities of TV watching, playing on the computer and listening to music.

The graphs below provide Fitness/Activity profiles for sessions 3 and 4.



60% of respondents in session three reported being active in organized sports between 1-3 times a week and 100% of participants in the fourth session report being active during the same time period.

40% of respondents in the third session reported 'never' participating in clubs while 87% of respondents in the fourth session reported they 'never' participated in clubs. The previous groups reported between 58% and 66% of their respondents participated in clubs.

80% of respondents in session three reported watching TV 4 or more times weekly while 100% of the last group did. These averages are slightly higher than respondents in the first two sessions that reported between 56% and 70% who watched TV within that time frame.

These last two groups report spending more time in some form of organized sports than in participating in clubs. The summaries of the first two groups reflect a similar pattern. In fact one organized sport, hockey, was named as a reason for not signing up for this program. A significant percentage of leisure time is spent watching television, a sedentary and sometimes solitary activity. These patterns continue to confirm the findings in the Haliburton Children's Recreation survey that the majority of children in Haliburton County watch a great deal of television with the very youngest watching it the most.

Although it appears that the reported percentage of relatively inactive youngsters is low, this alternative recreation program had begun to attract them. Their participation is all the more significant because of the little time they apparently spent with other social groups such as clubs as well as the high percentage of their leisure they spend in sedentary and frequently solitary activities.

6. Considerations for the Future

When the future sustainability of this program is considered, several factors need to be taken into account:

- Whether or not the program filled a need
- Impact on the children: the coordinator's final report
- The parents' views, involvement and support
- The strong partnership with the local school

6.1 Attendance Averages

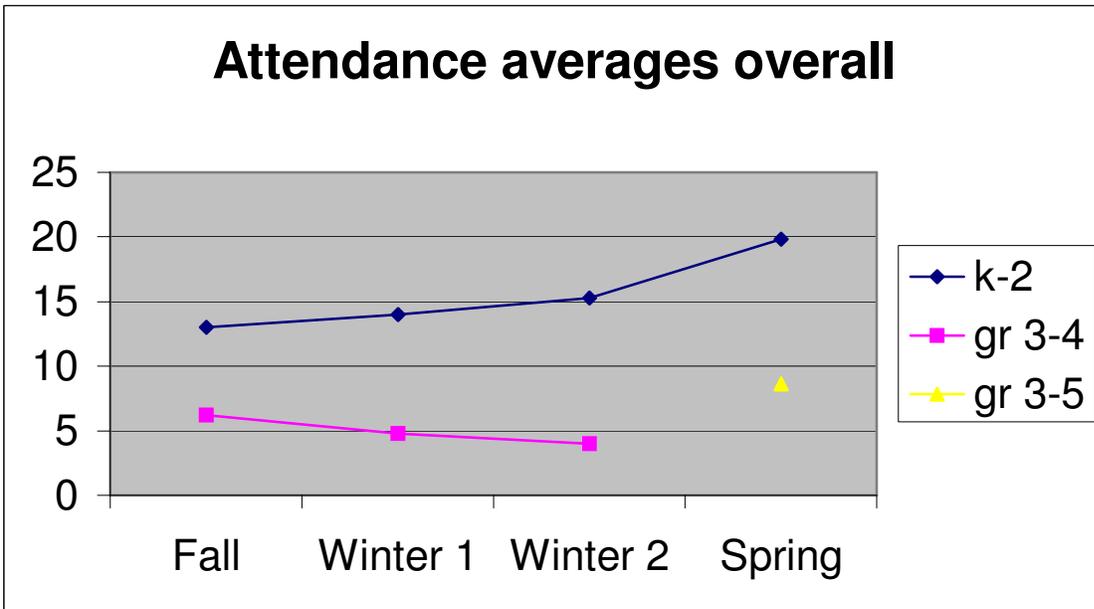
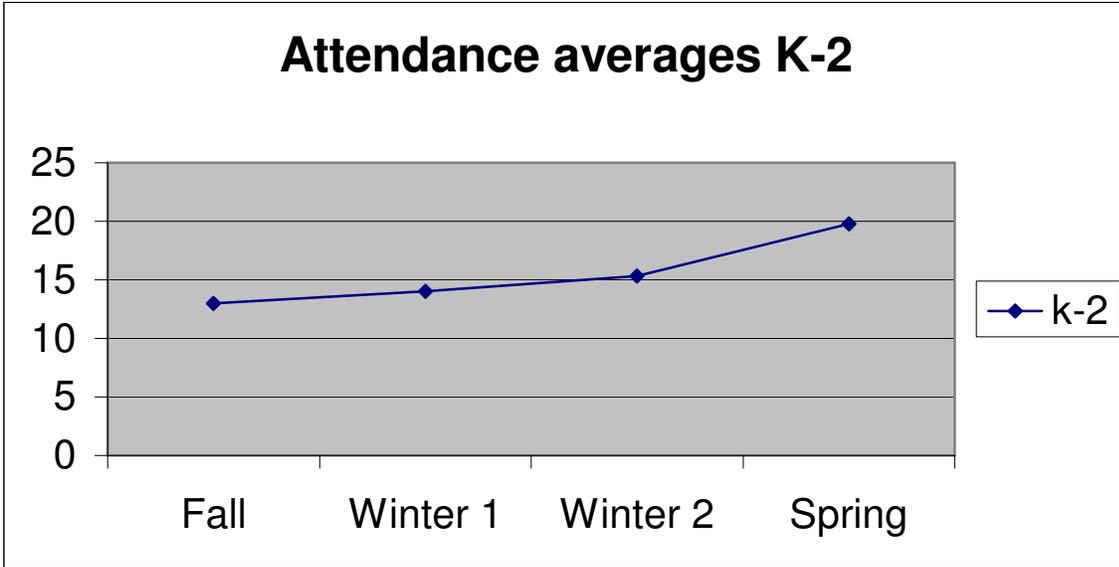
When considering whether or not this program filled a gap in service for this community, we need to consider the patterns of participation during the regular program and the programs organized during the school breaks at Christmas and March. When attendance averages are calculated for all sessions of the regular program, we perceive incremental growth that is demonstrated in the table below. As reported previously, the Thursday group right after school for kindergarten to grade 2 students was continuously the best attended. It also had the highest numbers of participating parents. This K-2 group went from an average attendance of 13 in the first session in October to an average of slightly over 19 during this last April session. Between 5 and 6 parents attended nightly.

The participation rates in grades 5 to 8 increased more slowly. When this program was re-designed to include grades 3 –5 with a 'games club', the numbers remained solid. Between 8 and 9 children participated weekly. Parents generally did not attend with this group

RECREATION PROGRAM ATTENDANCE AVERAGES
C=Children P=Parents

Sessions	K-2		3-4		5-6		7-8	
	C	P	C	P	C	P	C	P
Fall Session Oct 14-Nov 12	13	6.6	6.2	--	2.5	1	3	1.7
Winter Session 1 Nov 17-Dec 16	14	7.2	4.8	--	4.8	--	6.4	1.4
Winter Session 2 Jan 12-Feb 10	15.3	4.6	4	--	9.3	1	Combined with grades 5-6***	
	K-2		3-5		Games		-----	
	C	P	C	P	C	-----		
Spring Session Feb 17 - April 28	19.25	5.8	8.63	--	8.13	--	--	--

The graphs below demonstrate first, the growth in the K-2 program and then provide comparisons between the k-2 yearlong participation, the original grade 3 –4 participation level until that program was terminated and the average attendance of the new grade 3 –5 group (the yellow dot).



6.2 Attendance at School Break Sessions

The school break sessions were very much appreciated by parents. Both programs included bowling and public skating. Bowling was reserved as a special reward to program participants only and received enthusiastic reviews. All students K-8 were able to sign up for

the public skating during Christmas and the March school breaks. A toboggan party with snacks was also offered during the Christmas break.

The attendance numbers indicate that the Christmas activities filled a ‘gap’ in services despite challenges in the weather that forced the cancellation of a second public skating session. The Christmas programs had better participation numbers than March did. The greater number of programs offered by the community in March was likely a major reason for the drop in attendance. Minden Hills, for example, sponsored three public skating sessions during the week of March Break.

Christmas Break	K-8		March Break	K-8	
	C	P		C	P
Public Skating	28 (total)	--		10	4
Bowling	25	7		15	9
Toboggan Party	34 (total)				

6.3 Impact on the Children: Coordinator’s Final Report

In her final report, the coordinator noted that she had observed changes over time in the children’s behaviour. With respect to the younger ones, she reported that some who had been nervous about joining in at first eventually became confident enough to participate the entire time. As well, as the program progressed some children who had been unhappy or anxious at their parents’ departure developed enough confidence to become involved and participate on their own. She also noted that some of the older children who had been “from day one” extremely competitive and non-cooperative began to demonstrate the importance of

cooperation and working together as a team. She reported focussing throughout the program on ‘hands off, feet down’ and the importance of “working as a team and having fun”.

She noted that collaboration with the working committee had produced the following benefits:

- Excellent resources
- Support in answering her questions
- Great input and good direction with the program

Should the program continue next year, she suggested the following:

- Providing more prep time to allow her to prepare a more in depth program.
- Offering a fall (in September) and a winter program (in January) and thereby simplifying the registration process by reducing the paper to two forms instead of four.
- Reducing the number of program evaluations to reduce the paperwork for herself and the parents.
- Additional help for her with program promotion and the prompt distribution of registration forms would be appreciated.

6.4 The Parents’ Point of View, Involvement and Support

The registration form for this last session included the question “do you think this program should continue in the fall? There were 21 responses to this question all of which were in the affirmative, 13 offered their reasons for continuity. The table below summarizes those reasons. The asterisked ones have already appeared in previous reports.

Reasons to continue the program	Order of frequency
Opportunity to keep kids active*	1
Quality program	2
Opportunity to try different things	2
Fun	2
Great for parents & children together*	individual
Not competitive	individual
No cost	individual
Socialization opportunity*	individual
Something productive for kids to do*	individual
Availability for those who want it	individual
Program needs opportunity to grow	individual

5 of the 13 responses indicated they supported the continuity of the program because it provided a great opportunity to keep kids active. 6 responses added the following three reasons:

- Excellent program with a great variety of activities
- They thought it a good opportunity for their children to try new and different things
- It was fun

6.5 School Partnership

The school has been and will continue to be both a major partner and a major resource sustaining this program.

- It offers a space that is both appropriate and convenient
- It provides insurance coverage against possible liability
- It is a major communication conduit about the program.

Archie Stouffer has welcomed this program and accommodated it into an already active environment. The school's principal and its School Council are supportive and committed to

its continuity. School activities will necessarily continue to have priority over the use of the gym; the school year calendar and the unpredictability of winter weather that forces school bus cancellations also impact on the program's scheduling.

This program's owes its initial success to the supportive partnership offered by a very involved and committed school principal.

7. Evidence from the Research

Information available from the research indicate that circumstances and timing are optimum for this project to take root for the following reasons:

- It addresses current social concerns about the negative consequences of physical inactivity and public health.
- It resolves potential socio-economic inequities by providing universal access.
- It offers long terms benefits to the cultural and social development of children and youth.
- It delivers a positive alternative to the sometimes-negative aspects of organized team sports.
- It initiates attitudes to activity

7.1 Sedentary Lifestyle and Public Health

Social concerns about the long-term health effects of our sedentary lifestyle are reported in the press with increasing frequency. Research supports the current thinking in public health that physical activity during childhood and adolescence has an impact on adult physical activity and health [www.ophea.net]. As well there is increasing evidence that regular physical activity prevents disease and promotes health. [JAMA 1995; 262:2395-401].

Currently there is evidence that our children are getting fatter. The National Longitudinal Survey of Children and Youth reported that in 1994 –1995 34% of Canadian children between the ages of 2 and 11 were overweight and 16% were considered obese. In 1998-1999 the numbers climbed to 37% for overweight children while 18% were considered obese. Another Canadian study of 11, 13 and 15 year olds from 34 countries describes 19.3% of our youngsters as overweight and 4.1% as obese, the fifth highest in the countries included in the study (Blatchford). The author of the study stated, “If we really want to tackle this obesity problem, we need to focus primarily on physical activity in our young people”(Moore).

Our children are showing the effects of a sedentary lifestyle. Large numbers are bussed or driven to school and there is less curricular time devoted to physical education. More leisure time spent in sedentary activities such as TV viewing and computer games also affects the levels of physical activity. While few Canadian studies have been conducted on the link between computer use and TV watching and physical fitness, an American study provided a convincing link between TV watching, time spent on electronic games, the Internet, and children’s obesity levels. A 1998 study at John Hopkins University School of Medicine reported that children who watched TV 4 or more hours daily had significantly more body fat than those who watched TV fewer than 2 hours a day.

Closer to home, the Haliburton County Children’s Recreation Survey completed in October 2003 concluded “we must hear very loudly that a lot of children are claiming to be couch potatoes”. It also reported that younger children spent more time in passive activities such as watching television during the school year than did older ones but ‘the vast majority of Children in Haliburton Country watch TV more than four times a week’.

An understanding of the importance of physical fitness, a commitment to daily vigorous physical activity and the development of the skills required for lifelong participation in physical activities will not only enhance these children's lives but help to ensure a healthier adult population here.

7.2 No Economic Barriers to Access

However, access and participation rates for children and youth in arts and recreation programs are uneven and sometimes inequitable. The same study reviewing data from the National Longitudinal Survey of Children and Youth (Offord, Lipman & Duku, 1998) indicated that certain groups of children in Canada, particularly if they were economically disadvantaged, had reduced rates of participation in sports, in the arts and in community programs. In terms of gender, the research noted that girls were less likely to participate in both supervised and unsupervised sports. The after school recreation program dissolves potential economic barriers by providing universal access to all activities for those who register and attend.

7.3 Additional Social Benefits

In addition to the anticipated benefits to the physical health of active individuals, there is evidence that there are other long-term benefits when children participate and gain skills in sports and the arts. These benefits include an enrichment of quality of life, protection against the occurrence of emotional and behavioural problems in situations where children were at risk for these conditions and a lowering in the rates of early school dropouts among participants (Offord, Lipman & Duku, 1998). Maye and Smith (2002) argue that

participation in constructive leisure activities during adolescence has positive effects for the individual, and for society as a whole. Browne (2003) suggests that present support of and investment in recreation and childcare pays for itself by future reductions in taxpayers' expenses for publicly funded health, social and correctional services.

7.4 Positive Alternatives

The design of this program provides positive and potentially wide ranging alternatives to a group that does not yet or does not choose to participate in team sports. It provides recreation activities that reflect the kind of program supported by the Laidlaw Foundation that advocates for and promotes the positive impact of recreation on youth. The Foundation defines recreation as including the following:

- physical and artistic experiences
- activities freely chosen by participants (non- mandatory and occurring out of school)
- opportunity for progressive skill development
- fun

While artistic activities are not part of the program, our after school program has repeatedly met all the other conditions supported by the larger foundation. Our participants are regularly released from the artificial entertainment provided by computer or television screens and the restrictions of organized sports and will ultimately benefit from these more free ranging activities (Kesterton 2004).

The Haliburton County Children's Recreation Survey (2003) has already identified our local needs in this area and the community consultations on recreation in Haliburton (2004) suggested that there was a need to develop more programs for youth and children.

7.5 Initiating Attitudes to Activity

Our program has focussed resources on the younger children in the school. This productive decision reflects the evidence of the importance of engaging the young in physical activities not only for their immediate enjoyment but also for potential carryover effects (<http://www.cf/ri.ca>). The Canadian Fitness and Lifestyle Research Institute summarized various studies that identified the determinants of developing youthful physical activities and reported a positive correlation between

- enjoyment
- parental influences
- attitudes or beliefs about physical activity outcomes
- access to equipment and programs that provide physical activity behaviour.

One study argues that providing younger children with appropriate physical activity experiences is necessary to offset the ‘marked decline in physical activity in adolescence’. Our evaluation of this program indicates that it contains all the elements of these positive correlations listed above.

8. Conclusions

The following conclusions and recommendations flow from a consideration of the evidence produced by the research and our own evaluation of the project.

8.1 The Parents Want and Support It

The after school recreation pilot enjoyed ongoing parental enthusiasm and engaged their support. All parents, both those who registered their children as well as those who did

not, responded enthusiastically. The written responses were both numerous and positive. Parental beliefs and attitudes were expressed in the registration and feedback forms and confirmed through telephone interviews. Parental participation for the youngest group (K-2) was consistent and frequent.

8.2 It has a Solid Base

There is a solid foundation on which to build and eventually institutionalize this pilot program. It has a solid support base evidenced by participant numbers and expressed attitudes, values and beliefs. When parents articulated that the most important reasons for their children in this program were:

- Increase in physical activity for their children
- Enjoyment of the program (their kids had fun!)
- Additional socialization opportunities
- Opportunity to learn something new along with the quality and variety of the activities offered by the program
- The attraction of having activities that could be shared by parents and children

Their reasons reflected the positive correlates noted earlier in the research and also augur well for future growth

8.3 The Program fills a Need

Information from the participant's profiles reveal that the program provides:

- a positive, more relaxed alternative to their participation in highly structured team sports,
- an antidote to the non-creative, sedentary screen watching activities which engage so many so often and

- enjoyable socialization activities in a multi-age, multi-generational environment that offsets a restricted participation in other social activities such as clubs.

The steady increase in attendance numbers is another indication that the program filled a community need. The Thursday group right after school for kindergarten to grade 2 students was continuously the best attended and went from an average attendance of 13 children who attended during the first fall session to an average of slightly over 19 during the last session that finished in April. Parental attendance at this program averaged between 5 and 6 parents regularly. Numbers in the newly configured grades 3 to 5 group also stabilized. During this last session we averaged 8.6 children in the new grades 3 to 5 group with an average of 8.1 students attending the games program.

The school break programs were also received with enthusiasm. The Christmas programs had better participation numbers than March did. Three programs were offered at Christmas and three in March. The greater number of programs offered by the community in March was likely a major reason for the drop in attendance.

School Partnership: A Resource and Support

The school is a major partner as well as a major resource sustaining this program. The Principal, staff and school council welcomed this program and accommodated it into an already very busy environment. School activities will necessarily continue to have priority over the use of school facilities; the school year calendar and the weather driven cancellations of the school bus also impact on the program's scheduling. This pilot program

has been successful because of the supportive attitude and the organizational flexibility offered to it by a very involved and committed school principal.

9. Recommendations

Because of the constant flow of information about the program and the regular meetings of the working committee, program challenges were identified and adjustments made. These recommendations flow from the researcher's own observations and the documentation that accompanied ongoing program adjustments.

9.1 Communications

Program sustainability was a concern identified by parents repeatedly from the second session onward. Early registration forms noted the relatively late introduction of the initial session was a barrier to some participants. Parents make early decisions regarding the after school activities of their children. The earlier a decision can be made and communicated to the parents, the better.

Recommendation #1

Communications need to be made early that the program will be continuing in the fall. It would be useful if the decision about the targeted group is also made at the same time and included in this communication.

The start-up after the Christmas break was not established quickly enough. There were some documented difficulties with the distribution of the communication and registration forms.

One of the characteristics of institutionalization is predictability.

Recommendation #2

Parents need to be notified as soon as possible regarding start-up dates. Release the calendar with start-up dates for each session of the whole year's program once the school year calendar and professional activity and early closure days have been determined.

Some parents indicated in the early days of the program that once they had completed and submitted the registration forms they themselves had no record of the program (activity or timing). Reminding younger children 'not to take the school bus home today' was an important part of regular attendance.

Recommendation #3

Continue to include the recent practice of designing within each registration form, a copy of the program for parents to keep for their own records.

9.2 Program Design

The original pilot planned for five sessions of five weeks' duration. This plan was changed after the third session ended in early February and the final session (reduced to one day weekly) lasted for ten weeks. Whether the length of these sessions contributed to its growth

cannot be substantiated, however, breaks in the sessions, whether spontaneous or planned, tend to disrupt the flow of the program

Recommendation #4: Session Length

Each session should run longer than 5 weeks to enhance the natural dynamic of the program and permit routine patterns to become entrenched.

Recommendation #5: Scheduling of Sessions

Work around the natural school breaks and traditional activities to schedule three distinct sessions that take place within the following timelines:

- September to December;
- January to March;
- April to June

9.3 Program Content

Fluctuations in the numbers of children in attendance during this pilot often made it necessary for the recreation provider to adapt pre-planned programs. As well, there was the documented challenge of creating a program to address the varying skills levels among its participants. One of the overall planning goals should be the progressive development of the participants' skills. One reference that could be reviewed is a model called *Teaching Games for Understanding* (TGfU)

Recommendation #6

The recreation activities should include planned progressive instruction so that

- Physical activity skills are taught in progression, beginning with simple skills and leading to more complex ones.
- Participants can develop physical skills and progress in their competence.

Parents and children alike frequently commented on the positive aspects of the enjoyment experienced by the program's participants. As well, the recreation coordinator regularly voiced her expectations of cooperation, mutual respect and team play from the participants and stressed these behaviours as a means of having fun.

Recommendation #7

Continue to plan recreation activities that are challenging and fun while stressing participation and cooperation. Continue to articulate that the program preserves the dignity and self-respect of all participants regardless of age and skill level.

The pilot provided programs during the Christmas and March school breaks which were much appreciated by parents. Both of these programs offered similar/parallel activities with greater competition from community programs during the March Break.

Recommendation #8

Consideration should be given about whether or not to offer programs during both school breaks. If the decision is made to continue the original pattern, offer more diversity and avoid duplication whenever possible with other community programs.

9.4 Addressing the Barriers

Early in the pilot's development parents identified two major barriers to their children's participation. These included the scheduling of the groups (a particular day of the week or the time of day provided a conflict for some of them) and the challenges of transportation that made it inaccessible for some children in remote areas far from town. The working committee agreed that there was no single solution that could solve these challenges.

Recommendation # 9

If future goals include program growth while maintaining universality of access then the impact of certain barriers will need to be addressed. With 80% of the students at Archie Stouffer being bussed to the school, transportation issues require further discussion for improved planning.

10. Methodology

This section describes the methodology used to evaluate this project, including: its design, data collection, interpretation and analysis.

10.1 Characteristics of the Study

This study reflects to some extent the process of program evaluation during which researchers “isolate target populations”, show “the immediate effects of certain programs on such groups” and identify “the constraints that operate . . . in such settings” (Denzin & Lincoln, 2000, p. 23). It also reflects many characteristics of action research that Jean McNiff defines as "a practical way of looking at your own work to check that it is as you would like it to be." (www.jeanmcniff.com). It is a process that includes changing a practice in light of its evaluation which is “what many people do in numerous life situations” (McNiff, 2002, page 4 and 7 of 19).

10.2 Combination of a Qualitative and Quantitative Approach

This evaluation relied on both qualitative and quantitative sources of information since the researcher believed the combination of both kinds of data would be the most likely provide a complete picture of the project. As well, qualitative research is inherently multi-method in focus and uses multiple methods to secure an in-depth understanding of the question (Denzin & Lincoln, 2000). Qualitative data was obtained through written answers on the registration forms, the parent interviews and the written portions of the participants’ surveys. The quantitative information was collected through the registration forms, participants’ questionnaires, attendance records and observation checklists

Combinations of both sources of data provided the best in-depth information about the sustainability of this program by providing a method to identify and understand:

- its value to parents and students,
- barriers to participation,
- its perceived strengths and weaknesses
- recommended improvements

Observation forms, an interview schedule and a participant's survey were designed to provide the required information. Observation checklists were employed twice during each session (with the exception of the third one) to create a profile of the participants and track perceived 'soft skills' of leadership and participation. The recreation coordinator tracked weekly attendance by recording attendance numbers.

10.3 The Data Sources

The data for the evaluation report was collected between October 14th, 2004 and April 28th, 2005. Two interim reports which summarized the first two sessions were submitted in mid-December, 2004 and mid-February 2005. Data sources included the following:

- Registration forms designed to collect initial information quickly and efficiently. The questionnaire included a modified question from the 2003 Haliburton County Children's Recreation Survey and compared this information about children's activities to that study. The registration form also provided initial parental reasons for registration or non-registration, the sources of promotion, transportation methods and barriers to participation.

- Interviews with parents. The researcher contacted those who had agreed to telephone interviews on the registration form, set up a mutually convenient time to speak with them and typed their responses to interview questions. Parents seemed to enjoy being contacted and were comfortable giving their opinions. The researcher had no previous relationship with any individuals contacted in this manner.

The introductory session produced information from 83 registration forms and confirmed that information through 10 telephone calls. The second session analyzed data collected in 42 registration forms and 16 telephone interviews. The third session produced 16 forms and 3 telephone calls. The final session provided information from 31 registration forms.

- Participant's feedback was a survey initialling mailed to HKPRD. Eventually parents were requested to hand completed forms in to the recreation coordinator. The two page survey had an attached letter signed by Anne Marie Cyr. The recreation coordinator distributed it to participants and/or their parents during the last two weeks of each session except the third. Five completed forms were returned after the first and second sessions; 9 after the final one.
- Attendance records, observation checklists and the recreation coordinator's electronic weekly journal. The recreation coordinator tracked attendance numbers and compared them with the original pre-registration numbers for the first two sessions. This practice was discontinued for the last two. She also completed

observation checklists twice during all sessions except the third one. The former information assisted in the program monitoring process, the latter with the creation of a profile of the child participants. The coordinator's weekly reflections through the electronic journals produced immediate feedback for ongoing program design and adjustment. In the last session the games supervisor was also asked to complete a weekly reflection journal. At the end of the pilot both the recreation coordinator and the games supervisor completed a final evaluation.

- Anne Marie Cyr's written notes provided background and summary information for the ASES team meetings. As well, the researcher's field notes tracked the management process of this program.

11. Appendix I: List and Samples of Forms

List:

- 11.1 October November Registration form
- 11.2 Interview with parents
- 11.3 Participants' feedback
- 11.4 Observation checklist
- 11.5 Instructor's Journal
- 11.6 Instructor's Final Evaluation
- 11.7 Games Supervisor's Journal
- 11.8 Games Supervisor's Journal

11.1 NEW AFTER SCHOOL & EVENING PHYSICAL FITNESS PROGRAM AT A.S.E.S

Starting October 14th, your child(ren) will have the opportunity to take part in a one hour after school or evening program full of fun and physical fitness. In cooperation with Health For Life and the Archie Stouffer School Council, Cheryl Smith has been hired as a Recreation Coordinator to deliver this program. This program is funded completely through Health For Life and is offered free to parents and their children. One of the objectives of this program is to allow parents and children to be active together, while not mandatory it would be great if you could participate whenever possible. Each month you will receive a new Registration Form included in the School Newsletter, it will be your responsibility to complete the form and send it back with your child to the school where they will drop it off at the office or for younger children they can pass it on to their teachers. I thank you for your time in completing this Registration Form and look forward to meeting with you soon. Sincerely, Cheryl Smith

OCTOBER/NOVEMBER ACTIVITY REGISTRATION FORM

Child's Name: _____ M/F: _____ Age: _____ Grade: _____ Health Card : _____

Mother's Name: _____ Father's Name: _____

Address: _____ Address: _____

Home Phone: _____ Work: _____ Home Phone: _____ Work: _____

Date	Times	Grades	Activity	Childs Name Attending	Parents Name Attending (if available)
Oct. 14 th	4:00-5:00	K-2	Get to Know you, Trust &		
Oct. 14 th	5:00-6:00	3-4	Cooperation Games		
Oct. 15 th	5:00-6:00	5-6	(same as above)		
Oct. 15 th	6:00-7:00	7-8	(same as above)		
Oct. 21 st	4:00-5:00	K-2	SOCCER (outdoor if possible)		
Oct. 21 st	5:00-6:00	3-4	(same as above)		
Oct. 22 nd	5:00-6:00	5-6	(same as above)		
Oct. 22 nd	6:00-7:00	7-8	(same as above)		
Oct. 28 th	4:00-5:00	K-2	SOCCER (outdoor if possible)		
Oct. 28 th	5:00-6:00	3-4	(same as above)		
Oct. 29 th	5:00-6:00	5-6	(same as above)		
Oct. 29 th	6:00-7:00	7-8	(same as above)		
Nov. 4 th	4:00-5:00	K-2	SCOOTER HOCKEY		
Nov. 4 th	5:00-6:00	3-4	(same as above)		
Nov. 5 th	5:00-6:00	5-6	(same as above)		
Nov. 5 th	6:00-7:00	7-8	(same as above)		
Nov. 11 th	4:00-5:00	K-2	SCOOTER HOCKEY		
Nov. 11 th	5:00-6:00	3-4	(same as above)		
Nov. 12 th	5:00-6:00	5-6	(same as above)		
Nov. 12 th	6:00-7:00	7-8	(same as above)		

The After school and Evening physical fitness program is a pilot project sponsored by Health for Life. We will be monitoring the program over the next 25 weeks and would appreciate your providing this valuable information, which will help us to modify, plan and sustain it beyond this time. Thank you.

1. Why have you decided to sign up for this _____

 If you have not signed up for this program, why? _____
2. How will you be traveling to and from the program _____
3. How did you find out about the program? _____
4. If the times and nights this program is offered for your child(ren) are not convenient with your schedule what would work _____
5. Do you have any suggestions/comments/concerns regarding this program _____
6. Will you (the parent) be willing to be interviewed either in person (if you pick up your child) or by telephone? Indicate which you prefer _____ in person _____ by phone. Leave blank if you do not want to be interviewed.

Please complete the following chart. Mark only one box for each statement please. If you have more than one child please include their name and mark the appropriate box per child.

	DURING THE SCHOOL YEAR, OUTSIDE OF SCHOOL HOURS, I/MY CHILD...	Never	Less than once a week	1 to 3 times a week	4 or more times a week	Name of Activity	Night activity is held	Times activity is held
1	Takes part in sports with a coach or instructor							
2	Does physical activities without a coach or instructor							
3	Takes lessons or attends groups in art, dance or music							
4	Takes part in art, dance or music without adult supervision							
5	Takes part in clubs or groups such as brownies, guides, cubs							
6	Plays computer or video games. How many hours?							
7	Watches Television How many hours?							
8	Listens to Music How many hours?							

11.2 Parent Interview Schedule for Physical Fitness Program

We are collecting information about this program to help us to plan, improve and fund it so it can continue beyond the present 25 weeks. We would appreciate your answering the following questions. All information you provide will be confidential and all records destroyed after the final report is completed.

AGE / program of child?/ nights attended?

1. Why did you sign your child up for this program?
2. A. What did you expect?
Improve fitness
Socialize with friends
Place to play after school
Supervised care for child
Learn new games
B) Did that happen?
3. What would you say about this program to friends/neighbours?
4. Were you or another adult in your family able to participate with your child?
Why, why not?
5. How do you/ your family/ your child spend free time?
 - a. School clubs/teams
 - b. Community clubs/teams
 - c. Art, music, dance classes
 - d. Spend time on the computer (games, internet surfing, chatting online with friends)
 - e. Watch TV
 - f. Listen to music
 - g. Physical activity with family (snowmobiling, fishing, hiking, hunting)
 - h. Physical activity with friends
 - i. Volunteer work
 - j. Part-time job
 - k. Other
6. How could we improve this program?
7. Is there anything else you would like to tell us?

4. Tell us about how/if you see changes in your own (or your child's) physical activity after this program. Use the following numbers in your answers.

1 Rarely 2 Sometimes 3 Usually 4 Always

Participation	Example	How Often
Tell us about how/if you see changes in your own (or your child's) physical activity after this program		
1. I (or my child) will participate in activities that maintain or improve personal fitness with family members		
2. I (or my child) will participate in physical activities informally with friends		
3.a) I (or my child) will participate in physical activities outside of class at recess or lunch		
3. b) I (or my child) will participate in physical activities outside school through community team sports		
3. c) I (or my child) will participate in physical activities through community physical activity organizations (e.g. dance, judo)		
3.d) I (or my child) will continue to be physically active at home		

5. Tell us how we can improve this physical fitness program

This form has been completed by (check one)

A Parent.....A Student Participant..... Date.....

11.4 Observation Checklist

Session A B C D

Month

date

Program Name	Participation rating							
	1: RARELY		2: SOMETIMES		3: USUALLY		4: ALWAYS	
List of Participants e.g. Mary S.	Physically active	Accepts challenges	Shows enjoyment	Cooperates with others	Takes leadership	Encourages others	Uses new skills	Applies skills to new activities/games

11.5 Physical Fitness Program

Instructor's Journal

Date:.....

Session: A(K-2) B (3-4).....C(5-6).....D(7-8)

Satisfaction with this session/group	very satisfied	satisfied	neutral	unsatisfied	very un-satisfied
What was your main work with the group this session?					
Did anything unexpected happen?					
Did any problems, arise with the group today/this week?					
How were they resolved?					
Overall comments/observations					

11.6 Physical Fitness and Recreation program

Coordinator's Final Evaluation

Date:.....

Name:.....

How do you feel about the program's effects on the participants?					
Have you observed any changes in participating children during the program? If yes, give an example or two					
What suggestions do you have for improving the program?					
What were some things that 'we' did to help you in your role?					
What are some things that 'we' might do to make your job easier?					
What did you like best about the program?					
How satisfied are you with your role as coordinator?	1 not satisfied	2	3	4	5 very satisfied

**11.7 Games program
Supervisor's Journal**

Date of program:.....

Number of Students today?.....

How many have come before?.....

Satisfaction with this session/group (check one)	very satisfied	satisfied	neutral	unsatisfied	very un-satisfied
What did you do with the group today??					
Did anything unexpected happen? (describe)					
Did any problems, arise with the group today? (describe)					
How were they resolved?					
Overall comments/observations					

Date report completed:.....

Signed.....

11.9 Games program: Supervisor's Final Evaluation

We would appreciate your comments to help us with our future planning.

Have you observed any changes in participating children during this program? If yes, give an example or two					
What suggestions do you have for improving the program?					
What were some things that helped you in your role?					
What are some things that the organizers might do to make your job easier?					
Your satisfaction with this program (check one)	1 not satisfied	2	3	4	5 very satisfied

Date report completed:.....

Signed.....

We appreciate your input, thank you!

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"Influences on Children's Activity" <http://www.cf/ri.ca/pdf/e/rf0101.pdf>
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The Ontario Health and Physical Education Curriculum Support Resources: Kindergarten to Grade 10 (Ophea Binders)
<http://www.ophea.net/ophea/Ophea.net/hpeorder.cfm>

The Laidlaw Foundation website
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