

APPENDIX A: Sample Scenarios Common in NL

Scenario 1: Community of Seaside, School has 66 Elementary Students and 44 Junior High Students. Bus travels South to drop off children with furthest child living 30 kilometers away in a smaller community.

“Adam” goes to school (Seaside Elementary) in Seaside but lives in the town of “Jumpins.” Like most students, he has to get a bus home and it is 25 kilometers from the school. Even if he stayed after school, his family cannot pick him up. His home town has no recreation programs that he can participate in. In fact, there are only 8 other children there in grades 4 – 9. Sadly there are no leaders who have come forth to set something up in his home town. Many students at Seaside are in the same situation.

Solution: The School has partnered with a group of parents (who formed to be a co-applicant, called Super Moms). There is a Local Service District. Super Moms formed as a sub-committee under the Recreation committee. Co-Applicants are requesting funding for two late buses that can leave the school at 4:30 two days a week to return children home (25 weeks x \$150 a run X 2 buses = \$7500). They also wish to purchase small equipment and some program materials (estimated cost of \$2,000) Quotes are included for all. The school will make the gym available two days a week and help with the supervision, as many of the teachers have said they would volunteer to stay. Training is requested in High Five and Movement Fundamentals.

As noted, the school will reserve 90 minutes, twice a week for after school activities – games and sports led by the Super Moms. This is a new School Policy. While there are multiple activity choices (soccer-baseball in the gym, activities outside, square ball in the lobby and fitness to music in the classroom), the “Moms” have identified the fitness class as girls only. The “Spark” program booklet for lesson plans and ideas is downloaded (link follows). For some of the outside activities, students take part in outdoor education/activities more cultural to the area (fishing, hiking, hunting techniques). All activities are accessible because they have modified the rules. None of the children are in a wheel chair but there are two students with developmental delays. Both of these students have older siblings who have committed to helping out. Buses leave at 4:30 to return students to their homes. Their funding request is for \$9,500 and their detailed budget accompanies their application.

Scenario 2: Application from a Regional Recreation Facility that provides after school physical activity to students from a neighbouring school. The Director notes that many more students would take part if they had transportation to the facility.

Recreation Director Tracey has wonderful activities at the “Regional Recreation Centre.” Many students (25 – 30) take part in opportunities after school. She knows she could get a lot more if she could provide transportation, and pay Karate Instructors (*children and youth are interested in this new activity but to make it free to students, HSRC needs to be able to pay the Instructor fee so it can be free to those interested*). Tracey partners with the local school and presents her idea of submitting a proposal for the above expenses. She will coordinate the activities, if the school can coordinate communications and bussing, as well as help with student surveys, promotion, and evaluation. She will give students a choice to take part in a “*girls only Karate class in another room*” and insure all students regardless of ability can participate.

Solution: Funding to be used to provide transportation and pay for the fees the Karate Instructor would charge the centre for the program. She also requests additional funding for basketballs, nets and small equipment due to expected increases in numbers. Parents pick children up from the Centre after 5:00 (activities are three days a week). Total budget request is bussing (1 bus X 150 x 3 days x 25 weeks = \$11,250) Karate Instructors (25 weeks X \$100 = \$2,500) and an extra Supervisor and Leader (\$200 for 25 weeks = 8,000) for a total of \$21,750.

Scenario 3: Small remote community with minor challenges that will result in “big” results with a little funding. Glee Jr. High has a teacher who is a Hip Hop instructor and he offers a program two days a week from 3:00 – 4:00. As the community is small, transportation is not an issue as all students walk. If they had a little more money, they could pay for leadership and also purchase some small equipment (balls, racquets, and music tapes) to run a Games Time for the younger students). Their request is for \$3,000 and they include a budget with quotes.

APPENDIX B: Training /Leadership

HIGH FIVE® uses a systematic approach to promote the healthy development of children 6-12 years. Based upon principles of healthy child development, HIGH FIVE® combines training, assessment tools, resources, public education and collaboration to ensure children have the best possible sport and recreation experiences.

In 2007, Recreation Newfoundland and Labrador became the authorized provider of HIGH FIVE® in Newfoundland and Labrador. Through assistance provided by the Recreation and Sport Division, RNL has developed a series of HIGH FIVE® training events.

www.highfive.org

Movement Fundamentals

To become physically literate children need to master fundamental movement skills, but this mastery does not come all at once. For almost every skill the developing child needs to go through a series of developmental stages. The goal should be to help each child move to the next most mature version of the skill they are learning, rather than pushing them to perform the skill the way an adult would. Training in the Sport For Life Module, Movement Fundamentals helps leaders to guide their instruction so that children and youth master the basics.

<http://www.canadiansportforlife.ca/default.aspx?PageID=1108&LangID=en>

Community Sport Courses

The Community Sport stream has two coaching contexts: Initiation and Ongoing participation.

The **Initiation (CSp-Init)** context focuses on participants who are being introduced to a sport. In many sports that is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. The reasons they get involved are: to meet new friends; have fun; and learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the FUNdamentals stage skills and abilities for participants.

Participants in the **Ongoing (CSp-Ong)** participation context are typically either youth participating in a recreational environment or Masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of coaches in this context is to encourage participants to continue their involvement in the sport.. <http://www.coach.ca/community-sport-s13850>

APPENDIX C – Sample Survey

(Note that young students will need the teacher to go through each question one at a time to explain what is being asked and why it is being asked; this questionnaire also helps to establish a baseline profile of the students so you can determine success on repeat questionnaires).

Hello Students

Please complete the questions below. These questions will help us to plan physical activities for you in the after school time period. Thank you for helping with the survey.

1. From the list below, pick **five** of your favourite activities. Even if you do not do these activities now put an “X” in front of anything you would like to do.

- | | | |
|-------------------------|--------------------------|-------------------------|
| Skiing | Soccer | Playing games like Tag, |
| Badminton | Square Ball | Races, Mr.Wolf |
| Baseball or Softball | Swimming | Hiking |
| Basketball | Tennis | Fishing |
| Ball Hockey | Table Tennis (Ping Pong) | Jump Rope |
| Bowling | Volleyball | |
| Gymnastics | Dancing | List anything we forgot |
| Judo, Karate, Taekwondo | Exercise Class to Music | _____ |
| Skating | Skipping | |

2. Tell us what you usually do **after school** on each of the days noted below.

Mondays	
Tuesdays	
Wednesdays	
Thursdays	
Fridays	

APPENDIX D – PROGRAM IDEAS

Following are some after school successes that can be used as a model for a proposal. Many may need to be adapted to make them barrier free.

Girls on Track

Uses games, interactive learning and training workouts to expose girls to healthy lifestyle choices
http://healthvermont.gov/family/gt/girls_on_track.aspx

Promoting Healthy Activities Together (P.H.A. T) Campaign

Community Based program which embraces dance in community centres, schools and other organized settings to deliver healthy messages. In partnership with Can-Fit a multi-media package was created to help program delivers with the program
<http://www.canfit.org/phat>

VERB, campaign to encourage youth to be active. Responsible for producing after school program ideas, support materials that can be downloaded
<http://www.cdc.gov/youthcampaign>

Spark

SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12th grade students.

Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment.

<http://www.sparkpe.org/>

APPENDIX E– Examples of School-Community Policies

Policy Support Examples

- ✚ On Mondays and Thursdays, our school has dedicated the first 60 minutes of gym time to the after school physical activity program
- ✚ Our school will communicate the school food guidelines to all families who have children in all after school activities
- ✚ All recreation facilities and their grounds used for the after school physical activity are smoke free
- ✚ All activities chosen will accommodate students with challenging needs
- ✚ The Municipality will provide free skating to all students in grades 4 – 9 who take part in the after school activities, for the Sunday Sizzle Skate session.
- ✚ Better Bowling Lanes will offer one free game to students of Little Cove Elementary who come together to bowl at our designated open bowling times