

Canadian Parks and Recreation Association presents a Webinar on:

“Recreation programming during the After School Time-period”

November 12, 2013

www.cpra.ca



Presenters:

- **Heidi Carl**, Director of Programs, Boys and Girls Club of Saskatoon
- **Sydney Millar**, National Program Director, Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) and
- **Jenyfer Neumann**, Recreation and Parks Association of the Yukon (RPAY)

Canadian Active After School Partnership



- The Canadian Active After School Partnership (CAASP) is a collaborative initiative to support the delivery of quality after-school programs that involves increased access and opportunity to engage in physical activity, and healthy living and nutrition practices - with the ultimate goal of increasing physical activity levels and healthy eating among Canada's children and youth.

CAASP consists of partners from across Canada, including:

- The Active Living Alliance for Canadians with a Disability
- Boys and Girls Clubs Canada
- Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS)
- Canadian Parks and Recreation Association (CPRA)
- National Association of Friendship Centres
- Physical and Health Education Canada

Active After School Hub

- activeafterschool.ca

This website is intended to act as a social networking space for practitioners and decision-makers within the after school sector.

Community members will be able to find the resources to help deliver active after school programs, engage with a community of their peers, and advocate for better programs and greater public access to them.

Main objectives of the Hub:

- Information Sharing
- Professional Development
- Networking
- Policy Development



**Boys & Girls Clubs
of Saskatoon**



Low Socio-Economic
Communities



Our Background

- ◉ Serving Children & Youth for 38 years
- ◉ Approximately 3300 Children & Youth involved in programs and services in 2012
- ◉ Continual expansion over the past 5 years
- ◉ 2 Major Partnerships Formed
- ◉ Increased Infrastructure by triple in 5 years
- ◉ Schools & Communities on waiting lists

Our Programs

- 51 space Early Learning Centre
- 2 Pre Schools
- 24 Before & After School Programs
- **8 Mini Club Programs**
- **4 Drop-In Centres**
- 2 Summer Camps
- Summer Youth Employment Program

SES – As it relates to ASTP

- Socioeconomic status (SES) is the **measure of the influence** that the social environment has on individuals, families, communities, and schools.
- It is conditional, it is imposed on people, it is used for comparisons, it is based on economics, **opportunity**, and means of influence. (www.education.com)

Drop In Centres

- Confederation Park
- Pleasant Hill
- White Buffalo Youth Lodge
- Core Neighbourhood Youth Coop

Pleasant Hill Clubhouse

- Highest Crime Rate, Lowest Income in Saskatoon
- 5 minutes of recess during school day in 2013-14 school year (increased from 0)
- 5 years
- ✓ Years 1-2 **Food**, Staffing, Stay out of Family Drama, slow to introduce programming (Lazy Mondays), lots of **physical activity** before attempting any type of programming.
- ✓ Years 3-4 All of the above, plus added **opportunities** and slow skill development (**FMS & Leadership**), Cultural based activities, never hold events/trips on weekends.
- ✓ Year 5 All of the above, **DEAR Program**, youth council involvement, specialized programming, formal and experiential skill based **opportunities**
- Common theme from year 1 to 5 – **PURPOSEFUL PLAY**
- Located in a Community Centre with access to nearby school

Mini Club Programs

- 8 Before and After School Programs
- Provided at no cost to parents/guardians who are entering/re-entering work force or attending any type of educational class(es).
- Participants access safe place, sport, culture and recreation.
- Parents/Guardians have the opportunity to become participating members of their community.

What are the Challenges?

- Community Engagement (families, schools, other organizations)
- **Funding**
- Participation
- **Partnerships**
- Statistics
- Sustainability

Our Keys To Success

- **Knowing your Community** – understanding the effects of Low SES on community as a whole
- **Purposeful Planning** – understanding poverty and it's effects, needs assessment and purposeful play
- **Strategic Partnerships** – true partnerships vs. immediate benefits
- **BGC Benefit** – basing program on community needs rather than pushing program into community
- **Securing funding** – importance of sustainability – what is your biggest selling feature?



Canadian Association for the
Advancement of Women
and Sport and Physical Activity

Association canadienne pour
l'avancement des femmes
du sport et de l'activité physique

Active After School Programs for Girls and Young Women

Sydney Millar, National Program Director
CPRA Webinar, November 2013

Canadian Association for the Advancement of Women and Sport and Physical Activity

Encouraging girls and women to get off the bleachers, and onto the fields and playing courts, into the pools, the locker rooms and boardrooms of Canada

CAAWS at a Glance

LEADERSHIP ■ PARTICIPATION ■ EDUCATION ■ COMMUNITY ENGAGEMENT

- Women and Leadership
 - Professional Development
 - Women on Boards
 - Women & Leadership Network
 - Lunch & Learns
- On the Move
 - Aboriginal, Newcomer & Racialized girls & young women
 - Quality After School Programs
- Mothers in Motion
- Physical Activity for Women 55-70+
- Addressing Homophobia in Sport
- Active & Free: Young Women and Tobacco
- CS4L Supplement
 - Psycho-Social Factors
 - Ontario Project
- Awards & Scholarships
 - ♦ Most Influential Women in Sport and Physical Activity
 - ♦ WISE Fund
- Photo DVD
- Website & eNewsletter
 - Facebook & Twitter

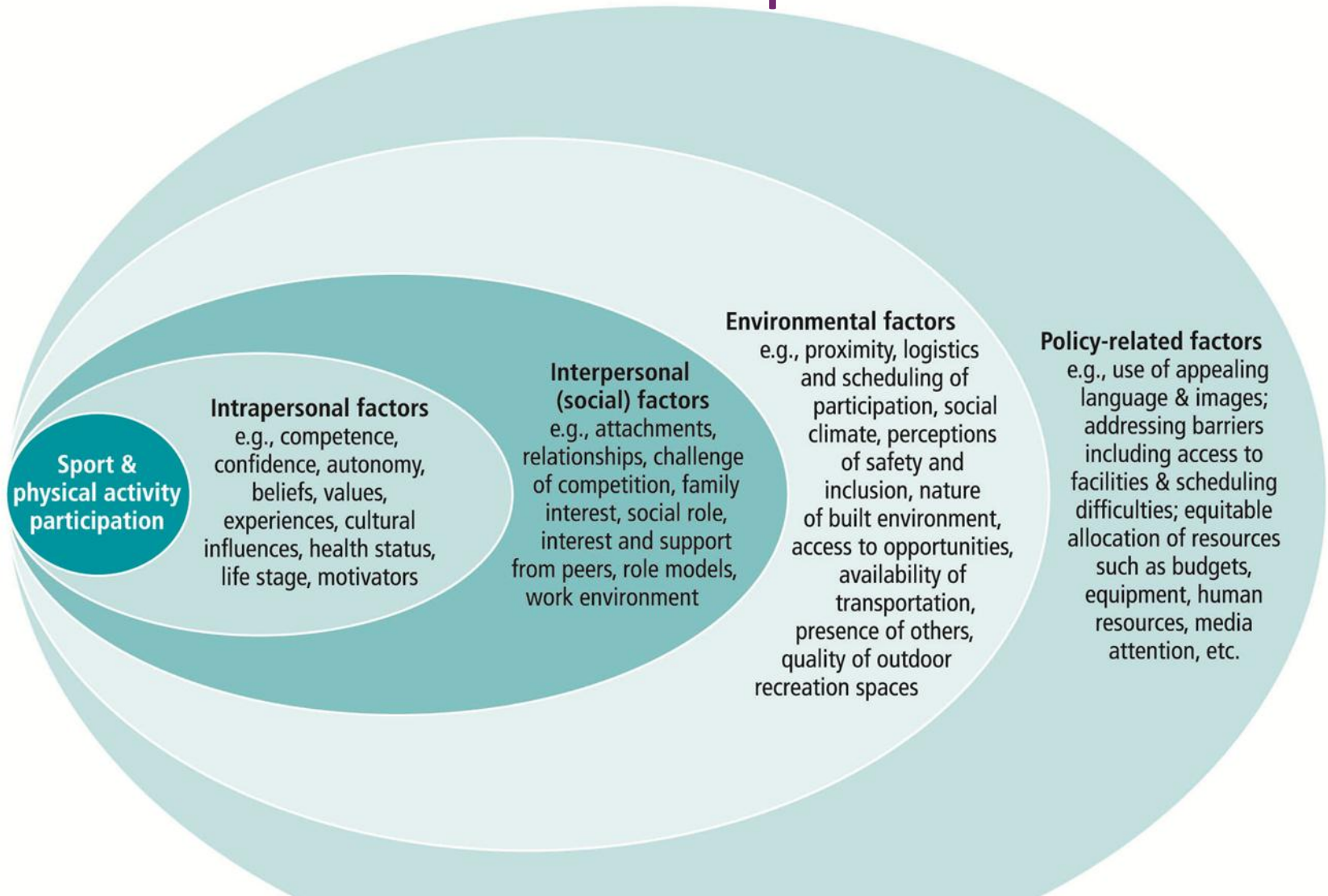


A national initiative designed to increase opportunities for inactive girls and young women (ages 9-18) to participate in sport and physical activity

On the Move

- Positive Programs and Inclusive Environments
- Aboriginal Communities
- Newcomer Girls and Young Women
- Racialized Girls and Young Women
- After School Time Period
- Canadian Sport for Life

Social-Ecological Model of Influences on Girls and Young Women's Participation



From CAAWS' [Actively Engaging Women and Girls: Addressing the Psycho-Social Factors. A supplement to Canadian Sport for Life](#)

Social-Ecological Model of Influences on Girls and Young Women's Participation

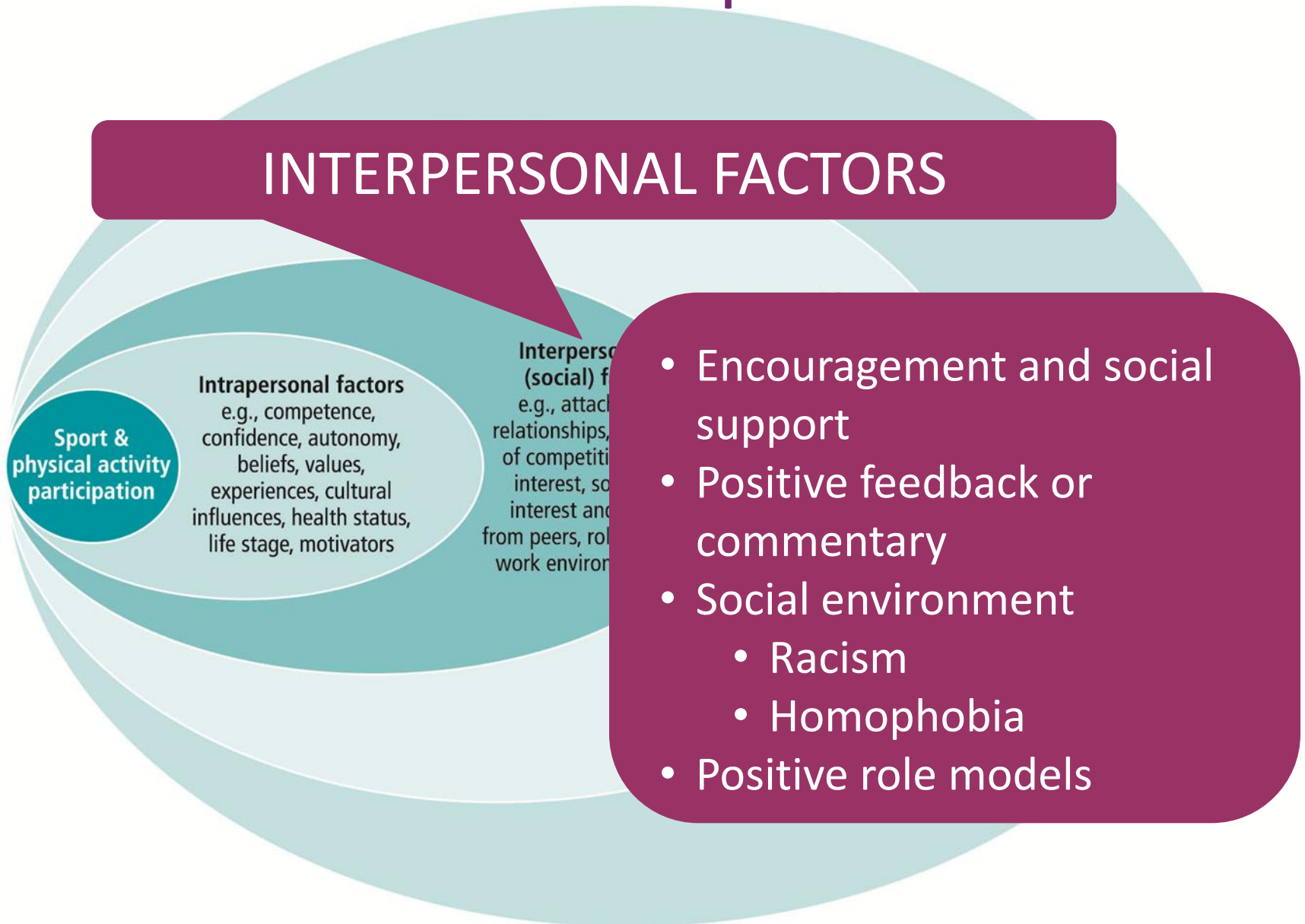
INTRAPERSONAL FACTORS

Sport &
physical activity
participation

Intrapersonal factors
e.g., competence,
confidence, autonomy,
beliefs, values,
experiences, cultural
influences, health status,
life stage, motivators

- Beliefs about appropriate and inappropriate pursuits
- Cultural/religious beliefs and practices
- Priority of participation
- Enjoyment and motivation
- Competence
- Confidence
- Health and fitness
- Body image and physical appearance*

Social-Ecological Model of Influences on Girls and Young Women's Participation



Social-Ecological Model of Influences on Girls and Young Women's Participation

ENVIRONMENTAL FACTORS

- Physical/built environment (including public trans.)
- Location/accessibility of after school programming
- Social climate
- Perceptions of safety
- Value of girls and women within the organization, and within society

Environmental factors

e.g., proximity, logistics and scheduling of participation, social climate, perceptions of safety and inclusion, nature of built environment, access to opportunities, availability of transportation, presence of others, quality of outdoor recreation spaces

Policy-related factors

e.g., use of appealing language & images; addressing barriers including access to facilities & scheduling difficulties; equitable allocation of resources such as budgets, equipment, human resources, media attention, etc.

Social-Ecological Model of Influences on Girls and Young Women's Participation

POLICY-RELATED FACTORS

- Availability of *Quality* programming
- Resource allocation (financial, facility and human resources)
- Staff/volunteer training
- Physical education curricula
- Portrayal of women in the media
- Presence and implementation of supportive policies

Environmental factors

Proximity, logistics and scheduling of participation, social climate, perceptions of safety and inclusion, nature built environment, access to opportunities, availability of transportation, presence of others, quality of outdoor recreation spaces

Policy-related factors

e.g., use of appealing language & images; addressing barriers including access to facilities & scheduling difficulties; equitable allocation of resources such as budgets, equipment, human resources, media attention, etc.

Top 10 Success Factors

1. Emphasize Fun!
2. Introduce a Variety of Physical Activities
3. Allow Input into Program Design
4. Provide Female-Only Opportunities
5. Create a Positive Environment
6. Teach the Basics
7. Move More
8. Be a Positive Role Model
9. Think About Transportation
10. Food

Key Considerations

1. Identify Girls and Young Women as a Priority
 - Cultivate Senior Staff Support
 - Provide Training to ALL Staff*
 - *It's everyone's issue*
2. Integrate Success Factors into Single Sex and Co-Ed Programs
3. Development/Implement Policy
4. Establish Partnerships
 - With Strategic Organizations
 - With Parents and Caregivers*

Recommended CAAWS Resources

1. Active After School Programs for Girls and Young Women: Policy and Recommendations
2. Active After School Programs Top 10 Success Factors
3. Active After School Aboriginal Success Stories
4. Actively Engaging Women and Girls: Addressing the Psycho-Social Factors (CS4L Resource)
5. Making Healthy Connections with Racialized Communities
 - Increasing Cultural Awareness Supplement
 - Download copies at:
 - www.caaws.ca/onthemove/e/resources/index.htm

Supporting Quality After-School Time Period (ASTP) Programs

Rural and Remote Communities



Canadian Parks and Recreation Association (CPRA) webinar:
"Recreation Programming in the After School Time-Period"
Tuesday November 12, 2013
12:30 – 1:30 pm EST

Presented by:
Jenyfer Neumann *for*
Recreation and Parks Association
of the Yukon (RPAY)
Yukon Territory



Photo: Mike Prawdzik

The Yukon Territory

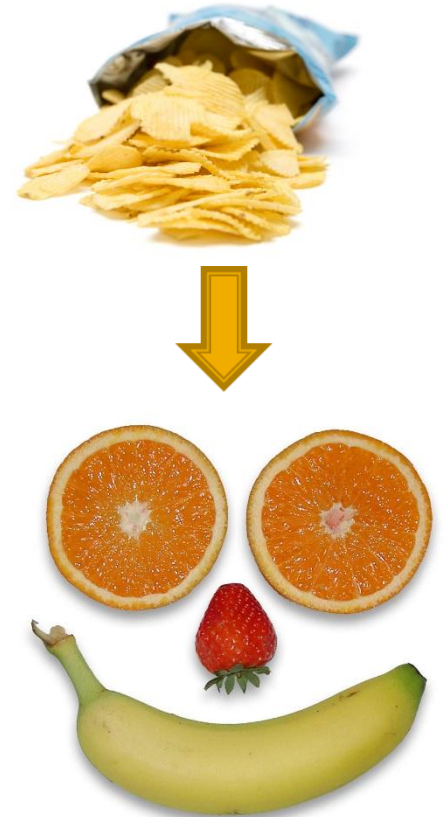


- ❖ Northern territory
- ❖ Known for wilderness
- ❖ Population 34,000
- ❖ 26,000 in Whitehorse
- ❖ 13 small communities with schools



Why focus on ASTP?

- ❖ After-School Time Period (3 – 6pm) is a critical determinant of childhood physical activity
- ❖ After school is a time during which communities can positively enhance the development of their children and youth.



Building Capacity in Rural Yukon

ASTP Training Needs Identified

- ❖ Behaviour management
- ❖ Program Ideas

Strategies

- ❖ Partnership with Mentor organisation
- ❖ Mentoring
- ❖ Job shadowing
- ❖ Training
- ❖ Networking
- ❖ Funding programs



Mentor Organisation: Boys and Girls Club of Yukon

- “Weekday Warriors” after-school program in 4 elementary schools
 - \$7/day, with a ‘no financial barrier’ policy
 - 5 days per week at each school
 - Activities
 - Physical activity
 - Healthy snack
 - Homework/Literacy help
 - Arts and crafts
- Youth drop-in Centre
 - For youth aged 12-18, free
 - Wed – Sat 3-9 PM
 - 85% of youth “at-risk”
 - Healthy snacks, dinner “Fresh from Scratch”
 - Passive programming
 - homework help, cooking, carpentry, recreation (such as basketball or floor hockey), music



Boys & Girls Club
of Yukon



Photo source: <http://www.bgc Yukon.com>

Mentoring

Mentoring

- Connecting mentee communities with mentor
 - Rural Yukon
 - *plus* rural Alberta and B.C. communities
- Regular conference calls with topics on challenges identified by group
 - Transportation
 - Staffing
 - Supervision of satellite programming
 - Engaging rural communities
 - Funding
 - Program affordability
- Opportunity to attend regular trouble-shooting, planning, sharing of successes, problem-solving meetings via Skype
- BGCY visit rural communities



Training

BGCY After-School Staff training session

- Open to participants from rural Yukon communities
- September and January, 3 days

Webinars

- Rural Yukon community access to training via webinars (coming soon)



Job Shadowing / Networking / Outreach

Job Shadowing

- Bring community members to Whitehorse
 - Participate in BGCY programming
 - Connect with other organisations

RPAY Annual Retreat

- Rural community participants
- Training, networking

Resources / Outreach

- Website
- Community Leaders' Guide
- Facebook Page
- Twitter, emails etc.



Funding for Rural ASTP Programs

- After-School Action Grant
 - Up to \$2000 to get kids/youth active after school
 - 2013/14 school year: 17 grants to rural ASTP programs in 11 communities
 - Snowshoeing, skating, hockey, yoga, gymnastics, equipment (balls, nets etc.)...



Funding for Rural ASTP Programs

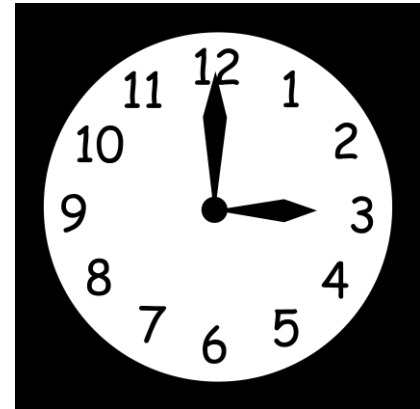
- RHEAL Leaders
 - Short-term contracts for rural leader wages and program costs; 3 times per year
 - Fall 2013: 8 community grants for ASTP programs
- Winter Active for Life
 - Snowshoe & Cross-country ski lending library for rural communities
 - Request specific sizes, borrow for full season



Summary

Strategies for building capacity to deliver quality After-School Time Period (ASTP) Programming

- ❖ Partnership with Mentor organisation => Boys and Girls Club of Yukon (BGCY)
- ❖ Mentoring => conf calls, skype, one-on-one
- ❖ Job shadowing => BGCY Weekday Warriors
- ❖ Training => ASTP Leaders
- ❖ Networking => Retreat, social media, visits
- ❖ Resources => website, Leaders' Guide
- ❖ Supporting programs => Action Grants, RHEAL, Winter Active for Life



Thank You

For more information contact:

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www.rpayschools.org

Twitter: @RPAY1
Twitter: @ActiveYukonScho
Facebook: goRPAY



***Thank you to the Yukon
Government Sport and
Recreation Branch for their support
through the Renewed Yukon Active
Living Strategy.***



Launching soon! ON After School: www.onafterschool.ca

Follow Us:



@ONAfterSchool: Research on the benefits of After-School activities! Look for our collection of great resources coming very soon!
<http://t.co/MawR5apQ72>

A Resource for Ontario After School Program Staff

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Programs

Tools, tips & resources for program planning

- Create a plan
- Tips and Tricks
- Find a program

[START PLANNING](#)

Activities

Find & share after school program activities

- Activity Search
- Share Activities

[FIND ACTIVITIES](#)

Training

Topics include engagement, safety & staffing

- Featured Training
- Minute Mentor

[FIND TRAINING](#)

Resources

Resources to support your program

- Policies
- Joint Use
- Safety
- Nutrition

[GET RESOURCES](#)

Ontario Portal

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What's ON After School Newsfeed

NOV
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2013

Ohio Opera House launches after-school music program for local youth