



City of Abbotsford
Recreation Program Analysis

April 2012

James Ewert
Mike Rastad
Jordan Ross
Eric Sinker

Table of Contents

PacificSport Fraser Valley	3
Introductory Information.....	4
Objectives and Approaches.....	4
Outcomes and Findings.....	5
Suggestions Moving Forward.....	6
References.....	8
Appendix 1.....	9
Appendix 2.....	13
Appendix 3.....	14

PacificSport Fraser Valley

The provincial network of 5 PacificSport Centres, in partnership with Canadian Sport Centre Pacific, collaborates to deliver programs and services to support the full continuum of sport participation to sport excellence. The Centres work jointly to ensure increased grassroots participation and increased podium performances in communities throughout British Columbia.

Working in support of our national, provincial and regional sport partners, PacificSport Fraser Valley is creating a stronger system for the development of athletes, coaches, performance enhancement teams and facilities in the Fraser Valley region. Serving the communities from Hope to Surrey, PacificSport Fraser Valley has identified four strategic areas of focus: **Participation, Partnerships, Performance and Sustainability.**

PARTICIPATION

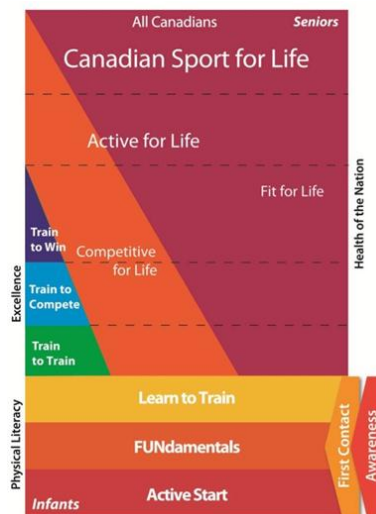
Supporting BC athletes at all stages in the Canadian Sport for Life model, PacificSport Centres offer a variety of programs and services. Grassroots initiatives, such as the XploreSportZ program, ensure BC youth have the chance to be inspired by sport and lead a healthy, active lifestyle. The program allows children to ‘test drive’ a variety of summer and winter sports in a fun and supportive environment under the direction of qualified coaches.

ENABLING THE SPORT FOR LIFE PATHWAY

PacificSport Centres are catalysts in promoting the Canadian Sport for Life movement to improve the quality of sport and physical activity in Canada. Through partnerships with recreation departments, school districts, health authorities and local sport organizations, efforts are underway toward aligning programming with the Canadian Sport for Life model.

PHYSICAL LITERACY & ACTIVE FOR LIFE

Just as learning the alphabet is necessary to read, the development of fundamental movement skills and fundamental sport skills is critical if children are to feel good about physical activity. Physical Literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations. Supporting long-term participation and performance to the best of one’s ability, Physical Literacy sets the foundation for everyone to be ‘Active for Life’.



City of Abbotsford - Recreation Program Analysis

Introductory Information

Through a partnership between City of Abbotsford, Parks Recreation Culture and PacificSport Fraser Valley, this report is the first phase in ensuring that all recreation programs are maximizing their potential to assist with the overall development of physical literacy.

Abbotsford Recreation Centre offers a number of sports programs for children of a wide range of ages, and includes activities such as badminton, floor hockey and soccer. The children participating in these programs are at the ideal developmental ages to learn the movement skills that are fundamental to participation in sports. Positive experiences in recreational programs can provide a perfect starting point for children, allowing them to be exposed to physical activity in a controlled, positive environment. Each of the sports and activities covered in the recreation programs at ARC utilize and emphasize the development of a variety of the fundamental movement skills, providing a fantastic opportunity to help children learn, and potentiating their development of lifelong physical literacy. In order to help ARC best actualize the possible beneficial impact it could have on children in the community, a series of staff and class observation sessions, as well as several informal discussions were used to gauge various aspects of the children's recreation class experience, as well as the application of various educational fundamentals by the instructors in those classes.

Objectives and Approaches

- 1) Evaluate the effectiveness of Abbotsford Recreation Centre's youth recreation programs at teaching and emphasizing the development of fundamental movement skills in their classes. This was evaluated with several tools, including:
 - PHE Canada's Physical Literacy Checklist*
 - Qualitative observations
 - Informal discussion / interview with recreation staff

- 2) Produce a preliminary report that details our findings and provides suggestions for avenues which could be investigated by ARC staff in order to promote fundamental movement skill development in children, which would result in an increase both the social and educational quality of their recreation programming.

*Note: The PHE Canada Physical Literacy Checklist is designed to be a self-evaluation or an evaluation of staff, whereas our goal is to evaluate the effectiveness of the program. Therefore, we modified the wording of the questions on checklist to instead examine the effectiveness of the program. The original version of the PHE Canada Physical Literacy Checklist can be found at:

http://www.phecanada.ca/sites/default/files/physical_literacy/physical_literacy_checklist_-_english.pdf

Outcomes and Findings

Overview

Overall, we found the quality of the programs to be adequate in regard to their ability to provide children with physical activity and fun, due in large part to the effort put forward from the recreation staff. Each of the staff had put considerable thought into their lessons and utilized a variety of games and drills to help the children have fun and develop their skills. However, through our observations and our discussions with the recreation staff a number of areas for improvement were highlighted. The primary area for improvement can be summarized as lesson planning, with key components including lack of experience or qualifications, lack of resources readily available, and a wide array of both developmental and skill levels in their classes. The environment and instructional methods also had some room for improvement but are of less concern. These three areas are broken down in greater detail below.

Planning

- Classes do not have a set curriculum or direction
- Instructors may not have any experience / qualifications / training in the field of teaching sports
 - o Classes are designed by instructors who may not have any experience with the sport
 - Instructors reported feeling uncomfortable teaching these sports, and would appreciate guidance either through resources, curricula, or other instructors more familiar with the sport.
- All lesson planning for the classes currently occurs prior to meeting any of the children, which prevents the instructors from spending significant time adapting their lessons to best suit the individuals in their classes.
 - o Children may be of a wide variety of skill and developmental levels; developing an effective lesson plan may require prior interaction with the class members, and an understanding of their skill levels.
 - o No resource available to the instructors about games / drills / etc.
 - Instructors were not aware of the tools used to create effective, progressive games. E.g. *Playsport*
- Instructors reported feeling insecure about implementing games which could be perceived as unrelated to the class sport
 - o The primary concern here was that instructors were unsure of possible fallout from both parents and kids when the game they are running does not seem directly related to their sport.

Environment

- The openness of the teaching environment allowed various distractions to occur for the instructors and children. These included exercise noise, intrusion of other children, and intrusion by parents of children in the class.
 - o -Given that instructors are expected to manage the classroom and handle these distractions, it may be prudent to consider policies regarding parental intervention and intrusion by children not in the class.
- We noted that some of the instructors were not very audible above the din resulting from the combination of exercisers, children, and sports equipment. Unfortunately, none of these issues could be easily addressed by ARC staff.
 - o One of the instructors reported interest in training in classroom management skills, which could include nonverbal communication cues which help alleviate the effect of environmental distractions.

Instruction

- The instructors generally impressed us. They put in significant effort and genuinely cared about the quality of their sessions. The instructors created and adapted games and drills, many of which were good or had potential to be solid instructional material.
 - o Instructors did not have access to any resource of games or tools for game development. This may have led to repetitive use of sub-optimal or boring games and drills.
 - o Additionally, instructors did not have a method of creating feedback on the materials they developed or used; information that could be valuable in later sessions or in other classes.

Suggestions Moving Forward

The area with the potential to provide the greatest benefit to recreation programs at ARC is planning, with particular attention to providing recreation staff with the education and tools to create lessons that engage and develop children's fundamental skills by utilizing enjoyable games. Suggestions for how to develop the planning of recreation programs are broken down below, with primary suggestions containing what we believe to be the most important steps going forward, with secondary suggestions being potential steps to consider.

Primary Suggestions

- Create resource of games / tools with progressions for each of the sports/programs

- Having a resource such as this would provide significant guidance to recreation instructors, ensuring the use of appropriate games that engage the participants (Appendix 1 has sample progressions)
- Allow instructors to appropriately sequence the experiences for the participants to ensure an ideal developmental sequence of skills.
- Provide instructors with confidence in the quality of their instructional materials.
- Lesson plan curriculum / Intended learning outcomes
 - Having a list of fundamental movement skills, life skills and more would provide a consistent structure to the program, giving confidence to instructors and supervisors in the quality of the programs.
 - Allow instructors to give parents concrete goals for the program and skills that their children should be gaining and developing through their participation.

Secondary Suggestions

- Reach out to coaches in age-range to gather information on how to develop programs for specific sports
 - In addition to available resources, consulting knowledgeable and experienced leaders in sport and recreation could provide
- Introduce new thematic / multisport programs
 - Teaching Games for Understanding (Appendix 2) has developed groupings for sports and games that share similar game objectives, rules, and methods of play. The concepts is that by developing skills by playing games within these groupings, children will be able to develop the skills that span a variety of sports, providing them with the confidence to participate in a variety of sports throughout life.
 - Provide kids with a variety of experiences through a single recreation class, increasing their game and sport exposure in addition to preventing some kids from becoming bored with the content of the lessons over the course of many weeks. Appendix 3 has an overview of which Fundamental Movement Skills were included in the programs that were observed.

References

Active for Life - <http://www.activeforlife.ca>

Canadian Sport for Life - <http://www.canadiansportforlife.ca>

PHE Canada - <http://www.phecanada.ca>

PlaySport - <http://www.opheaprograms.net/playsport/en/index.html>

Appendix 1

Skill Progression

In the development of games, it is useful to simply progress a game through various stages of increasing difficulty through one or more of the nine methods below. This allows the game to increase (or decrease if necessary) in difficulty, and have the participants develop their skills along with the game, gaining both tactical awareness and physical ability.

1) Practise of parts

- a) Breaking a skill down into its parts and practising each component (Note – should have some practise with whole movement first – provides meaning and context)
- b) Suitable for more complex skills (unless breaking it up breaks down the rhythm of the skill)
- c) Backward chaining – teach a skill in parts, beginning with the end of the movement

2) Modification of equipment

- a) Changing the equipment to make the task easier / harder – using equipment more appropriate for developmental age and for skill level
 - i) Ex. Changing height of net, change weight/size of ball/object, changing size/weight of tools (racquets, sticks, etc.), changing size of target/goal area, etc.

3) Spatial arrangements for practise

- a) Changing the size or distance to increase difficulty and force required
 - i) Ex. Increase court size in badminton etc., increasing distance from target, decreasing space to move (ball handling), more difficult course (ex. Stick handling drill)

4) Focus of intent of performance

- a) Changing the goal can change the way in which the skill is performed
 - i) Ex. Volley to each other vs. volley to score point, throw for accuracy vs. throw for distance, etc.

5) Number of people involved in performance

- a) Practising alone is typically easier than practising with someone else (no longer in complete control, must adapt to other participant). Once skill has improved, can practise with a partner to increase difficulty.

- b) Helps build relationship and cooperative skills.
 - i) Ex. Increasing team sizes (1v1, 2,v2, 3v3, etc.), passing off wall to passing with partner, etc.
- 6) Conditions of performance
 - a) Increasing or decreasing the difficulty of the actual performance
 - i) Ex. Change speed, change force, stationary vs. moving sender, stationary vs. moving sender, change movement directions, change trajectory, etc.
- 7) Changing the rules
 - a) Changing rules alter or limit the conditions of performance, therefore changing how a skill is performance and how interactions occur.
 - b) Consider removing rules that hinder the flow of the game
 - c) Ex. Change number of bounces allowed, travelling rule, number of touches allowed, etc.
- 8) Number of combined skills or actions
 - a) Combine the multiple skills required for the sport into the game (before advancing to the full game itself. Ie: isolate 2-3 of the many skills required and create game)
 - b) Ex. Combine dribbling and shooting/ passing, combing catching and throwing, etc.
- 9) Expansion of number of different responses
 - a) Encouraging divergant thinking by having students come up with and utilize a number of possible responses
 - b) Ex. From “how do you pass that ball in basketball?” to “what are three ways to pass the ball?”

Developmental Games

Developmental Level I Games

- Limited or no equipment
- Easily perceived boundaries
- Limited Rules
- Single skills or movement concepts

- Can be played alone or with a small group
- Low level of competition
- Often categorized by fundamental movement skill involved in game
- One or two game strategies

Developmental Level II Games

- Combinations of motor skills and/or movement concepts
- Approximately two rules or more
- Strategies slightly more complex
- Can involve skill challenge games (ie. How far, how fast)

Developmental Level III Games

- Also known as small-sided games (ie. 6v6, 3v3)
- Use two or three of the official sport rules
- Several motor skills and movement concepts involved
- Multiple game strategies involved
- Physical fitness development may play a greater role in success of game play

Developmental Level IV Games

- Team sports, dual sports, and individual sports

Sample Game - Balloonminton

How to Play

- Players face each other on opposite sides of the line.
- One player hits balloon with their hand or a racquet (e.g., badminton racquet) across the line to the other player.
- Play continues until balloon hits the ground in bounds and point is scored.

Fundamental Movement Skills

- Striking

Equipment

- Balloons: unlimited
- Balls (e.g. beach, foam, paper, wiffle)
- Racquets: 1 per person

Developmental Game Levels - Examples

Developmental Level I

- Only use hands to hit balloon
- Play 1 vs 1
- Do not keep score

Developmental Level II

- Begin using a racquet, or switch to a foam ball and continue using hands
- Limit number of touches allows before object must be returned

Developmental Level III

- May use teams of 2 or 3 and increase the size of the playing area
- Use official game equipment

Adaptation Considerations

- Players can use a "self-hit" before sending it back over the net. A self-hit allows the player to hit it up in the air first before sending it back over the net
- Players can hit the balloon multiple times.
- The balloon can touch the ground once before it is hit.
- Use large, bright coloured balloons.

Life Skills Development

Decision-Making and Critical Thinking Skills

- Is everyone included and are the children taking turns when hitting the balloon?

Appendix 2

Teaching Games for Understanding

The Teaching Games for Understanding (TGfU) approach is centered around the teaching children a modified or simplified game that is suitable for their physical, social and mental development. The idea behind TGfU is that participants will be able to gain skills through their application, providing relevance and tactical understanding in addition to simply being more enjoyable. Recent approaches to TGfU have advocated for a thematic approach to teaching games, where games that are similar in structure are categorized together. By exposing students to the primary rules, fundamental skills, and tactical problems associated with each games category, students become literate in a variety of games, not just ones chosen by the teacher. The four categories of games are Target, Net/Wall, Striking/Fielding and Invasion.

Target-Type games (e.g., croquet, golf, archery, curling, bowling)

Target-type games emphasize accuracy and control. Modify challenges by changing target size, distance and equipment, by using stationary or mobile targets and by having the players shoot while stationary or mobile

Net/Wall-Type Games (e.g., tennis, 4-square, badminton, table tennis, volleyball)

Net/wall-type games involve moving, controlling and hitting an object within a specified space. Players work to make it difficult for opponents to send the object back to the wall or return it across the net. Small groups of children are usually involved in net/wall games.

Striking/Fielding-Type Games (e.g., baseball, cricket, rounders, softball)

Striking/fielding-type games can involve running, striking, throwing, kicking and catching. Runners hit, kick or throw an object, then score runs by advancing to designated areas. Fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out. Because of the many aspects of the game, strategy for striking/fielding games can be challenging.

Invasion/Territory-Type Games (e.g., soccer, ultimate frisbee, football, basketball, lacrosse, field hockey).

Invasion/territory-type games involve controlling an object, keeping it away from opponents, moving it into a scoring position in order to attack a goal (open ended or forced target). Both offensive and defensive players share the same space and attempt to prevent the other team from scoring.

Games can be modified to be simple running games or to use a specified skill (e.g., kicking, throwing). Depending on whether the team has control of the object or not, the team uses offensive or defensive strategies

Appendix 3

Fundamental Movement Skills (FMS)

1 = Never, 2 = Infrequent, 3 = Frequent

	FMS	Hockey	Soccer	Basketball	Badminton
ABCs of Physical Activity	Agility	3	3	3	3
	Balance*	3	3	3	3
	Coordination	3	3	3	3
	Speed	3	3	3	3
Locomotion and Body Skills	Running*	3	3	3	3
	Jumping*	1	3	3	2
	Walking*	3	3	3	2
	Skipping*	1	1	1	1
	Cycling*	1	1	1	1
	Sliding / Skating*	1	1	1	1
	Swimming*	1	1	1	1
Object Manipulation Skills	Throwing*	1	2	3	2
	Kicking*	1	3	1	1
	Striking*	3	1	1	3
Receiving Skills	Catching*	2	1	3	2
	Trapping*	3	3	1	1
	Dribbling	3	3	3	1
	Ball Handling	1	3	3	1