
IN SCHOOL PROGRAM 2013-2014 REPORT



GET ACTIVE!

CHANGE THE GAME!

Husky Sport
Department of Educational Leadership
249 Glenbrook Road, Unit 3093
Storrs, Connecticut 06269

UCONN
NEAG SCHOOL OF EDUCATION

IN SCHOOL PROGRAM



2013-2014 REPORT



Year in Review

3



A Typical Day

4



Teacher Survey

6



Student Focus Groups

8



Terrific Year

10

*Get Active!
Change the Game!*

Program Overview

The In School program, offered as an enrichment period similar to physical education, music, or art, served nearly 250 Hartford Public School students at John C. Clark Elementary and Middle School during the 2013-2014 school year. Clark School's K - 5th and Special Education classes visited Husky Sport's classroom (A1) for 45 minutes once a week. Students and teachers from the 16 different classes joined with UCONN staff and student-volunteers to engage in a sport based youth development (SBYD) curriculum that included nutrition education and healthy food tastings, structured physical activities, interactive life skill building exercises and literacy skill building challenges.

Year in Review

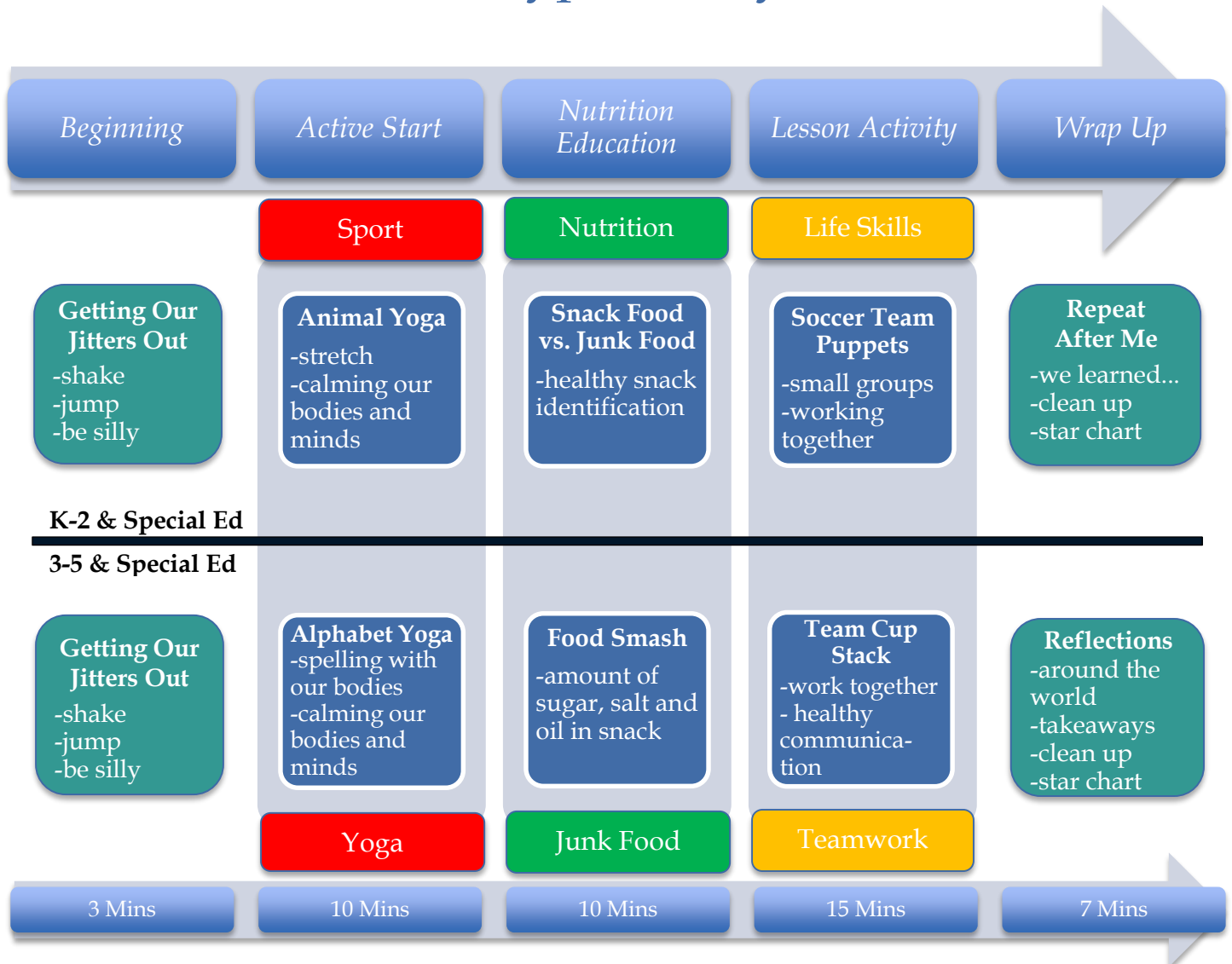
A true strength of the program is the participation of all teachers, as well as the built-in attendance of the students as part of their weekly classroom schedule. Consistent engagement and the shared culture of the Husky Sport classroom and curriculum has allowed for the In School Program to become integrated into the fabric of Clark School.

Continuing to build upon the established Hartford and UCONN collaborative

relationships, Husky Sport's In School Program Leaders Patricia Bellamy and Lauren Little coordinated fun and entertaining lessons that supported achievement as well as student growth. The development of such lessons was achieved by co-planning schedules and curricula, which was purposely aligned with the practices and objectives of the Clark School community as identified by lead school staff, teachers and students.



A Typical Day



Weekly Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
1	8:20AM - 9:10AM	Preparation Day	Daily set-up	Daily set-up	-	Lesson Planning Day: Finalize and email lessons to stakeholders
2	9:15AM - 9:55AM		Butler (K) Brewer (ABA)	Erickson (3)	Daily set-up	
3	10:00AM - 10:45AM		PL meeting	Prep period	DeFilio (5)	
4	10:50AM - 11:30AM		Douglas (K)	Satchell (1)	Berson (5)	
5	11:36AM - 12:16PM		Whitney (2)	VanderSloot (4) Fuchs (ABA)	Prep period	
6	12:23PM - 1:03PM		Daly (4)	Halland (ABA)	Kissel (1)	
7	1:10PM - 1:50PM		Prep period	-	Borofsky (3)	
8	1:55PM - 2:35PM		Peterson (3)	-	Vargas (2)	



Teacher Survey

The voices from involved stakeholders are essential to the continued improvement of all Husky Sport related partnerships and programming. Each year, the leaders of the In School Program look to communicate with school officials, teachers and students in order to gather feedback and build upon key input to evaluate past practices and then implement positive adjustments for future efforts. To ensure that all voices are heard and the collaborative program moves forward in the direction that will most benefit the community members, Husky Sport employs a multi-pronged evaluation protocol that includes surveys with teachers, focus groups with students, as well as check-in meetings with the Principal, Assistant Principal, and Curriculum Specialist.

Teachers AGREE

That the Clark students:*

- look forward to participating each week
- have built positive relationships with the Husky Sport staff and college students
- enjoy eating healthy snacks and learning valuable lessons about healthy eating
- make healthy snack choices outside of Husky Sport (when given the opportunity)
- enjoy and learn important life skills from our hosted sports and games
- often talk to teachers about healthy snacks and Husky Sport physical activities
- enjoy learning about, value, and apply life skills reinforced by Husky Sport

Teachers also agree that students gained**

- self-esteem and self-worth
- accountability and responsibility for self
- connections to community and sense of belonging
- knowledge and application of healthy living (i.e. regular exercise)
- knowledge of application of life skills (i.e. sportsmanship)
- active participation in recognizing one's influence on self and others



Teachers also agree that Husky Sport's In School:*

- Husky Sport staff members appreciate diversity of student cultures and showcase understanding of the demands of students' everyday lives
- curricula are age and culture appropriate, as well as applicable to students' everyday lives
- program is a valuable contribution to the development of Clark School students

"The program was so well done. The staff members developed a strong rapport with the children and engaged my class in lessons and activities that were immediately useful in the children's lives."

- Clark Teacher

"Husky Sport made all my students with special needs feel included and valued. They took the time to get to know the whole class and provided great activities."

- Clark Teacher



"I recognized how well organized and well planned the activities were. The children were engaged in learning and participated actively as soon as they entered the room. There were no empty pockets of time. The teachers maintained excellent standards for behaviors and were skilled in redirecting children."

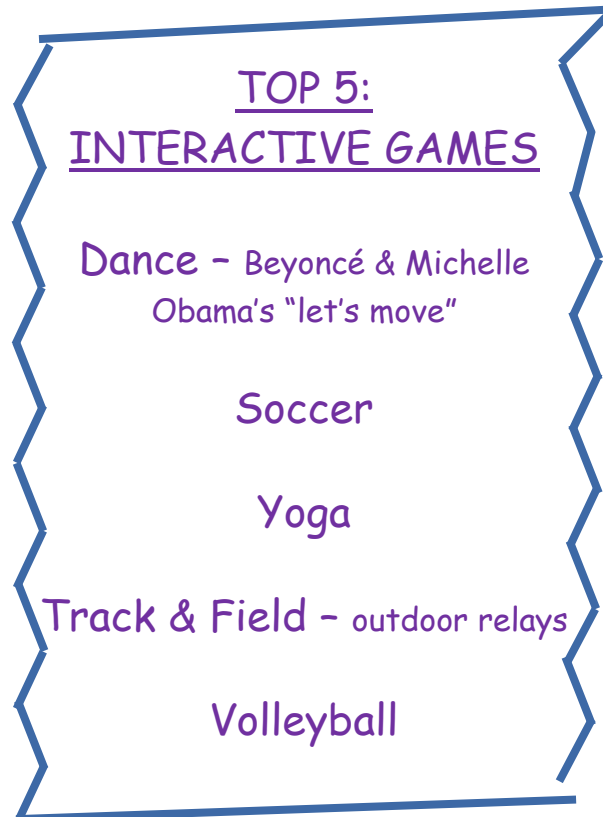
- Clark Teacher

*14 of the 16 J.C. Clark School teachers whose students participated in Husky Sport's In School program completed a survey. They AGREED STRONGLY (1), AGREED (2), DISAGREED (3), or DISAGREED STRONGLY (4) with the listed statements. All responses fell within the range of STRONGLY AGREE(1) - AGREE(2), indicating that Husky Sport's In School Program positively impacted students in the above ways. At least one teacher from all participating grade levels and departments completed the survey.

**Possible outcomes chosen from mixture of SBYD principles found at www.up2us.org and additional citations: Bruening, Dover & Clark, 2009; Perkins & Noam, 2007; Pittman, et al., 2002; National Institute on Out-of-School Time at Wellesley College Center for Research on Women, Harvard Family Research Project After School Program Quality Assessment Categories of Standards, DC Standards for Out-of-School Time, The Community Network for Youth Development's Youth Development Framework for Practice, Team Up For Youth's Building Blocks for Quality Youth Sports.

Student Focus Groups

The experiences of student participants are an integral part to the overall successes of the In School Program, as are their voices in the evaluation process. Following the completion of the program in spring 2014, student focus groups were conducted with each participating grade level (K-5). Each focus group took between 30-45 minutes, with a minimum of 3 and maximum of 5 student participants in each group. Additional themes developed from the feedback of the student focus groups include:



Physical Education

"I want to get outside and do active stuff and be healthy and drink a lot of water and run around and do stuff so we can get healthy."
- 4th grade student

"I had fun playing soccer and also reading about soccer with the 'Froggy' book."
- Kindergarten student

Life Skills

Accountability

"If a teacher lets you go to get water and come back, it is not responsible if you don't get water and come right back. It is responsible if you get water and come back to class." - 4th grade student

Anti-Bullying

"I liked when we did an activity on anti-bullying because one person was bullying another and we were helping that person out who got bullied by raising our hands and telling the teacher what [the bullies] are not supposed to do" - 2nd grade student

Self-Esteem

"Self-esteem is feeling good about the things you like to do." - 5th grade student

Sportsmanship

"What if the girls win and the boys don't? The boys still have to be responsible and caring. And the girls would say 'good job boys you did a good job,' because that is what good sportsmanship is all about." - 3rd grade student

Nutrition Education

"I knew how we got them [vegetables] but you guys showed me more. Like what kind of vegetables to try. I know that they grow out of the ground and some farmers they really don't use a lot of chemicals..." - 4th grade student

"Junk food makes you tired and you don't have any energy; but proteins, vegetables, and grains and fruit and dairy gives you a lot of energy." - 2nd grade student

"We had rice cakes and it had fruit on it, we used yogurt as the sauce. And we used blueberries, strawberries and bananas. It was good because you get a lot of nutrients from it." - 3rd grade student

"I like trying new foods and taking home recipe cards to make healthy snacks with my family." - 3rd grade student

TOP 3: FAVORITE SNACKS

Fruit Pizza

Fruit Smoothies

Fresh Vegetables
& Dip



Terrific Year Strategically Moving Forward

Throughout the 2013-2014 school year we found that the youth and college students greatly enjoyed the consistent building of positive relationships with one another. Evaluation feedback indicated that teachers and students favored interactive curriculum lessons related to physical activity and healthy nutrition, especially when lessons were able to be incorporated into the children's experiences in their classrooms and at home. Continuing our tradition of working together with our valued partners, we will be even better next year.

We'll continue to invest in our collaboration with teachers and staff to further integrate nutrition, sport, and life skill messages into class curriculum and school culture by:

- implementing staff structure that assigns 2-3 Husky Sport staff to grade level teams
- co-planning curriculum and schedules in teams with K-2, 3-4, 5-6, and ABA teachers
- investing additional time with teachers and students in *their* classrooms
- communicating with teachers and families through newsletters, emails and in-person
- empowering staff and volunteers through relevant professional development workshops
- providing fun, age and culturally relevant SBYD programming

We'll build upon our successes by increasing specific capacities related to:

- relationship building – visit students during other in school activities and at various community partners' after school programs and weekend gatherings
- snacks – more interactive preparation with healthy tastings
- nutrition at home – provide easy and healthy snack recipes that can be made at home
- literacy skill building – incorporate both classroom and Ready, Set, Read! program curriculum to allow students to engage in similar reading and writing challenges across different settings
- student roles – assign classroom 'Helper' responsibilities during weekly meetings through a rotation to allow all students the opportunity to assist in classroom leadership
- on-going evaluations with UCONN staff and students.

We look forward to seeing everyone again next year as we enter our 11th year as a community-campus partnership within the City of Hartford and UCONN communities!

HUSKYSPORT.UCONN.EDU