
IN SCHOOL PROGRAM 2012-2013 REPORT



GET ACTIVE!

CHANGE THE GAME!

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University of
Connecticut

Neag School of Education

IN SCHOOL PROGRAM 2012-2013 REPORT



Husky Sport staff assists Clark students on a school beautification project at the home of our in-school program. Go Panthers!



Celebrating healthy choices.

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Get Active! Change the Game!	

What is the In School Program?

The In School program, offered as a special class similar to gym or music, served over 250 Hartford Public School students at John C. Clark Elementary and Middle School. Husky Sport hosts its very own classroom (A1) for 45 minutes once a week with each of Clark School's K – 6th and Special Education classes. Students and

teachers of these 15 different classrooms joined with UCONN staff and student volunteers to engage in a sport based youth development curriculum that included nutrition education, healthy food tastings, structured physical activities, interactive life skill building exercises, and literacy skill building challenges.

2012-2013 in Perspective

Continuing to build upon established Hartford and UCONN collaborative relationships, Husky Sport Program Leaders Patricia Bellamy and Graham DeAngelis coordinated programming full of fun and entertaining ways that supported achievement and student growth by co-planning schedules and curricula that aligned with the practices and objectives of the Clark School community as identified by lead school staff, teachers and students.



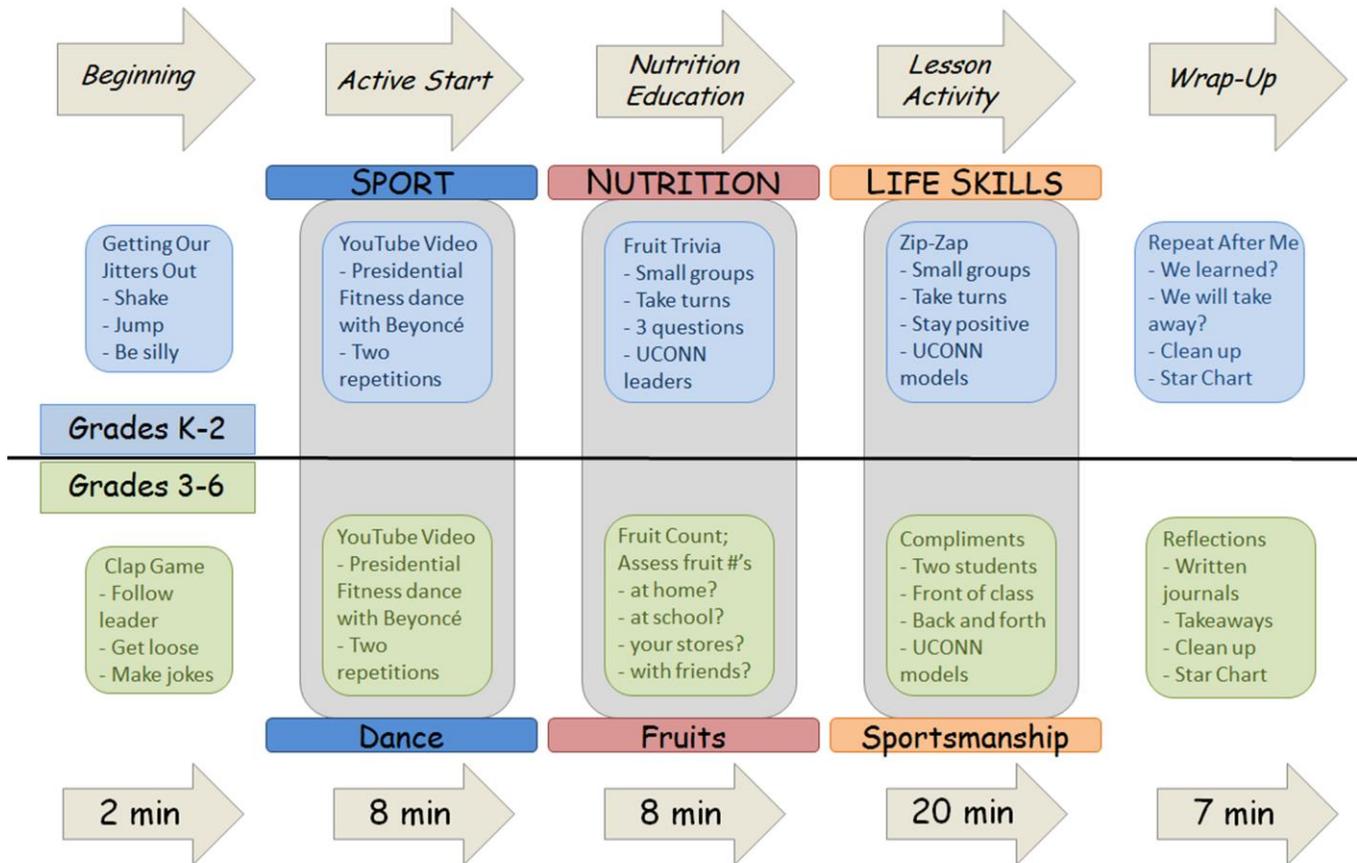
In school coordinator Graham prepares the day's snack: wheat flakes with fruit

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 integral to the fabric of Clark School.



Mrs. Borofsky and her 3rd grade class enjoying extra recess outside on a beautiful day

A TYPICAL DAY



Weekly Breakdown

		Monday	Tuesday	Wednesday	Thursday	Friday
1	8:20AM - 9:10AM	Preparation Day: · Meet with administrators · Visit with teachers and students · Finalize and email lessons to stakeholders	Daily Set-up	-	-	Daily Set-up
2	9:15AM - 10:00AM		Riley-Wilson (6)	-	Daily Set-up	Erickson (3)
3	10:05AM - 10:50AM		DeFilio (5)	Daily Set-up	Douglas (K)	Whitney (2)
4	10:55AM - 11:40AM		Prep Period	VanderSloot (4)	Geissler (6)	Prep Period
5	11:45AM - 12:30PM		Olson (5)	Satchell (1)	Prep Period	Bounome (1)
6	12:35PM - 1:20PM		Butler (K)	Prep Period	Crowley (2)	Staff Meeting
7	1:25PM - 2:10PM		Borofsky (3)	Vargas (2)	Daly (4)	-
8	2:15PM - 2:55PM		After School Prep	After School Prep	After School Prep	-

2012-2013 Assessment

The voices of all 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 leaders, teachers and students, 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 connected 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 and Assistant Principal.

Teachers AGREE

that the Clark students:*

- look forward to participating each week
- have built positive relationships with college students
- enjoy eating healthy snacks and learning valuable lessons about eating choices
- 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 increased in**

- 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



Working together to build crafts

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

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

Husky Sport enhances the lives of ALL students, staff, families and the community... I didn't realize I would have tears of joy as I recollect all the positive energy, influence and impact they have on our school and lives. All students participate and shine. I am in awe. An incredible program.

- Clark Teacher



Getting in the day's dairy serving



Listening to directions before beginning the day's lesson

There are several Husky Sport staff who go above and beyond. They are sure to build relationships that start in the in-school portion and carry over so that they check in during other school hours and after school.

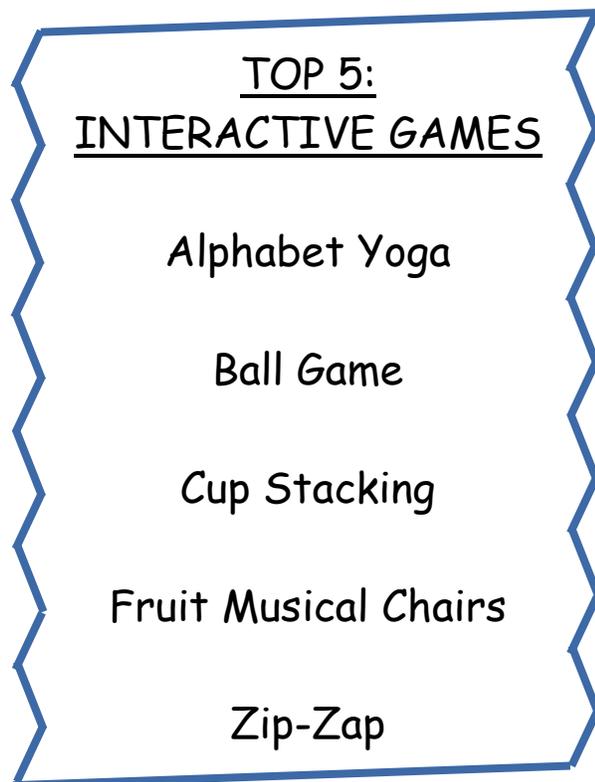
- Clark Teacher

*11 of the 15 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 integral 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 2013, student focus groups were conducted with each participating grade level (K-6th). 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:



Life Skills

Citizenship, amongst peers

“When you’re in a group and someone who is not in your group says something or they don’t understand something, you could help them out.” - 6th grader

Sportsmanship, amongst peers

“More sportsmanship... because some people in my class... when we [are] playing a game and they get into that game and then they lose, they be like, ‘Oh my god’ and if the other person wins, they say, ‘I won, I won, I won, and you lost.’ And that’s not fair. - 3rd grader

Sportsmanship, modeled by Staff

“When we play Rock, Paper, Scissor, Shoot, I think Ms. Patti won then she was talking to the other [child], ‘It’s okay you might win next time.’ It was good” - 3rd grader

Nutrition Education

Hands-on Food Prep

“[I liked smoothies] because everybody got a chance to make them, and it taught us that we could make good things with healthy foods” - TS grade?

“[I nutrition lessons on] how to make nutrition pizza” - 3rd grader

“You can make the dough and put healthy stuff on it like broccoli” – 2nd grader

“I would like to reach down and touch the stuff [food]” – 3rd grader?

Informed Decision Makers

“White bread taste[s] good to me, but it’s better to use wheat.” – 6th grader

“I used to see the [organic] sign but I never used to know what it mean... So I liked it when I finally learned what it meant... [for] when me and my mom grocery [go] grocery shopping. – 2nd grader

“We learned more about grains... they’re good for you. It might taste nasty to you, but if you keep trying to eat it, it might taste better to you.” – 6th grader

Food Safety

“I remember learning about how our body digest when we eat something... when you chew, when you eat something, when it goes down your throat, it doesn’t digest at that minute, it takes time to digest.” – 3rd grader

“Some [nutritious foods] have germs and we need to wash them.” – 5th grader

“I learned... it’s better to use organic foods than other types of food... they have no chemicals or anything to harm the plant” – 6th grader



Relationships with Husky Sport Staff

Impactful Presence

“They stick with us, be your friend and be happy so we could learn and do stuff with them and they help us really a lot.”
- 3rd grader

“They are caring because they help us feel better. They help us... stay together and they help... us like to be nice to each other and help people who had need help”
- 4th grader

“They teach us about different things that we need in our body. They teach us about nutrition... how to be healthy and play sports.” - 3rd grader

“My favorite thing in Husky Sport is hanging out with ya’ll... because it makes it more fun when everybody is there and we have people to play with instead of students and stuff. You could play with bigger people.” - 3rd grader

“[My favorite thing at Husky Sport this year was] when everybody came around. A whole bunch of people... That was the thing” - 3rd grader



Grape butterfly clothespin dual functions as a mustache



In school program coordinator Patricia embracing her star students

Kids' One Word on Husky Sport:

"Sincere" "Sweet"
 "Respectful"
 "Happy" "Kind" "Cool"
 "Athletic" "Smart" "Funny"
 "Friendly"
 "Creative"

“I was gonna say thank you for like for helping us, and telling us things that, like, teaching us things that we never knew about.” - 5th grader

Terrific Year

Strategically Moving Forward

Throughout the 2012-2013 school year we found that the youth and college students greatly enjoyed the consistent building of positive relationships with one another. The Husky Sport classroom expectations (Respect, Volume, Focus, Participation, and Bonus) star system was seen as fair and meaningful. Evaluation feedback indicated that teachers and students favored interactive curriculum lessons related to physical activity and healthy nutrition, especially when lessons learned during the In School Program were able to be incorporated into the children's experiences in the classroom. Continuing our tradition of working together with our valued partners, Husky Sport 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:

- co-planning curriculum and schedules alongside school leaders and teachers
- communicating with teachers through newsletters, email and in-person
- empowering staff and volunteers through professional development workshops
- providing fun and age and culturally relevant SBYD programming
- spending time with teachers and students in *their* classrooms

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

- relationship building – visiting 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 Read & Raise curriculum so to allow for students to engage in similar reading and writing challenges across different settings
- student roles – assignment of classroom 'Helper' responsibilities during each weekly meeting through a rotation so all students have the opportunity to assist in classroom leadership
- on-going written and discussed evaluations with UCONN staff and students.

We look forward to seeing everyone again next year as we enter our 10th year as a community-campus partnership within the City of Hartford and UCONN communities!