

Get B.U.S.Y

Evaluation Report

Prepared by



CENTRE FOR
COMMUNITY
BASED RESEARCH

for

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Boys & Girls Club of Canada Get B.U.S.Y.!

Evaluation Report

Introduction

Boys and Girls Clubs of Canada (BGCC) is a leading provider of quality programs to children and youth that support healthy physical, educational and social development. A national organization with over 100 member clubs located across Canada, BGCC programs support more than 200,000 young people and their families each year. Club programs are based on a model of social and recreational intervention and aim to enrich the development of children and youth by fostering a sense of belonging, personal empowerment, achievement and self-confidence. Programs also aim to offer children and youth the opportunities to develop the skills and knowledge needed to achieve their full potential in life. The four key BGCC program areas are: Physical Activity, Health & Safety; Leadership, Growth & Empowerment; Learning & Career Development; and Community Service.

Sharing a common vision, mandate and model of social intervention, clubs across Canada all offer programs that focus on the four key areas of healthy child development. However, specific programs and the way they are offered can vary from club to club. Clubs represent a cross-section of Canadian communities and operate locally to respond to community needs. Clubs are as diverse as the communities they serve, ranging in size, staff and resources.

Demonstrating the effectiveness of the overall approach to promote health and social outcomes for children and youth, as well as the effectiveness of program delivery across diverse environments would benefit the national organization. Clear answers about the specific ways in which programs meet their objectives can provide the BGCC with a resource to support: i) raising its national profile; ii) the effective participation in social policy forums; iii) the identification of best practices; and iv) the attraction and maintenance of government funding as well as corporate and community donations. BGCC has thus identified the need to develop a the capacity to conduct research and evaluation to assess the impact of their programs and the overall BGCC model of intervention.

The Centre for Community Based Research is an independent, non-profit organization focused on strengthening communities through social research and its application to important social issues. BGCC and CCBR has partnered to develop and implement a series national program evaluations. One of these programs is Get B.U.S.Y.! (Building the Ultimate and Sensational You). This program aims to engage BGC members in health eating and physical activity by amalgamating two other BGCC programs: Youth Action (YA!) and Cool Moves.

As such, it is primarily focused on two of the four key program areas, Physical Activity, Health & Safety, and Leadership, Growth & Empowerment.

Overview of this Report

This report documents the evaluation findings from the Get B.U.S.Y.! program that was run between January 2008 and March 31, 2009. A second evaluation will be conducted when the program runs from September 2009 to March 31, 2010.

The first section of this report discusses some of the social issues and trends that create a need for a program like Get B.U.S.Y.!. It also describes the structure of the Get B.U.S.Y.! program. The next section focuses on the evaluation design and strategies are described, including the program logic model and evaluation tools. This is then followed by a detailed presentation of key evaluation findings in Section III. The report concludes with a summary and considerations for future evaluations of BGCC national programs.

I. Get B.U.S.Y.!

Results from the survey conducted by the CCBR to support the development of a national research agenda (CCBR, 2008) reinforced the need to promote health and fitness among BGC members. Results from that survey also identified the development of youth leadership as a leading priority for clubs across Canada. This section describes the need for the focus on these program areas as well as the ways that the program components and activities of Get B.U.S.Y.! aim to meet this need.

Physical Activity and Health

BGCC's commitment to supporting programs that promote physical activity during childhood and adolescence is well founded. Physical activity is required for complete growth and development, and affects not only physical health but also body image and general life efficiency (Sallis et al., 2000). Fitness in adolescence has also been shown to directly impact lifelong fitness patterns and overall adult health (Boyce 2004). Yet the consensus amongst researchers and public health officials is that children and youth are not getting enough physical activity. For example, Anderson (2000) found that with the decrease in school physical education programs and with increasingly demanding schoolwork, more than half of Canadian youth between the ages of 5 and 17 do not get enough physical activity according to the guidelines established by Health Canada. Studies have also found that as teens get older their engagement in physical activity decreases (PHAC, 1998; Boyce 2004).

Nutrition also plays a significant role in the overall health of children and youth. Information gathered in 2004 shows that 59% of Canadian children and adolescents ate fewer than five servings of fruits and vegetables per day, and these same young people were more prone to be overweight or obese than those eating more nutritious foods (Statistics Canada, 2007).

Leadership and Empowerment

In addition to physical activity and health, clubs also aim to promote leadership, growth & empowerment for youth. Leadership can be understood as a set of skills and attitudes that develop through learning and practice (Fertman & vanLinden 1999). Development of these skills and attitudes can be enabling of youth taking action and having a say in decisions that affect their lives (Fertman & vanLinden 1999). According to Des Marais, Yang & Farzanehkia (2000) necessary actions for developing youth leadership include: fostering youth/adult partnerships; giving youth the power to make decisions and be accountable to consequences; valuing the abilities of youth; and creating a context for learning and engagement. Furthermore, it is important that “at risk” youth be given opportunities to develop their leadership skills in positive and supportive environments; as such opportunities outside organized settings may be infrequently available (Hobbs 1999).

Get B.U.S.Y.! Program Components

Get B.U.S.Y.! was founded on the success of two established BGCC programs, Youth Action and Cool Moves. It was funded by the Public Health Agency of Canada (PHAC) and 10 Boys and Girls Clubs across Canada received a grant to support the implementation of the program.

Youth Action (YA!) was the basis for the Youth Leadership component of Get B.U.S.Y.!. This component is devoted to identifying and developing the skills of potential youth leaders through retreats, workshops and hands-on experience. Participating youth form a Cool Moves Crew (CMC) and, under the mentorship of BGC staff, help lead Cool Moves activities. Youth were recruited through an Activity Day that was intended to attract and motivate youth to participate in non-traditional physical activities that are fun, teamwork based, and require lots of positive and creative energy.

Cools Moves (CM) is the second component of Get B.U.S.Y.!. It focuses on promoting active healthy living for children ages 8 to 12. Cool Moves is comprised of Eat Smart and Play Cool. Eat Smart involves teaching children about nutrition, developing knowledge and skills related to healthy eating and empowering children to make healthy food choices. Play Cool involves engaging children in physical activity and building their capacity to participate in lifelong physical activity. Throughout this document, the children who joined in Cool Moves are referred to as CM participants. The BGC members who participated in

the leadership component by forming the Cool Moves Crew are referred to as youth.

By combining youth leadership activities with those of Cool Moves, Get B.U.S.Y.! aims to address the issues of inactivity and poor nutrition among children and youth while at the same time giving both groups opportunities to develop essential life skills. The added component of involving youth in leading and participating in activities can create for younger participants a sense of continuity for these skills and behaviours as something to keep doing as one gets older; as well, it can foster in youth a sense of their position and responsibility as role models. More specific objectives of the program are described in the next section under the Program Logic Model.

II. The Get B.U.S.Y.! Evaluation

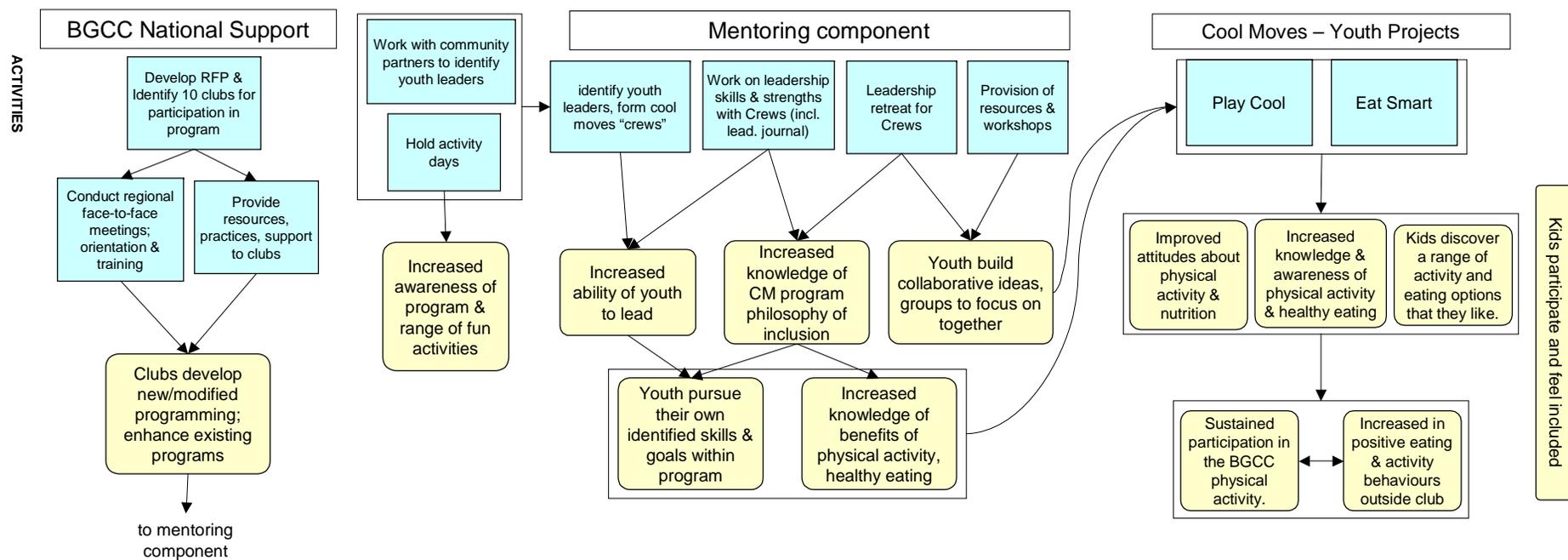
The Centre for Community Based Research facilitated a workshop in February 2008 with the Get B.U.S.Y.! clubs. The purpose of this workshop was to develop a Program Logic Model and to establish evaluation priorities and measurement strategies that would be meaningful and useful for BGCC and the participating clubs.

This section describes the Logic Model that was developed from the input received at that workshop, along with the evaluation objectives and strategies.

Program Logic Model

The Logic Model, as shown in Figure 1, displays key program components, activities and intended outcome for Get B.U.S.Y.! The main program components focus on youth mentoring and Cool Moves activities.

Figure 1: Get B.U.S.Y Program Logic Model



**Get BUSY
Program Logic
Model**

Activities specific to the Youth Mentoring Component relate to the development of leadership skills. The range of short-term outcomes that follow from these activities include the increased ability of youth to lead and work together as well as increase knowledge of the benefits of healthy eating and staying active. Through their participation in the Cool Moves Crew, youth should also have the opportunity to pursue their own goals.

The short-term outcomes that follow from Cool Moves, through Eat Smart and Play Cool activities, includes increased knowledge of nutrition and physical activities as well as improved attitudes towards healthy eating and physical activity. Positive and sustained change in eating and activity are also expected outcomes of CM activities. Participation and inclusion of all kids and youth should follow from all CM activities.

Evaluation Objectives

Objectives of the Get B.U.S.Y.! evaluation were to assess the implementation of activities along with attainment of the short-term outcomes for youth and CM participants, as identified in the program logic model. The evaluation focused on:

- Change in knowledge about and attitudes towards healthy eating and physical activity.
- Development of youth leadership skills.
- The extent to which Cool Moves activities met the goals of the program.
- Understanding the strengths of the program as well as any challenges in its implementation.

Long-term outcomes are not measured directly in this evaluation (this would require a longer-term research agenda), but are inferred from the attainment of the short-term outcomes.

Evaluation Strategies

The Get B.U.S.Y.! evaluation included a number of strategies to collect data on the program implementation and outcomes. Surveys for youth and CM participants, questionnaires for BGC staff, attendance forms, and use of program materials were all included in the original evaluation plan. Initially, 15 tools for collecting data were part of the evaluation design. Clubs were provided with a detailed instruction guide that explained the purpose and collection method for each tool. However, feedback from the clubs indicated that full use of the original set of tools was overly taxing. Many clubs were not able to complete all the tools as intended and some of the tools were completed infrequently, if at all. Program materials, such as the Leadership Discovery Tool, the Cool Moves Journal and the Wall Calendar, were rarely returned and when they were, the information

they contained was inconsistent across clubs. The number of tools was thus pared back so that the evaluation came to include the only the core elements.

The tools included in the analysis were the pre and post-test surveys for youth and CM participants, and the staff activity log.

Pre and Post-Test Surveys

Surveys for youth and CM participants were used to help determine if outcomes related to increased knowledge and improved attitudes towards healthy eating and physical activity were achieved over the course of the program. Surveys were given to both youth and CM participants at the beginning of the program and then again at the end of the program. Survey questions asked youth and CM participants about healthy foods such as what they would eat to be healthy, what snack they prefer and how often they thought about eating healthy. Questions also asked youth and CM participants to report on their physical activity. They were asked what activities they liked to do on their own time and how they felt about being active.

Surveys for youth further included questions related to leadership development. Youth were asked about their idea of leadership and whether they had met their goals in being part of the Cool Moves Crew. They were also asked in what ways had they been able to act as a leader, what they had learned and if they had experienced any challenges.

Staff Tracking Logs

Staff tracking logs were developed to capture the range of activities that were used for Eat Smart and Play Cool. Staff were asked to record what CM activities they did at their club, whether the activity was youth lead and what they would do differently next time. As well, they were asked to rank the success of each activity along with their perception of youth and CM participant enjoyment. The information collected through the activity logs was used as a way to identify which activities best met the goals of the program as well as which activities were planned and led by youth. These logs were to be completed by BGC staff after each CM activity.

III. Evaluation Findings

This section provides a summary of the 2008/09 Get B.U.S.Y.! evaluation. Not all clubs participated in the evaluation. Of the original 10, 9 clubs are included in the analysis, although not all fully returned the evaluation materials as intended. Evaluation materials that were received limited the extent of the analysis as originally planned. For example, code names on pre and post-tests were frequently missing or could not be reliably matched. Thus, the analysis cannot

assess change across individual youth and CM participants. Instead, those who completed the pre-test and those who completed the post-test are analysed as two separate groups.

Open-ended questions related to healthy eating and physical activity were coded into categories and statistical analyses were conducted using Pearson's chi-square significance test. The chi-square method is designed to tell us if there are differences between the pre-test and post-test in terms of how often participants answered a question in a particular way. For example, it will tell us if there was a difference in how often participants identified certain foods as healthy, before and after the program. On data from any rating scales used in the survey, statistical analyses were conducted using a "between groups analysis of variance". This method identifies statistically significant differences between the means (averages) of two groups.¹ Differences between clubs were also analysed and are noted where significant.

Open-ended questions related to leadership development for youth and questions for staff about Cool Moves activities were analysed for themes and trends in responses. The most relevant or dominant responses are discussed.

Following a brief description of the youth and CM participants, the findings from the pre and post-test surveys on healthy eating and physical activity are discussed. Next feedback from staff on Cool Moves activities is presented. The section concludes with the findings on youth leadership development.

Youth and Cool Moves Participants

There were 71 youth and 188 CM participants to complete the pre-test. Thirty-seven youth and 142 CM participants completed the post-test. We assume there is considerable overlap in the number who did both the pre and post-tests, however, because of inconsistencies in the use of the code names the overlap cannot be precisely stated. Based on the surveys we were able to match, we estimate that at least 12% of youth and 31% of CM participants completed both pre and post-test.

Youth on average were 14 years old. Youth in the Cool Moves Crew ranged in age from 10 to 19 years old, with 82% 13 years or older. The average reported age of CM participants was 10 years old, with the majority of CM participants falling between the ages of 8 and 12 years old. There were 9% who reported

¹ Differences between means are deemed "statistically significant" when the probability is less than 5% that the differences are due to chance. When the probability is less than 5%, we assume that the differences reflect real change (i.e., due to the Get B.U.S.Y. programming). In this report, we identify pre-post changes as significant when this criterion is met and provide the standard notation. An example of standard notation is $F(1,47)=16.57, p<.05$, which supplies the test value, the degrees of freedom for the test (in parentheses) and the probability level.

they were under 8, with the youngest at 6 years old, and 9% reported they were over 12, with the oldest at 17 years old.

Healthy Eating and Physical Activity

There were many similarities between youth and CM participants in their understanding of healthy eating and physical activity. Overall both groups demonstrated a fairly good understanding of what kinds of foods were healthy at pre-test. For the most part, they could list healthy foods when asked and they selected healthy foods from a range of options. Because they started off with a good understanding of healthy eating, there were few knowledge areas in which they could make statistically significant improvements by post-test. There were some significant gains in attitudes and food choices. At pre-test, both youth and CM participants also had a good understanding of what it means to be physically active and held positive attitudes towards being active. Overall there were no significant changes related to physical activity at post-test, although there were significant differences between clubs.

Greater detail and more specific results are discussed below.

Healthy Eating

When asked what healthy food they would choose to eat for breakfast, lunch and dinner, the majority of youth and CM participants answered accordingly with healthy options. There was no significant difference at post-test, the majority of youth and CM participants again listed mostly healthy foods.

- For breakfast:
 - More than 85% of youth and CM participants listed food, like fruit and yogurt, that would be considered healthy.
 - Less healthy options included foods high in sugar, like pancakes or waffles.

- For lunch and dinner:
 - There was a difference in the kind of foods listed, with a greater number of both youth and CM participants listing options that could be considered less healthy (fast or processed food).
 - There was a decrease at post-test in the proportion of youth and CM participants to list less healthy food options, although this difference was not significant. Specifically:
 - At pre-test: 20% of youth and 38% of CM participants listed fast or processed foods as healthy options for lunch and dinner.
 - At post-test: 7% of youth and 26% of CM participants listed fast or processed foods as healthy options.

- Foods listed for lunch and dinner did represent more complete and balanced meals, including meat, vegetables and whole grains (e.g. whole wheat pasta or pizza crust).

When asked what healthy foods they had eaten over the past three days, around 90% of CM participants and almost all youth responded accordingly at both pre and post-test. They frequently listed fruits, vegetables and dairy products (mostly cheese and yogurt), along with foods like soups and pasta.

- There was a significant difference between clubs in the kinds of food listed, $\chi(14) = 25.72, p < .05$. A proportionally greater number of CM participants at some clubs listed food choices that would be considered less healthy (e.g. hot dogs, processed macaroni and cheese) at both pre and post-test.

CM participants were given a list of after-school snacks and asked which they would choose. The choices of snacks were: strawberries and yogurt, popcorn, bag of chips, cheese and crackers, candy, and apple slices. Pre and post-test results show that:

- There was a significant difference between pre and post-test in choice of after-school snack, $\chi(2) = 7.70, p < .05$. At pre-test, 28% of CM participants selected an unhealthy snack compared to only 15% at post-test.
- Snack choices were most often reported to be based on preference. Strawberries and yogurt was the most frequent choice with CM participants explaining they chose this option because they liked it. Some reported because it was healthy.

Overall, both youth and CM participants reported that they sometimes think about whether food was healthy. On a scale of 1 (never think about whether food is healthy) to 5 (always think about whether food is healthy), the pre-test average for youth and CM participants was moderate. For CM participants, there was a slight but significant increase at post-test such that CM participants on average reporting thinking about whether food was healthy more often.

Table 1. Mean Rating of How Often Youth and CM Participants Think about whether Food is Healthy

	Pre-test Mean (S.D.)*	Post-test Mean (S.D)
Youth	3.53 (.79)	3.65 (.64)
CM Participants	3.24 (1.31)	3.68 (1.14)**

*Scale is 1 (never) to 5 (always)

** $F(1,297)=9.26, p < .05$

As well, there was a significant difference between clubs $F(8,297)=3.50, p < .05$, and a significant club by pre/post-test interaction, $F(7,297)=5.27, p < .05$ on how often CM participants thought about whether food was healthy. This means that:

- Overall clubs differed in how often CM participants thought about whether food was healthy.
- At some clubs there was a greater increase from pre-test to post-test than at other clubs.

When asked about the Canada Food Guide, youth demonstrated very good understanding of what foods were included in each category and how many servings were recommended at both pre and post-test. The majority of CM participants also had a good understanding at pre-test of what foods each Food Guide category included. At pre-test, about half of the CM participants did not know how many servings of fruit and vegetables or grains were recommended. They more often correctly listed the number of recommended servings at post-test, although the difference was not significant.

Physical Activity

At pre-test, both youth and CM participants listed a number of activities they could be involved in on their own time, which did not significantly change at post-test. However, there was a difference in the number of competitive (e.g. team sports) vs. noncompetitive (e.g. swimming, biking, yoga, martial arts) activities listed overall. As well, 71% of youth and 65% of CM participants reported they preferred noncompetitive activities.

Table 2. Mean Number of Competitive and Noncompetitive Activities Listed

	# of Competitive Activities Listed Mean (S.D.)	# of Noncompetitive Activities Listed Mean (S.D.)
Youth	2.00 (2.13)	4.44 (2.17)*
CM Participants	1.90 (2.02)	3.72 (2.23)**

* $t(103) = -11.79, p < .05$

** $t(311) = -10.78, p < .05$

There was a significant difference between clubs overall in the average number of competitive, $F(8,295) = 7.61, p < .05$, and non-competitive, $F(8,295) = 3.81, p < .05$, activities listed by CM participants. There was also a significant club by pre/post-test interaction, $F(7,295) = 3.80, p < .05$. This means that:

- Some clubs did not change from pre to post-test in the number of noncompetitive activities listed while other clubs did.
- At some clubs where fewer noncompetitive activities were listed at pre-test there was a greater number listed at post-test.

Both youth and CM participants began the program with positive attitudes towards being active. At pre-test, 75% of youth and 77 % of CM participants

reported that they felt good or excited about taking part in a game where they will be actively moving. Although not statistically significant, these numbers both increased to 84% at post-test. At both pre and post-test almost 70% of CM participants reported that they felt good or excited about trying new activities. For youth, 73% reported that they felt good or excited about trying new activities. There was an increase at post-test to 83%, which again, was not statistically significant.

Staff Feedback on Cool Moves Activities

Staff feedback on Cool Moves activities was for the most part very positive. They reported on a total of 299 activities over the course of the evaluation, which on average were reported to meet CM goals. Activities were reported to increase knowledge and awareness of benefits of healthy eating and physical activity. As well, staff reported that activities helped CM participants to eat better and become more active. See Appendix A for Cool Moves activities that were rated the highest by BGC staff members.

Table 3. Staff Rating of the Extent to which Cool Moves Activities Met Goals

Goal	Mean (S.D.)*
Increased Knowledge of Physical Activity and Healthy Eating	8.24 (1.61)
Increased Awareness of Benefits of Physical Activity and Healthy Eating	7.90 (1.47)
Increased Level of Health Eating and Physical Activity	8.08 (1.60)

* Rated on a scale of 1 (not at all) to 10 (a lot)

Staff also highly rated youth and CM participants' enjoyment of Cool Moves activities.

Table 4. Staff Rating of Youth and CM Participant Enjoyment of Cool Moves Activities

	Mean (S.D.)*
Youth Enjoyment	8.13 (1.86)
CM Participant Enjoyment	9.05 (1.33)

* Rated on a scale of 1 (not at all) to 10 (a lot)

Eat Smart Activities

Staff reported on 144 Eat Smart activities. Often Eat Smart activities involved the making of a healthy snack following a Play Cool activity (and so there is overlap in the number of reported activities). Preparation or cooking of a snack was used to teach CM participants about ingredients and nutrition. These activities included introducing CM participants to international foods or taking a popular but unhealthy snack and making in more nutritious. Activities to increase knowledge about health eating included nutrition nights, nutrition trivia, and nutrition

information boards. One challenge noted by staff was in finding nutrition information that is suitable for children. Often staff reported involving their CMC in researching healthy recipes and nutrition information online.

The majority of food prepared and snacks provided for Eat Smart were indeed healthy. Snacks frequently included fruit, yogurt, smoothies, cheese and crackers, whole wheat pizzas or wraps, and veggies and dip. Staff emphasized that they tried to introduce kids to new foods or healthy foods in a fun way (e.g. fruit kabobs, or tortilla chips with salsa and veggies nicknamed gargoyle tongues).

Staff reported that youth were involved in Eat Smart activities by researching healthy recipes, planning recipes to budget, shopping for ingredients and preparing recipes with kids. Nutrition jeopardy was another example of an activity planned and led by youth.

Play Cool Activities

There were more Play Cool than Eat Smart activities reported on over the course of the evaluation (223 compared to the 144 noted above). These activities were primarily games or sports played in a fun way. While many of these activities were not strictly competitive, they often included some element of winning or of reaching a higher standard (e.g. on a fitness circuit or obstacle course). A few staff members noted that managing this competition was one of the challenges they and their CMC faced, especially when CM participants ranged in ages. These staff reported that youth got involved to even out scores or help younger CM participants along. They also suggested that for activities like fitness circuits or obstacle courses, younger kids should be separated from older so they don't feel like they have to meet the standards of the older participants. On the other hand, Play Cool activities were for the most part very highly rated by staff members in terms of both enjoyment and the extent to which the activity met its goals (see above tables). Often the addition of prizes or competition was seen to motivate CM participants' interest and involvement.

There were a few mentions of noncompetitive ways to get CM participants active, although these were highly outnumbered by games and sports. Some of these activities included nature walks, playing outside and yoga.

Youth were reported to be involved in Play Cool activities through finding out about new games, sports and other heart healthy activities (raking leaves) in online research.

In general, staff reported few challenges in running Cool Moves activities. Some challenges they did face included:

- Encouraging all the kids to participate as some were reluctant to get involved. Often staff reported that their CMC did a good job of

overcoming this challenge and getting CM participants involved in activities. By participating themselves in the activities, youth were said to have done well in leading by example.

- Timing and transition between activities. When multiple activities were planned for a CM event, staff reported that sometimes activities took longer than expected or that the time for transitioning groups from one activity to another had not been factored in to the planning.
- Not anticipating the level of interest. Sometimes staff reported that at times there were more kids who wanted to participate than had been planned for and so they had run out of materials

Youth Leadership Development

Feedback from both staff and youth about youth's role in Get B.U.S.Y.! revealed that participation in the CMC had a positive effect on youth and helped them to develop their leadership skills. Of the activities reported on by staff, 48% were identified as planned and/or led by youth. There was a difference across clubs, $\chi(6) = 16.59, p < .05$, with staff at some clubs reporting a greater proportion of activities as being lead by youth.

Staff Feedback on Youth Leadership Development

Staff explained that youth were able to act as leaders in a number of ways. Across most clubs, youth had the opportunity to plan and run CM activities. Youth were said to act as positive role models and lead by example. Youth participation in games also helped motivate and encourage CM participants to stay actively involved and try new things. For example, at one club youth were the first to try all new vegetables (okra and purple yams) to encourage CM participants to try new foods as well. Some staff also explained that youth at their clubs were able to do a good job explaining rules, ensuring kids' safety and making activities fun.

Staff said:

"Youth led the activities with maturity and confidence"

"Youth were receptive to kids and very patient and respectful"

"They created a fun, non-judgmental atmosphere and participated too."

To support youth leadership development, staff reported that they gave youth constructive feedback, encouragement and praise. In many cases, staff reported that they supervised activities, with some staff emphasizing that they let youth run the activity and only stepped in when it was necessary, acting as the

mediator of disputes or to support youth's enforcement of rules. As well, staff reported helping youth to plan and organize activities, sharing resources (activity sheets, materials) and answering questions. A few staff reported that they occasionally needed to remind youth to be patient and mindful of differences in kids' abilities.

Some staff noted challenges in organizing and supervising youth. Scheduling and conflicts with other commitments were mentioned as a challenge at a few clubs, where at times a CMC member was late or did not show up. Keeping youth focused at the end of an activity through clean up was also noted as a challenge. One mentioned that youth occasionally had to be reminded that safety comes first and that not all kids have the same ability. Generally, however, staff were very positive in their feedback about the CMC at their clubs.

Youth Reflections on Their Own Leadership Development

Almost all youth reflected positively on their experiences being part of a Cool Moves Crew. At pre-test, they had a good understanding of the skills and qualities required to be a leader, focusing primarily on supporting CM participants, being respectful and responsible. By post-test, their thoughts on what they learned suggest that they gained an appreciation for what it means to put leadership skills into practice.

At pre-test, youth reported that leadership skills and qualities included:

- Helping out, encouraging and motivating kids to participate (43%)
- Being respectful and listening to others (31%)
- Being responsible and reliable (25%)
- Having a good attitude, including being enthusiastic, friendly and kind (20%)
- Getting involved, showing initiative and "taking charge" (20%)
- Being a positive role model and leading by example (16%)
- Being able to instruct and lead activities (10%)

At pre-test, youth said that good leaders are people who:

"Encourage others, set a good example, motivate others, start activities"

"Set good examples and are able to influence/encourage groups in positive ways."

"Are the first person to step up to help out."

By post-test, their emphasis changed somewhat. Youth more frequently reported that having a positive attitude, being enthusiastic and outgoing were important leadership qualities. As well, youth more often emphasized the need to be able to

teach kids and lead activities and games. They further distinguished the need to be responsible, respected and respectful.

At post-test, youth said that leaders:

“Earn respect and trust, they don't belittle any one, and they listen and they don't assume things without knowing stuff.”

“Take care of people, step in to help someone out, say no and don't do something you know is wrong.”

“Respect people and make responsible decisions.”

Overall, youth believed that they were able to be good leaders for the Cool Moves program. Over 95% reported that they had met their goals for being part of the Cool Moves Crew. As well, the majority believed that they had learned a lot about being a leader and had developed their skills. There was one youth at post-test to report that they discovered they did not like “teaching kids” and “prefer[ed] to have fun.”

Youth frequently reported they had been able to be responsible, organize and “take charge” of activities. Some youth also reflected on how they had grown and developed their skills, believing they had learned to be more respectful, confident and positive.

When asked how they acted as a leader, youth said:

“I've been kind and responsible, I've acted like a mature person, I've acted like a good leader is supposed to.”

“I have taken responsibility for kids and taught them new things.”

“I changed as a person, I'm more kind and outgoing, and I don't mind leading games as much.”

“I have been a better listener and actually earned respect, instead of asking for it.”

Some youth commented that being a leader was more challenging than they had expected. Learning how to earn respect as well as how to get and keep kids' attention were further gains in youth's leadership skills. A few emphasized the importance of having, and helping kids to have fun.

When asked what they had learned, youth said:

“It's harder than it looks.”

“It's hard because the kids always watch you to see if you're doing good things.”

“That it's more than yelling and telling people what to do and that if you respect them they usually respect you.”

“Kids won't like you if you're gloomy, kids try to make life fun! so just have fun with them.”

IV. In Summary

In many ways, the implementation of Get B.U.S.Y.! represents a particular organization of activities that clubs were already providing. Active games and sports are a regular part of Boys and Girls clubs programming. As well, some clubs have made efforts to minimize the consumption of non-nutritious foods and promote healthier snacks. Get B.U.S.Y.! brings these efforts together with the added elements of youth leadership and the Cool Moves focus on learning, sharing and inclusion.

Efforts to promote being active and eating well prior to the start of Get B.U.S.Y.! make it not surprising that at pre-test CM participants and youth already had a good understanding of healthy eating and a positive attitudes towards being active. Their understanding may have been gained from earlier BGC programs or school programs. Survey questions designed to gauge increased knowledge and more positive attitudes were thus subject to a ceiling effect – it was difficult to measure change when youth and CM participants were already close to the high end of the scale.

What the evaluation did show was that while there is a fairly standard knowledge amongst youth and CM participants about what constitutes healthy foods, there is still some confusion about what makes a healthy meal or whether fast and processed foods are healthy. It is easy enough to identify fruits and vegetables as healthy. More challenging is knowing when prepared foods are healthy. This confusion is not unusual as it is often difficult for adults to reflect on or adhere to standards of healthy eating. Snacks and cooking activities provided for Cool Moves were not always unquestionably healthy. There may be a need for greater attention to the foods and snacks served as part of Cool Moves. As well, Eat Smart activities, to the extent that they don't already, could further address this challenge with greater emphasis on what makes a meal healthy.

We can infer an increase in the importance of healthy eating as CM participants reported that they thought about whether food was healthy significantly more often at post-test than at pre-test. There was also a significant change in CM participants' preferred choice of after-school snacks. At post-test, they more often

selected a healthy option. These findings suggest that Cool Moves and Get B.U.S.Y. can play an important role in positively influencing attitudes towards healthy eating. To better understand this role, the evaluation for the 2009/10 offering of Get B.U.S.Y.! has been designed to place greater focus on children's attitudes and intentions towards eating healthy than on their knowledge of healthy foods.

Youth and staff feedback clearly indicate that youth had the opportunity to, and were engaged in, developing their leadership abilities. Many youth believed they developed a number of skills and met their goals for being a part of the Cool Moves Crew. Youth's learning about leadership centered around respect – what it means, how it is obtained, and its importance for leadership. There was also the sense that youth were able to gain a greater sense of their responsibility as a role model. At pre-test, they showed that they had good idea of leadership skills. Their responses at post-test suggest that those ideas became more real for them as they gained a better understanding and appreciation for the challenges of being a leader.

Staff feedback on youth leadership also supports these findings. Staff described a number of ways in which youth had the opportunity for developing their leadership skills including planning and running activities, acting as role models and learning how to positively encourage and motivate kids' participation in Cool Moves. It seems clear that participation in the Cool Moves Crew was rewarding for the youth, and a valuable component of the Get B.U.S.Y.! program. To further understand the role of the Cool Moves Crew in Get B.U.S.Y.!, the evaluation for the 2009/10 offering of the program focuses more on youth's attitudes and sense of personal accomplishment. As well, it will include some indication of CM participants' impressions by gauging their interest in joining the CMC one day.

Lastly, the evaluation findings suggest that some of the differences between clubs at pre-test had diminished by post-test. Participants in a subset of clubs showed less understanding of or attention to which foods were healthy and listed fewer noncompetitive ways to be active. Participants in these clubs showed the most gains at post-test. This provides evidence that when Cool Moves participants "have room to improve", the program is effective at showing improvements.

It is difficult to discern from our evaluation data why these differences between clubs existed in the first place. Program activities in the actual Cool Moves program appear very consistent across clubs, but we do not know what was happening in different clubs before the program started. It is possible that clubs showing the most gains from pre- to post-test were not engaged in healthy eating and/or noncompetitive physical activity before the program began. Other clubs that scored high on healthy eating and physical activity at the outset of the program may have already been engaged in these activities.

Key Learnings and Future Considerations

A number of key learnings arose from the Get B.U.S.Y. evaluation that were used to inform the design of subsequent evaluation of BGCC national programs, some of which are currently in progress. CCBR had attempted to design evaluation tools that were easy to use, kid-friendly and worked seamlessly with the program. However, club feedback showed us that certain aspects of the evaluation tools were challenging to use consistently by some clubs. For example, responding to early input from the clubs, we tried to make surveys more conversational to avoid them seeming too much like a “test”. Staff or youth were required to help children to complete the surveys by reading them the questions and helping them to write out answers. This approach resulted in long questions that were challenging to communicate to children of varying literacy skills. The process of the delivering the pre and post-test surveys became much longer than expected.

To correct this and other challenges, surveys for other BGCC evaluations have been substantially redesigned. They are now much shorter, with fewer introductions, fewer questions overall and fewer open-ended questions (minimizing the need to write). They use simpler language and more pictorially-based scale-type questions. It is hoped that the redesigned surveys will take less time away from the program itself and be easier for BGC members to complete.

A second key learning was the around discovering the best way to communicate with clubs about the evaluation. There were a number of inconsistencies in the use of tools that did not become apparent until data was received. Monitoring and support of multiple clubs across the country was a difficult process. The reality of busy staff and busy clubs, as well as low levels of evaluation skills and knowledge among club staff, led to some of these inconsistencies. Club managers typically have the ability to run simple evaluations, but often evaluations were conducted by other staff. Basic procedures of the evaluation were sometimes lost in these channels of communication, despite the availability of detailed guide on how to use each tool. For example, timing of the pre- and post-tests may not have been optimal, pre- and post-tests may not have been reliably matched, or some tools were simply not used.

It should be emphasized that communication between the BGCC national office and the clubs was consistent and timely. However, many of the details of evaluation challenges only became known, and therefore actionable, once the data was received by CCBR.

As a result of these learnings, we have streamlined our process for future tools and methods, including fewer tools that are shorter. It is hoped that this redesign, as well as more proactive communication with clubs, will facilitate a more consistent and effective delivery of the evaluation materials across clubs.

Many of the challenges experienced by the clubs are now well known and are being addressed in current evaluations.

These challenges speak to a broader issue of evaluation capacity among clubs. National meetings and workshops at the outset of programs are one method to gain club buy-in and a common vision of the evaluation. However, the capacity to actually carry out evaluations varies across clubs. Some clubs are quite experienced and have little difficulty in implementation. Other clubs have more limited human resources and staff experience in basic research methods. While it is important to gather evaluation information across the full complement of program sites, future evaluation may benefit from more focused research studies of specific clubs that a) have the resources and requisite skills to carry out evaluation, b) have developed innovative or novel approaches within the program model; c) have a desire to do internal evaluation and stated need for evaluation information that will directly benefit their program improvement. Alongside this focus, BGCC may also consider strategies to enhance evaluation capacity in a general sense, so clubs may begin developing and implementing their own evaluations, ideally in partnership with other clubs.

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Appendix A: Top Ranked Cool Moves Activities

Staff rated the following activities highest in meeting the goals of the Cool Moves program as well as the highest in CM participant and youth enjoyment. The activity names and descriptions are those provided by the BGC staff member who completed the Staff Tracking Log.

Eat Smart Activities

Cool Moves Cooking	
A Healthy Twist On An Unhealthy Snack	The youth took a popular food chosen by kids and looked for ways to make it healthy.
African Cooking #1	Sweet potato and peanut soup - sweet potatoes, carrots, spices, peanuts, ginger root, garlic, onion
African Cooking #2	Chicken coconut curry with rice - a light curry consisting of veggies and spices
African Cooking #4	Veggie stew with ugali; ugali=traditional dish - one of their staple foods=cornmeal bread
Asian Turkey Burgers #1	Offering a healthier version of burgers: lean ground turkey, water chestnuts, onions, lettuce, tomatoes, peppers and whole wheat buns
Banana Bread	Introduction of healthy baking to the kids and the role of ingredients
Breakfast With Santa	A community event bringing parents and children together for a sit down meal (and healthy alternatives) as well as games/crafts/prizes and a visit from Santa
Chicken Quesadilla's	They made quesadillas. CMC taught the kids how to properly prep and cook the quesadillas then eat them
Chicken Veggie Curry #1	A chicken and mixed veggie (squash, purple onions, peppers, carrots) curry in a potato stew.
Chicken Veggie Curry #2	Chicken with a mix of veggies in a light curry sauce and noodles.
Chili	The kids helped a staff and CMC prep, cook and eat chili
Healthier Pasta	Multigrain gnocchi and tomato sauce with green onion, peppers
Homemade Lean Beef Burgers	Healthier homemade burger option - lean beef, whole wheat buns, lettuce, tomatoes, peppers, onions
International Foods	The youth provide children with an opportunity to try foods from around the world.
Kids In The Kitchen	Kids prepared healthy snacks
Kimchi Noodles	Our club members love to eat kimchi noodles but the amount of sodium and calories is huge so we created our own healthier version
KIN (Kids In Nutrition)	CMC and an aspiring chef (youth volunteer) takes the kids to cook food. They made spaghetti meatballs; gargoyle tongues (tortilla chips and salsa and veggies)
Turkey Chili	not everyone can participate in the cooking programs (not enough room) so we made a healthier yet tasty turkey chili for all to enjoy and try
Vegetarian Cooking	Thai veggie stir fry
Healthy Eating Education	
Food Guide Jeopardy	CMC made a jeopardy questions related to the Canada Food Guide
Nutrition Information Board	A board developed for the purpose of highlighting nutritional info and healthy recipes
Nutrition Month In Girls Night	Discussed the food pyramid, food groups, lunch kit game (fill lunch kits with healthy foods), food charades
Nutrition Trivia	Nutrition trivia game for prizes
Supersize Me	Watched documentary detailing the dangers of fast food in excess

Play Cool Activities

Sports And Games

"Fitness Challenge" Day!	The youth paired up with the kids and both did a fitness challenge. Timed activities.
"Games Galore"	Capture the flag, elf tag, sleeping pirate, variety of games to get the heart rate up and then cool down activities
Army And Navy	Involves listening to commands and completing them without being last. - running/sprinting/hopping/push-ups, etc. - uses the entire gym
Balloon Decathlon	They had a bunch of balloon-related events like balloon volleyball, tag, balloon pop and knee pass
Balloon Tag	Each person had a balloon tied to their ankle and it's basically every person for himself and they have to pop the other person's balloon. Last person left wins
Basketball	We have a small hardwood floor at our club and a small group of kids played basketball with a ball
Big March Break Event	A whole day of planned activities like balloon tag, mini pizza. Obstacle courses, capture the flag, and board games like human snakes and ladders, hop scotch and twister
Capture The Flag	Each team tries to capture the other team's flag and bring it to their team's side
Clothes Pin Tag	Everyone has about 5 clothes pins, pinned to their shirt and basically it's everyman for his/herself and the one with the most in the end wins
Crab / Cow Tipping Tag	It is tag but you do the crab walk while playing/when you're tagged you act like a cow until someone tips you over
Crab Soccer	Everyone on the hands and feet like a crab and they kick the ball around until they get a goal
Dodge Ball Wars	Dodge ball with a twist. Made forts/barriers as "safe spots". Not only running but dodging/throwing/ducking/protecting a fort.
Dr. Dodge Ball	Like dodgeball but the doctor fixes players on their team until they get hit
Frisbee Golf	Children throw a frisbee at a designated spot and try to get it with the least amount of throws
Get Busy Boot Camp	A "boot camp" style obstacle course (over step-ups, under, skip, hopping, dribbling, sprinting, etc) where everyone gets timed and has the chance to re-do and try to beat their time
Indoor Baseball	Played in our gym w/ a rubber chicken instead of a ball and no bats
Lacrosse	Introduction to lacrosse
Obstacle Course	A course of different activities are set up and the kids have to face each other to the end
Octopus	All the children are on the wall and one or two people are in the center. When the middle person calls out octopus, the kids on the wall have to run to the other side without getting caught
Playground Tag	Children can only be tagged if on or under playground equipment
Red Light/Green Light	One person is "it" and has their back to the rest of the group and when they say Green light, group runs and stops when "it" person says red light.
Relay Races	The kids race in teams. They finish a set race tag their teammates and they race until the whole team finishes
Roller Girls	Our local roller girls came again to demonstrate their sport, explain rules and game play. The kids got to make up their own roller derby name, play a mock game, not on rollerskates, and asks questions. Partnered with local high school
Sandbox Tag	Same rules as tag but with the sandbox being a place where you can't get tagged

Skipping Contest	A group of kids and CMC skipped to see who would go the longest. Prizes were awarded
Soccer Baseball	They played soccer baseball in the gym
Vampire Tag	One person tags people and they become it with the person until one person is left
Wii Tournament	Children were able to create a Mii and get their fitness age
Other Activities	
Community Raking Leaves Day	Park clean up
Hip Hop Dance	Leaders and kids participated in dance classes with certified dance instructor
Martial Arts Class	Certified instructor taught basic self defense skills
Nature Walk	The crew was taking the youth on a nature walk to our local pond.
Snow, Snow, Snow	Snow balls, snow men, snow forts - hours of snow filled fun
Neighbourhood Scavenger Hunt	Participants were provided with a list of things to find and paired up with a jr leader plus a staff and paraded through the community
Park	Kids played on equipment
Scream Run	We take children to the trail and they run as fast and long as they can while screaming
Yoga	Participants engaged in different yoga stretches and poses with a certified yoga instructor
Physical Education	
Bike Safety Demonstration	Two bike safety instructors came in and gave a demonstration/lesson to our youth
Dental Presentation, Plaque Tag	Youth lead a presentation/lesson to the participants about health and dental health. We played plaque tag (a version of link tag)
Move & Groove: "Muscles"	Relays & exercises that enable kids to understand the basics of how muscles work and the benefit of exercise and eating healthy foods that help build muscles
Move And Groove: "Bones"	Short lesson on the basics of bones by using a skeleton and singing a song about bones. Physical: dancing to four songs
Move And Groove: "Heart"	Emphasis on function and structure and heart rates. Exercises to show the difference between their heart rate before and after exercise - warm up and 5 stations (jump rope, hockey, basketball, stepping and using a stethoscope)
Move And Groove: "Brain"	Emphasis on structure and function. Relay: 10 questions which required them to either use a rolley/run/sprint/hop to retrieve the question, take it back to their team, answer correctly and go get another question.
Youth Teach Stretch Day	2 youth leaders along with the rest of the crew taught the younger kids how and why to stretch.