Fit for Kids/Express Yourself/Top Chef
Evaluation of Programs within MYTIME Afterschool Program
Aurora School Districts
Lori Egizio/Christina Bruhn/Deborah Celia
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This report is presented in several parts. The first part addresses a literature review supporting afterschool programs. The second part is the background of the three programs and the methodology employed for their evaluation. The third part describes results of pre-tests and post-tests. The fourth part describes the comments made by staff, both as to the program strengths and potential areas for improvement. The fifth area addresses the parent interviews. The sixth describes the comments made by students about the program. The seventh includes observations of the evaluator. The final section offers a summary and describes recommendations and next steps.

I. Literature Review

Today, not unlike the past, after school programs provide safe environments, which promote adolescent academic assistance, problem remediation, socialization, and personal development. Historically, after school programs have suffered an identity crisis due to the ever-changing economic and social environment. After-school programs are often expected to compensate for the failures of other government institutions. Policy makers, parents, child development professionals, and children, as well as the era in which the programs were developed have influenced the focus and direction of after school program planning (Halpern, 2002). There’s a new awareness that structured activity during out-of-school hours is “critical” to confronting many of the country’s most troublesome social problems (“It’s 4 p.m.,” 1998). The following literature review will examine the efficacy of after-school programs developed to improve adolescent mental and physical health.

Adolescent Self-Esteem Programs for Girls

A critical period for psychosocial development occurs in early adolescence. Studies indicate that adolescence is the most crucial and vulnerable time for female psychological development (Kling, Hyde, Showers, & Buswell, 1999). In 1990, the American Association of University Women (AAUW) conducted a study on approximately 3,000 female students. The results indicated that girls experience a rapid decline in self-esteem during adolescence (“Shortchanging Girls,” 1990).

Research has shown a relationship between body image distortions and low self-esteem that often leads adolescent girls to diet. This in turn contributes to an overall dissatisfaction with other aspects of their lives (Kelly, Ricciardellil, & Clarke, 1999). Harmful negative outcomes such as alcohol and drug abuse, juvenile delinquency, teenage pregnancy, loneliness, depression, social anxiety, alienation, and suicide have been correlated to low self-esteem and self-concept (Delugach, Bracken, Bracken, & Schicke, 1992). Additional factors that contribute to low self-esteem in adolescence are being overweight or obese. Obesity and mental health disorders are two major public health problems in American adolescents (Melnyk et al., 2009).
Adolescent Physical Fitness and Lifestyle Programs

In 1990, obesity expenditures were estimated to equal 8 percent of all U.S. health care, a cost of $69 billion (Wolf & Colditz, 1994). By 2002, national medical expenditures associated with overweight and obesity was an estimated $92.6 billion, or approximately 9 percent of all medical expenditures (“Healthy People,” 2010). Estimates suggest that if the current obesity trends continue, by the year 2030, obesity expenditures in the United States will account for more than $860 billion, 16 percent of health care expenditures (Huang & Glass, 2008). In 2010, the U.S. Surgeon General called upon all Americans and communities to join in a national grassroots effort to reverse the obesity trend and focus on healthy nutrition. Recommendations for intervention settings included: school, home, childcare, work place, health care, and community (“Surgeon General’s Vision,” 2010).

Adolescent children who are overweight or obese are more prone to adverse health conditions than adolescents who maintain a healthy weight. Adolescents who are overweight or obese experience more school and mental health problems along with the physical dangers of hypertension, sleep apnea, asthma, type-II diabetes, and shortened life-span (Melynk et al., 2009). Research indicates lack of physical activity among overweight children contributes to increased sickness and absenteeism (Ebbelung, Pawlak, & Ludwig, 2002), musculoskeletal discomfort, abnormal growth development patterns (Waters & Baur 2003), and atherosclerotic plaque (Stender, Burghen, & Mallare, 2005).

School reductions of physical education programs have led to fewer than 60% of adolescents meeting recommended daily physical activity in the United States (Patrick, Sallis, Prochaska, Lydstom, Calfas, Zabinski, et al. 2001). With adolescent obesity continuing to rise, there is a need for intervention programs that address the complex nature of this epidemic. Studies have shown that targeted obesity interventions for high-risk children help increase motivation for school-aged children to adopt healthier lifestyle practices which ultimately lead to positive self-esteem and self-concept (Wofford, 2008).

Adolescent overweight and obesity not only affects physical and mental health but also has implications for academic achievement. A positive correlation between fitness and academic achievement was indicated in a northeastern United States study of public school children (Chomitz, Slining, McGowan, Mitchell, Dawson, & Hacker, 2009). Future implications are that overweight and obese children are more likely to experience reduced outcomes in both academic and social attainment which puts them at risk for mental health problems (Ben-Sefer, Ben-Natan, & Ehrenfeld, 2009).

Summary

Adolescence represents an important stage in the development of self-esteem (Cantin & Boivin, 2004). Favorable development of self-esteem reduces possible involvement in health-damaging or deviant behaviors and allows the adolescent to develop into a mature self-confident adult (Lai,
The incidence of adolescent obesity in the United States has more than tripled. Statistics from the Centers for Disease Control (CDC) reported the percentage of adolescents aged 12–19 years who were obese increased from 5% to 18% over the past 30 years (“Childhood Obesity,” 2011). Overweight or obesity has negative consequences for physical health, psychological health, and academic achievement. This important national priority for change requires the commitment of individuals, families, and communities. Community commitment in the form of after-school programming has the potential to reach thousands of children with positive messages about the importance of physical health along with sets of knowledge and skills for healthy eating and exercise that can last a lifetime and have positive repercussions for generations to come. However, financial resources made available for after-school programs are barely enough to allow new programs to survive from year to year. In addition, current funders often ask that after-school programs orient toward boosting adolescent academic achievement or standardized test scores (Aspler, 2009). Program interventions emphasizing social-emotional competence and physical fitness are desperately needed. In a meta-analysis of 73 after-school program studies Apsler (2009) found 39 programs that produced significant, positive personal or social skills outcomes (Apsler, 2009). After-school programs have provided both first and last resorts for many children. Purposeful programs can provide important developmental resources and support for children only if they are adequately nurtured, supported, and protected (Halpern, 2002).

II. Background and Methodology

The three programs evaluated in this report are the Express Yourself program, Fit for Kids program and the Top Chef. All three programs occurred as components of the MYTIME Afterschool Program in the Aurora School Districts 129 and 131. The MYTIME afterschool program runs during the school year immediately following the school day. The program runs for approximately three hours each day with some variance depending upon schools. Most schools run the program Monday through Thursday. The afterschool program focuses on assisting the students, first with homework, getting an afterschool snack and then time for arts and crafts, recreation and leisure, cultural and life skills activities. This time may include physical activities, games, computer time, or other activities used to help the students develop in physical, cognitive, and social/emotional domains. The MYTIME program chose to utilize the Fit for Kids program, Express Yourself and the Salad Experience as ancillary programming to promote development of knowledge and healthy choice-making in nutrition, fitness, and self-esteem.

The goal of the three programs is to encourage knowledge of and attention to areas relating to individual health and well-being. Express Yourself is a program managed by the Robert Crown Center for Health Education located in Aurora, Hinsdale and Chicago, Illinois. The overall goal
of Express Yourself is to teach middle-school-age girls how to feel good about their own bodies as they mature, despite the barrage of the media’s unhealthy messages and role models. Express Yourself is a program based upon Illinois State health learning standards, and addresses the topics of body image and self-esteem. This program was implemented by Robert Crown Center staff, who trained after school staff to present lessons to the girls in the program. It was to run in the afterschool program for about an hour per session. The Express Yourself program ran in six Aurora schools. See Appendix A for their personal goal statements and objectives.

Fit for Kids program was also implemented by an outside organization within the afterschool program. The Fox Valley Park District is located in Aurora, Illinois and has the goal of developing and implementing recreation activities to promote the overall physical health of the Aurora community. As part of their partnership with the MYTIME afterschool program, Fox Valley Park District committed to send over a fitness employee to educate the children about the benefits of physical activity in our daily lives by running drills and setting up exercise activities with the kids in program. The Fox Valley Park District employee committed to bring exercise activities, logs for the children to track their improvement and all needed equipment to run the physical activities. The overall goal of this program was for children to experience the benefits of physical activity. The Fit for Kids program ran in four Aurora schools. See Appendix B for the description of their program.

The final portion of the program for evaluation was the Top Chef salad experience. This was a portion of the program designed to help the children appreciate the benefit of healthy eating and have the opportunity to experience healthy food choices first hand. This portion was facilitated by Pockets Restaurant located in Aurora, Illinois. Staff members from Pockets came to the program and educate the children on the benefits of eating healthy foods, including salad. They then allowed the children to design a recipe for a salad including basic salad ingredients, plus one “special” ingredient. The next step was for the staff to purchase the ingredients and allow the children to make their salad and sample their peers’ salads. After three salads were selected as the best salads, the children were invited to come to Pockets, including the three finalists, who were invited to be chefs at Pockets to make their salads. Important community members volunteered to judge the three salads and select a winning salad, which was placed on the official Pockets menu for six months. This was to take place two times during the afterschool program, first occurring in December and the second event in February. Each Top Chef competition was broken down into two events based upon the location of the Pockets restaurants and the schools. This resulted in a west side event and an east side event. On the night of the restaurant judging, all children were invited to attend and cheer on their peers, who had qualified as finalists.

The evaluation of the process and outcomes associated with the Fit for Kids program was conducted in three parts. The first part involved delivery of pre-tests and post-tests of current views on topics relating to the curricula from Express Yourself and Fit for Kids. The second part involved feedback from staff members to identify strengths and weaknesses of each of the three
programs. The next part is the parent interviews, which were conducted by a bilingual evaluator. The final part took the form of student observations of the programs by the evaluators.

III. Pre-test and Post-tests

Two sets of pre-tests and post-test were used. The first was a Fitness test developed by the Fox Valley Park District. This test had been used in numerous prior evaluations, although its reliability and validity remain unknown.

The Express Yourself instrument was developed by combining two separate measures. The first ten questions are present for the purpose of evaluating self-esteem. This is done with the use of the Rosenberg Self-Esteem Scale (RSE) (Rosenberg, 1965). The RSE has been the most widely used scale measuring self-esteem worldwide since its development in 1965. It contains 10 questions scored on a 4-point Likert scale ranging from “strongly disagree” to “strongly agree.” The Rosenberg Self-Esteem Scale has an internal consistency reliability range from .74 to .87, and test-retest reliabilities range from .63 to .91.

The next set of questions consists of 23 questions from the Body Esteem Scale for Adolescents and Adults by Mendelson (Mendelson, Mendelson & White, 2001). This scale was designed to evaluate the opinions of adolescents and adults ages twelve and older. The questionnaire assesses three subscales, the first being the area of the individual’s view of his/her general appearance, the second is satisfaction of weight and finally the individual’s opinions of how others view him/her. For purposes of this report, only the total scale score was used. This portion is scored on a 4-point scale ranging from “never” to “always.” This scale has been assessed as offering a 0.78 to 0.87 reliability coefficient for females (Franzoi & Shields, 1984). The final portion of the Express Yourself scale consists of five project-developed questions, both closed-ended and open-ended.

Fit for Kids

A question exploring the amount of time spent engaged in negative activities demonstrated a slight decrease. This included watching TV, sitting at the computer and playing video games.

Table 1: Amount of Time Spent Engaged in Negative Activities

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<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>7.9</td>
<td>3.2</td>
</tr>
<tr>
<td>Post test</td>
<td>7.2</td>
<td>1.9</td>
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Table 1 indicates that youth spent less time engaged in negative activities after the intervention than they did before the intervention (scale of 3 to 15). These changes are not statistically significant.
Table 2: *Number of Activities Engaged in by Students*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>2.62</td>
<td>1.12</td>
</tr>
<tr>
<td>Post-test</td>
<td>3.15</td>
<td>2.15</td>
</tr>
</tbody>
</table>

Table 2 indicates that youth engaged in a greater number of physical activities after the intervention than they did before the intervention (scale of 0 to 6). These changes are not statistically significant.

A question exploring how often the student participates in exercise during the week also demonstrated a healthy move toward more physical activity.

Table 3: *Frequency of Exercise*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>19.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Post-test</td>
<td>22.7</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Table 3 indicates that youth engaged in exercise more frequently after the intervention than they did before the intervention (scale of 6 to 30). These changes are not statistically significant.

Express Yourself

Table 4: *Rosenberg Self-Esteem Scale*

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<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28.5</td>
<td>5.8</td>
</tr>
<tr>
<td>Post-test</td>
<td>29.9</td>
<td>6.3</td>
</tr>
</tbody>
</table>

The scale runs from 10 to 40.

Table 4 demonstrates the changes in self esteem as measured using the Rosenberg Self-Esteem Scale (scale from 10 to 40). The differences measured on the Rosenberg Self-Esteem Scale were statistically significant at the alpha = .10 level ($t$ (7) = 1.949, $p$ = .092.)
Table 5: Rosenberg Self-Esteem Scores for All Participants*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>27.5</td>
<td>4.6</td>
</tr>
<tr>
<td>Post-test</td>
<td>30.6</td>
<td>5.8</td>
</tr>
</tbody>
</table>

*Includes participants without matched pre-test and post-test scores

Table 4 demonstrates a statistically significant improvement in self-esteem based on statistical testing of the pre-tests and post-tests for which matches were available. However, only eight students had matched tests because attendance in the afterschool program fluctuates from day to day. When one considers all students who took a pre-test or a post-test, as depicted in Table 5 and Figure 1, the degree of improvement in self-esteem is even greater (28 to 31).

Figure 1: Rosenberg Self-Esteem Scale Scores for All Participants

Specific Questions:

Which of the following is true about your personal goals for yourself?

- a) I have personal goals and try to work hard all the time
- b) I have personal goals and try to toward them when I can
- c) I have personal goals but I am not really working toward them most of the time
- d) I do not have personal goals but I think that I will in the future
- e) I do not have personal goals and I do not think I will in the future

This question demonstrated a significant improvement of significance at alpha=.10 by utilizing the Wilcoxon Signed Ranks Test ($p= .054$).

Rate how often you are able to change negative thoughts into positive ones.

- a) I can always change negative thoughts into positive ones
- b) I can often change negative thoughts into positive ones
c) I can sometimes change negative thoughts into positive ones  
d) I can rarely change negative thoughts into positive ones  
e) I can never change negative thoughts into positive ones  

This question demonstrated a significant improvement of significance at alpha=.10 by utilizing the Wilcoxon Signed Ranks Test ($p= .071$).

When students were asked to consider if they do not feel that they have much to be proud of, a substantial amount of students demonstrated that they no longer agree with this statement.

Figure 2: Percent of Students Who Agree They Do Not Have Much to be Proud Of

Table 6: Body Esteem Scale

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>58.5</td>
<td>20.7</td>
</tr>
<tr>
<td>Post-test</td>
<td>63.9</td>
<td>17.8</td>
</tr>
</tbody>
</table>

Despite the marked improvement in body esteem scale scores depicted in Table 6 (scale score ranges from 23 to 92), the change was not statistically significant as a result of the low number of matched pre-tests and post-tests (8). When one considers all pre-tests and post-tests as depicted in Table 7 (58 pre-tests, 37 post-tests), the rate of observed change is even greater.

Table 7: Body Esteem Scale for All Participants*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>55.9</td>
<td>14.2</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.5</td>
<td>15.5</td>
</tr>
</tbody>
</table>
*Includes participants without matched pre-test and post-test scores

IV. Comments of Staff

The MYTIME program staff members were questioned during observation times regarding how they feel about the services that were being offered to the MYTIME program.

Fitness Experience

Staff members also reported feeling that the students really enjoyed the program that allowed the children to get into the gym and become engaged in physical activity. They reported feeling that the students may not have felt it was fun at first, but once they got to know the service provider, they opened up and enjoyed the gym time. The staff reported that one aspect of the program that students enjoyed was having outside providers rather than interacting with the same sets of teachers every day. They stated some of the instructors were “enthusiastic and helpful.” Staff members also stated that students appreciated the competition aspects of the program. The school staff members reported productive results when they decided to split the girls and boys for their physical activity time. As time went on, the staff felt the children were enjoying the physical activity time much more. The schools who were able to have the same Fox Valley instructor each week reported more progress than the schools which had different instructors. One staff member stated “the children initially said that running is stupid, but once they connected with their instructor, they would do whatever he told them to do and had fun with it.”

Some program implementation challenges were observed as programs were first put into place. In many cases, these situations improved as the program became established and as the after-school program staff members and the community provider became acquainted with one another. Increasing the level of communication between provider and program staff and by program staff working alongside the community provider helped staff members to manage the youth.

Express Yourself

The staff members queried about Express Yourself indicated that the gender segregation of the program was beneficial because “girls were more comfortable with other girls.” They also stated that the girls “need… someone to talk to rather than their teachers. There’s a lot of stuff going on… how to deal with other girls, worried about how they look, boyfriends, a lot of issues about that going on. A lot of kids have low self-esteem regarding their clothes, what they wear.” Staff members indicated that having the program run more than once a week would be an even greater benefit for the girls.

Challenges experienced in the Express Yourself program were similar to those experienced in the Fit for Kids program implemented by the Fox Valley Park District. These included
challenges in coordination and role clarification that can be expected when a new community partner comes into an existing after-school program.

Top Chef

The staff members who attended the restaurant event were excited for their students and reported feeling that having the winning salad placed on the actual menu was quite a valuable incentive. The winning finalists received an additional recognition at the Board of Education meeting. The finalist and family members were invited to be presented to the School Board while the winning student was acknowledged for his/her efforts and accomplishment.

D’Shun Payne (winning finalist in center), with mother Brandy Payne, aunts Trakisha Taylor and Whitney Smith and twin brother R’Shun Payne

Summary of comments:

The comments suggested that the staff members value the activity concepts and that, for the most part, they felt that the youth valued them as well. However, they experienced initial challenges in communication and coordination with the community providers. This may be associated with the fact that these providers were new to this program and had not worked through some of the initial processes of establishing relationships, understanding one another’s policies and procedures, and clarifying expectations regarding roles and responsibilities. The expectation is
that, were this program to be implemented again, many of these concerns would be resolved as
the “system” becomes established and known to all participants. Aspects of the program that
appeared to be associated with the greatest success included keeping youth busy and reducing
“down time,” allowing youth to select their own activities, and physical engagement on the part
of the youth.

V. Comments of Enrolled Students’ Parents

Interviews were completed with ten parents whose children were registered in the Fit for Kids
program within the MYTIME afterschool program. The parents were asked open-ended
questions by a bilingual evaluator over the phone. The questions were based upon how familiar
the parents were with the outside agencies, any areas of improvement that has occurred with their
child relating to fitness, nutrition and self-esteem and any suggestions for improving the outside
agency’s program. Two parents could not be interviewed because their children were either not
attending the MYTIME program or were wait listed. Each parent interviewed reported a
favorable opinion of the program overall, but a lack of understanding that the outside agencies
were providing services within the afterschool program. Although most parents were unclear
about the different providers from outside agencies, the majority stated they were able to see an
improved self-esteem directly related to their child’s attendance in the program. Most parents
also stated that their child enjoyed the fitness part of the program. While parents were not able to
respond to questions specifically concerning Fit for Kids or Express Yourself, they did respond
favorably regarding their children’s experience in the MYTIME program as a whole and viewed
the provider partner programs as part of that.

VI. Comments of Enrolled Students

The students were asked open-ended questions during the activities being implemented by the
outside agencies, as well as upon completion of activities. The questions were based upon what
the child liked best about the particular program, what they enjoyed least, who they thought was
the community partner implementing the program, what they were learning, and if the
knowledge was changing their behaviors and suggestions for future.

With regard to the Express Yourself program, girls often stated that they “liked talking” and “felt
comfortable with the implementers.” Overall, the girls in the program were able to state that the
purpose of the program was to “feel good about yourself and to be confident.” Over half of the
girls felt that it was fun and valuable and would do it again. Suggestions from the participants
included: more games and more food.

Students questioned for Fit for Kids were typically aware of the outside agency administering
this program. They also knew the reason for the program stating “it’s to get exercise” or “so we
will do jumping jacks, jump rope and push-ups to be healthy.” The children felt the activities were sometimes fun and sometimes boring, and sometimes made them “sore.” They also stated they disliked sweating. The children who reported that they liked their instructor typically reported an overall better experience with the entire program. Again, participant suggestions for the future included more games and the option of hula hooping.

The Top Chef was reported by students to be fun and allowed the children to experience salad, which was a new experience for some children. One child stated “I didn’t know salad was good.” The children and families who attended the chef portion at Pocket’s restaurant reported having an exciting experience. The winning finalists from the two events were then invited to their school districts Board meetings where they were again recognized for their success. This included an invite to family members, who attended the Board meeting along with the winning student. The children at the meeting reported feeling proud and excited to be there.

VII. Observations

The evaluator went to the schools to conduct observations of the afterschool programs on four occasions, 10/19/11, 11/14/11, 11/16/11 and 3/15/12. At each observation, the evaluator observed the program, as well as engaged in conversations with the students about what they liked, did not like, and recommended about the program. This section will be organized into program observations.

Fit for Kids

The evaluator observed that the Fox Valley Park District fitness instructor was prepared for the session and arrived on time. The instructor appeared to take on a more managerial role while the after-school program staff members were more actively engaged with the children. The children appeared to have differing degrees of interest in the fitness activities but participated once the after-school program staff established structure and placed limits. The children who were interested participated willingly, and those who were not needed several redirections to the activities. Overall, the children were physically active and engaged.

Express Yourself

The evaluator interviewed the children present and gathered information about the day’s program. On this day, they needed a projector, which caused some problems. However, it seemed they were able to get the projector and implement the program. Within one program, staff members expressed disappointment that the outside agency hadn’t been able to get started earlier in the school year since the children were expressing interest in the program based upon the initial session.
Top Chef

The evaluator arrived while the students were planning the recipe for their salad. Prior to the interviewer’s arrival, representatives from Pockets had been there and had explained the salad experience to the students. The students reported that they understood that they were to develop a recipe for a salad consisting of basic ingredients, which were listed on a worksheet. They were then to choose one special ingredient, such as bacon, avocado etc. When they evaluator returned to this school in December, the staff had learned that they were to have a salad preparation day and allow the students to sample each other’s salad. On this occasion, the students reported that they enjoyed trying salad, but felt that they would enjoy trying more ingredients. The students reported getting to try new foods and finding that they actually enjoyed them.

VIII. Summary

The evaluation of the outside programs produced evidence that students demonstrated an increase in their understanding about the necessity to eat well, be active and have a positive self image. Challenges experienced related primarily to communication and the process of establishing working relationships between community providers and the after-school program. Recommendations for future iterations of this or similar programs include clarification of roles and responsibilities up-front and additional training of providers about the specific needs of children served in these programs.

More importantly, students were usually positive in their response to the programs. Their comments made clear that they enjoyed the outside services when they were present. While some of the testing did not produce statistically significant results, much of this was due to flux in the specific children involved in these programs and the fact that few children completed both pre-tests and post-tests. Even given these limitations, the program measured change in positive directions associated with the Fox Valley Park District’s fitness activities as well as statistically significant changes in self-esteem, goal setting, and ability to re-frame negative thoughts into positive thoughts associated with young women exposed to the Express Yourself curriculum. The Top Chef experience also produced enjoyment and a stated increase in awareness of a range of food choices among children.
References


Appendix A
Express Yourself

Express Yourself! Is a body image program targeted towards middle school girls that is a proactive approach in teaching young girls how to adjust to changes in positive ways and feel good about their own bodies as they mature, despite the barrage of media’s unhealthy messages and role models. This program helps youth develop an individual positive sense of self and learn effective strategies to respond to peer and media pressures.

Program Goal (what will the student know, understand and/or be familiar with as a result of the program):

- Students accept that each person is unique and has different talents and skills.
- Students develop tools that increase self-image and build self-esteem.
- Students understand the factors that influence body-image and self-esteem.

List objectives/activities used to reach program goals:

- Students learn how the opinions of their peers may influence their decision making skills through an interactive activity.
- Students identify how women are normally portrayed in the media and develop media literacy skills.
- Students utilize a brand identity quiz to learn how powerful the media really is and learn the concept of subliminal messaging.
Describe how each objective/activity will be met (what will the students produce, explain or be able to do as a result of the program):

Students will learn the factors that influence body-image and self-esteem.
Students will learn how body image and self-esteem play an important role in developing critical thinking skills to positively navigate media messages and peer influences that may negatively impact their behavior, eating habits, self-esteem, and decision-making.

Students will develop tools and communication skills, including self-expression, that support positive feelings about who they are and build self-esteem.

Appendix B
Fit for Kids

Objective: Develop a healthy workout routine for kids’ ages 11yrs-14yrs which can be done on site (area schools) that can educate, develop and instill a healthy attitude which will hopefully influence them for the rest of their lives.

Obstacles: Obstacles facing teens and pre-teens stem from the development of coordination, agility and the physical growth of their bones and muscles to dealing with social, cultural and spiritual development as well. Another obstacle is dealing with a limited amount of space and time to achieve the above objectives.

Solution/ Program Plan: In order to successfully influence participants within the time restrictions of this program and in a group setting, we have developed a workout circuit program that will allow us to keep the kids engaged in activity while educating them on the importance of exercise and its practicality in day-to-day life.

Instructors: Nationally Certified Instructors from the Vaughan Athletic Fitness will teach this program to the middle school students.

The circuit will be structured the following way:

- **Station 1: Bosu Demo**- Squats and stability exercise (explain why balance and lower leg strength plays a factor in their health)
- **Station 2: Cardio Vascular heart rate check through jump roping** (explain how an individual’s heart rate plays an important role in determining one’s cardio vascular health)
- **Station 3: Core Work**- Sit-ups, crunches, leg lifts (explain how the basis of health for any person’s physical health starts from a solid foundation or core)
- **Station 4: Ladder, Cone drills**- (explain how coordination and agility helps you in day-to-day life not just sports)
- **Station 5: Strength** – Pushups, planks, dips  (Explain how strong muscles and bones become more important in day-to-day living as we get older)

*All participants will also learn the value of stretching prior to, and at the end of each complete circuit.*
The exercises above can be measured and/or timed for each individual participant. The information can then be charted and compared from start to finish. Participants will be expected to perform these exercises outside of the programs designated meeting times in order to benefit from what they’ve learned. Those individuals who put forth their best efforts will ultimately receive the greatest results and win a gift from the Fox Valley Park District (T-Shirt and a free day pass for themselves and a legal guardian to the Vaughan Athletic Center).