



Routledge Studies In Physical Education and Youth Sport

BEFORE- AND AFTER-SCHOOL PHYSICAL ACTIVITY PROGRAMS

**FRAMEWORKS, CRITICAL ISSUES, AND
UNDERSERVED POPULATIONS**

Edited by Risto Marttinen, Erin E. Centeio
and Thomas Quarmby



Before- and After-School Physical Activity Programs

This is the first book to offer a critical examination of the delivery of before- and after-school physical activity programs, from global perspectives. It introduces key theory and best practice in before- and after-school physical activity research and programming, and is an essential resource for educators involved in the design and implementation of after-school programs.

With contributions from leading international researchers and practitioners in the field of health and physical education, the book provides an overview of research methods in before- and after-school physical activity. It offers insight on theoretical frameworks and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before- and after-school physical activity programming for under-served communities, covering key topics from Positive Youth Development and urban programming to developing adult leaders and working with LGBTIQ populations and children with disabilities.

This book is important reading for researchers in health and physical education, and policy-makers, teachers, youth workers, and coaches working with children in physical education, health education, physical activity, or sport.

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Routledge Studies In Physical Education and Youth Sport

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To my wife Laura – Risto

**To my husband, George, and children Liam and
Malia – Erin**

**To my wife, Michelle and our boys Archie and
Teddy – Thomas**



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Introduction

Risto Marttinen, Erin E. Centeio, and Thomas Quarmby

The focus of the book

If you are picking up this book, you most likely care about youth and providing them with opportunities to participate in safe before- and after-school physical activity (PA) programming. At the time this book was conceptualized and written, there was no English-language book out there that offered diverse views on before- and after-school PA programming within a global context. This book is unique. Not only does it focus on PA within before- and after-school settings, but it's written by a group of scholars from across the globe discussing topics that affect youth. The book includes three sections that loosely address before- and after-school programs in regard to frameworks, critical issues, and programming in underserved communities. Although the book takes an international perspective, depending on the circumstances, before- and after-school programs will and should look different. Context matters and the following chapters were designed to invoke rigorous thought about context; there is a need to recognize that no one program is going to – or should – look the same. It seems obvious that a program would differ if implemented in a densely populated urban city like New York versus a rural town in Australia's outback. However, even programs in New York and Detroit look different, given their specific contexts and the needs and desires of the youth and their communities. Acknowledging context is a common thread in many of the chapters, and this is why we invited these particular scholars to contribute. We hope you enjoy this book and that you glean new concepts that will work in your specific setting.

General introduction

It would be negligent for us not to acknowledge the titans that preceded this book. Most specifically, the tremendous work done by Don Hellison in after-school PA programming that has had a significant impact on the field. Though Hellison's TPSR framework is widely implemented and well researched in the field of physical education (PE), some may not realize that Hellison spent considerable time enacting and developing the model

in after-school programs. This is a testament to the fluid space of before- and after school, where there is more flexibility, time, and opportunity to create meaningful relationships with students that choose to attend these programs than in the regular PE classroom.

This book aims to provide a resource for enhancing learnings about research and augmenting delivery of instruction in before- and after-school PA programs. As stated earlier, this book contains three main areas of focus: 1) Frameworks and theoretical underpinnings of programming, 2) Examples of evidenced-based programming in underserved populations, and 3) Issues that occur within out-of-school programming. Scholars from across the globe who specialize in before- and after-school programming provide various viewpoints that will help you, the reader, better understand programming in multiple contexts. Many of the chapters offer commentary, evidence, and future directions for PA programming in before- and after-school settings.

Why are before- and after-school physical activity programs important?

We chose to write this book because we see tremendous potential in the out-of-school time space to develop skills in youth and provide additional opportunities for them to be physically active. These skills can be physical (e.g., learning to perform lifetime activities), emotional (e.g., learning social and emotional skills (SEL)), or cognitive (e.g., gaining knowledge about health-related fitness). The greatest benefit we've seen is the prolonged engagement and unstructured time available in after-school settings. All three of us (Risto, Erin, and Tom) have research backgrounds in PE. We have noticed that there are many restrictions in these settings: changing clothes for PE, bell schedules, limited minutes per week, assessment requirements, mandatory fitness testing, state standards, etc., which all guide (and limit) instruction. Both elementary and secondary schools in the United States specifically, struggle to maintain a significant presence during the school day. At the elementary level, some children never engage in PE or engage very little (e.g., 30 minutes every two weeks), while it's mandated for others every day. At the secondary level, it varies by grade and context, but most students only engage in PE for one or two semesters, for 45-60 minutes a day, during their entire secondary school experience. With the time needed to organize and take attendance, there isn't much flexibility to be creative, build meaningful relationships with students, engage in prolonged skill-building, and dive deep into content.

In order to address the lack of PA time in schools, some United States schools have adopted a framework that focuses on increasing PA throughout the school day, beyond the PE context. Models like a Comprehensive School Physical Activity Program (CSPAP) have been endorsed in the United States to try to increase the amount of time youth have to be active before, during, and after school. Within an international context, the whole-of-school

approach is more integrated within the culture of society. In contrast, in the United States, there seems to be less value surrounding accessible and equitable opportunities for youth to be physically active. Before- and after-school programming is one component of the five-component CSPAP model and should be designed to create a safe, free environment for youth to be physically active (Beighle & Moore, 2013).

Although CSPAP's specifically focus on increasing PA, research has shown great opportunities for programming to also build relationships (Marttinen et al., 2020), enhance skills (Cohen et al., 2014), and provide engaging experiences (Luguetti et al., 2017) that are student-driven in before- and after-school settings. Creating experiences for youth that incorporate PA, and strengthen qualities of the whole child is essential, and you will read about many successful programs that do just that throughout the book.

What is the goal of before- and after-school programs?

We believe the goals of any before- or after-school program are legitimate if they meet students' needs. Some elite programs like the Liverpool Youth Football Club will have a goal to produce premier league players. This is not ideal for those students who don't know anything about football, so it's not a "one size fits all." But we would be willing to bet that the students selected for this program are fully engaged and buy into this goal. Of course, this is an extreme example. Many of these professional programs also run charitable foundations that support a range of programs, including before- and after-school PA programs. However, this hyper-competitiveness isn't anomalous; it can also be seen in various levels in the United States across varsity sports, for-profit after-school programs for travel teams, and others. Other programs take a different approach. These programs may focus more on participation and learning various activities and games in a nurturing and cooperative environment. Some programs may have a focus on developing SEL skills, and others on building a community for marginalized youth. If youth opinion is involved and the program's leaders are aligned with the wants and needs of the youth in the program, then the goals can be whatever they decide.

When discussing before- and after-school programs within this book, it is essential that we define common language and definitions used throughout the chapters. Although all readers may not use the same terminology within their environments, making sure that everyone understands the meaning behind common terms is important. Below we define and discuss common key terms used throughout the book.

Before- and after-school programs

These programs can range in size, frequency, and delivery methods. Before- and after-school programs, in general, include general care for children that may focus on something other than PA and health. For example, many are

loosely structured school-based programs that provide care before guardians can pick students up, like YMCA organized before- and after-school care, choir, or an honor society program. This book focuses on programs with a PA focus (even if that focus is not the main outcome). A before-school program could be an all-girls fitness class at a local high school, an informal meetup at a set time to surf before school begins, or a running club at an elementary school in a climate where it is dangerous to run in the heat later in the day. After-school programs may be structured and integrate literacy and sports like REACH (see [chapter 8](#)), an organized football team run by Liverpool Football Club, an after-school mileage club, fun-filled physical activities/games run by a PE teacher or PA leader, or they may be informal, like a cycling meetup for high schoolers. Often the most neglected area in the discourse is out-of-school time that transpires on weekends and holidays away from school. Programs that take place during this timeframe could be summer camps that have a PA or PE orientation, or an out-of-school program developed and run by students that takes excursions to out-of-school settings (see [chapter 13](#)).

Underserved

Hellison (2000) identifies ‘underserved’ youth as those children and young people who may live in socially stigmatized (e.g., minority) communities, facing several issues including poverty and racism, the influence of gangs, or even the stress of living in ‘war zones.’ While Hellison (2000) offers a broad definition, the research literature highlights a plethora of similar terms that may be used to describe such vulnerable youth, and which can be found throughout this text. These include, but are not limited to, disaffected youth (Sandford & Duncombe, 2011), youth-at-risk (Coalter et al., 2000), and marginalized youth (Kelly, 2011). We understand that all of these terms have been criticized for focusing on the individual rather than considering the broader social structures in which they live (Haudenhuyse et al., 2012). In this book, Luguetti and Oliver ([Chapter 3](#)) use the term ‘youth from socially vulnerable backgrounds’ to foreground their social circumstances and avoid blaming young people for the problems they may encounter (e.g., poverty, educational underachievement, drug, and alcohol use, etc.). As such, throughout the various chapters within this text, you will see students described as underserved, socially vulnerable, marginalized, disaffected, and disengaged. The environment may be described as a “community affected by poverty” or “Title I schools.” In addition to social class and geographic location, various social factors, such as ‘broken-homes,’ parental conflict, divorce, and separation coupled with substandard housing and deprivation have all been reported to contribute to children being more susceptible to negative experiences (Farrington, 1996). Hence, the social structures in which they live may contribute to youth being viewed as vulnerable. Therefore, no matter what terminology is used to describe

youth throughout the following chapters, the youth are still young people first, no matter what community they live in or what their parents' financial statuses may be. Despite differences in terminology, when the chapter authors use the above terms, they do so broadly to describe youth who have fewer opportunities than their peers and who may now, or in the past, have experienced social inequality.

Physical activity and physical education

Across chapters, programs define PA at various intensities. Some may lean more toward moderate to vigorous physical activities (MVPA), while others engage youth in lifetime physical activities that require less energy expenditure, such as yoga, hiking, and camping. The reader needs to understand these terms and think about each chapter within its context. Many of the authors who have contributed to this book have research and teaching backgrounds within a PE context. Although it is well known that there are many differences between quality PE and before- and after-school PA programs, we agree that there is potential for before- and after-school programs to include PE components, providing an educational space rather than a program merely focused on movement. Hence, many of the programs discussed throughout the book have an educational purpose and arguably have more time to enact these objectives than a PE teacher would with large class sizes and time restrictions instituted by the education department (state, local, national). With that said, we are not advocating for before- and after-school programs to take the place of PE in the school environment, merely to gain additional skills in whatever the focus of the program is.

School settings and age groups

Given the book's international focus, it is important to define the different age groups of youth. For example, elementary school and primary school are often used synonymously. In the United States, elementary school pupils are aged 6–13 and span grades K–6, and in some cases K–5. Canada has elementary schools ranging from grades 1–6 with Kindergarten being considered pre-school. In the United Kingdom, the term primary school is used more often and refers to ages 5–11 (Key Stage 1 and 2). Secondary schools in the United States usually start in 6th grade; however, the context will determine how middle and high schools (both considered secondary) are arranged. Some school districts with elementary grades K–6 determine middle school as grades 7–8. Those schools that have K–5 elementary, typically have grades 6–8 in middle schools. High school in the United States and Canada is usually grades 9–12. In Finland, upper secondary schools split into a vocational or academic route around the age of 15, the last year of compulsory education. In Brazil, school is mandatory from ages 4–17. In the UK, secondary schools typically include youth ages 11–16 (covering Key Stage 3 and 4),

while colleges offer post 16 education to those ages 17–18. Thus, it is clear that there are nuances in the structures and start and end dates of compulsory education around the world. Yet, before- and after-school programs centered on physical activity still fit alongside all of these structures.

Focus on underserved youth

Underserved youth (in the context of this book) include those living in or having experienced social inequality and, thus, typically having fewer opportunities than their peers to participate in PA and sports. Hellison (2000) has argued that before- and after-school programs keep underserved youth out of trouble and, in doing so, attempt to remedy their perceived deficiencies. While we don't believe this is still the case, and the chapters in this book speak to this, there is still an issue with equity; before- and after-school programs for underserved youth are scarce compared to those for youth from more affluent communities. This text's key feature is its focus on underserved youth populations – not as a means to point out problems – but to identify their strengths and what, specifically, they can gain from before- and after-school programs. Each of us shares a belief in social justice and creating a more equitable future for youth, and we hope this unique text will offer insights into how to achieve this goal.

As we noted earlier, there is currently a dearth of literature connecting before- and after-school PA programs and the specific populations that benefit from them. Therefore, this text offers an international insight into the growing work on before- and after-school PA programs to highlight the varied populations of underserved youth who benefit in myriad ways. It also offers suggestions for successful programming in a range of different contexts.

Organization of the book: three themes

Theme one

The first theme centers on frameworks used in facilitating before and after-school programs. Various authors explain the frameworks used and theoretical underpinnings to consider when conducting research *with students* in before- and after-school settings.

In [Chapter 1](#), we introduce the Whole School, Whole Community, Whole Child (WSSC) framework, which takes a holistic view of a child's education through the social-ecological model. As noted earlier, another popular example that United States based researchers and teachers may know is CSPAP. Both models embed before- and after-school programming. [Chapter 2](#) introduces the use of restorative practices, which have gained a lot of traction in schools, but not much research has been conducted to examine the effects in PA settings or in before- and after-school programs. Another framework

prominent in current research is the activist approach in out-of-school contexts, which was first pioneered in PE settings by Oliver and colleagues. [Chapter 3](#) shows how activist approaches can be implemented by co-creating programming with youth from socially vulnerable backgrounds.

An often-cited framework for youth in out-of-school settings is positive youth development (PYD). [Chapter 4](#) focuses on the contribution aspect of PYD through sport while also explaining the framework and how it is implemented. In [Chapter 5](#), we introduce the implementation of social, emotional learning (SEL) and how to integrate it into health and PA programming. SEL has become a key component of schooling, and many advocates of PE and PA programming suggest that school-settings are ideal places to implement it. Before- and after-school programming is not limited to grades K-12. The authors in [Chapter 6](#) introduce us to a program taught by PETE students to fellow university students that has shown success. [Chapter 7](#) provides an overview of a successful evidence-based after-school program. This chapter provides a great example of a thoroughly studied and planned out after-school program.

Theme two

The second theme shares methods of current and innovative before- and after-school PA programming that focus on underserved youth. For instance, [Chapter 8](#) introduces the REACH program, an after-school program that integrates literacy and PA in under-resourced communities. [Chapter 9](#) focuses on engaging youth in after-school settings by being flexible and using innovative methods to create a hook to entice youth to stay involved. In [Chapter 10](#), the authors explore care-experienced youths' social landscapes and how, before- and after-school sport/PA programs can be accessible and enjoyable. Understanding sport for developmental programming within developing and conflict-affected regions is the focus of [Chapter 12](#), while [Chapter 13](#) explores the challenges and opportunities explicitly incurred within urban after-school programming in the United States. [Chapter 14](#) extends beyond underserved communities to examine successful characteristics of LGBTQ-inclusive PA programs. Finally, [Chapter 15](#) focuses on before and after-school programming specifically for individuals with intellectual and developmental disabilities. [Chapters 8](#) through [15](#) are similar as they all explain and examine successful programming with underserved and marginalized populations, yet they all contribute unique global perspectives, helping readers better conceptualize what successful programming might look like within their context.

Theme three

The final theme for this book focuses on crucial issues in before- and after-school programming. For instance, [Chapter 15](#) discusses the increasingly

prevalent role of informal sport in after-school PA. **Chapter 16** highlights the key issues for preparing adult leaders to work in sports-based youth development settings. **Chapter 17** offers insights into how to fund before- and after-school programs, while **Chapter 18** takes a future-focused look at the implications of outsourcing extra-curricular PA programming and the implications for what is delivered and who benefits. Finally, **Chapter 19** centers on student voices and explores how youth can shape the direction of before- and after-school programs.

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1 Implementing before- and after-school physical activity programs within the Whole School, Whole Community, Whole Child framework

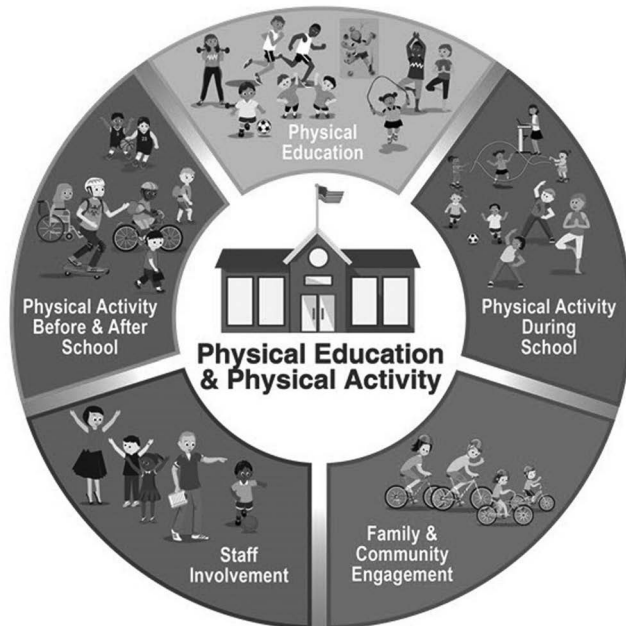
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Participation in physical activity has many benefits for youth. Research has shown that physical activity can elicit numerous physical health benefits such as reduced blood pressure, decreased obesity, increased bone mineral density, as well as many mental health issues such as decreased depression (Janssen & LeBlanc, 2010). Additionally, research has shown that participating in physical activity as youth can decrease the risk of health issues and disease later in life (Warburton et al., 2006). Although the benefits of physical activity are relatively well known, many youth are not meeting the daily recommended guidelines for physical activity (Katzmarzyk et al., 2018). This is partially because of the decreased time spent in physical activity at school (CDC, 2015; IOM, 2013), but is also coupled with issues such as motivation, lack of support, access, etc. (Dumith et al., 2011; Humbert et al., 2006). Given the rise of obesity among youth, especially in countries such as the United States of America (USA), experts have called for schools to take on a larger role in increasing the amount of physical activity provided for youth to help meet the recommended guidelines of 60 minutes per day (IOM, 2013).

Since 1987, a Coordinated School Health (CSH) approach has informed schools and provided guidance for how to include components of health within the school environment specifically advocating for the importance of physical activity within the physical education setting (IOM, 2013; Pate et al., 2006). For years, physical education was a staple in school schedules and seen as a contributing part of the educational system. However, over time, as more emphasis was put on testing as part of the No Child Left Behind Act (2002), which was a somewhat controversial law put into place in 2001 as a means for leveling the playing field for all students who were working

from some sort of disadvantage, such as minorities, those with low household income, those receiving special education services, and those who spoke English as a second language. In the U.S., time for physical activity through recess and physical education was rapidly diminished from the traditional school schedule (Anderson et al., 2011). This left advocates without resources or time to provide physical activity prompting creative efforts to promote physical activity during the school day, outside of the physical education classroom.

In 2013, in alignment with CSH and the then recent call of the Institutes of Medicine to implement Whole-of-School approaches, the Centers for Disease Control and Prevention (CDC) along with SHAPE America and Let's Move Active Schools launched the Comprehensive School Physical Activity Program (CSPAP) model. The model is specific to the United States and its landscape and consists of five components: 1) physical education, 2) physical activity during school, 3) staff involvement, 4) family and community engagement, and 5) physical activity before and after-school (CDC, 2013; see [Figure 1.1](#)). Shortly after, in 2014, as an expansion of the CSH



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

Figure 1.1 Comprehensive School Physical Activity Program

Note* Courtesy of the CDC and ASCD <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



Figure 1.2 Whole School, Whole Community, Whole Child

Note* Courtesy of ASCD <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

approach, the ASCD (formerly known as the Association for Supervision and Curriculum Development) along with the CDC, launched the Whole School, Whole Community, Whole Child approach (WSCC; ASCD, 2014; Lewallen et al., 2015). The WSCC served as an innovative way to encourage the educational arena to think beyond academic development to consider the holistic aspects that a child needs to develop. WSCC is comprised of 10 components (see Figure 1.2) with one specifically focused on physical activity and physical education (ASCD, 2014). The CSPAP model aligns with one component of the WSCC model and it focuses on mechanisms such as training, support, and resources that provide access and promotion of physical activity before, during, and after-school.

Both CSPAP and WSCC models are United States centric but there are many models across the world that are similar in nature. These models are linked through their grounding in Bronfenbrenner's ecological systems theory (1979), which posits that there are many different levels of influencers that impact a child's development, starting at the micro level, which

consists of one's own individual factors; next, the people directly and closely involved, the community and environments in which they engage as well as remote macro level factors including national and international policies and cultural forces. In a similar framework modified to represent health behaviors, Sallis and colleagues (2008) created the Social Ecological Framework that focuses on multiple influencers, both within a physical and social environment that influence health behavior. The Social Ecological Framework has been utilized to guide work being done towards positive health behavior change, such as increasing physical activity for youth. Collectively, these comprehensive models can be helpful because they help conceptualize all of the factors that influence health behaviors, such as facilitators and barriers to youth participation in physical activity.

Of particular interest in this chapter is the CSPAP framework because unlike the other models it comprehensively focuses on physical activity, therefore including before and after-school time. Understanding best practices in offering physical activity programming before and after-school is often understudied compared to other components such as physical education and during school physical activity (Beighle & Moore, 2012). Connecting before- and after-school programs within a CSPAP and whole child framework will demonstrate the importance of these programs in the model as they can be used to help contribute to increasing physical activity for youth while also reinforcing a culture of health in the school and community (Beets et al., 2009). If we hope to influence and increase physical activity participation among youth, it is imperative, that we provide guidance to practitioners and researchers on best practices to implementing physical activity in both before- and after-school settings. In the United States, this is often tied to the school system, however, around the world often time outside and community agencies facilitate sport and physical activity participation for youth.

Before- and after-school programs that align with Whole School, Whole Community, Whole Child

Before- and after-school programs are not new, nor is the idea that they should include time for children to be physically active. However, with the added emphasis of community involvement as well as a distinguished call for before- and after-school programs through CSPAP programming (ASCD, 2014; CDC, 2013), before- and after-school programs have become more of a priority. Thus, they have been included in more recent publications for whole-of-school programming.

There are many initiatives around the globe that look to increase physical activity through a whole-of-school approach through ever evolving aims and tactics. Some programs focus more on physical activity time during the school day rather than out of school time but all maintain the shared goal of increasing total number of minutes of physical activity... Two specific