ReBOOT Intramurals
Toolkit for Leaders

For Youth By Youth: An Approach to Physical Activity and Sport Programming

PHE·EPS Canada

reboot verb

re· boot | \ (ˌ)rē-ˈbüt

to start (something) anew: to refresh (something) by making a new start or creating a new version

(Merriam-Webster Dictionary)

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Acknowledgements

Physical and Health Education Canada (PHE Canada), founded in 1993, is a national not-for-profit organization. PHE Canada's vision is for all Canadian children and youth to live active and healthy lives. PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to the great participation in physical activity.

PHE Canada wishes to acknowledge the contributions of the many individuals, groups and organizations that participate in the development of this initiative.

Introduction

The ReBOOT Intramurals *Toolkit for Leaders* provides leaders with a new way of implementing sport and physical activity programming—by engaging youth in the planning, design, and implementation process.

The developmental and health benefits associated with regular physical activity for children and youth are well documented. Children and youth who participate in regular physical activity are also more likely to continue this trend into adulthood (Castelli & Beighle, 2007) and are at reduced risk of many adverse health effects (Young et al., 2007). However, a number of studies have concluded that youth physical activity participation is declining and that less than 40% of Canadian children age 3–17 meet the daily recommendations of 60 minutes of moderate-to-vigorous physical activity (MVPA) (ParticipACTION, 2018).

Physical activity rates also decrease as children get older, with a significant drop off through adolescence (Statistics Canada, 2019), with girls (Owen et al., 2017) and children of lower socio-economic status (SES) (Dudley et al., 2017) being less active as a result of numerous participation barriers. Because school-based physical activity represents a significant avenue for addressing these concerns, PHE Canada has developed the ReBOOT Intramurals approach to support and engage young people with lower rates of sport and physical activity participation compared to their peers.

The ReBOOT approach uses a *for youth, by youth* model. Pre-adolescent and adolescent students come together to co-design, plan, and implement a program that suits the unique needs and interests of students unengaged in physical

activity within the school setting. In almost every context, involving the intended audience in the planning and implementation phase of the work is integral to success. Engaging participants in the program development phase can serve to develop meaningful physical activity experiences (Enright & O'Sullivan, 2010). Furthermore, youth engagement practices recognize the rights of children and youth to participate in decisions that impact them and acknowledges the many skills and strengths they bring. It exemplifies young people as valued stakeholders in creating effective and inclusive policies, programs, and environments (Pan-Canadian Joint Consortium for School Health, 2018).

ReBOOT Intramurals recognizes the strength of youth engagement as a means to increase participation rates. Youth engagement is defined as the sustained and meaningful involvement of a young person in an activity focused outside themselves (JCSH, 2018). Rooted in the principles of equity, inclusion, and the right to play, the approach supports all schools and student populations.

1st Time
Play
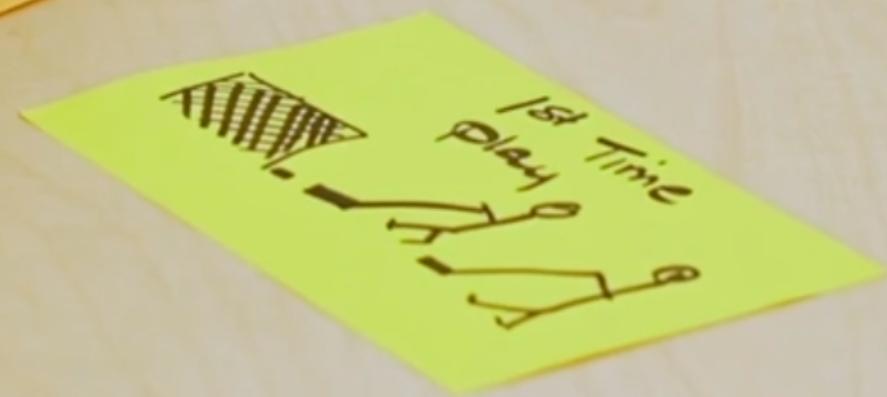
ReBOOT: A 9 Step Approach

ReBOOT is a youth engagement approach that involves completing 9 steps to design, plan, and implement a program. Each of the 9 steps is listed below and the subsequent pages provide further details for each step.

Step 1	Step 2	Step 3	Step 4
Identify the Problem	Pre-Program Survey or Interviews	Conveldge Program Team	Knoweldge Transfer

Step 5	Step 6	Step 7	Step 8	Step 9
Program Design Workshop	Program Planning	Program Implementa-tion	Post-Program Survey or Interviews	Evaluate and Refine

Before beginning the ReBOOT Intarmurals approach, ensure that you follow the appropriate protocol to seek permission from the administration at your school.

Consider planning the ReBOOT approach to occur over the course of the school year, starting early in the school year and ending close to the end of the year. This provides adequate time for each step to be implemented and maximizes program participation time. Below is a sample timeline for implementing the ReBOOT approach.

Month	Duration	Step
September	1 month	1. Identify the problem
October	1 month	2. Pre-program survey or interviews
November	2-3 weeks	3. Convene program team
November	2 hours	4. Knowledge Transfer
November	1-2 days	5. Program Design Workshop
December-January	2–4 weeks	6. Program Planning
January-June	3-6 months	7. Program Implementation
May	1 month	8. Post-program survey or interviews
May - June	1 month	9. Evaluate and refine

Step 1: Identify the Problem

Tip

Ask other teachers for support in identifying the problem. The perspective of others is important and will support you in deciding what problem to address within the school.

| Completion Time | **1** month |
| Materials | None |

Details

Identify the problem you are trying to address in regards to the low intramural participation rates at your school. This may be difficult to do at the beginning of the school year but participation rates and information from previous years can be examined.

Questions to Support Identifying the Problem

- Are there enough/any intramural programs offered?
- Do older students participate more or less than younger students?
- Are there groups of students who do not participate at all?
- Do the activities interest students?
- Is the environment supportive and inclusive of all students?
- Are participation rates low in general?

The specific problem will be unique to each school and may change from year to year within the same school. Do not start addressing the problem or coming up with solutions at this stage. Simply identify the physical inactivity problem you would like to address concerning intramural programs.

Step 2: Pre-Program Survey or Interviews

Tip

Many online survey tools offer free accounts but usually have a limit of 100 responses. Be sure to look into this before developing the survey online.

Completion Time   1 month

Note: Acquire the appropriate permissions to survey or interview students as legislated by your school board, province or territory.

Materials
- paper copies of survey and pens <u>or</u> online survey tool (e.g. Survey Monkey, Qualtrics)
- recording tool and note pad for interviews

Details

Develop and distribute a pre-program survey that asks students about their motivation, participation, and intentions to participate in sport and physical activity during their recess/lunch break at school. Also consider asking about before and after school if you are considering programming during that time. Appendix A provides sample pre-program surveys questions.

You could also complete a pre-program interview with students to gather more detailed information about their experiences with physical activity and sport. Interviews should last no longer than 30 minutes. Appendix B provides sample pre-program interview questions.

Give adequate time for completion of surveys and interviews. Analyze the responses and compare the results to the problem you have identified. Consider re-evaluating your identified problem before moving to Step 3 if the responses do not support it.

Step 3: Convene Program Team

Completion Time	2-3 weeks
Materials	invitation letter or email

Details

Develop a communication approach to reach out to students about ReBOOT Intramurals. Present the communication in a way that is engaging to students and encourages them to come out and have their voices heard. It should share that they will be an integral part of the decision-making process of the intramural programming at the school. The goal is to have 10–15 students as a program team to participate in the ReBOOT process of designing, planning, and implementing the programming for peers at their school. Appendix C provides a sample invitation that you could use with students.

Tip

Think about unique ways to get the message out to students. Consider using social media channels they generally use (Twitter, Facebook, etc.) or other forms of communication that are more likely to spark interest rather than the traditional way of communicating to students (announcements, posters).

Step 4: Knowledge Transfer

Tip

Start the meeting with an icebreaker so students can get to know one another. Or do a fun activity that will support bonding among the program team.

| Completion Time | 2 hours |

Materials — copy of survey responses containing no personal information (e.g., names and email addresses removed)

Details

Bring the program team together for the first time! It's important to set the tone of the meeting as welcoming and fun followed by an overview of the program. Share with the program team that this is an opportunity for their voices to be heard and to make real change within their school. The team must understand that you are there to support them but that they are the real leaders of the program. They must be supportive of each other and understand the skills they will build as a result of participating. For older students, it's also helpful to share that they can include their participation on their resumé illustrating their community involvement and volunteer experience.

Share the survey results with the program team so they can review and analyze the information, discuss trends, and talk about the identified problem. You should not discuss potential steps to address the problem during this meeting but be sure to outline the next steps of the program.

Think of the meeting as an introductory meeting to share the timeline, objectives, and overview of the initiative. The group should leave the meeting with additional knowledge of physical inactivity rates of their school, feeling empowered and eager to start.

Step 5: Program Design Workshop

Completion Time   1–2 days

Materials
- chart paper
- sticky notes
- markers
- name tags
- projector
- screen
- PowerPoint presentation

Details

The program design workshop is an exciting component of the ReBOOT Intramurals approach. Youth engagement principles are used and the program team become the true leaders.

Tip

While it is important to promote the intrinsic rewards of the program (increased health, make friends, etc.), consider providing the program team with apparel (e.g., t-shirt, hat) to foster belonging and uniformity within the group of participants.

Workshop Planning

Plan for the workshop:

- Inform the administration at your school about the workshop and decide on a one-day or a two-day workshop.
- Get parental/guardian permission if required for students to participate in the workshop during school hours. Appendix D provides a sample permission letter.
- Book an unused classroom, learning commons, or some other private area in the school for the program design workshop.
- Create a detailed schedule of the workshop. Appendix E provides a sample schedule of a one-day workshop.
- Consider developing a PowerPoint to provide a visual guide throughout the workshop. For a sample PowerPoint, *click here*.
- Take the time to understand and become comfortable with Design Studio, the design approach you will be using. It might be overwhelming to think about learning another new tool, but Design Studio is easy to implement!

 Visit Amy Ogrin's (2016) *Introduction to Design Studios* to find out about this methodology that is fast-paced and repetitive and focuses on idea generation, constructive feedback and collaborative decision-making.

As you prepare for the workshop, keep the following in mind:

- A two-day workshop allows for more time for program planning versus a one-day workshop where students will have to have regular meetings to complete the program-planning phase entirely.
- Begin the workshop with an icebreaker or schedule multiple icebreakers throughout the workshop. It's very important to have the program team get to know each other and to start feeling comfortable with one another.
- Continue to share the message that the members of the program team are the knowledge holders. They know and understand the problem and are able to share reasons for the problem or barriers to solving it.
- If possible, provide snacks and lunch to participants to bring the group together and recognize them for their time and participation.

Jigsaw Activity

If possible, research the identified problem beforehand to see how it relates to the survey of students at your school. Or find any information you can about the identified problem and how it might negatively affect the overall health of youth. Presenting statistics that are meaningful to the program team can be very impactful and a great conversation starter. Participants will be able to relate to these statistics and may start to share their own stories.

A great way to share these statistics is to do a jigsaw activity to support the group with learning more about the problem. Follow the process below to
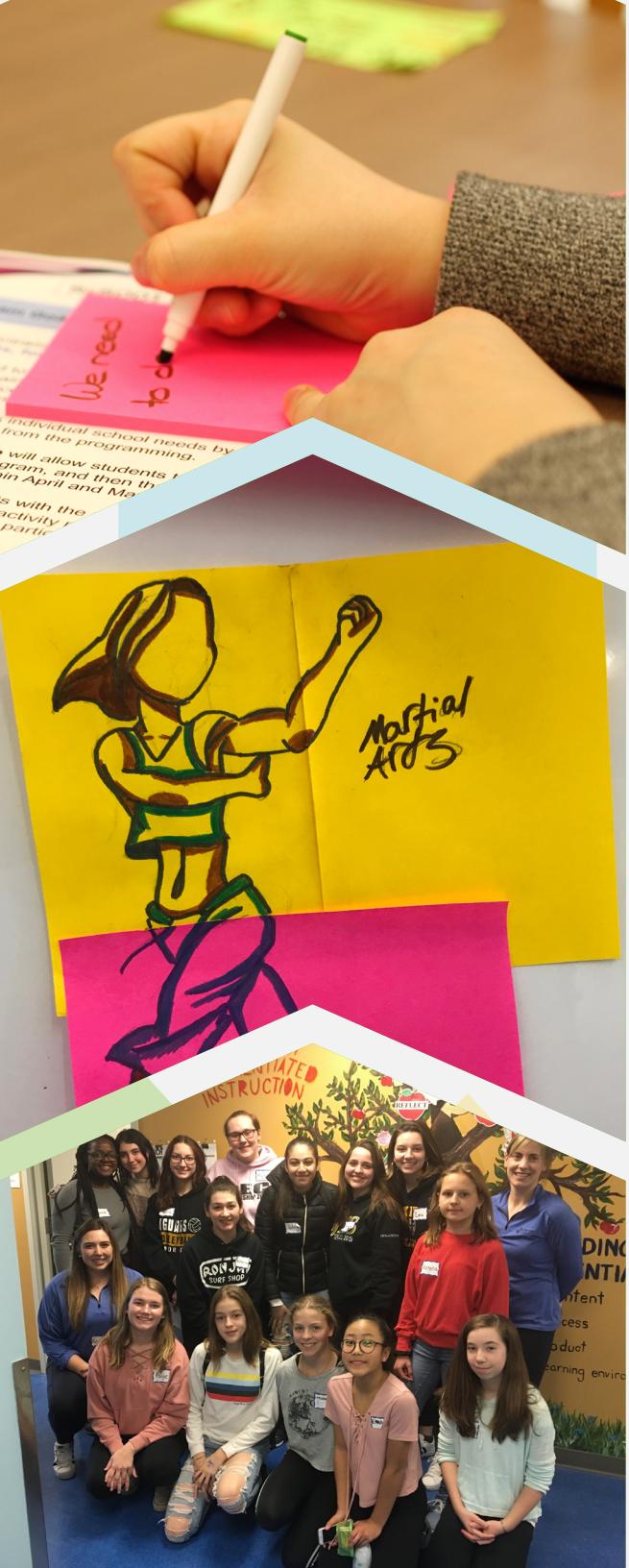
implement the jigsaw activity.

1. Before the activity, place papers, lists of facts, or books around the room about different aspects of the identified problem.
2. Break the students up into the same number of groups as the number of stations around the room (i.e., for 4 stations you will have 4 groups).
3. Within those groups, each student chooses a different station to visit to learn about the information at that station.
4. After an allotted amount of time, students return to their original group.
5. Each group member takes a turn sharing the learned information. In this way everyone in the group has learned about a variety of facts or statistics about the identified problem.

For more information on the jigsaw strategy, visit _The Jigsaw Method Teaching Strategy_ by Jordan Catapano.

Design Studio

1. _Personas_

As you move into introducing the Design Studio approach to the program team, begin by discussing personas. The program team wants to be able to personify other students within the school to ensure they are planning the program for as many students as possible. In Design Studio, personas are fictional characters that help you understand needs, experiences, behaviours, and goals (Dam & Siang, 2019).

Pose the following four questions to the team and have a discussion about who to personify:

- Who are you trying to reach?
- Who exists in your school?
- What behaviours and traits do they have?
- Who can the groups personify?

As the team participates in the Design Studio and plans the program, remind them of who they are personifying so this is fresh in their mind throughout the workshop. It may be helpful to write or sketch who they are personifying on chart paper and post it up on the wall so they can refer to it throughout the workshop. The team may even come up with new ideas of who to personify as they work through the process!

2. Scenarios

Scenarios are the aspects of the program that will make it a quality intramural program.

At this stage, break students into groups of 3–4 for the design process. **As a large group**, discuss the scenarios you want each group to consider as they are designing the program. Some ideas for scenarios include the following:

- Fun and enjoyment
- Challenge and competence
- Social interaction and belonging

Brainstorming whiteboard with pink and yellow sticky notes.

Top left (pink): Themes: glow in the dark, Summer (Hawaiian), cowboy

After School (yellow):
- Sports 2 things
- Teams Just For Fun!
- Twister: This test your endurance and its funny to see and do
- Zumba: Test endurance AND you learn how to move
- Zumba - Zumba in the dark with glow paint
- Zumba: Regular zumba

(yellow):
- after school/morning before school
- 2 times a week
- Switch sports every 2 weeks
- Come to each class you want to try
- biking, swimming, soccer, basketball, dance, yoga, Zumba, skating, volleyball, softball, curling, running, work...

Low Sweat (pink)

Low Sweat (pink)

Workout + a Movie (yellow):
- Projector screen
- "Do 10 squats every time Will Hunting fights someone" "1 burpee? 2"
- Some moves w/ on-screen events

Outdoor or Indoor (pink)

(yellow): Wii Fit / DDR | After School | Weightlifting 101
- (1-2x/wk, Tabata/HIIT
- Wii Fit/Spin class/DDR/ alternate | Drum Fit
- Tumbling
- Floor workout in the dark

(yellow):
- Teams that play Just 4 Fun
- competitive teams
- Kid coaches (someone who can relate)
- GO TEAM

Free Skate and Hockey (pink)

Martial Arts: (All Girls) (pink):
- Tae Kwon do
- Self-defence
- No punching bag instead we punch the wind
- Do this while listening to music
- No need to compete
- No pictures or videos
- No need for equipment!

all girl clubs (pink):
(instagram page)
- Share our experience
- Show our progress
- Show our fun
- Show our ideas

Martial Arts (yellow/pink drawing)

Right side:

Tag (pink)

Hiking (pink)

Cross Country! (yellow)

Summer sport (yellow):
- Walk to get to the pool
- walk/run/play basketball
- walk to go get a smoothie or bar to pay for charity
- doing cheerleading to spread...
- Ride and slide

Sledding (pink)

(pink drawing)

Swimming (yellow)

Capture the flag (pink)

(pink drawing)

Soccer (pink)

Track (pink)

Then, **assign each group** a different scenario and encourage them to design for this scenario (i.e., the group with the scenario of "fun and enjoyment" would focus on designing activities that are fun and would be enjoyed by participants).

3. Design Charrettes

A design charrette is a short, collaborative meeting during which members of a team quickly collaborate and sketch designs to explore and share a broad diversity of design ideas (Pernice, 2013).

Before starting the design charrettes, ensure that each group has room to sketch away from other groups. Provide each group with pads of sticky notes, markers, and large chart paper for their sketches. Share with the team that they will be sketching out program ideas. For those who worry about their drawing skills, explain that, as long as they can draw a few shapes, they will be able to do the activity!

The graphic below supports you with implementing each of the three steps of the Design Studio. Pay attention to the timing of each step.

WHAT HAPPENS

Individuals sketch as many ideas as they can come up with in 5-8 minutes.

1

WHY

Generate as many ideas as possible without time for over-analyzing.

WHAT HAPPENS

Individuals sketch 1 idea in 5-8 minutes based on ideas & critique shared in the previous charrette.

2

WHY

Allow individuals to form their own conclusions on the strongest ideas.

WHAT HAPPENS

Collaboratively, members of a team sketch 1 idea in 20-25 minutes based on their earlier charrettes.

3

WHY

Understand how groups compromise & where consensus has surfaced.

Credit: Adam Connor, Mad*Pow

After each step above, each group member provides feedback to the others in their group. It is important to set boundaries for feedback so each group is providing constructive feedback. Here are some rules for the feedback phase at each step:

- Presenters share quickly
- Everyone is equal and can critique
- Avoid getting sidetracked by problem solving
- Ask questions as necessary
- Be supportive

4. Program Selection

After the final phase of the design charrettes, bring the program team together to discuss their collaborative ideas. As a large group, come to consensus about the program that will be implemented.

Ask the following questions as the team selects the activities associated with the program:

- What do you like about it?
- Is it safe?
- Is it inclusive?
- Is it realistic?
- Will there be interest?
- What are some potential challenges?
- How do you implement it?

After the team has collectively agreed upon the programming, move into discussing and planning the logistics of the program.

5. Program Logistics

To discuss the program logistics, consider dividing the group into groups again to discuss the areas of the program logistics listed below.

Promotion – How will you promote it? Who will promote it? What do you need to develop for the promotion of the program?

Logistical Details – What is the program name? When will it run (days/times)? What types of activities will be implemented? What equipment is needed? What will the schedule look like? Will participants need to register? If yes, how will they register?

Roles & Responsibilities – What roles and responsibilities need to be filled? Who will be responsible for promotion/scheduling/equipment/registration?

Evaluation – How will the program be evaluated? What needs to be considered in advance to prepare for the evaluation (e.g., survey development.)?

6. Sharing Circle

At the end of the workshop, bring the group together into a sharing circle and provide time to debrief the workshop and allow the program team to share what they have learned and what they will take away from the workshop. The work does not end here for the team but it's important to create cohesion amongst the team and empower them to continue to do the great work they started.

At the end of the workshop, the program team should have an outline of the program and have thought through many of the logistics. It is likely that the team will still need to come together for meetings before launching the program to ensure that all is in order. Encourage the team to assign roles and responsibilities before the end of the workshop and choose a day and time for subsequent meetings.

Step 6: Program Planning

Tip

Encourage the program team to think outside the box as they plan the program. Ask them to think about new ideas to inform and motivate other students to participate in the program. This may involve some strategic thinking and creativity so that students who are physically inactive register to participate in the program.

| Completion Time | 2–4 weeks |

| Materials | • note paper and/or chart paper
• pencils/pens |

Details

The program team meets to finalize any outstanding program logistics from Step 5. The team continues to lead the planning of the program but it's also an important time for you to review the details of the program to ensure all program logistics have been addressed. If there are logistics that have been forgotten, ask the team to review the program details and consider what is missing rather than directly pointing out what is missing. It's important that students develop the skills and autonomy to develop the programming and make decisions on their own.

Once the program team is ready, it's time to launch the program!

Step 7: Program Implementation

Tip

Continue to have program team meetings during the implementation phase of the program. This provides time to discuss successes and challenges and to ensure all roles and responsibilities are being met.

| Completion Time | 3-6 months |
| Materials | dependent on program |

Details

This is what the program team has been working towards! Implement the program and ensure that all of the roles and responsibilities are completed. Provide adequate time for the program to run throughout the school year. If participation rates are low, revisit the program promotion and logistics and think about how to get more students involved.

Below is a list of popular programs or activities that have been implemented using the ReBOOT approach and are different from traditional intramural programs:

- DrumFIT
- GlowSport
- Martial Arts
- Recreational Cycling
- Throwback Games (tag, skipping, four square, etc.)
- Weightlifting
- Yoga
- Zumba

Towards the end of program implementation step, the program team will conduct the evaluation of the program as decided on at the workshop. Note that this evaluation is different from the post-program survey because it is specific to the enjoyment of the activities implemented in the program rather than physical activity in general. The program team completes the evaluation during this step but will come together to discuss the results of the evaluation in Step 9.

Step 8: Post-Program Survey or Interview

Tip

There will be months between the first survey and the second survey. To encourage students to complete the post-program survey and remind them of the first survey, consider setting up a healthy snack table and have them complete the survey at that time.

Completion Time	1 month

Materials	• paper copies of survey and pens or online survey tool (Survey Monkey, Qualtrics, etc.) • recording tool and note pad for interviews

Details

Develop a post-program survey and distribute it to the students who completed the pre-program survey in Step 2. Appendix F provides sample survey questions.

You can also ask students who completed the survey and participated in the intramural program to engage in a post-program interview for more detailed information about their feelings toward physical activity. These interviews should be no longer than 30 minutes. Appendix G provides sample post-program interview questions.

After allowing sufficient time for students to complete the survey or after interviews are completed, analyze the survey and interview responses and compare the data in Steps 2 and 8. Develop a report of the survey results to share with the program team.

Step 9: Evaluate and Refine

Tip

When discussing the results of the program, ask the program team to create a list of pros and cons to differentiate between what worked well and what needs to be improved. This visual can support the team in analyzing the program and deciding how to refine it for the future.

Completion Time   1 month

Materials
- survey report
- program evaluation from participants
- pencils/pens
- note paper and/or chart paper

Details

Share the results of the post-program survey and/or interviews with the program team and generate a discussion about the results of the program. The team can also present the results of the evaluation they completed with the program participants.

Sample questions to ask the program team about the results of the evaluation, surveys, and/or interviews:
- Were more students physically active as a result of the programming?
- Did students enjoy the programming?
- What did participants say was their favourite part of the program? Least favourite part?
- Did students make new friends?
- Did participants learn new skills?
- Did participants' attitudes toward physical activity change?
- Did participants have any other feedback about the program to be considered?

After the team has discussed the evaluation of the program, move to the phase of refining those elements that were addressed as needing improvement or consideration. The team decides how they will make these changes and be prepared for the next version of the program.

Conclusion

The ReBOOT approach is about inclusive and quality intramural programming. Intramural programs are a time in the school day where students can participate in different activities that build a variety of physical and social skills and promote fun and enjoyment (Webb& Forrester, 2015). Intramurals are an equitable opportunity for students who are not able to participate in organized sports or physical activity. However, at some schools, intramural programming does not exist or participation rates are very low.

The ReBOOT approach engages students and encourages them to be the leaders and decision makers of the Intramural programming in their school. By following the 9-step approach—with students at the centre of the design, planning, and implementation of the program—youth engagement principles are promoted. With its for youth by youth motto, ReBOOT Intramurals encourages leaders to rethink traditional programming and engage students in the process to create more physical activity opportunities for all students.

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Adjust the survey questions depending on the identified problem.

Determine whether to protect the identity of students who respond to your survey. If anonymity is required, remove the first and last name line below.

Sample Pre-Program Survey

1.   First and Last Name: _____
2.   Circle your grade.   7   8   9   10   11   12
3.   Describe what do you *typically* do during school recess/lunch break.

_____
_____
_____

What do you *usually* do during school recess/lunch break? **Circle your response using the answers provided.**

4.   I sit or stand around.
       Never   Sometimes   Often   Most of the Time
5.   I go for a walk.
       Never   Sometimes   Often   Most of the Time
6.   I participate in school intramural activities.
       Never   Sometimes   Often   Most of the Time
7.   I take part in physically active play (for example: wallball).
       Never   Sometimes   Often   Most of the Time
8.   I play games or sports (for example: soccer, basketball).
       Never   Sometimes   Often   Most of the Time
9.   I do fitness activities (for example: yoga, weightlifting).
       Never   Sometimes   Often   Most of the Time

Read each statement below and **circle your response using the answers provided.**

10.   Which of following most closely describes your current level of physical fitness (strength, endurance, flexibility...)?
       Very Poor   Poor   Average   Good   Very Good
11.   How many days the last week did you exercise/participate in physical activity for at least 20 minutes to the extent that it made you sweat and/or breathe hard (such as basketball, football, handball, running, swimming, or fast bicycling)?

None   1 day   2 days   3 days   4 days   5 days   6 days   Everyday

12.   How many days the last week did you exercise/participate in physical activity for at least 30 minutes that did <u>not</u> make you sweat and/or breathe hard (such as fast walking or slow bicycling or swimming)?

None   1 day   2 days   3 days   4 days   5 days   6 days   Everyday

13.   How many days in the last week did you perform strength training such as push-ups, sit-ups, or weightlifting?

None   1 day   2 days   3 days   4 days   5 days   6 days   Everyday

Read each statement below and decide how much you agree or disagree with that statement. Then **circle one number (from 1–5) in the space next to each question** which best indicates your opinion.

Statement	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
14. I am very interested in participating in physical activities.	1	2	3	4	5
15. When participating in physical activities, I tend to feel enjoyment.	1	2	3	4	5
16. When participating in physical activities, I tend to feel embarrassed.	1	2	3	4	5
17. When I participate in physical activity, I feel nervous about the size and/ or shape of my body.	1	2	3	4	5
18. I have regular times and places set aside for being physically active.	1	2	3	4	5
19. I like being physically active during recess/lunch break.	1	2	3	4	5
20. I feel that there are many activity choices and options during school recess/lunch break.	1	2	3	4	5
21. There is enough *time* for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
22. There is enough *space* for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
23. There is enough *equipment* for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5

		1	2	3	4	5
24.	During school recess/lunch break, I feel safe.	1	2	3	4	5
25.	Being regularly physically active is difficult for me because I can't afford to pay for the physical activities I want to participate in.	1	2	3	4	5
26.	Being regularly physically active is difficult for me because my closest friends are not physically active.	1	2	3	4	5
27.	Being regularly physically active is difficult for me because I don't have the *time* to be physically active.	1	2	3	4	5
28.	I'm confident I can perform well in a variety of physical activities.	1	2	3	4	5

Adjust the interview questions depending on the identified problem.

Sample Pre-Program Interview Questions

1.   What have most of your recent experiences during recess/lunch break been like? Can you explain how long they were and what you typically did during them?
2.   What do you like about school recess/lunch break?
3.   What do you dislike about school recess/lunch break?
4.   What kind of physical activities do you typically do during recess/lunch break?
5.   What keeps you from being more physically active during recess/lunch break?
6.   What would you change about how recess/lunch break is structured to increase your level and enjoyment of physical activity then?
7.   Is there anything else you would like to share or discuss about school recess/lunch break?

Sample Invitation to Potential Participants

Have your voice heard. Get involved in ReBOOT Intramurals!

Do you participate in intramural programs at school? Yes / No
Do the intramural programs at school interest you? Yes / No

If you answered No to either question, then this initiative is for you!

ReBOOT Intramurals will give you an opportunity to lead in the designing, planning, and managing of an intramural program at lunch.
You will develop many new skills and will have a say about the type of programming that is implemented at school.

Here is what is involved:

- Attending a meeting to learn about the physical activity rates from students in the school who completed a physical activity survey
- Engaging in a [day]-workshop to design and plan the program
- Being responsible for one aspect of the program when it is implemented
- Participating in the program
- Meeting new friends and learning new skills

Having FUN!

If you are interested in knowing more, talk to [teacher lead] or come to a drop-in information meeting on [date] at [time] in [location].

Sample Letter to Parents/Guardians

Dear Parent/Guardian

[School Name] is excited to be implementing the *ReBOOT Intramurals* program using a *for youth by youth* approach where students are the leaders of the design, planning, and implementation of a physical activity program at the school.

What is ReBOOT Intramurals?

ReBOOT Intramurals is an intramural program rooted in principles related to equity, inclusion, and the right to play. This initiative aims to facilitate participation in physical activity by giving voice to youth in the design and implementation of a physical activity program. Each program is tailored to individual school needs by the students who will be benefitting from the programming.

What is involved?

Your child has shown interest in becoming a part of the program team to implement ReBOOT Intramurals. This involves their participation in a [day]-workshop during school hours as well as subsequent meetings to plan and implement the intramural program. The subsequent meetings will be held over lunch. The workshop will be held on [date] from [time] in [location] with the other members of the program team. During the implementation of the program, your child will support the program team in ensuring the success of the program by filling a role such as organizing equipment, making the schedule, promoting the program, and other similar tasks.

What are the learning opportunities?

There are many learning opportunities for the program team. The team will become true youth leaders and will develop the following skills:
*   leadership
*   communication
*   teamwork
*   responsibility
*   promotion
*   program planning
*   evaluation
*   and more!

Thank you very much for your support. If you have any questions, contact [leader name], the teacher leader supporting ReBOOT Intramurals: [contact details].

[Add consent/waiver information if necessary]

One-Day Workshop Sample Schedule

Time	Activity	Notes

20 min.	Welcome
	Introductions
	Agenda
		1. Welcome – name tags, norms for the day
		2. Introductions
		    a. Icebreaker activity
		    b. Answer: What motivated you to join?
		3. Review Agenda

20 min.	Jigsaw Activity	Introduction to the rationale and research

10 min.	Personas
	Scenarios
		Discuss personas:
		    1. Who are you trying to reach?
		    2. Who exists in your school?
		    3. Who can the groups personify?
		Present scenarios and break into 3 groups:
		    1. Fun and delight
		    2. Challenge and competence
		    3. Social Interaction and relevance

35 min.	Sketch, Present, Critique Round 1	Sketch up to 8 ideas individually (10 minutes) Present & critique to group members (25 minutes)
25 min.	Sketch, Present, Critique Round 2	Sketch 1 idea individually based on ideas & critique from Round 1 (5 minutes) Present & critique to group members (20 minutes)
45 min.	Sketch, Present, Critique Round 3	Sketch 1 idea as a group from Rounds 1 & 2 (15 minutes) Present & critique to whole group (30 minutes)
60 min.	Lunch	

45 min.	Intramural Activity Selection	Review ideas & choose intramural activity Questions to consider: Is it safe? Is it inclusive? Is it realistic? Will there be interest? What do you like? What are some potential challenges? How do you implement it?
60 min.	Program Logistics	Name the activity Schedule Equipment/Space Promotion – How will you promote? Who will promote? Evaluation - Why should you evaluate your program? How will you evaluate your program? When?
45 min.	Roles/Responsibilities Closing	Brainstorm and assign roles & responsibilities: promotion, scheduling, equipment, implementation, etc. Debrief activity

ReBOOT Intramurals: Toolkit for Leaders

For Youth By Youth: An Approach to Physical Activity and Sport Programming

PHE·EPS Canada

In the post-program survey, ask questions similar to those in the pre-program survey so you can compare and analyze the answers. Consider whether to provide anonymity. If anonymity is required, remove the first line below.

Sample Post-Program Survey

1.   First and Last Name: _____

2.   Circle your grade.   7   8   9   10   11   12

3.   Describe what do you *typically* do during school recess/lunch break.

_____
_____
_____

4.   In the last three months, how often did you participate in the new school intramural program?
        1 = None   2 = A little   3 = Sometimes   4 = Often   5 = Whenever it was offered

5.   If you responded with a 2, 3, 4, or 5 to the previous question, describe what you liked and/or disliked about the new school intramural program.

What I liked:

_____
_____
_____

What I disliked:

_____
_____
_____

What do you *usually* do during school recess/lunch break? **Circle your response using the answers provided.**

6.   I sit or stand around.
        Never   Sometimes   Often   Most of the Time

7.   I go for a walk.
        Never   Sometimes   Often   Most of the Time

8.   I participate in school intramural activities.

Never   Sometimes   Often   Most of the Time

9.   I take part in physically active play (for example: wallball).
Never   Sometimes   Often   Most of the Time

10.   I play games or sports (for example: soccer, basketball).
Never   Sometimes   Often   Most of the Time

11.   I do fitness activities (for example: yoga, weightlifting).
Never   Sometimes   Often   Most of the Time

Read each statement below and **circle your response using the answers provided.**

12.   Which of following most closely describes your current level of physical fitness (strength, endurance, flexibility...)?
Very Poor   Poor   Average   Good   Very Good

13.   How many days the last week did you exercise/participate in physical activity for at least 20 minutes to the extent that it made you sweat and/or breathe hard (such as basketball, football, handball, running, swimming, or fast bicycling)?
None   1 day   2 days   3 days   4 days   5 days   6 days   Everyday

14.   How many days the last week did you exercise/participate in physical activity for at least 30 minutes that did <u>not</u> make you sweat and/or breathe hard (such as fast walking or slow bicycling or swimming)?
None   1 day   2 days   3 days   4 days   5 days   6 days   Everyday

15.   How many days in the last week did you perform strength training such as push-ups, sit-ups, or weightlifting?
None   1 day   2 days   3 days   4 days   5 days   6 days   Everyday

Read each statement below and decide how much you agree or disagree with that statement. Then **circle one number (from 1–5) in the space next to each question** which best indicates your opinion.

Statement	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
16. I am very interested in participating in physical activities.	1	2	3	4	5
17. When participating in physical activities, I tend to feel enjoyment.	1	2	3	4	5
18. When participating in physical activities, I tend to feel embarrassed.	1	2	3	4	5
19. When I participate in physical activity, I feel nervous about the size and/ or shape of my body.	1	2	3	4	5

ReBOOT Intramurals: Toolkit for Leaders

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20.	I have regular times and places set aside for being physically active.	1	2	3	4	5
21.	I like being physically active during recess/lunch break.	1	2	3	4	5
22.	I feel that there are many activity choices and options during school recess/lunch break.	1	2	3	4	5
23.	There is enough *time* for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
24.	There is enough *space* for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
25.	There is enough *equipment* for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
26.	During school recess/lunch break, I feel safe.	1	2	3	4	5
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29.	Being regularly physically active is difficult for me because I don't have the *time* to be physically active.	1	2	3	4	5
30.	I'm confident I can perform well in a variety of physical activities.	1	2	3	4	5

Sample Post-Program Interview Questions

1. How did you enjoy participating in the intramural program?
   a. What did you like about it?
   b. Did you still have enough time to enjoy relationships with your friends?
   c. Did you feel comfortable (at ease) and have enough activity choices during the program?
2. Was there anything you disliked about it?
3. Do you think your experience in it might change your motivation and participation in physical activity and/or sport? Why or why not?
4. How else should intramurals during school/recess be better structured to increase motivation and meaningful participation?
5. Is there anything else you would like to share or discuss about how school intramurals might increase motivation and participation in physical activity and/or sports?