



REVIEWING PROGRAMS TOGETHER

A CHILD FOCUSED RESOURCE, DESIGNED TO HELP PARENTS BECOME A PARTNER IN IMPROVING THE QUALITY OF THEIR CHILD'S RECREATION AND SPORT PROGRAMS.

HIGH FIVE believes that parents/guardians can provide valuable information about the quality of a child's program. Reviewing Programs Together is a resource designed to enable parents/guardians to give feedback on their child's recreation and sport programs. Parents/guardians can use this form to evaluate their child's experience in current and future programs by using the "Program Checklist" on page 2 and the "Ask Your Child" questionnaire on page 3.

HOW TO USE THE PROGRAM CHECKLIST ON PAGE 2:

The program checklist helps parents/guardians see if their child's program supports healthy child development.

- Read each statement first before you use the program checklist
- Try to watch the program from start to finish when you are using the program checklist
- Ideally you want to use the program checklist within the first couple of weeks of your child's program but not on the first day
- When watching the program, you may want to make comments on the behaviours you see – explain what you liked or disliked
- Your comments will help the people providing the program improve their program

HOW TO USE THE "ASK YOUR CHILD" QUESTIONNAIRE ON PAGE 3:

Children have a better experience when they feel that their parents/guardians are supportive. The "Ask Your Child" Questionnaire provides some questions to help you talk to your child about his/her experience.

- It is suggested you complete this questionnaire after you have completed the "Program Checklist" on page 2
- Once you have completed this form, please return it to the people providing this program as it will help them make improvements
- You do not need to sign your name, however, if you would like someone to follow-up with you, please print your name and phone number in the space provided below
- If you would like more information about how you can support your child's experience, please see page 4 for more details and how to contact HIGH FIVE

To help us use your feedback to improve our programs please complete:

Date of Observation: _____

Name & Time of Program: _____

Location of Program: _____

If you would like us to follow up with you please print your name and phone number.

Name: _____ Phone Number: _____

PROGRAM CHECKLIST

For each of the five categories, please use an x to check which of the behaviours/actions you saw in your child's program.

Category	Comments
<p>Child staff Interactions *1 Staff show warmth, interest, respect, involvement, positive leadership and individualized approach to children</p> <p>Watch for:</p> <p><input type="checkbox"/> Smiles <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Friendly tone <input type="checkbox"/> Eye contact <input type="checkbox"/> Acceptance <input type="checkbox"/> Helping children solve problems</p>	
<p>Supervision *2 Staff are aware of all children, pay attention to safety concerns and adjust supervision to ages and activities</p> <p>Watch for:</p> <p><input type="checkbox"/> Constant supervision <input type="checkbox"/> Closer supervision for young children <input type="checkbox"/> Secure play areas <input type="checkbox"/> Closer supervision for higher risk activities <input type="checkbox"/> Adequate number of staff for activity <input type="checkbox"/> Staff are not rushed</p>	
<p>Child/Peer Interactions *3 Children know one another, show respect and co-operation, appear to be having fun and include one another in activities.</p> <p>Watch for:</p> <p><input type="checkbox"/> Knowing names <input type="checkbox"/> Few conflicts <input type="checkbox"/> Sharing <input type="checkbox"/> Helping one another <input type="checkbox"/> No teasing <input type="checkbox"/> Laughter, smiling faces</p>	
<p>Leader Behaviour and Interactions *4 Staff focus attention on children and not one another, use appropriate language and behaviour and work as a team</p> <p>Watch for:</p> <p><input type="checkbox"/> Friendly tone <input type="checkbox"/> Personal conversations avoided between staff <input type="checkbox"/> Assist one another <input type="checkbox"/> Cooperation and support <input type="checkbox"/> Appropriate language used <input type="checkbox"/> Positive role modeling</p>	
<p>Program Activities and Supports *5 Activities appear to match interests and needs of children, offer choice, variety and balance and are paced according to needs of children and encourage personal development</p> <p>Watch for:</p> <p><input type="checkbox"/> Choices <input type="checkbox"/> Variety of activities and group size (small,large,individual) <input type="checkbox"/> Balance <input type="checkbox"/> No long waiting periods <input type="checkbox"/> Children interested <input type="checkbox"/> Learning by doing <input type="checkbox"/> Everyone involved <input type="checkbox"/> Opportunities for children to influence and lead</p>	

What did you like the best?	What would you like to see changed?
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The Reviewing Programs Together categories are directly related to the HIGH FIVE QUEST Tools.

* A notation beside each title identifies the section of the QUEST 2 where a detailed explanation of quality indicators can be found. These tools were designed to be used as part of a comprehensive approach that enables service providers to achieve continuous quality improvement over time.

ASK YOUR CHILD QUESTIONNAIRE

You can learn a lot about how well a program is meeting your child's needs by asking your child a few questions. What you learn from your child will help the people providing this program to further improve their program. Please hand this questionnaire in with your completed program checklist.

1) What is your leader's name? What are the names of the children in your group?

2) How do you get along with the other children? Are there any people there that you don't like? Why not?

3) What do you like best about your leader?

4) What do you like best about the program?

5) Do you think the leader likes you? How does he/she show it?

6) Is the same leader always there?

7) Does the leader get angry or upset?

8) Does the leader ever ask you what you want to do?

Reference: *A Parent's Guide to Recreation and Sport*

HIGH FIVE — QUALITY AT PLAY

Our Mission

HIGH FIVE is committed to assisting children along the path of healthy development through:

developing and maintaining a high level of knowledge and expertise in child development among recreation and sport practitioners;

assisting parents with making informed choices;

providing practitioners with the tools for enhancing and maintaining a high level of quality

The HIGH FIVE program has been implemented in Ontario by Parks and Recreation Ontario (PRO) because we value children and understand the important role Recreation and Sport play in a child's development.

As part of our mandate, we are continuing to develop and implement quality improvement materials for children's recreation and sport. If you are interested in learning more about HIGH FIVE please contact us at the address below or visit our web site:

www.prontario.org

HIGH FIVE: OUR COMMITMENT TO CHILDREN

The following conditions help children along the path of healthy development.

Environments for children must be:

- secure, safe and stable
- caring
- stimulating
- accessible
- challenging
- considerate of personal space needs and special needs
- equipped with age, size and ability-appropriate equipment, furniture and materials
- welcoming of diverse races, cultures and abilities

Activities for children must:

- allow for a combination of self-directed and leader-directed activities
- provide children with opportunities for input, involvement and choice
- reflect both assessed and expressed needs
- provide opportunities for active participation and reflection
- encourage imaginative play, inquisitiveness and thoughtfulness
- provide leadership opportunities where possible
- encourage co-operation and friendship
- incorporate varied learning styles and developmental stages
- recognize uniqueness and encourage mastery
- value and incorporate cultural, racial and linguistic diversity

Leaders must:

- ensure all children are treated with respect, honesty and trust
- recognize and accept children's individual needs and circumstances
- employ positive behaviour management methods
- help children value and celebrate diversity in the community
- consistently model appropriate behaviour
- continually evaluate the program and their leadership to ensure improvements and reflect changing needs

Organizations must:

- encourage and support the ongoing development of staff and volunteers with regard to their knowledge and understanding of healthy child development
- ensure clear and on-going communication with parents and families
- encourage participation and input from children and families
- provide the organizational supports necessary to ensure that children feel safe, welcome, competent, connected, empowered and special

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Parks and Recreation Ontario
1185 Eglinton Avenue East
Suite 406
Toronto, Ontario, Canada
M3C 3C6
e-mail us: pro@prontario.org
web site: www.highfive.org

