Racing Readers

Betty Huff/ Tuesday

Final Report – 2019/2020

By --------, ------- and -------

SFU Surrey TD Community Engagement Center

# Abstract

This report contains information and an analysis regarding Racing Reader’s weekly strategies and provides insight into the operations of the Racing Reader Program at Betty Huff Elementary and Virtual Online Tuesday sessions of the 2019/2020 calendar year.

Introduction

Racing Readers is a not-for-profit afterschool program where university students and high school students engage as volunteers, volunteer leads and program coordinators to support elementary school students in all their academic and personal skill development and making (SFU Students lead program). The program originally began at Newton Elementary in 2014 and expanded in 2016 to include Betty Huff Elementary. During this time the program also took on a numeracy and literacy component. Apart from running on weekly basis at these two school, Racing Readers has run as a part of the Burnaby Festival of Learning for the last two years but had to be canceled this year to due to unfortunate circumstances revolving around COVID-19 . The program runs in partnership with the Surrey school district partnership department.

Furthermore, The afterschool program is geared to help at-risk youth in grades 2-5 advance their Physical Activity, Literacy and Numeracy skills. This is done through planned activities, games and lesson plans that are co-led by a Program Coordinator and Lead Volunteer. The session is team based which is composed of groups of 3-5 students and 1-3 volunteers depending on the iteration. Within these groups, students receive extensive support and guidance from dedicated SFU student volunteers. In this manner, students receive the undivided support they need (which may not be present in a class setting) while also being given the adequate environment to be interactive, social, and collaborative among other students, volunteers and leads.

This outreach was performed in person at the Betty Huff Elementary site for both the Fall and Spring iterations and virtually for the Summer iteration. The volunteers (University students and high school students), volunteer leads and program coordinator at both sites are responsible for supporting the growth of student’s problem solving, numeracy, literacy, and critical thinking skills. Separately, volunteer leads and program coordinators help volunteers gain experience and develop their personal and professional skills as well as participating and leading various games and activities during the session.

In person, the program starts at 2:30 PM and ends at 4:30 PM every Tuesday at the Betty Huff Elementary site. During the pre-sessions, volunteers, volunteer leads and program coordinators discuss and bond together in order to prepare for the session with the students (Students were between grades 2-5) – in this time they are able to go over the schedule, while also practising and discussing anything relevant to the days session. Sessions will then begin with a check in and a group discussion centered around the word of the day before students move into journal writing. Following journals writing, students line up and head either outside or to the gym for the physical activity portion. Afterwards, students are welcomed into a break where they have snacks and move into either a numeracy or literacy activity.

Virtually, the program on Tuesdays start at 3:00 PM and runs until 4:00 PM. The Racing Readers Team would start by accepting the students into the Zoom call and begin a group discussion about our regular rules while also discussing the theme of the day. After we would move into a brief journal/critical thinking question. Students are sent into breakout rooms via zoom where they can interact with their volunteers in journal writing or discussing the question that was provided. Afterwards, students are invited back to start a small physical activity session led by pre-recorded videos submitted by volunteers or organized live by program coordinators. We would then continue to a small washroom/drink break while a small activity session followed. During this time we also encouraged students to wash their hands and follow through with COVID-19 precautionary actions. Soon after, a heart-to-heart or reflection period with the students would happen once more in breakout rooms. After this in-session virtual portion with the students ends, we would have a second group of volunteers separately coordinate on projects where they create activities and post-session videos to send out to students enrolled within the Racing Reader program. The purpose is the engage students further while also giving parents great quarantine activities and education ideas during this time where engaging students at home may be challenging.

Benefits

In regards to SFU, the racing readers program allows students to be informed about the university itself and the programs that are available. In this way, SFU may be a future post-secondary option for some students that are interested. It is also beneficial that SFU has a community engagement department where SFU students are given the ability and encouraged to cater to the community and venture out with no difficulty. This way University students are seen as change makers as they are given a chance to make a change in their communities while also benefitting the university or future programs on their experience and findings (increases further needed or progressive development). This year we have also been able to recruit high school volunteers in order to improve the program; Since High school volunteers are able to connect with leaders and volunteers specifically from SFU, they may gain interest in attending the university as well. This is of course of benefit to SFU as these students are absolute leaders and are invested within education and improving education for youth. In this they have much to offer SFU, SFU organizations, SFU clubs etc..

In regards to the Surrey School District or specifically Betty Huff Elementary school; These institutions also gain very educated and dedicated students as volunteers. Observable benefits include setting a good example for students. Volunteers are also able to cater to students easily based on age compared to older professionals who possibly haven’t experienced or understand the effects of social media, society and youth culture/ current social issues. Due to this, SFU volunteers and program coordinator are driven into an essential lead and influential role where they can expand their skills.

Volunteers attending the program for either the full or multiple iterations improved in relation to their social, leadership, and interactive abilities and skills compared to when they began volunteering. These volunteers also gain knowledge on interacting with children and possible issues that are present among children. As the majority of volunteers were interested in becoming teachers, they can also analyze these issues and troubleshoot in future education settings. Since the summer iteration was also online – they were given the ability to develop skills around technology and online schooling. They were taught skills in how to operate zoom calls with class members but also how to bond, prepare and connect with our team online. All volunteers prepared projects on a biweekly basis online with their assigned teams; In this they advanced their teamwork, creativity and time management skills.

In relation to the Program Coordinator, (myself) I was able to expand my skills in areas I haven’t given the opportunity to. For instance, I was taught how to train several volunteers independently compared to last year I had done it alongside ------- or another program coordinator. In this way my confidence in the work place has definitely improved and I was able to be more of a leader this year (It has also helped me advance my own movement outside of work). I was also taught how to effectively plan curriculum and events in the in-person and virtual setting. Not only that but I had the privilege of expanding my skills in class management, class engagement and time management while also executing my strong-points as well. That being said, I was also able to learn lots about managing classes in the virtual setting and how to efficiently prepare online curriculum (Since distractions and fatigue are challenges with students in the online world). Not only this but since we had much more volunteers online and 2 sessions/ week, I was able to learn how to prepare two sessions and how to manage so many volunteers on a weekly basis. Volunteers and Program Coordinator are also taught how to interact with at-risk students and students with exceptionalities which is enlightening, beneficial and important.

Lastly, because of this program, students enrolled have a large growth in literacy, numeracy and physical activity abilities and skills. They’re taught how to critically think as individuals and also as a team. It was observed that students began to take physical activity more seriously and even found benefits in it as they averaged at higher levels of physical endurance and were able to run longer. As students were educated on several topics and pushed to work in group settings, they were also given the ability to bond with other students of other ages. Students were also encouraged to understand and share their own culture, form their own viewpoint or opinions and understand the true meaning behind community on a multicultural level. Due to this, students are taught to respect other’s cultures, traditions, views and exceptionalities. Lastly, specific to the Betty Huff Elementary location, it was found that students who are usually singled out or tend to have depressive or anxious features seam to benefit by the end of the iteration in relation to their mood, activity, and motivation levels; these students go from being introverted to extroverted by the end of the program. Continuing Racing Readers virtually allowed kids to have social interaction with peers and vital support from leaders during COVID-19 and the loneliness that does come along with the pandemic amongst youth. Social isolation during the pandemic has increased the loneliness among youth and having a program that was still running provided students with support and interaction which beneficial to their mental and physical health.

Weekly Session Layouts

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| --- | --- | --- | --- | --- |
| **Fall 2019** | Activities | Materials | Theme/Word of the Day | Number of Students present |
| October 8th  | **Discussion:** For discussion we welcomed the group to the program with introductions and made sure everyone checked in with their leaders. We went over the word of the day and the kids started working on their journals. **Journals:*** You are stranded on a deserted island and can only pick 5 things to take with you. Order them from most-least important.
* If you were to order your dream pizza, what toppings would you pick?

**Physical activity:** * Warm up - we played Zap
* Main activity – Running Laps.

**Snack –** ------- Reads the group a book**Numeracy Activity:** Constellation art. Student were told to make their own constellations and create a story behind it.During dismissal students played silent ball. **Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Journals
* Snacks
* Black Cardstock Paper
* Metallic Sharpies
* Pens/Pencils
* Popsicle Sticks
* Sticky Notes
 | Welcome/Order | 28 |
| October 15th  | **Discussion:** Discussed Theme of the week (Team building) which included what it is, how do you build a team, and roles within a team.This was Election week therefore we went over voting rules in Canada, ways to pick the best party for you, and resources to make sure you know what the parties offer. **Journals** - students in their groups had to create a party name and speech that will encourage voters to vote for you. They were to come up with proposals and a plan by answering the questions* If you were a prime minister what are 3 rules you and your party would make?
* Select who the group representative is

**Physical activity:*** Everyone is it Tag & Octopus Tag

**Snack & raffles:** At snack one of the leaders read the group a book.**Literacy Activity:**Election Party Development and Voting – Each group presented their parties and speeches made during Journals. After presentations, the volunteers voted on which party had the best speech. **Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students have to check out with Surbhi.
 | * Poster Paper
* Snacks
* Raffle prizes
 | Team building/Election | 24 |
| October 22rd  |  **Discussion:**Reduce, Reuse, recycle: Groupings for being sustainable.We know that certain things cannot be recycled like single use plastics, wrappers, etc.**Journal:**What is a new way to reduce waste that cannot be reused?Example: I can use a cloth bag when I get groceries, **Warm up:** mingle and laps**Reading and snacks****Numeracy game:**Garbage sorting game:We will have several photos printed out like chips bags, cans, glass, different kinds of plastics and in the student groups, they have to sort out what they can reuse and what they can recycle into either the organics, paper recycling, the bottles recycling, or what goes into the garbage (landfills) |  | Team building/Group | 29 |
| October 29th  | **Discussion:** How did Halloween come to be/how did it begin?[History of Halloween](https://www.history.com/topics/halloween/history-of-halloween)* Halloween’s origins date back to the ancient Celtic festival of Samhain (pronounced sow-in). The Celts, who lived 2,000 years ago in the area that is now Ireland, the United Kingdom and northern France, celebrated their new year on November 1.
* On the night of October 31, they celebrated Samhain, when it was believed that the ghosts of the dead returned to earth. The Celts had a big party. It was all about scaring away the ghosts and spirits.
* Borrowing from Irish and English traditions, Americans began to dress up in costumes and go house to house asking for food or money around the 19thcentury, a practice that eventually became today’s “trick-or-treat” tradition.
* Group discussion on what everyone is dressing up as if participating in Halloween.

**Journal:** The students created a spooky story within their groups to share with their peers and did journal questions.* What is the spookiest thing that’s happened to you?
* What is your favourite trick and favourite treat?

**Physical Activity**Night at the museum + Running laps**Raffles & Snack*** Volunteer reads to the group

**Literacy activity:** Silent Reading**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Raffle prizes
* Snacks
 | Reflection / Halloween | 26 |
| November 5th  | **Discussion**: Talk about what is time and why it is important. If we had no time what would happen?Discussed creative ways to tell time and brainstormed everyday tasks that you need time for.**Journals:** * If you could time travel, what year would you go to? Why?
* What takes up most of your time/What do you like to do in your free time.
* What would you do if you had if you had a few extra hours in the day

**Physical activity:*** Warm up – Show the kids how to take your heart rate + what time is it Mr. Wolf
* Main activity – Running laps and then re-checking our heart rate as a group

**Snack:** Riddles**Numeracy activity:*** Time Bingo with pre-made sheets done by Surbhi

**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Snacks
* Bingo Sheets
 | Reflection/Time | 27 |
| November 12th  | **Discussion:**General discussion with the students about what makes a community? How can we support each other within our community? Where can we find support? Where should we stray away from support?**\*Due to the # of absent volunteers, we changed the schedule structure of the day\*****Literacy Activity:** Silent Reading**Physical Activity:**Warmup * Hula Hoop game for support systems. In this activity, everyone in their groups must stand in a line holding hands and travel through a hula hoop without breaking the chain and letting go of each other.

**Snack and Raffle:** a volunteer read a book while the students had their snack.**Journals:**Made a mind map within their groups of your support system. Who do you find the most supportive?**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Snack
* Raffle prizes
 | Community/Support Systems | 26 |
| November 19 | **Session Cancelled due to lack of Volunteer Attendance**  |  |  |  |
| November 26th (Last session for end of program term #1 Fall) | **\*Lead By ------- \*****Discussion:*** For this week’s discussion we brainstormed what are aspirations? Then asked the kids what things they expect to see in 50 years from now on earth and got them to list as many jobs they can think of and write it on the board

**\*We continued the changes to the schedule structure of the day\*****Literacy Activity:*** Played 21 questions but job/career themed. Each student got a job/career which they have to put on their backs and they had to go around and ask questions to their peers to figure out what they are. Only could ask the same person once.
* Then we created gingerbread cut out sheets of ourselves in the future and coloured them in.

**Physical Activity:**Mingle + 4 corners **Snack and raffles:** a volunteer read a book while the students had their snack.**Journals:*** What do you want to be/do when you grow up? Why?
* What do you think the world will look like in 50 years.
* What do you want to be remembered/known for when you grow up? (ex. A super star!)

**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief + Wrap up Debrief with -------**  | * Attendance list
* Raffle prizes
* Gingerbread Cut out sheet
 | Aspirations/Future | N/A |

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| **Spring 2020** | Activities | Materials | Theme/Word of the Day | Number of students |
| January 14th  | Discussion: - Welcoming the new volunteers and ourselves to the new kids in the program.Going over the day and small details like the washroom rules/raffle.A quick name game between volunteers and their kids (Whole team). Tell the children to stand in a circle. One person should start the game by saying, “My name is \_\_\_\_\_\_ and I like to \_\_\_\_\_\_\_\_.” As the person says their hobby, they should act out a movement to reflect that hobby. For example, if the hobbies are swimming, they might move their arms around to simulate [swimming](https://kidactivities.net/21-fun-swimming-pool-games-for-kids/). Have the group repeat, “\_\_\_\_\_\_\_\_ likes [swimming]” and act out the swimming motion.The food pyramid & what nutrition is/what makes food nutritious and healthy- What are some health foods (Brainstorm)- What is teamwork?Journals:- Write about a time where you had to use teamwork? Examples- Describe your favourite meal. examples- BONUS: An apple and a cookie were talking about who is the better food. What do you think? examplesPhysical Activity:- Warm up = Hula Hoop activity for teamwork.Running LapsSnack:- Socialize/------- ReadsMain Activity:- Buddy/Silent Reading after Snack |  | Teamwork/Nutrition | 12 |
| January 21nd  | **Discussion:**Welcoming the new volunteers and ourselves to the new kids in the program. Going over the day and small details like the washroom rules/raffle.Discussion was focused on how people measured in the past (caveman tools etc) and how communication is key to teamwork! (Listen to everyone, compromise, be patient)**Journals:** * If you could grow anything in the yard, what would it be? Draw a picture
* How do you think animals communicate?
* BONUS: How tall are you? Get a friend in your group to measure you in a unique way and record your height. (ex. 5 books tall)

**Physical Activity:**Warm upHula Hoop Teamwork exercise + running laps**Snack and Raffle:** ------- reads to the group**Numeracy Activity:**Bridge Building ActivityGroups come together and create the structure of a supportive bridge using a select amount of materials give to them and a prompt by Surbhi for the distance of the bridgeStudent will construct a bridge with these materials on paper first (popsicle sticks, straws, masking tape) with your supportive group.**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students have to check out with Surbhi.

**Volunteer Debrief**  | * Attendance list
* Raffle prizes
* Tape
* Straws
* Popsicle Sticks
 | Teamwork /Measure | 19 |
| January 28th  | **Discussion:** * As a group we brainstormed what makes a good story and then the students shared some of their favourite books and why. We then talked about why problem solving within stories make books interesting and how does the problem solving usually occur/how it gets solved.

**Journals:** Create a short story on a flip chart as a groupRules:-Have to use once upon a time (or another intro, ex. one day, sometime ago)-Has to be a mythical creature (like a monster)-Happy problem solving ending-Involves a group of people**Physical Activity:**Warm up* Stretches but while playing Simon Says

Main Activity: Everyone is it Tag**Snack: Riddles**Prompt story telling. Leader starts a story off, and the kids continue (ex. Leader: so I was walking through the forest and what did I see? Student: \*answers with their own idea\*)**Literacy Activity**Buddy/Silent Reading**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students have to check out with Surbhi.

**Volunteer Debrief**  | * Snack
* Attendance list
 | Problem Solving/Story | 24 |
| February 4th  | **Session Cancelled** |  | Problem Solving / Fractions | N/A |
| February 11th  | **Discussion:** When through what discussion and communication were, the different types for each, and how we communicate through letters + the body structure of a letter. **No Journals** **Group Activity**Played Pictionary as a group – purple, blue and green teams vs yellow, red and orange**Physical Activity**Everyone is it tag**Literacy Activity**Letter Writing (Racing Readers 5th Anniversary Project**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students have to check out with Surbhi.

**Volunteer Debrief**  | * Attendance list
* Raffle prizes
* Letters from Betty Huff
 | Discussion/Communication | 24 |
| February 18th  | **Discussion:** * We went over what a small recap of what we discussed last week + Where do we see the number 100 in our lives. I then told the students some facts about things that happened 100 years ago from this exact date.

 **Journals:** * If you could give $100 to a charity, which would you choose? Why? (If the kids don't have a charity in mind, they can make one up)
* Tell me something about you that you think I might not know

**Physical Activity:**Amoeba TagTo play, start by choosing two students to be “It.” They will be the first amoeba. Each student that the amoeba tags must hold hands with one of the amoebae and they will all need to run together to tag the other students. The game is over when there are no free students left.Running Laps**Snack + raffle:** A volunteer read to the group **Numeracy Activity:** Get to know your classmate BINGO! Each student will receive a print out of a bingo sheet made by Surbhi with specific phrases/sentences. These sentences will consist of something someone has done or likes to do. The object of this bingo is to find a person in the room that matches what the phrase/sentence says. Once they have written down a person in a section, they can not re-use that same person for another phrase/sentence.**Clean up and check out:*** Students play telephone while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Masking tape for numeracy activity for grade ⅔
* Worksheets for grade ⅘
* Attendance list
* Snack
* Bingo sheet made by Surbhi
 | Discussion/100 | 21 |
| February 25th  | **Discussion:**As a group we discussed what a goal is and the best ways to set goals. 1. Ex. Be realistic (if you want to stop watching tv so much, don't cut tv completely out, gradually do it. If you want to run more, run moderately the first day and increase from there)
2. Be flexible (Not everything goes as planned and that's okay! Give yourself many pathways to get to your goal)

 **Journals:*** What are three things you want to do this summer?
* What do you like daydreaming about?

**Physical Activity:*** Warmup – Flag Tag
* Running Laps

**Snack + mini raffle:**Students had time to mingle  **Literacy Activity:**Buddy/Silent reading**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Attendance list
* Dialogue worksheet
* Blank paper
* Books for literacy
* Literacy activity worksheets
 | Pathways/Goals | 22 |
| March 3th(Last session for end of program term #2 Spring) | **Discussion:**Discussed Geometry and what it is as well as many different examples.**Journals:** The first 2 questions were written on sticky notes from each student with their replies and posted on the white board.-What is your favorite part about Racing Readers?- What is a memory from Racing Readers that makes you feel happy?- BONUS: If you were an architect, what would you build?**Physical Activity:** * Warmup – line tag
* Main Activity – Capture the flag

**Snack:** a volunteer read a book while the students had their snack.**Numeracy Activity –** Creating your own Mandala Art**Clean up and check out:*** Students play silent ball while they wait to get dismissed. Before they get dismissed students must check out with Surbhi.

**Volunteer Debrief**  | * Attendance list
* Snack
* Mandala examples
* Sticky Notes
 | Pathways/Lines | 19 |

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| **May-June 2020****Virtual** | Activities | Materials | Theme/Word of the Day | Number of students |
| May 5th | **Discussion:**Introduced the virtual online setting as well as covered Zoom rules with the kids and made our own Wednesday rules. Sang happy birthday for kids with May and April birthday during quarantine and introduced leads/volunteers.**Journals:**Kids/volunteers split up into breakout rooms* What makes you happy?
* Think of a time when you felt stressed or anxious. What were some strategies you used?

**Physical Activity:**Stretching Simon Says (Remixed as “------- Says”**Wash hands break:** * Riddles by volunteers

**Reflection/Heart-to-Heart:*** Played password as a group

**Check out:*** Students split into breakout rooms and check out with volunteers before returning to the main session and saying bye.

**Volunteer Debrief**  | * Attendance list
 | Wellness | 16 |
| May 12th  | **Discussion:*** Motivation is ultimately the willingness to do something
* What are ways which we can stay motivated during quarantine?
* Making a plan or schedule

**Journal Writing:*** When things go back to normal, what is one thing you’re most looking forward to doing?

**Physical Activity:**Yoga* Start off withbend over hands to feet stretch
* Cat/Cow pose
* Bridge pose
* Whale pose
* Child's pose
* Tree pose
* Extended side angle pose
* Horse stance
* Butterfly pose
* End with Lotus resting pose

**\*Wash Hands\*****Reading or Riddle:**[**https://www.youtube.com/watch?v=MJoczdESU24**](https://www.youtube.com/watch?v=MJoczdESU24)Watch an award winning motivational film\*IF EXTRA TIME-><https://youtu.be/Clpw7PG7m1Q> (Short motivational read aloud)**Reflection or Heart-to-Heart:**Creating a written drawing vision board to set goals. They can hang this on their walls as motivation! Encourage them to draw goals that are attainable and realistic.  | * Attendance list
 | Motivation | 28 |
| May 19th  | **Discussion:**During the spring time a lot of growth occurs! Plants actually grow in the fibonacci sequences which is a pattern of different numbers. * 0,1,1, 2,3,5,8,13 and more!
* Flowers and plants grow in this number
* So flowers can have 2,3,5, 8 or more petals
* If you find a flower with only 4 petals, its probably missing one petal!

The reasons plants grow in this pattern is so the petals can take in optimal sunlight for more growth!\*------- will record a video in backyard explaining this and showing kids the fibonacci sequence in real life”**Journal Writing:*** Draw some plants or trees that you see in your environment.
* What does spring look like to you?

**Physical Activity:*** A good stretch to nature sounds
* Shoulder circles (30 seconds)
* Shoulder squeezes (30 seconds)
* Cross arm stretch (30 seconds)
* 10 second break
* Tricep stretch (30 seconds)
* <https://www.youtube.com/watch?v=6jHsraw2NIk>
* ^ if you don't know how to do the stretches watch this, not all the stretches we’re doing are in this
* Cobra pose (20 seconds)
* Childs pose (30 seconds)
* The amazing stretch’

\*\*\* add whatever stretches you want <https://www.youtube.com/watch?v=6jHsraw2NIk> Some other ideas are in this video**\*Wash Hands\*****Reading or Riddle:**<https://youtu.be/lGCZXx_Pczo> (Short info on how seeds work)<https://youtu.be/p3St51F4kE8> (informational video on the parts of a plant)**Reflection or Heart-to-Heart:****We could play a sound clip of a spring time environment, and the kids have to draw/write how they feel when they hear that sound or what they think it is. The kids should have their eyes closed so they have to use their imaginations + we would give them a time limit to draw what they hear. At the end they can show us if they feel comfortable.**  | * Attendance list
 | Spring - Plants and Growth  | 18 |
| May 26th  | **Discussion:**Talk about illusions and how our brain does a really good job at trying to fill in the gaps and make sense of what we’re seeing.. Even if what we’re viewing is a trick (this is called an illusion)! Show a video of various kinds of illusions (------- has attached a compilation video down bellow)<https://docs.google.com/presentation/d/1w61hF68_jxBg3kaT8rwUXxqWq9I59lsh_aBeY76adCQ/edit?usp=sharing>**Journal Writing:*** What sounds do you like?

**Physical Activity:**Cardio Fitness Activity Pt2. (10 minutes) + cool down stretch**\*Wash Hands\*****Reading or Riddle:*** **Riddles** [**~~https://docs.google.com/presentation/d/1O74M3qux8lDu7neLe9MrD86wNHeJPH9cVJBMxD\_Y1Y4/edit?usp=sharing~~**](https://docs.google.com/presentation/d/1O74M3qux8lDu7neLe9MrD86wNHeJPH9cVJBMxD_Y1Y4/edit?usp=sharing)
* [**~~https://mysteryscience.com/mini-lessons/sky-blue?code=e29713005027dc0893d54589b920ab7e~~**](https://mysteryscience.com/mini-lessons/sky-blue?code=e29713005027dc0893d54589b920ab7e) **~~(why is the sky blue 5 mins)~~**
* [**~~https://mysteryscience.com/mini-lessons/glow-in-the-dark?code=89057a760fc5daa3852282ceba6b6837~~**](https://mysteryscience.com/mini-lessons/glow-in-the-dark?code=89057a760fc5daa3852282ceba6b6837) **~~(5 mins video on why things glow in the dark)~~**

**Reflection or Heart-to-Heart:*** **Group discussion about how the kids are feeling and any challenges they are facing with quarantine.**
 | * Attendance list
 | Illusions | 18 |
| June 2nd ------- ’s last Session | **Discussion:*** Talk about bacteria and things we cannot see with our naked eye
* Talk to the kids about how we can use technology to see mini things like cells and bacteria!
* ------- will make a video using her electric microscope that the kids can watch.. Will show that maybe flies, leaves or other items are much more detailed up close versus when we just see them

**Journal Writing:*** If you could make one rule that everyone has to follow, what would it be?

**Physical Activity:****Cha Cha Slide + Time warp + Cupid Shuffle (Dancing)****\*Wash Hands\*****Start on ants canada - First 3 minutes****Reflection or Heart-to-Heart:**<https://www.youtube.com/watch?v=qRcll81KpmQ>Watch Ants Canada! And talk about how we can see mini ants through technology like cameras and microscopes.. Like displayed in this video! | * Attendance list
 | Technology/ Mini-Mini | 17 |
| June 9th  | **\*Run by ------- \*****Discussion:*** **Why is nutrition important? (to stay healthy and be able to grow)**
* **The food pyramid + the food groups**
* **What does it mean to eat healthy?** [**https://youtu.be/mMHVEFWNLMc**](https://youtu.be/mMHVEFWNLMc)

**Journal Writing:*** What is the strangest food you’ve eaten? Describe and draw.

**Physical Activity:**Zumba* Follow a 10-15 minute Zumba video

**\*Wash Hands\*****Reading or Riddle:*** [**https://www.youtube.com/watch?v=IEDyHPaJSYQ**](https://www.youtube.com/watch?v=IEDyHPaJSYQ)

Can you guess the food through the emoji<https://mysteryscience.com/mini-lessons/pizza?code=1ff5b80840db4c0add0a9358f357a8ac#slide-id-6011> (2 min video on who invented pizza)**Reflection or Heart-to-Heart:**Ask the kid about their favourite foods and why. Ask them if their favourite food is healthy and why? Where does it fall in the food pyramid? | * Attendance list
 | Cooking | 12 |
| June 16th  | **\*Run By ------- \*****Discussion:*** Going over what wastes get put where.
* How to recycle paper etc
* Composting?

**Journal Writing:*** what are you going to do (or are already doing) to make the world a better place?

**Physical Activity:**Aerobics routine**\*Wash Hands\*****Reading or Riddle:**<https://youtu.be/VgnBUCv4qmQ> (Book about recycling read aloud)**Reflection or Heart-to-Heart:** Heart to heart about climate change, systems change, and the environment. Why should their generation be concerned (but in a motivational way) | * Attendance list
 | Recyling | 11 |
| June 23th (Last Session for term #3 Virtual) | **\*Run by ------- \*****Discussion:****Where are the main areas that we see acting?*** **Talk about movies and t.v shows with some examples of movies or t.v shows filmed in Vancouver.**

**Journal Writing:*** Tell me your best joke or riddle

**Physical Activity:**Changing exercise/character game.* Lead shouts out an exercise that needs to be done while acting like a character (ex, jumping jacks but like a clown)
* Characters such as animals, people, etc

**\*Wash Hands\*****Reading or Riddle:*** “King baby” ------- will make a read along

**Reflection or Heart-to-Heart:****One word at a time activity (10 minutes)*** **We would split the kids into breakout rooms with about 5-10 kids per room. A volunteer would start  off with one word (ex. “once”) and then the kids will take turns to add on words to try to create a story/sentence.**
 | * Attendance list
 | Improv/Acting | 12 |

What Worked

* High School Volunteers
	+ Extremely enthusiastic, committed and genuine volunteers
	+ Alex, Venci, Ethan and Shiva were a fantastic set of volunteers, they made a huge difference in so many student’s growth and did so effortlessly.
	+ Were also able to connect with the students in a unique way as they were younger and had more similar experience and exposure
* The consistency with running laps was extremely beneficial especially when linked to concepts of mindfulness/wellness
	+ Students would run weekly in order to benefit their health abilities
	+ Students felt more motivated to run when told that they aren’t competing against anyone else yet they are competing to do better and better on a weekly basis for themselves
	+ Highest score: from 11 laps in the first week to 25 laps in the last week
		- Great improvement done by this student
* One of our students, Nicholas, has been opening up lots
	+ Due to the efforts of our high school volunteers
		- They’re able to give him the attention he need and are extremely patient with his growth which has really pulled him out of his shell
* In the second iteration volunteers were extremely determined and committed
	+ This was due to some adjustments I’d do to the session schedule
		- Ultimately I made sure we **marked journals during snack time** instead of doing it during volunteer prep time before sessions. This provided us with more time for the next session where volunteers were able to connect and communicate about us as a team and also their game plan for the rest of the session
			* We should really keep doing this – showed a MASSIVE improvement in volunteer teamwork and spirit
* Making the decision to go virtually for the 3rd iteration was fantastic
	+ I personally grew a lot in my leadership skills and was able to brush up my technology skills as well
	+ Bringing in more volunteers and also splitting them into team A and B to work in the session and outside to develop curriculum was beneficial
		- This way there was not a lot of labour allocated just to one group of volunteers but instead there was a good balance
	+ The hour long sessions were JUST perfect
		- This way students were engaged for the 60 minutes and did not get bored with the structure of our session
	+ It being on zoom was extremely helpful since zoom has a lot of great features to use with kids
		- Raise hand function, emoji functions, breakout room feature, chat function, ability to share screen etc.
	+ Having volunteers meet together during prep time in breakout rooms gave them the ability to prep and bond before meeting with students
	+ Giving volunteers the ability to create content
		- Either through in class workout sessions (Specifically Teah and Jordan’s videos)
		- Or in the post sessions
			* AMAZING, improved their skills and was extremely engaging and fun for the students
* Library meeting area was very beneficial and resourceful in relation to having books to read and being able to use a white board
* ------- supported just enough! Weekly check-in, meetings, and visits were sufficient
* A lead Volunteer is very helpful although may be problematic when leads are not experienced enough. Focus on the class is taken away from in this case.
* Gym space and having the ability to to go outside was very much so needed
* Storage area within the staff room was beneficial
* Being able to create curriculum between iterations; this way we can integrate subjects students are relatively interested in or current leading subjects (like global warming)
* Raffles
* Volunteer debrief. In this sense I was able to receive information in regards to the program or the students. With this information we would make adjustments or guide our attention towards specific students when needed.
* Set teams for the iteration where students can get to know other students of other ages and feel comfortable with them within the first couple weeks. Also small groups are beneficial because students aren’t embarrassed to express themselves to a couple of people.
* Receiving Backpacks, journals and pens
* Receiving Snacks in-between activities

Games and Activities That Worked

* Hula Hoop Teamwork exercise
* Everyone is it tag
* Building a bridge
* Gingerbread Self
* Balancing Robot
* Election campaigning
* Mingle
* Science activities (ex. Index Card trick)
* Everyone is it Tag
* Laps - once the running program was introduced
* Silent/Buddy reading
* Show and Tell (Virtual)
* Telephone Game and silent ball during dismissal
* Journal questions about the students (ex. What is your favourite part of Racing Readers?)
* What time is it Mr. Wolf?
* Writing letters to pen-pals at Betty Huff
* Numeracy activity about height
* Numeracy activities about time
* YouTube videos during water break (Virtual)
* Gratitude writing
* Workouts led by Volunteers (Virtual)
* Nature and environment exercises
* Heart rate monitoring
* Job/Career Charades
* Hangman during snack
* Illusions Activity (Virtual)
* Fibonacci Series Activity (Virtual)

Concerns and Challenges

* **Concern/Challenge**: Several Students/ Recruiting Volunteers Occurred later
	+ **Root Cause:** During our first iteration of the program we had a lot of students for the first couple weeks and not enough volunteers. We expected a drop off of students as that tends to happen but this iteration several students did stick around which wasn’t necessarily a problem. The challenge was that we didn’t have enough volunteers to effectively manage the students.
	+ **Solution:** We recruited and trained more volunteers as the iteration went by which was really helpful and solved our problem.
* **Concern/Challenge**: Several Volunteer Absences
	+ **Root Cause:** In the beginning of the iteration we requested that volunteers give us their schedule versus us specifically saying they needed to be at all sessions. This was an issue since it made it seem like volunteers could easily dismiss themselves from sessions depending on which week it was. In this way we had several volunteer absences and not a lot of commitment.
	+ **Solution:** For the second iteration we made sure to note that session dates were mandatory and explained the importance of volunteer presence in our program. In this way absences were of reasonable concern versus leisure. We also gave them the option to let us know about any dates that would conflict with our session schedule and would excuse those dates specifically.
* **Concern/Challenge**: Librarian + Communication
	+ **Root Cause:** Initially the librarian would didn’t know that we were supposed to be sharing the Library space @ 2:00 until 2:30 in order to prepare for sessions. So she would have students in the library which was difficult for us to manage around. Also a couple times the gym was take for volleyball which we were unaware of.
	+ **Solution:** We requested better communication between us and the VP. It also may be a good idea to ask for the list (which we usually do) of unavailable days in the gym and also ask to chat/connect with the librarian over our program in the library.
* **Concern/Challenge**: Volunteers and Their Ability to Connect
	+ **Root Cause:** Since several volunteers were not as present as usual there was a huge issue with student’s ability to connect with volunteers. It also seamed hard for the volunteers to put their foot down and be leaders with their students due to the lack of connections.
	+ **Solution:** I tried to help and step in as much as possible. That being said we were able to talk about these issues and how to go about these situations for the volunteers. It was a great teaching moment and there was a lot of growth on the volunteers end
* **Concern/Challenge**: Virtual Setting -> Not giving students the chance to talk
	+ **Root Cause:** In the virtual setting it is difficult to tell when a student is ready to speak or ready to engage. So a lot of the times volunteers would ramble or extend discussion and not give students the ability to share or engage in discussions.
	+ **Solution:** We had a chat about the 17 second rule; When you as a volunteer ask a question, give the students 17 seconds to respond before moving on or giving examples. Call on students to share also – but if they do not want to, do not force, simply encourage.
* **Concern/Challenge**: Virtual Setting -> Technology Issues
	+ **Root Cause:** Whether that was wifi problems, screen sharing issues, lagging videos, inability to maneuver through zoom.
	+ **Solution:**. It took time to approach all these issues. I think the best thing for the future is to have a zoom seminar that is applicable to RR (I’m glad to run through it)
* **Concern/Challenge**: Dry Breakout Rooms
	+ **Root Cause:** At many times students did not want to engage on the virtual setting so it was increasingly difficult to initiate those moments especially when volunteers are used to in person volunteering.
	+ **Solution:** Again, taking them through options of what they can do in the future when these moments do occur.
* **Concern/Challenge**: Chat Spamming
	+ **Root Cause:** Several students would spam the chat and it would lag the video
	+ **Solution:** Have chats separately with these students or close chat functions during important parts of the session

Wishlist

* Do volunteer recruitment early on (And make sure that volunteers can make it to the majority of sessions)
	+ Also keep the high school volunteers because they were extremely helpful and committed!
* Have a seminar about how to use zoom functions and how to engage with students virtually
	+ I am willing to help with this!
* Hire lead volunteers that are very capable of supporting volunteers, students and program coordinators (Like Azarine, she was a star!)
	+ Include Lead volunteers in on our meetings with program coordinators and include them in the curriculum development process (When we talk about how to do it and when we actually do curriculum develop)
		- This would be extremely helpful as we do not have to re-teach them how to do curriculum and in this way they are expected to curriculum develop and advance their skills in that sense
* Always have the online timesheets – THEY’RE AMAZING!

Lead Volunteer Reflections

Insights from CEA

Insights with Virtual Racing Readers

My experience with running a virtual Racing Readers Program was very beneficial and I believe it’s something we shouldn’t shy away from doing again. I do think we were about to create much more content than we could’ve ever imagined creating with no materials. In this way I think students were also able to engage in a different manner and a bit more educationally. I say this because our content needed to use simulations, gif, videos and such that provide a different lens and approach to education and learning. Also the resources online like videos and simulations are infinite and it was great being able to use them in the virtual setting since that’s something we typically cannot do online – they usually further advance a students learning as well. I was also able to use material and content I typically would not use in persons. For instance, I was able to use my electrical microscope with the students online, which is unique as students only really use microscopes in high school.

 The only reasons I can think of it being challenging is because there was a lot to learn in a short amount of time regarding the technology and software we had to use in order to execute fantastic seasons. That being said it didn’t take us long and we were able to efficiently teach the volunteers over the course of a couple weeks. Although a possible concern is wifi and functioning computers/laptops for volunteers to be able to use when on the virtual setting. Either way I really enjoyed running RR online and developed so much in my leadership, teaching, organization, technology and time management skills.

Acknowledgements

I would initially like to acknowledge the land that land I live, study and work on is located on the traditional, unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), Sel̓íl̓witulh (Tsleil-Waututh), kʷikʷəƛ̓əm (Kwikwetlem) and q̓icə̓y̓ (Katzie) Nations. Unceded means that these territories have never been handed over, sold, or given up by these nations, and we are currently situated on occupied territories.

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**SFU and High School Volunteers & Program Coordinators**

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