

BOARD AGENDA ITEM

FEBRUARY 22, 2011

SUBJECT:

Aiken Elementary Girls on the Run at Aiken Elementary School

BACKGROUND INFORMATION:

According to district procedures new or existing pilot programs must be submitted to the Division of Instruction and Accountability and the Superintendent's Cabinet for approval prior to implementation.

ADMINISTRATIVE CONSIDERATION:

As we seek to improve the self esteem of girls in grades 3-5 who are being referred to guidance for behavior issues, the faculty and staff of Aiken Elementary School are requesting to move forward with investigating and implementing the Aiken Elementary Girls on the Run program.

Low self esteem among girls in 3rd through 5th grade is manifested in multiple ways such as bullying, obesity, poor academic achievement, negative body image and depression. This program is designed to educate and empower girls in order to prevent risk behaviors. The core curriculum addresses many aspects of girls' development (physical, emotional, mental and social). The girls will complete a 5K run at the end of the program addressing teamwork and goal setting. The program combines an interactive curriculum and running to inspire self-respect and a healthy lifestyle. This program will create a safe, orderly and supportive environment and hold high expectations for students' academic achievement by continuing the use of alternative interventions prior to writing referrals and inviting community members to mentor at-risk students. The program will consists of 3 different series of 8 lessons each. The 1st eight lessons will be centered on the girls getting to know themselves by examining their values, their likes and dislikes, and who they envision themselves to be. The 2nd eight lessons will concentrate on team building by being supportive and learning to listen and cooperate. The 3rd eight lessons relate to the world at large by learning to make a contribution to the community and learning to recognize and deal with negative messages received through the media and negative peer pressure.

At the conclusion of this school year, the following information will be evaluated to determine the success of the pilot program: grades of the members involved, the number of discipline referrals, the number of bullying referrals, participant evaluation and teacher evaluation.

A proposed budget of \$150 per student is needed (funded through fund raising, grants and corporate donations).

ATTACHMENT:

Program Application and Supporting Documentation

RECOMMENDATION:

Approve the pilot program for investigating and implementing the Aiken Elementary Girls on the Run Program at Aiken Elementary School.

PREPARED BY:

Kevin L. O'Gorman

AIKEN COUNTY PUBLIC SCHOOLS DIVISION OF INSTRUCTIONAL SERVICES

APPLICATION FOR NEW PROGRAMS OR CONTINUATION OF PILOT PROGRAMS

Please complete the following application when seeking approval to implement a new curriculum or instructional program (grant-supported or otherwise), and when planning to initiate partnerships or collaborative agreements with various community organizations. (This application is available on disk for your convenience. However, a paper copy must be submitted as the official application).

SCHOOL: Aiken Elementary

Principal: Sharon Foret Cagle

Application Prepared by: Keisha Uhle

Title of Proposed Program: Aiken Elementary Girls on the Run

Program Beginning Date: February 2011

Program Beginning Date:

Program Ending Date: April 2011

I. Evidence of need for such a program:

The guidance department at Aiken Elementary receives between 3 and 5 referrals per week dealing with behaviors related to low self esteem in girls. Low self esteem among girls in 3rd through 5th grade is manifested in multiple ways: bullying behaviors, obesity, poor academic achievement, negative body image, and depression.

II. Specific objectives of program:

The objective of Girls on the Run is to educate and empower girls at an early age in order to prevent at risk behaviors in the future. The program combines an interactive curriculum and running to inspire self-respect and healthy lifestyles in girls in the 3rd, 4th and 5th grades. The core curriculum addresses many aspects of girls development; their physical, emotional, mental and social well-being. The girls will complete a 5K at the culmination of the program, further addressing teamwork and goal setting.

III. List ways in which this program supports the school district's educational goals and objectives as outlined in the District's School Accountability and Strategic Plan:

Girls on the Run would support Performance Goal 4, Strategy 1.

Goal 4: By spring 2014, 95% of Aiken Elementary stakeholders will indicate satisfaction with the learning environment, social and physical environment and home-school relations as measured by the State Report Card survey.

Strategy 1: Create a safe, orderly and supportive environment and hold high expectations for students' academic achievement.

Activities:

- J. Continue the use of alternative interventions prior to writing referrals.
- O. Invite the community members to mentor at-risk students.

IV. Specifically, list how students will gain academic (primarily) and behavioral benefits from the program:

- The first eight lessons are centered on the girls getting to know themselves; examining their values, their likes and dislikes, and who they envision themselves to be. As the girls get to know themselves, they are also sharing with each other. These lessons directly relate to self-esteem.
- The next eight lessons concentrate on team building, being supportive and learning to listen and cooperate. Lesson topics include “standing up to pressure,” “gossiping hurts everyone,” and “it’s o.k. to choose my friends.” These topics directly relate to the issue of bullying in school.
- The last eight lessons relate to the world at large. This includes making a contribution to your community and learning to recognize and deal with the negative messages we often receive from the world through the media and negative peer pressure. Lesson topics include “learning about community” and “tuning into a new message.” During these eight lessons, the girls will develop and implement a group community project. These lessons are designed to build empathy and a sense of altruism.

V. Proposed method of evaluation of program objectives:

The success of Girls on the Run will be evaluated by the following:

- Grades of the members involved.
- The number of discipline referrals of the members involved.
- The number of bullying referrals of the members involved.
- Participant evaluation.
- Teacher evaluation.

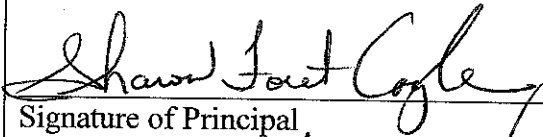
VI. Budget Proposal and Funding Source:

The cost of Girls on the Run is \$150 per student. The funds will be procured through fund raising, grants, and corporate donations.

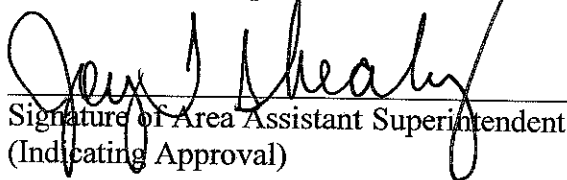
NOTE: If the program involves mentors or volunteers, please attach the names of the individuals. A reference check should be conducted and documents attached for each individual. The information on the volunteers and mentors are to be maintained in the areas offices. Please put a "D" (for DONE) in the box if the reference data are on the file for each individual.

12-2-10

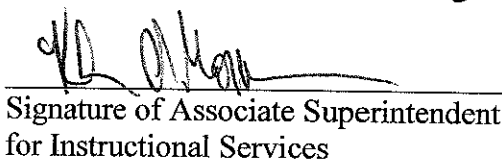
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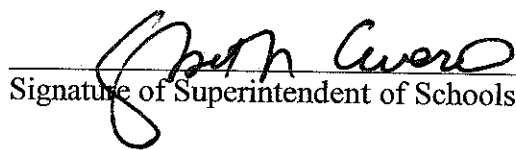
Signature of Principal



Signature of Area Assistant Superintendent
(Indicating Approval)



Signature of Associate Superintendent
for Instructional Services



Signature of Superintendent of Schools

OFFICIAL USE ONLY
Level 1 (Action by Administration)

- _____ Program proposal returned to school for modification
- _____ Program proposal denied
- _____ Program proposal approved at Cabinet as the highest level needed for this program
- _____ Program proposal submitted for Board action

LEVEL 2 (Action by Board)

- _____ Program proposal denied
- _____ Program proposal approved with conditions cited
- _____ Program proposal approved

Girls on the Run Volunteers

Keisha Uhle

813 Brandy Rd., Aiken, 29801
641-1528

Cindy Defillips

119 Rosewood Circle, Warrenton, 97146
503-863-4295

Kelly Melody

1309 Williams Dr, Aiken, 29801
645-7957

Lisa Fallaw

1164 Carriage Dr, Aiken, 29801
648-3534

*This preliminary list of volunteers is based on initial interest by staff members at Aiken Elementary. Upon program approval by the Cabinet, more volunteers will be elicited from the staff and community and a subsequent list of volunteers will be sent for approval.

Girls on the Run Sample Lesson

Understanding the Girl Box

Learning Goals:

- To provide an opportunity for those new to or not associated with Girls on the Run to learn more about the program
- To introduce the philosophical foundation of the program
- To introduce the various components of each lesson

Materials:

- ❑ One piece of poster board with the words ***"In the Girl Box"*** written on it
- ❑ One piece of poster board with the words ***"Out of the Girl Box"*** written on it
- ❑ One piece of poster board with the words ***"Unable to tell whether in or out of the Girl Box based on this behavior."***
- ❑ A piece of paper and marker/pencil for each girl

Introduction:

- *"Today I am hoping that you get a chance to learn what the Girls on the Run program is all about. I think you will be surprised to learn that you don't have to be a good runner or even to LIKE to run, to love Girls on the Run."*
- Ask the group participants for a show of hands in response to the following questions:
 - *"How many of you love to run?"*
 - *"How many of you don't like to run?"*
 - *"How many of you are somewhere in between?"*
- After participants share their responses, take a minute or two and reveal a little bit about you: some of your likes and dislikes, why you do or do not like to run (if you do not run, what do you like to do in your free time), and what you hope to learn from being involved with Girls on the Run.

- *"Now we are going to do a visualization. A visualization is where you envision something in your imagination. It is almost like you are actually experiencing it just as you are thinking about it or "seeing" it in your head. We are going to do a visualization together. Here is the visualization:*
 - *First of all picture a bright white light that rests just on the inside of your body—maybe right where your heart is. That light is so bright and when we are feeling good about ourselves it just shines out of us—through our eyes, our fingertips, in the way we walk and stand up tall and straight. That white light is the very essence of who we are. It is what makes us special, unique and beautiful on the inside.*
 - *Now picture a large socket in the top of your head. It is like a socket that is in the wall where you plug in an electrical appliance. Can you see it in the top of your head? Now, imagine a huge cord going into that socket. This cord is really yucky—it has gooey, sticky very slow-moving mucky liquid flowing through it. And also coming in through this cord are some messages we might get sometimes. Some of these messages are "You are not thin enough", "you are not pretty enough", "you are not sporty enough", "you don't have cool clothes", "you are not very smart" or "you shouldn't ever get angry" or "it is not okay to cry". When this brown stuff and these messages go into our brains and oozes down into our body we feel yuck. The brown stuff begins to put out that bright light, like syrup oozing down on your pancakes in the morning. When this happens, we do not stand up as tall, we might feel sad a lot or might not try some exciting activities we are interested in. We just don't feel good about ourselves with this brown cord coming into our spirits.*
 - *Now, here's the fun part. We each need to take our right hand and gently pull that cord right out of our heads. Pull it out and throw it right behind you, somewhere far away. Now I want you to plug in the Girls on the Run cord. I can see into this cord and it is bright, multi-colored and sparkly. The liquid in it is bubbly and moves freely down into*

your body and makes the light inside of your heart...the light that is YOU...sparkle, glitter and become brighter and stronger...so strong that you begin to have light coming out of your fingertips, your mouth, your nose, your toes and your eyes! The Girls on the Run cord helps us stand up tall and believe in ourselves. We express everything we are feeling. We know that we are wonderful. We can look all people right into their eyes and we feel absolutely NO shame about who we are! We know that "we are perfect just the way we are!" This is what Girls on the Run is all about! Helping all of us, including ME, realize how special we are, each as individuals, but also as a wonderful team together!!!

- *So anytime we are having a brown, murky chord kind of day we need to promise to each other that we will ask each other to help us unplug from those negative messages and feelings and let the colorful, sparkly, positive light in each of us shine. Can we promise this to each other?*

Getting on Board:

- *"Now we are going to do a little Getting on Board that helps us understand what the Girl Box is."*
- *Tell a story about a girl you have known (it might even be about yourself) who was very outgoing, vivacious and full of life and how around the age of 5th grade she started to become overly concerned with what other people thought of her. This describes the phrase we have coined at Girls on the Run as the "Girl Box". It is a place girls go around middle school where they turn in on themselves and morph into what they think others want them to be instead of who they really are.*
- *Now ask the participants to respond to the following questions out loud:*
 - *"Can you think of characters in movies that were girls OUT of the GIRL Box?"*
 - *"Can you name some characters in movies that were girls IN the GIRL Box?"*
 - *"Girls in the Girl Box have which cord going into their heads?"*
 - *"Girls out of the Girl Box have which cord going into their heads?"*

Warm-up:

- *"Now we are going to do a fun game. You can walk, skip, or run in this game. You never should feel like you HAVE to run in Girls on the Run. I believe that you will do what is best for your body!"*
- Place the two pieces of poster board ("in the Girl Box" and "out of the Girl Box) about fifty yards apart and line the girls up in a straight line near the poster board labeled "unable to tell whether in or out of the Girl Box based on this behavior".
- *"I am going to call out a behavior and you have to decide whether that behavior refers to a girl in the girl box or a girl out of the box. If you can not tell whether she is in or out of the Girl Box, stay where you are. Once you decide if the behavior is in or out of the Girl Box, run (or walk) to that piece of poster board."* Make sure everyone understands the point of the game before proceeding.
- Now call out the following behaviors one at a time and let the participants go to the appropriate sign. After they have run to a sign for one of the behaviors, call them back to the starting point and then call out another behavior.

BEHAVIORS:

People pleasing/doing what she thinks other people want her to do (in the Girl Box)

Speaking positively of others (out of the Girl Box)

Dieting all the time (in the Girl Box)

Bullying either verbally or physically (in the Girl Box)

Follows through on promises she has made (out of the Girl Box)

Manages stress through healthy exercise (out of the Girl Box)

Has tattoos (unable to tell whether in or out of the box)

Takes quiet time for herself everyday (out of the Girl Box)

Highlights her hair (unable to tell whether in or out of the box)

Has a lot of money (unable to tell whether in or out of the box)

Is comfortable in her own skin (out of the Girl Box)

Always compares herself to other girls (in the Girl Box)

Wants to be a model (unable to tell whether in or out of the box)

Smokes cigarettes (in the Girl Box)

Manages stress by sharing feelings with a reliable adult (out of the Girl Box)

Gossips (in the Girl Box)

Is pretty (unable to tell whether in or out of the Girl Box)

Stands up for what she believes in (out of the Girl Box)

Is thin (unable to tell whether in or out of the Girl Box)

Celebrates her gifts and talents (out of the Girl Box)

- Bring all of the girls back to a circle and ask the following questions.
 - ***“Can you think of any other behaviors that would go in the Girl Box?”***
 - ***Can you think of any other behaviors that would go out of the Girl Box?***
- Be VERY careful here not to use any kind of physically distinguishing characteristic as criteria for being in or out of the Girl Box. Ironically, if you do use physical characteristics (money, body size, piercings, tattoos etc.) then you are exhibiting a behavior of a girl IN the Girl Box!
- ***“My hope is that you experience what it is like to be “out of the Girl Box” each time you come to Girls on the Run. You won’t be judged here, or put down. We want every girl to re-discover just how wonderful she is at Girls on the Run, regardless of how well you run, the size of your body, the color of your hair or skin or how much money you have.”***
- Take a minute or two and go through some standard running stretches with the girls.

Work-Out:

- Hand each girl a piece of paper and have her write her name at the top of it. If space permits, for this activity, have the girls run this activity (on a track or athletic field). Have each girl place

her piece of paper at a spot she designates. With the remaining time, have the girl walk/run/skip/hop laps. She can walk with a friend or group of friends or by herself. Every time she completes a lap, she should write down on the piece of paper something she has always wanted to do, but either been afraid to do...OR hasn't had the opportunity to do. If space doesn't permit, have them jot them down on their paper.

- When you have ten minutes remaining, ask the girls to stop and take up the papers. Read out loud some of the "always wanted to do" comments.
- *"We are a very exciting group of girls. Would anyone like to share out loud one of the items on her list?" I would like for everyone to take these home with you and put them in a prominent place in your house. At Girls on the Run, we believe that we can create a wonderful life for ourselves, by believing in ourselves. Today you have created an intentional to-do list for yourself that portrays the power of positive thinking."*
- Have the girls form a circle and everyone put their hands in the middle, one on top of the other. On the count of three shout out, "Girls on the Run is So much FUN!" Congratulate everyone on a job well-done!

Girls on the Run & Girls on Track: Formative Evaluation Report

Spring 2007 Results

RESPECTFULLY SUBMITTED BY:

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Demographic Characteristics

A formative evaluation of Girls on the Run (GOTR) and Girls on Track (GOT) with respect to spring 2007 program implementation included evaluative data from 2233 GOTR participants representing 33 councils.* Of these participants, 1512 reported their age, with the average age being 10.5 (SD = 1.163) years. Approximately 0.5% of participants reported being 8 years old, followed by 20.4% reporting their age as 9 years old, 32.2% were 10 years old, 28.5% were 11 years old, 14% were 12 years old, 2.9% were 13 years old, 1.2% were 14 years old, and 0.3% reported their age as 15 years old. The majority of participants reported themselves as Caucasian (77.2 %) and approximately 6.5% reported themselves as "other," 7.5% as Latino, and 8.8% as African-American (36.6% of participants had missing data for race/ethnicity).

The majority of participants reported they were currently in the 4th (33.9%) or 3rd grade (32%), followed by approximately 27% of participants in the 5th grade, 5.2% in 6th grade, 1.3% in 7th grade, 0.3% in 2nd grade, 0.2% in 8th grade, and 0.1% in 1st grade (51.3 % of participants did not report grade). With regard to number of times each participant participated in the GOTR program, 61.9% (n = 704) of the girls reported this as their first time, 27.3% (n = 310) as their second time, 4.6% (n = 52) reported as their third time, and 6.2% (n = 71) as their fourth time. Table 1 represents the demographic characteristics of the program participants.

*Note: Due to late delivery of pre and post data to the evaluator, a few sites who did participate in the evaluation were unable to be analyzed with the group. As such, these sites were analyzed separately and not included in this group report.

Table 1. Demographics of all participating in the evaluation who completed both pre and post tests Spring 2007 (n= 1034)^a

Demographics	N	%
Age^b (Mean=10.50 ± 1.163)		
8 years	8	0.5
9 years	308	20.4
10 years	487	32.2
11 years	431	28.5
12 years	211	14.0
13 years	44	2.9
14 years	18	1.2
15 years	5	0.3
Total	1512	100.0
Race^c		
Caucasian	1093	77.2
African American	125	8.8
Latino	106	7.5
Other	92	6.5
Total	1416	100.0
Grade^d		
1 st Grade	1	0.1
2 nd Grade	3	0.3
3 rd Grade	348	32.0
4 th Grade	369	33.9
5 th Grade	294	27.0
6 th Grade	57	5.2
7 th Grade	14	1.3
8 th Grade	2	0.2
Total	1088	100.0
GOTR program participation^e		
1 st time	704	61.9
2 nd time	310	27.3
3 rd time	52	4.6
4 th time	71	6.2
Total	1137	100.0

^a Information reported in the tables is of those (n = 1034) who participated both pretest and posttest.

Participants who only presented pre or post data only were not able to be included in the analysis.

^b 721 participants did not report their date of birth

^c Non-White includes African American, Asian, Hispanic, and others. 817 (36.6%) participants did not report their race

^d 1145 participants did not report their grade (51.3%)

^e 1096 participants did not report their GOTR program participation

Instrument

The formative impact evaluation assessed the GOTR program and how well it meets proposed program objectives. As such, the formative evaluation included a pre-test/post-test design using quantitative methodology which assessed the following objects of interest: a) attitudes towards physical activity; b) self-esteem; c) eating attitudes/behaviors; d) body image; e) empowerment; f) participation in physical activity.

A Likert-type questionnaire developed by the principal investigator in conjunction with GOTR program staff was utilized to assess demographics (age, gender, residence, race), in addition to above described objects of interest. The questionnaire utilized existing tools such as the Rosenberg's Self-Esteem Scale (Rosenberg, 1965), the Children's Eating Attitudes Test (Maloney et al., 1998), the child/adolescent version of the Schematic Figural Scale (to measure body size (dis)satisfaction) (Collins, 1991), and the Feelings about Physical Activity Scale (Neilson and Corbin, 1986). Approval from University of South Florida's Institutional Review Board will be obtained prior to evaluation implementation.

The Rosenberg Self-Esteem Scale is the most widely utilized measure of self-esteem, which consists of 10 items that measure global self-esteem—lower scores indicating greater self-esteem (Rosenberg, 1965, Alfonzo, 1995). The Rosenberg Self-esteem scale is reported as one of the most valid global measures of self-esteem (Byrne, 1983, Blascovich and Tomaka, 1991) in addition to measures of reliability ranging from coefficient alphas of 0.77 to 0.87 (Rosenberg, 1965, Wylie, 1989).

The child/adolescent version of the Schematic Figural Scale (to measure body size (dis)satisfaction) (Collins, 1991) is a figural stimulus method for the assessment of overall body size satisfaction. The participant will look at 7 female child silhouettes (ranging from thin to large)

and the participant will be asked to circle the silhouette which (a) represents what they perceive their current size to be (b) what they would like their current size to be. Reliability measures range from Coefficient alpha scores of 0.59 to 0.71 (Thompson, 1995).

Commitment to physical activity will be measured by the Feelings about Physical Activity Scale (Neilson and Corbin, 1986). The purpose of the scale is to assess commitment towards physical activity. The participant will answer a 12-item 4-point Likert-type scale. A factor analysis was conducted to establish validity and Cronbach's alpha was calculated as an estimate of internal consistency reliability. A scree plot of eigenvalues from a principal axis factoring showed three factors with eigenvalues ≥ 1.0 . "Value of physical activity" items loaded on Factor 1 (scores ranged from 0-18; higher scores indicating greater perceived value of physical activity), "Attitudes about physical activity" items loaded on Factor 2 (scores ranged from 0-9; higher scores indicated fewer negative attitudes towards physical activity), and, "Motivation regarding physical activity" items loaded on factor 3 (scores ranged from 0-9; higher scores indicating fewer motivational barriers to physical activity). Eigenvalues for the three factors extracted were 2.7, 1.9, and 1.9, respectively. The percent of variance accounted for by each factor was 22.6, 16.0, 15.7, respectively; 54.3% of the total variance was explained by this solution. Cronbach's alpha for Factors 1, 2, and 3 were .75, .64, .59, respectively for pre-intervention and .75, .66, and .59 for post-intervention (see Table 2).

Table 2. Three factor solution for principle axis factor analysis of Feelings about Physical Activity Scale (n=183)

Item content	Factor loadings		
	1	2	3
Physical activity is important to me	.750	.246	.043
Physical activity is the best part of my day	.728	.060	.002
I would change my schedule to participate in physical activity	.623	-.071	.208
Life is better because I am physically active	.630	.013	.261
Physical activity feels good	.630	.288	-.063
I look forward to physical activity	.501	.407	.159
I do not enjoy physical activity	.074	.810	-.037
I don't like thinking about doing physical activity	.179	.660	.321
When I miss a day being physically active, I like it	.322	.515	.471
Physical activity is hard work	.099	.003	.765
I wish there were better ways to get healthy than being physically active	.156	.123	.679
I have to force myself to be physically active	-.077	.483	.603
Eigenvalue for three extracted factor	2.717	1.923	1.880
% of the Variance accounted for	22.638	16.024	15.665
Note: Kaiser-Meyer-Olkin measure of sampling adequacy=.819; Bartlett's test of sphericity=518.494 (p<.001)			

Reliability scores ranged from 0.88 to 0.91. Scores ranging from 54-60 indicate very favorable feelings about physical activity, 42-53 favorable, 30-41 neutral, 18-29 unfavorable, and 12-17 very unfavorable.

Physical activity behavior was assessed by the following questions adapted from the Centers for Disease Control's (2004) Youth Risk Behavioral Survey (Middle School Version):

ON HOW MANY OF THE PAST 7 DAYS DID YOU EXERCISE OR PARTICIPATE IN PHYSICAL ACTIVITY FOR AT LEAST 20 MINUTES THAT MADE YOU SWEAT AND BREATHE HARD, SUCH AS BASKETBALL, SOCCER, RUNNING, SWIMMING LAPS, FAST BICYCLING, FAST DANCING OR SIMILAR AEROBIC ACTIVITIES? (CHECK ONE)

____ 0 days

____ 1 day

____ 2 days

____ 3 days

____ 4 days

____ 5 days

____ 6 days

____ 7 days

Do you play on any sports teams? (check one)

____ yes ____ no

Data Analysis

All data were entered and analyzed utilizing SPSS v10. Analysis consisted of initial means, standard deviations, frequency and percentages of variables. Additional tests such as paired samples T-test and the Wilcoxon tests were performed to assess changes from pre to post-GOTR.

RESULTS

Self-Esteem

Table 2 depicts changes in self-esteem among GOTR participants. The overall mean sum score for Self-Esteem was 22.27 among participants pre-GOTR and 23.45 among participants post-GOTR ($p = 0.000$). Changes in self-esteem when comparing pre and post test mean scores were statistically significant ($p=0.000$). The following reports results from an item-analysis of individual variables within the self-esteem construct:

- Pre-GOTR 43.8% of participants reported they “strongly agreed” with the statement “I am satisfied with myself”. Post-GOTR, 55.9% of participants reported they “strongly agreed” with the statement.
- Pre-GOTR, 52.6% of participants “strongly agreed” with the statement, “I feel that there are lots of good things about me.” Post-GOTR, 60.2% of participants “strongly agreed” with the statement.
- Pre-GOTR, 47.4% “strongly agreed” with the statement, “I take a positive attitude toward myself.” Post-GOTR, 56.6% of the participants indicated they “strongly agreed” with the statement.

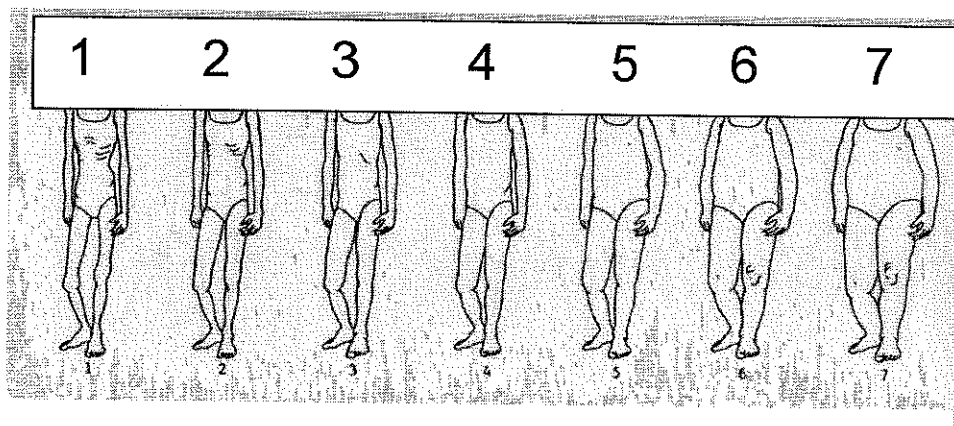
Variable	Group	Strongly Disagree n (%)	Disagree n (%)	Agree n (%)	Strongly Agree n (%)
I am satisfied with myself	Pre*	16 (1.6)	85 (8.3)	476 (46.3)	450 (43.8)
	Post**	10 (1.0)	37 (3.6)	405 (39.6)	572 (55.9)
Sometimes I think I am no good at all	Pre	636 (62.0)	250 (24.4)	87 (8.5)	52 (5.1)
	Post	750 (73.3)	188 (18.4)	47 (4.6)	38 (3.7)
I feel that there are a lot of good things about me	Pre	10 (1.0)	32 (3.1)	443 (43.3)	538 (52.6)
	Post	6 (0.6)	23 (2.2)	380 (37.0)	619 (60.2)
I can do things as well as most other people my age	Pre	28 (2.7)	137 (13.4)	549 (53.6)	311 (30.3)
	Post	27 (2.6)	106 (10.3)	537 (52.4)	355 (34.6)
I feel I do not have much to be proud of	Pre	607 (59.2)	279 (27.2)	96 (9.4)	44 (4.3)
	Post	704 (68.8)	227 (22.2)	61 (6.0)	31 (3.0)
I feel useless at times	Pre	274 (26.7)	328 (32.0)	356 (34.7)	68 (6.6)
	Post	302 (29.5)	322 (31.4)	330 (32.2)	71 (6.9)
I feel that I'm a person of worth	Pre	24 (2.3)	123 (12.0)	545 (53.2)	332 (32.4)
	Post	18 (1.8)	115 (11.3)	484 (47.6)	400 (39.3)
I wish I could have more respect for myself	Pre	227 (22.1)	295 (28.8)	321 (31.3)	183 (17.8)
	Post	297 (29.1)	304 (29.8)	278 (27.2)	142 (13.9)
Sometimes, I feel I am a failure	Pre	734 (71.7)	213 (20.8)	54 (5.3)	23 (2.2)
	Post	786 (76.6)	185 (18.0)	40 (3.9)	15 (1.5)
I take a positive attitude toward myself	Pre	28 (2.7)	75 (7.3)	436 (42.5)	486 (47.4)
	Post	14 (1.4)	48 (4.7)	384 (37.4)	581 (56.6)
Total Sum Score					
	Pre	22.27 ±4.576	p = .000†		
	Post	23.45 ±4.386			

† Tests are significant at $p < .05$. Analysis DOES reveal a statistically significant increase in self-esteem score post intervention compared to pre intervention.

Body Image

Changes for body size satisfaction from pre to post GOTR were found to be statistically significant ($p = .000$). Prior to the programs, 40.9% of the participants were satisfied with their body size. Post-GOTR, 55.2% of the participants reported being satisfied with their body size. Pre-GOTR, 53.7% of participants reported wanting to be smaller than their current body size, while post-GOTR this decreased to 38.5% reporting wanting to be smaller than their current body size.

Table 3. Body Image Pre and Post GOTR Intervention (n = 1003) (31 participants did not provide responses to the questions)



	Participant is satisfied with body shape	Participant would like to be smaller than current body size	Participant would like to be larger than current body size	p-value
	n (%)	n (%)	n (%)	
Pre*	410 (40.9)	539 (53.7)	54 (5.4)	.000†
Post	552 (55.2)	385 (38.5)	63 (6.3)	

† Tests are significant at $p < .05$. Analysis DOES reveal statistically significant increase in body size satisfaction score post intervention compared to pre intervention

Physical Activity

Table 5 represents participation in physical activity among GOTR participants. As depicted in Table 5, there was a significant increase in participation in sports teams among GOTR participants ($p = 0.000$) after GOTR program implementation. Prior to participating in GOTR, 66.4% of participants reported participating on a sports team, while post-GOTR program implementation 68.5% of participants reported participating on sports teams.

Formative evaluation results indicate a statistically significant increase in the number of days participants reported being physically active ($p = 0.000$). The mean number of days reported participating in physical activity was approximately 5 days per week.

Table 5. Physical Activity behaviors of all participating in the evaluation who completed both pre and post tests Fall 2006 (n = 1065)

Physical Activity	Pretest	Posttest	P-value
Sports Team	n (%)	n (%)	
Yes	671 (66.4)	676 (68.5)	0.000*
No	339 (33.6)	311 (31.5)	
# of days exercise or participate in vigorous physical activity			
Mean \pm SD	4.71 \pm 2.002	5.13 \pm 1.828	0.000**

* Tests are significant at $p < .05$. Analysis **DOES** reveal a statistically significant increase in playing sports team post intervention compared to pre intervention.

** Tests are significant at $p < .05$. Analysis **DOES** reveal a statistically significant increase in # of days exercise or participate in vigorous physical activity post intervention compared to pre intervention.

Commitment regarding Physical Activity

- Table 6 represents commitment towards physical activity among GOTR program participants. Analysis does not reveal a statistically significant increase in commitment to physical activity from pre to post interventions ($p = 0.196$).
 - With regard to attitudes, motivation, and value of physical activity, there were no statistically significant differences from pre to post.
 - Motivation (pre = 3.31, post = 3.21, $p = 0.099$)
 - Attitude (pre = 1.88, post = 1.79, $p = 0.161$)
 - Value (pre = 14.55, post = 14.64, $p = 0.284$)

Variable	Group	Strongly Disagree n (%)	Disagree n (%)	Agree n (%)	Strongly Agree n (%)	
I look forward to physical activity	Pre	5 (0.5)	23 (2.2)	355 (34.6)	642 (62.6)	
	Post	8 (0.8)	19 (1.9)	345 (34.4)	631 (62.9)	
I wish there were better ways to get healthy than being physically active	Pre	280 (27.4)	318 (31.1)	254 (24.9)	170 (16.6)	
	Post	291 (29.0)	317 (31.6)	270 (26.9)	124 (12.4)	
Physical activity is hard work	Pre	193 (18.9)	370 (36.2)	358 (35.0)	101 (9.9)	
	Post	192 (19.3)	358 (36.0)	323 (32.5)	122 (12.3)	
I do not enjoy physical activity	Pre	706 (69.0)	203 (19.8)	49 (4.8)	65 (6.4)	
	Post	699 (70.0)	199 (19.9)	56 (5.6)	44 (4.4)	
Physical activity is very important to me	Pre	13 (1.3)	44 (4.3)	363 (35.4)	605 (59.0)	
	Post	6 (0.6)	39 (3.9)	329 (32.9)	626 (62.6)	
Life is better because I am physically active	Pre	21 (2.0)	75 (7.3)	372 (36.2)	580 (54.5)	
	Post	12 (1.2)	54 (5.4)	328 (32.8)	606 (60.6)	
Physical activity feels good	Pre	8 (0.8)	27 (2.7)	391 (38.7)	585 (57.9)	
	Post	9 (0.9)	27 (2.7)	343 (34.8)	606 (61.5)	
I don't like thinking about doing physical activity	Pre	623 (61.1)	279 (27.4)	75 (7.4)	43 (4.2)	
	Post	613 (61.9)	288 (27.0)	71 (7.2)	39 (3.9)	
I would change my schedule to participate in physical activity	Pre	47 (4.6)	115 (11.3)	434 (42.7)	421 (41.4)	
	Post	36 (3.6)	114 (11.5)	433 (43.6)	409 (41.2)	
I have to force myself to be physically active	Pre	544 (53.2)	331 (32.4)	104 (10.2)	43 (4.2)	
	Post	558 (56.0)	314 (31.5)	84 (8.4)	41 (4.1)	
When I miss a day being physically active, I like it.	Pre	449 (43.9)	350 (34.2)	159 (15.6)	64 (6.3)	
	Post	448 (45.1)	325 (32.7)	172 (17.3)	49 (4.9)	
Physical activity is the best part of my day.	Pre	29 (2.8)	153 (14.9)	389 (38.0)	453 (44.2)	
	Post	27 (2.7)	190 (19.1)	388 (39.0)	390 (39.2)	
Total Sum Score	Pre	27.26 ± 5.288	p = 0.196 [†]			
	Post	27.74 ± 5.209				

† Tests are significant at p<.05. Analysis does not reveal a statistically significant increase in positive attitudes about physical activity from pre to post interventions.

Summary

In conclusion, this formative evaluation was implemented to assess the impacts of the GOTR program on self-esteem, body size (dis)satisfaction, physical activity behavior, and commitment towards physical activity.

Results from this formative assessment do indicate significant positive impacts on self – esteem, body size satisfaction, and PA behaviors.

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