

PLAY & LEARN SUMMER CAMP 2015



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INTRODUCTION

Now in its fifth year, this summer program aims to provide a rich play-based learning environment for four weeks, immersing children in literacy and numeracy activities designed to foster their existing academic skills, and to improve their self-confidence and enjoyment in these subject areas.

This year, the program was funded by TELUS, Vancity, HRSDC – Canada Summer Jobs, Pacific Institute for the Mathematical Sciences, Sooke Region Literacy Project, the Rotary Club of Sooke, the Edith Lando Foundation, Coast Capital Savings, and the Sooke Harbourside Lions, as well as donations from the T'Sou-ke Nation, Andy's 2 for 1 Pizza, and School District No. 62 (Sooke). These funders made it possible to offer the camp to families at no charge.

Candidates best suited to the camp were children six to nine years of age from low income families, Aboriginal, and who had been identified by their school as not yet meeting expectations in Literacy and/or Numeracy. All children were referred by the school principal and/or School Based Team. Four schools participated: Saseenos Elementary, Sooke Elementary, L'Ecole Poirier Elementary and John Muir Elementary. There were a total of twenty-five children who attended the camp.

Three coordinators facilitated the camp, leading Literacy, Recreation, and Numeracy. The camp coordinators met prior to the beginning of the camp to discuss schedules, field trips, and expectations for the camp and children.

The 2015 camp took place at Sooke Elementary School, which was a terrific site with classrooms that allowed flexibility for learning. Everything at the school was properly sized for this age group, unlike the locations have been in previous years. This meant the children were a lot more comfortable and confident. The children enjoyed the two playgrounds, the fields, and the gym. It was also centrally located for parents, providing a more physically and financially accessible location than previous years. Sooke Elementary was also within walking distance of SEAPARC Leisure Complex, where the campers swam every Friday afternoon.

Another addition to this year's camp was the physical literacy component. Just like the A-B-C's of reading and writing, physical literacy for this age group focuses on A-agility, B-balance, and C-control. Physical activity has always been an important part of the Play & Learn Summer Camp, and it was time to begin measuring each child's skill development in this area as well. With the importance of physical literacy becoming more understood in the general population, it also became an important progression for the camp.

GOALS

The goals of the camp were:

1. To involve participants in literacy and numeracy activities that enhance their present levels of academic functioning and avoid summer learning fall-off.
2. To involve participants in sport and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy through play-based learning.



OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Aboriginal content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by having the camp be at no charge and by including lunches and snacks.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.

DEMOGRAPHICS

There were a total of 25 children attending the camp. The grade listed below indicates the level the child was in this past school year. There were 11 children who were of Aboriginal descent and 11 children who were from low income families.

Female	Male	Aboriginal	Low Income	Kindergarten	Grade One	Grade Two	Grade Three
9	16	13	18	3	13	6	3

Over the first four years of the program, one or two families have taken vacations during the camp time, but this was not an issue this year. However, there were some absences due to illness, especially during the last two weeks. Four weeks is a long time to commit to a full-time summer program and the demographic served tends to have difficulties with attendance in regular school as well. This year, we had twenty-five children with seven children missing 5 or more days of camp.



STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, and two Literacy Camp Assistants ran the camp.

COORDINATORS

Numeracy Coordinator: Angela Secord has spent the last seven years working as a literacy, numeracy and integration support teacher at Sooke Elementary. She has been teaching for over 9 years in the Sooke School District and taught in Korea before returning to Canada. This is Angela's second year teaching with the camp and she was the Numeracy Coordinator.

Literacy Coordinator: Maggie Curtis is an Integration Support teacher with the Sooke School District. She works with low incidence students at Belmont Secondary School. She previously worked in elementary schools as a literacy, numeracy and integration support teacher, assisting students that were struggling with reading, writing and math. Maggie lives in Sooke with her two children. This is Maggie's second year with the camp as the Literacy Coordinator.

Recreation Coordinator: Dan Beattie is a Physical Education/Social Studies Teacher at Belmont Secondary School with 7 years teaching experience. This is Dan's fourth year with the Play and Learn Camp.

CAMP ASSISTANTS

Arran Wass-Little is a grade 10 French Immersion student with an interest in childcare. His hobbies include cinematography, acting, and fastball. Arran has previous work experience with children as well as intermediate travel knowledge after living in a foreign country for a year.

Sachi Swift is a recent high school graduate. She enjoys working with children, cooking, coaching, and volunteering. She is passionate about soccer and has been accepted to the Women's Soccer team at QUEST University.



THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop and nourish number sense. The Coordinators wanted each child to develop a stronger understanding of operations and number relationships all while having fun. The assessment tool was used to get a profile of the child's number sense, plan intervention strategies, and implement a program to maintain and improve child's understanding of math skills and concepts. To help address the diversity of learners, the program provided manipulatives, leveled tasks, flexible completion times, a low ratio of staff to child support, and various methods of curriculum delivery (small groups, one to one conferencing etc.)

DAILY INTERVENTIONS

Small groups of 6-7 allowed for engaging numeracy interventions. These included the following:

Counting Around the Circle: This routine served as a warm-up. It involves whole-group participation, with each person saying a number as we count around the circle.

Activities/Lessons: Subitizing and quick images work, five-frames and ten-frames, addition and subtraction strategies.

Daily Games: Dice, domino and card games and other fun and engaging games were used to promote the activities/lessons worked on that day.

THE LITERACY PROGRAM

The literacy portion of the camp created opportunities for small group interventions, large group activities, and "free-time" activities to support literacy development and enrichment. The Coordinators created a "language rich" environment for the children, where they could develop confidence in reading, writing, and communicating.

SMALL GROUP INTERVENTION

Each of the four groups visited the literacy station four times per week during the first, third, and fourth weeks of camp. Within the groups, the children read out loud and participated in literacy related games and activities. The Literacy Coordinator adapted each group to best meet the children's abilities and needs. During the second week of camp, the Literacy Coordinator worked with each child in smaller groups or 1:1 to provide a higher level of individualized instruction.

Leveled Readers – Children spent time reading with a focus on specific strategies such as decoding, punctuation, summarizing, fluency and expression.

Phonemic/Phonological Awareness – Children played games that focused on building words and manipulating letter sounds.

Sight Word Activities – Each group used a variety of games to help retain sight words based on the Dolch word list. Words were chosen for each group based on reading ability.

LARGE GROUP ACTIVITIES

Carpet time – Carpet time was conducted every day during the camp. Led by the group leaders, the circle time promoted good listening skills, turn taking and appropriate methods of group communication. Names were drawn each morning for a "Camper of the Day" activity. This child was interviewed by their peers, and their answers were recorded by the teacher to create a profile to go into their scrapbooks.

Story time - Story time occurred almost every day (exceptions were field trip days). The time devoted to story time was about 10-15 minutes after the lunch time break. The stories were selected to connect with a variety of themes running throughout the camp and represented a variety of genres including non-fiction, historical and science based writing as well as a selection of fiction texts.

Writing time – 1-2 times per week children participated in a 30-45 minute writing activity. One of the coordinators took pictures of the children during activities (field trips, swimming or during a large group activity) thus allowing children to write about something meaningful. These pages were then compiled and bound into a scrapbook/memory album for children to take home at the conclusion of the camp.

Art/Music – Campers participated in at least one group art activity per week, with emphasis on creative expression. Some of these pieces of art were put in their scrapbook. The leaders tried to tie the art activities to literacy based activities as much as possible, basing the projects on stories, the alphabet,

and story-telling (puppetry). The children also participated in music activities—exploring drumming with the First Nations leader, and playing other instruments and singing with the leaders and helpers in the camp.

"FREE-TIME" ACTIVITIES

“Free-time” activities took place at the beginning of each day while children arrived during the 8:45-9:00am drop-off window and for those that finished eating early, after snacks and lunch. These included: card games, colouring and drawing, dot-to-dot puzzles (up to 600), building using Lego, snap together blocks and pattern blocks, imaginative play using plastic animals and creating paper crafts.

THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, and a whole group recreation period and academic period in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. It was the Recreation Coordinator’s aim to develop each child’s health and fitness needs while developing self-confidence and self-esteem. Specifically, the intention was to foster a love for physical activity while developing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for two recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work. The combination of the groups for the morning recreation periods was an improvement from previous years as the groups were slightly larger, allowing for individual activities and team games such as relay races and tag games. These activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination (hopping, skipping, jumping, dribbling, throwing, catching, and striking skills).

A typical camp day would also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game type activities, of which various tag games were a favourite. These focused on speed, agility, and spatial awareness. Competitive style relays were also coordinated during this time. The competitive element generally lifted the intensity of the children, which resulted in greater improvement of each child’s components of fitness. Other activities during these times included California kickball, dodge ball, and soccer.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were taught and discussed prior to a physical activity and at all times, these themes were running in the background. If there was a need or opportunity to discuss something like cooperation or fair play, we sat down to have a discussion, taking advantage of the emergent learning moment.

ABORIGINAL CONTENT

The Play and Learn Camp incorporated Aboriginal culture, language, and ways of knowing on a daily basis. The coordinators created an inclusive environment where all children could see themselves and their culture reflected in the resources that were available. The camp had an Elder of the T'Souk-e Nation attend and lead workshops for small groups of children throughout the second week. Shirley Alphonse led storytelling, SENĆOŦEN language work, and drumming with the children.

Books with Aboriginal content were read during Story Time and were available for free-time reading. Stuffed animals and puppets created by Aboriginal artists and colouring pages created by and attributed to Aboriginal artists were also available.

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

EOTC adventures are an important part of the camp and each week, the children would go on a different adventure. This included Beacon Hill Park, Witty's Lagoon, Goldstream Park & Lion's Pride Gymnastics, Commonwealth Pool & Westhills playground. These outings required transportation on a school bus. Coloured t-shirts were used to help identify the group. In addition to these weekly field trips, the children enjoyed a weekly trip to SEAPARC Leisure Complex.



SEAPARC

Our weekly trip to SEAPARC was a highlight of the camp. It took approximately 20 minutes to walk from the school to SEAPARC. General swimming began at 1:30, so the Coordinators left the school at 1:00 to ensure the children could be changed and in the pool by 1:30. SEAPARC required that children six and under use a PFD. The Coordinators were a little more cautious and asked children seven and under, or if a child appeared to be a weaker swimmer, to wear a PFD in the large pool. The Coordinators did not require any of the children to wear a PFD in the children's pool. Children were called out of the pool by 2:30 so they could get changed, have a snack, and to be picked up between 2:45 – 3:00 at SEAPARC by parents/caregivers.

BEACON HILL PARK



Our trip to Beacon Hill Park was a very successful day and the children enjoyed themselves immensely. The group began the day at the petting zoo where the children took their time looking around the animals. A donation of \$25 was paid for entry. After each group had visited the animals they walked over to the playground where they sat down to have lunch and some time for free play. The use of the coloured shirts to identify the children was especially valuable here as there

was at least two other day camps in the playground. From there, they moved to the soccer fields where they enjoyed Beacon Hill drive-thru ice cream cones before departing.

WESTHILLS PLAYGROUND & COMMONWEALTH POOL

A new addition to the Play and Learn Camp was going to the Westhills playground and Commonwealth pool. The Westhills playground is a very large playground with many different structures to play and explore. From the playground, the group traveled by bus to the Commonwealth Pool where the campers enjoyed the wave pool, waterslide, and diving boards.



WITTY'S LAGOON

Planning ahead of time is essential for a trip to Witty's Lagoon. Ideally the group will arrive at low tide so the children have time to explore the beach. From the parking lot it is a 20 minute walk with some moderately difficult sections. Appropriate footwear and packs that are not too heavy are recommended for the children. At the beach, children enjoyed wading through the water and sifting through the sand and rocks. They found lots of sea creatures and built sand structures.

GOLDSTREAM PROVINCIAL PARK & LION'S PRIDE GYMNASTICS

The trip to Goldstream Park began with a guided walk with one of the park Naturalists. This is a very worthwhile activity as the children gain access to areas of the park that are generally off-limits to the public, and it is very informative. Goldstream Park is well



serviced with picnic tables for snacks and lunch, and good restroom facilities. There it is a relatively short walk along an easy, flat trail. There are plenty of things to see along the way, including old growth trees, salmon fry, interpretive sign postings, and other wildlife such as eagles, deer, and blue jays. From there it is a short trip to the Lion's Pride Gymnastics. This was another highlight for many of the children. The facility had outstanding equipment and the coaching was excellent.



FOOD

Children were provided with two daily snacks and a lunch, which was provided at no charge to the families. The snacks were prepared on-site and usually consisted of a choice of fruit and/or vegetable and additional items such as cheese and crackers, yogurt, muffins, and granola bars. Lunch was catered and delivered to the camp by the Cathy's Corner Cafe three days a week and featured items such as pasta and sandwiches. Lunches also featured a salad or cut vegetables and a small dessert item. Once a week, pizza was provided by Andy's 2-for-1 Pizza. There was only one day per week when children were required to provide a bagged lunch from home for field trips.

INITIAL ASSESSMENT RESULTS

Each Coordinator conducted an assessment on the camp participants at the beginning and end of camp to track the results of the 4-week literacy intervention. The first portion of this report reviews the initial test results. The children's performances assessments gave direction to the planning of the camp and to the creation of four learning groups.

THE NUMERACY ASSESSMENT

Children were assessed using the First Steps in Math assessment tool. The purpose of this tool is to determine a child's present level of numerical functioning. It included tasks such as counting, subitizing, adding, subtracting, partitioning numbers, and problem solving. Each child's tasks are based upon the requirements for their grade level as shown below.

Initial testing showed an average of 73% in numeracy, with the lowest at only 33% and the highest at 100%.

KINDERGARTEN/GRADE ONE ASSESSMENT

This initial testing instrument was used to understand possible strengths and weaknesses in the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting (matching, one to one correspondence)
- Counting out loud in a chain

GRADE TWO ASSESSMENT

This assessment includes the Grade 1, as well as, the Grade 2 outcomes.

This assessment looked at the following areas:

- Making equivalent sets
- Skip counting
- Partitioning

GRADE 3 ASSESSMENT

The Grade 3 assessment looked at the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting
- Skip counting
- Making 12
- Order and pattern of numbers
- Partitioning numbers into part-part-whole

LITERACY ASSESSMENT

Two assessments were required ascertain literacy levels. The first assessment was the Writing and Reading Assessment Profile (WRAP). This tested letter name and sound correspondence, phonemic awareness, rhyming, and sight words. The WRAP assessment was used for children in kindergarten and grade one. Second and third graders were assessed using the PM Benchmark leveled readers, which assesses instructional reading levels. Two second graders were exceptions to this, as they were more appropriately assessed using the WRAP.

The children's average initial testing showed a skill level of 49% for students participating in the Writing and Reading Assessment Profile. The five students who participated in the PM Benchmark leveled readers assessment ranged from a level 7 to 12 reader, with one exceptional student at a level 20 reader.

PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. An adaptation of the Canadian Sport for Life PLAYfun assessment tool was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment is built for a 12-week learning period and was adapted to work for the 4-week camp. The 12-week assessment measures 18 skills from each of the core competencies: Running; Locomotor; Object Control – Upper Body; Object Control – Lower Body; Balance, Stability, and Body Control. Instead of testing all 18 skills within these categories, the Physical Literacy Coordinator chose one skill from each: Run there and back; Hop; Overhand throw; Kick Ball; Balance walk (toe-to-heel) backward.

Initial test results indicated low levels of physical literacy. Kicking a ball (28%), overhand throwing (30%), and walking backwards (31%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (38%) and hopping (39%).

FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing the same assessment tools as the initial assessment.

NUMERACY ASSESSMENT

Overall, the results show a progression in skills in all but two of the tested children. Both of these children maintained their initial test scores. That average numeracy score at the end of camp was raised to 88% from the initial testing of 73% (15% increase).

Children that were absent for more than 1 week of camp were not retested and therefore their final assessment is not available. This is indicated as 'N/A' within the results chart. The averages are calculated based on those children who completed both tests; however, the average of all students in the initial testing is still 73%. There was no written work in the numeracy component of this camp. All the children were tested orally and the activities were primarily oral in nature.

LITERACY ASSESSMENT

During the course of the Play and Learn Camp, all children tested improved their reading abilities. With the initial assessment indicating a low level of literacy (49%), the focus of the literacy program was on phonemic awareness, decoding, and fluency.

Those who were tested by the PM Benchmark each increased their skills by one reading level. The children who were tested using the Writing and Reading Assessment Profile increased their skills by an average of 10%. This included three children who made leaps and bounds of 15%, 17%, and 20% increases over the 4-week camp.

PHYSICAL LITERACY ASSESSMENT

The results of the final assessment indicated a growth in levels of physical literacy for each tested student. The lowest growth area was hopping (+3%). Kicking a ball (+5%), walking backwards (+5%), and running there and back (+5%) scored mid-range growth. The largest area of skill development occurred with overhand throwing, which rose by an average of 8% per child. As this 4-week assessment is a modified 12-week test, it can be assumed that the growth for a child who actively practiced these techniques over the summer months would be quite positive.

RECOMMENDATIONS AND SUGGESTIONS

The following recommendations were made at a post-camp debriefing meeting:

- 1) Sooke elementary should continue to host the camp whenever possible. It was a perfect site as it is located in a central location, easily accessible by parents/caregivers to pick up and drop off the children. The facilities are also the right size for the children, compared to past locations like Edward Milne Community School where the facilities are sized for teenagers.
- 2) Continue swimming trips to SEAPARC and pizza on Fridays. It was a real hit with the campers and something to look forward to at the end of the week.
- 3) The Coordinators would benefit from a 3rd youth and/or coordinator with an interest in literacy to make the reading groups run more smoothly. An extra set of hands would also be helpful on field trip days.
- 4) Continued careful selection of children for the camp by principals and school based teams is essential. They also noted that the age of the campers should remain ages 6-9, within grades 1, 2, and 3. This year, the camp was not a good fit for some of the younger children entering from kindergarten.
- 5) This was the best year ever for parent involvement. This may be attributed to the parent information meeting held during the first week of camp. Parents were able to ask questions, get to know the staff, and become acquainted with the goals of the camp.
- 6) The Westhills/Commonwealth pool field trip needs to be revamped for timing. Perhaps having the swim in the morning, followed by lunch and playtime at Westhills would make it run more smoothly.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	Pre-test	Post-test	+/-
A	1	83	N/A	N/A
B	1	79	79	0
C	K	96	N/A	N/A
D	2	87	97	+ 10
E	2	70	87	+ 17
F	3	33	78	+ 45
G	1	83	92	+ 9
H	1	79	92	+ 13
I	2	72	N/A	N/A
J	1	75	92	+ 17
K	1	83	92	+ 9
L	1	86	N/A	N/A
M	2	43	67	+ 24
N	K	83	92	+ 9
O	1	83	100	+ 17
P	K	79	N/A	N/A
Q	3	86	N/A	N/A
R	2	47	63	+ 16
S	3	78	100	+ 22
T	1	63	92	+ 29
U	1	75	79	+ 4
V	2	37	N/A	N/A
W	1	100	100	0
X	1	75	92	+ 17
Y	1	44	N/A	N/A

APPENDIX B: LITERACY ASSESSMENT

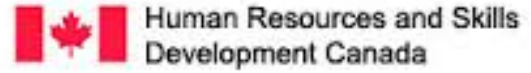
	Grade	Assessment Used	Pre-test (%)	Post-test (%)	Change (%)
A	1	W.R.A.P.	52	N/A	N/A
B	1	W.R.A.P.	91	94	+3
C	K	W.R.A.P.	56	N/A	N/A
D	2	P.M. Benchmarks	12	13	+1
E	2	P.M Benchmarks	12	13	+1
F	3	P.M. Benchmarks	7	8	+1
G	1	W.R.A.P.	32	40	+8
H	1	W.R.A.P.	54	59	+5
I	2	P.M. Benchmarks	4	N/A	N/A
J	1	W.R.A.P.	25	45	+20
K	1	W.R.A.P.	46	56	+10
L	1	W.R.A.P.	21	38	+17
M	2	W.R.A.P.	40	50	+10
N	K	W.R.A.P.	47	56	+9
O	1	W.R.A.P.	31	43	+12
P	K	W.R.A.P.	45	N/A	N/A
Q	3	P.M. Benchmarks	8	N/A	N/A
R	2	P.M. Benchmarks	9	10	+1
S	3	P.M. Benchmarks	20	21	+1
T	1	W.R.A.P.	79	82	+3
U	1	W.R.A.P.	38	39	+1
V	2	W.R.A.P.	62	N/A	N/A
W	1	W.R.A.P.	66	77	+11
X	1	W.R.A.P.	63	78	+15
Y	1	W.R.A.P.	44	N/A	N/A

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

	Test	1. Run there and back	2. Hop	3. Overhand throw	4. Kick ball	5. Balance walk (toe-to-heel) backward	Change
A	Pre-test	53	53	14	14	40	
No Post Test							N/A
B	Pre-test	45	47	22	22	47	
	Post test	48	53	37	24	58	+37
C	Pre-test	43	23	35	23	23	
No Post Test							N/A
D	Pre-test	52	52	36	23	52	
	Post test	54	55	46	29	57	+26
E	Pre-test	58	59	72	52	52	
	Post test	64	62	74	52	52	+11
F	Pre-test	41	44	38	29	23	
	Post test	53	53	49	34	47	+61
G	Pre-test	26	27	24	24	24	
	Post test	39	39	39	45	48	+85
H	Pre-test	23	4	35	22	22	
	Post test	23	7	39	24	16	+3
I	Pre-test	44	53	48	28	28	
No Post Test							N/A

	Test	1. Run there and back	2. Hop	3. Overhand throw	4. Kick ball	5. Balance walk (toe-to-heel) backward	Change
J	Pre-test	28	28	17	30	15	
	Post test	30	31	31	32	24	+30
K	Pre-test	23	23	23	6	14	
	Post test	24	24	24	15	15	+13
L	Pre-test	17	28	33	11	28	
	Post test	24	27	32	16	28	+10
M	Pre-test	53	47	39	19	23	
	Post test	58	53	40	23	28	+21
N	Pre-test	28	28	5	14	23	
	Post test	42	29	6	12	29	+20
O	Pre-test	41	37	16	22	15	
	Post test	41	34	16	28	15	+3
P	Pre-test	28	9	9	20	9	
No Post Test							N/A
Q	Pre-test	59	39	65	56	46	
No Post Test							N/A
R	Pre-test	39	52	42	47	52	
	Post test	52	54	48	53	56	+31

	Test	1. Run there and back	2. Hop	3. Overhand throw	4. Kick ball	5. Balance walk (toe-to-heel) backward	Change
S	Pre-test	54	54	28	73	48	
	Post test	55	54	47	74	49	+22
T	Pre-test	28	32	20	39	15	
	Post test	38	31	31	42	13	+21
U	Pre-test	47	48	28	53	39	
No Post test							N/A
V	Pre-test	38	33	35	35	28	
No Post test							N/A
W	Pre-test	52	54	28	8	43	
	Post test	52	55	41	15	43	+21
X	Pre-test	47	54	29	29	41	
No Post test							N/A



Edith Lando
Charitable Foundation

