Applied Major Project

Matthew Morin (100341090)

Langara College

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Yue-Ching Cheng & Joanne Edey-Nicoll

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Executive Summary

Purpose

This research paper aims to examine the barriers preventing preteens from engaging in recreation and how the Fleetwood Town Centre can improve its current outreach strategy to increase participation in youth recreation services for preteens aged 10-13.

Methods Used

Research for this paper was conducted through four different methods: secondary research, interviews with City of Surrey staff that are involved with preteen and youth engagement, special status observations of Fleetwood's drop-in youth program, front desk communications and youth functional table, and analysis of content connected to preteen and youth engagement.

Findings and Conclusions

The research findings highlight the complexities and challenges surrounding preteen engagement in municipal youth services within the City of Surrey, particularly in the aftermath of the COVID-19 pandemic. A significant aspect identified is the need to rebuild relationships with the Surrey School District, which has been diminished, impacting preteen outreach efforts. The City of Surrey's Youth Functional Table is undergoing a transition phase with new coordinators and programmers, presenting challenges in catering to underrepresented groups, building relationship with the school district, and making it difficult to outreach and connect with new participants. Despite these obstacles, active initiatives are underway to overcome barriers to preteen engagement, including discussions of gender-specific programming and the implementation of recognition initiatives. At the Fleetwood Community Centre, difficulties in engaging preteens include excessive cell phone use and transactional conversations at the front counter. Additionally, there is a recognized need to update internal youth content within the City of Surrey to reflect current preteen needs better and effectively address participation barriers. While efforts to enhance preteen engagement in municipal recreation services are evident, ongoing challenges and transitions post-pandemic necessitate an adaptive approach to ensure effective outreach and engagement strategies.

Recommendations

1. Define The Preteen Age Group in the City Of Surrey Recreation Department
2. The Fleetwood Community Centre Needs to Rebuild Their Relationships with the Surrey School District
3. Update Youth Training Modules to Address Barriers to Preteen Participation in Municipal Recreation Services
4. Collaborate with City of Surrey's Libraries, City Hall's Healthy Communities, and Surrey Recreation Facilities to Improve Preteen Recreation Offerings
5. Staff in Supervisory Roles Need to Address and Plan Accordingly in Relation to Preteen Internal Barriers for Municipal Recreation

Key Terms

Barriers, Outreach, Youth Services, Participation, Youth Functional Table

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Introduction

Preteens aged 10-13 are not engaging in after-school recreation programs due to internal social barriers and need to be made aware of the recreation opportunities in the Fleetwood Town Centre in Surrey. Preteens that participate in recreation programs are influenced with positive youth development and personal development which is connected to the influence of after-school activities and leisure (Eime et al., 2013; Holt et al., 2011; Zarrett et al., 2009; Linver et al., 2009). Participation in community activities improves social health outcomes and enhance the psychological health of youth (Eime et al., 2013). Therefore, it is important to outline the barriers to preteen participation in municipal recreation centres and understand the City of Surrey's current youth outreach strategies to bridge preteens to participate in recreation programs.

This report will answer the question: what are the barriers preventing preteens from engaging in recreation and how can the Fleetwood Town Centre improve its current outreach strategy to increase participation in youth recreation services for preteens aged 10-13. The following key areas will be discussed within this paper:

- Background and context
- About the City of Surrey
- Statistics on preteen participation in municipal recreation
- Preteen services in Fleetwood
- Literature Review
- Overview of barriers that preteens display in recreation
- Overview of the measures for preteen program participation
- Gaps in the literature
- Areas of controversy
- Summary of literature review
- Methodology for primary research
- Research findings and analysis
- Recommendations

The key terms used in the research paper are operationalized as follows:

- *Engaging* - Engagement is creating an interpersonal connection from city staff to the preteen. Engaging involves bridging participants to the recreation centre and allowing the preteens to participate in municipal recreation programs fully.
- *Outreach* - Outreach is raising awareness of youth and preteen opportunities through interacting with Fleetwood's lobby space, library, Fleetwood elementary schools and neighbouring parks, encouraging an increase in participation and collaborating with the Surrey School District.
- *Participation* - Youth staff facilitate participation for youth participating in municipal recreation such as youth projects, city wide events, and preteen drop-in programs.
- *Youth Services* - Youth services within the City of Surrey are programs developed for preteens and youth aged 10 - 18. These youth services include youth engagement program teams, gym and sports, registered programs, and agency partnerships.

Background and Context

The City of Surrey, more precisely the Fleetwood Community Centre, caters their youth services programs to preteens aged 10-13. Fleetwood offers many different preteen programs, such as preteen drop-in lounges on Tuesdays and Fridays and special events that both preteens and youth staff initiate to contribute youth engagement in Fleetwood. For this research, the Fleetwood Community Centre will be explored to determine what barriers preteens face to participate in preteen services and how the Fleetwood Town Centre can improve its current outreach strategy to engage more participants to municipal recreation.

About Fleetwood Town Centre and City of Surrey

The City of Surrey is "the largest city by land area and second most populated in Metro Vancouver" (City of Surrey, n.d.). Surrey is recognized for building sustainable communities through fast-growing diversity and developing a complete community that provides a high-quality community service and living environment (City of Surrey, n.d.). City of Surrey's mission is to "Serve our community to improve the quality of life for everyone through exceptional delivery of parks, recreation and culture amenities, programs and services." (City of

Surrey, 2018). Surrey's vision also has "five overarching themes from the key pillars of the plan and support the vision of a healthy, green, inclusive community." (City of Surrey, 2018)

- High-quality parks and facilities for all
- An engaged and healthy community
- Vibrant and creative city
- Leader in environmental stewardship
- Effective management of resources (City of Surrey, 2018).

Fleetwood is a neighbourhood that offers parks and diverse residential areas and most recently will be home to the upcoming Surrey Langley Skytrain expansion which will drive further development. (City of Surrey, n.d.). The Fleetwood Community Centre currently is a small community with 62,735 people residing in the community, with 25% landing in the 0-19 age bracket. (City of Surrey, 2016). The centre has opportunities for all age groups, including preschool, children, preteens, youth, adults, and seniors, to participate in registered and drop-in programs curated to their interest. These programs can include:

- Art based programs
- Registered and drop-in fitness
- Registered programs for general interest, including sports, cooking, languages, dance, etc.
- Community events such as seniors holiday events, Fleetwood Festival, movie nights, youth engagement event, and library programming.
- Licensed preschool and registered preschool themed programs
- Summer day camps

The facility has multipurpose spaces, a youth lounge, 2 halls including a fitness studio, weight room, licensed preschools, and a library to ensure that recreation opportunities have an appropriate space to run their program.

Involvement with Research

The Fleetwood Town Centre will benefit from this project as we can start piecing the puzzle on the question of why preteens are not engaged in our communities. The goal to why this

is important to the Fleetwood Town Centre is that preteens are the next generation to active community members and recreation leaders. Encouraging greater involvement within Fleetwood's youth community has numerous benefits. By promoting physical fitness, we can enhance both physical and mental well-being among young people and fostering active lifestyles. Additionally, facilitating social interaction provides valuable opportunities for developing interpersonal skills and nurturing social development. In addition, youth will benefit from social programs by building on their communication and conflict resolution skills which will set them up for adulthood. The prevention of preteens who may be at more risk for behaviours such as preteens with substance abuse will benefit the Fleetwood community. The community wants to provide a space to safely develop youth as active members of the community rather than serve as a deterrent to behaviours such as substance abuse. The Fleetwood Town Centre can function as an outlet to contribute to reducing negative behaviours.

Literature Review

Role Participation Plays with Preteens in Municipal Recreation

Statistics Canada states that youth were less active during the pandemic due to screen time and only 37.2% of youth aged 12-17 were physically active and meeting the suggested active leisure recommendation (Statcan, 2022). One common theme among the literature on the topic of preteen participation in municipal recreation contributes to overall positive development and participation in active programs will foster self-efficacy; positive relationship building; and motivations to be active (Robbins et al., 2021). An example of a study conducted in 2017 included 10 -13-year-old preteens in an ethnically diverse school district responding to a survey asking if they currently participate on a sports team run by community groups or are physically active outside of school (Robbins et al., 2021). The participants who participated in structured recreation programs benefited from "self-efficacy, intrinsic motivation, external regulation, and autonomous motivation" (Robbins et al., 2021, p. 480). One of the ways participants can reduce barriers to their personal mental, emotional, and social health is by participating in recreational sports (PCSFN, 2020). These statistics suggest that preteens with a healthy dosage of

participation in after school activities reap the benefits of social and physical interaction resulting in well-rounded physical and mental health.

<u>Barriers that Preteens Experience in Municipal Recreation</u>

Preteens do not always have the capacity to come into and participate in after-school recreational activities. In particular, LGBTQ+ preteen participants are affected by the reduction of participation in physical activity and transgender students are less likely to actively engage in recreation services rather than their cisnormative counterparts (Oakleaf & Richmond, 2017). An Australian study found that 25% of trans people experience discrimination with connection to sports (RainbowHealthOntario, 2014). Transgender individuals encounter barriers to full participation for leisure activities even with the recent progress to inclusive spaces and accessibility for this demographic (Oakleaf & Richmond, 2017). Additionally, trans participants also face barriers of security and safety in public recreation spaces as their daily interactions with others and managing risk creates a barrier to fully participate in recreation programs (Thibodeau, 2020). Gay and bisexual teens in grade 7-12 are less likely to fully participate in sports and recreation services then their heterosexual peers (Thibodeau, 2020). Queer participants are still facing barriers of harassment in recreational level sports that are not welcoming to sexual minorities which reduces the effect of social development (Thibodeau, 2020). Social development is necessary to achieve, as it pushes individuals to reach their full potential and is linked to the development of active healthy members of the community (Oakleaf & Richmond, 2017).

Positive social skills in leisure settings need to be implemented to reduce the barriers to queer participants to create an inclusive leisure space. A study from the National Research Council outlined the eight features of a positive developmental settings framework for LGBTQ+ youth (Theriault & Witt, 2014). These features include physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building and integration of family and community efforts (Theriault & Witt, 2014). Furthermore, ensuring the protection of LGBTQ+ youth from sexual identity oppression, such as establishing safe recreation programs, may

necessitate evaluation norms within programs, including physical sports that typically are heterosexual (Theriault & Witt, 2014).

Social media consumption is another significant barrier for preteen's participating in recreation programs. With access to the digital world, there are many concerns as social media is becoming a dominating factor of interpersonal interactions between peers, leaving less time for developmental processes such as social activities (Lichy et al., 2023). 79% of kids and teens are spending more of their leisure time on screens rather than participating in recreation and 62% were less physically active (Participaction, 2020). These statistics suggest that children and preteens during the pandemic were actively engaged with screens rather than participating in active leisure. A common theme with the digital age is the self-collection of identities and creating a new social construct. Preteen self-presentation activities, which refer to the process of communicating one's image to others and are associated with identity development, create a barrier to face-to-face social interaction. (Lichy et al., 2023).

The research provided by Fairlie and Kalili highlight the danger of excessive usage by preteens resulting in less time for social activities as the desire to stay connected through social media is demonstrated by a dopamine-driven learned behaviour (Lichy et al., 2023). It is through social media, preteens aged 8 - 12 stay socially connected through mobile devices rather than a social recreation program (Lichy et al., 2023). This disconnection through face-to-face interaction has made it difficult for municipal recreation centres to address the issue of social media addiction. The diverse changes with the new digital age have affected social interactions and relationships, including unresolved issues, such as internet dependency and addiction (Avunduk, 2021). Examining the effect on social media addiction among preteens is a step to adapting recreation services (Avunduk, 2021).

Loneliness is a subjective feeling depending on if the person is socially isolated or socially connected but feeling lonely (Dopelt & Sahin, 2023). Loneliness is a barrier to municipal recreation as it prevents preteens from actively engaging in recreation activities as a lonely individual over time can become hypersensitive to stimuli that come from a social environment (Dopelt & Sahin, 2023). This can be reflected in preteen social spaces as the

participants will focus on negative interactions with peers because the effects of loneliness stem from negative expectations rather than remembering the positive ones (Dopelt & Sahin, 2023).

A 2021 Statistics Canada report highlights that nearly 1 in 4 youth mention that they feel lonely (Statcan, 2021). The feeling of loneliness affects the vulnerable population of children and adolescents as the uncertainty from COVID-19 can present depression and anxiety given the social isolation barriers (Rego et al., 2021). Studies have found that leisure and physical activity are an influencing factor of loneliness and sports participation encourages interaction which satisfies social needs and protects them from feeling social isolation (Tubić et al., 2023). Loneliness and physical activity connect negatively and participants that do not possess active social skills are less likely to participate in recreational sport (Tubic et al., 2023). The Lived Experience Advisory Group utilizes their firsthand experience navigating the challenges and consequences of poverty; they contribute valuable insight to shape, execute, and oversee cities' poverty reduction strategy (Pearce et al., 2021). Based on evidence from the Lived Experience Advisory Group (LEAG), therapeutic intervention is required before engagement with social opportunities to reduce the impact of loneliness (Pearce et al., 2021). Given the nature of recreation social settings, the support for relationship building and utilizing recreation staff as a bridge for therapeutic intervention will yield the reduction of loneliness for young people (Pearce et al., 2021).

LEAG has mentioned that language, accessing information, engaging with support resources, and participating in community activities can overcome the barrier of loneliness (Pearce et al., 2021). 'Interpersonal Strategies' described by Mann, creates social strategies for participants that face loneliness to engage with the community (Pearce et al., 2021). These strategies include wide community approaches that involve peers in communities to increase the number of opportunities for social contact (Pearce at al., 2021). Drawing from the conclusions of interpersonal strategies, this asset can connect to the City of Surrey's Youth Engagement Handbook, the connecting components are in correlation with interpersonal communications as community outreach helps bridge preteens to municipal youth services programs (City of Surrey, 2015).

Best Practice for Program Participation

The Tiffany-Eckenrode Program Participation Scale (TEPPS) marks a step forward in assessing the quality of youth engagement in after-school programs. The TEPPS model analyzes the key dimensions of participation including "personal development, voice/influence, safety/support, and community engagement" (Tiffany et al., 2012). This model offers a framework to evaluate youth participation beyond attendance statistics and highlights the holistic development and well-being of youth engagement (Tiffany et al., 2012). Municipal recreation centres can utilize these measures to assess the overall satisfaction of a program and create a more diverse outlook on how leaders view programs, thus equipping initiatives that can combat barriers to preteen engagement. Overall, youth engagement can vary based on the capacity of the program staff spending time to create an inclusive space for the participants (BCRPA, 2017).

Gaps in Literature

There are gaps that impose on addressing preteen barriers to youth recreation services. Firstly, the preteen age group is unique and specific, making it difficult to find literature. Many sources addressing recreation barriers apply to children aged 6-10 or youth aged 13-18. Another gap in the literature is that sources address the overconsumption of social media during the pandemic, and the repercussions of social media statistics are still currently being researched. The literature may have addressed the problem of overconsumption of media, but the alternatives and conclusions on the outcomes are still inconclusive. Moreover, another gap, depression, and anxiety, are the overlying factors of the aforementioned barriers. Rarely does the literature consider family influences, religious practices, household financial status or puberty changes, yet these factors play crucial roles in shaping individual mental health and development. The gaps in the literature create a misunderstanding of the barriers to preteen participation as the specific preteen age group isn't defined, and the research of preteen barriers is still to be discovered.

 Areas of Controversy

Measuring the barriers to municipal recreation preteen programs is specific and challenging to accomplish. There is a plethora of different barriers that can be addressed but the implications to creating shared social spaces feeling safe for all is controversial. Joseph Martin

mentions that people who identify as LGBT may experience unprejudiced access to recreation programs as parts of the world are not open to queer participants (Martin, 2017). Regardless of race, religion, and orientation, the controversy lies in how municipal recreation centres can create youth spaces that are accepting of everyone regardless of their internal values and beliefs.

The controversy for social media and overconsumption can also conflict within social recreation spaces. Social media could be used in municipal recreation as a positive outlet. Online communication can open preteens to experiences they may not have in real life conversation such as healthy communication with friends from different parts of the world or in their own community (Homayoun, 2018). Youth engagement staff cannot force them off social media as the integration of the social media world identifies with preteens' self-concept of social identity remains a status symbol for youth (Lichy et al., 2021). Lastly, social isolation mental illness focuses on anxiety and depression which is difficult to overcome especially when preteens are entering puberty. It is difficult to identify how social isolation affects preteens as COVID-19 was a large contributor to social isolation and the aftereffects are still difficult to identify.

<u>Summary</u>

Research highlights preteen participation in municipal recreation centres and the numerous benefits including enhanced self-efficacy, positive relationships, and intrinsic motivation. However, barriers such as LGBTQ+ discrimination, excessive social media consumption, and feelings of loneliness can hinder preteen engagement to youth services in recreation centres. There are strategies to overcome these barriers including creating inclusive spaces, implementing interpersonal strategies, and addressing the impact of social media addiction. Despite the gaps in literature and controversies surrounding acceptance, prioritizing positive youth development, and reducing the barriers preteens in municipal recreation remains at utmost importance.

Methodology

<u>Primary Research Plan and Rationale</u>

Through three forms of primary research, such as interviews, special status observations, and content analysis, the primary research will help explore barriers preventing preteens from

engaging in recreation and how the Fleetwood Town Centre can improve its current outreach strategy to increase participation in youth recreation services for preteens aged 10-13. The primary research provides more insight into how this research topic is being addressed in municipal recreation and how the Fleetwood Town Centre is currently addressing preteens' barriers to participation and implementing current outreach strategies.

Interviews

Five Interviews were conducted with various youth departments within the City of Surrey through in-person and virtual "Microsoft Teams" formats. The interviews were conducted with the citywide Youth Engagement and Intervention Programmer, the Youth Services Functional Manager, the Youth Coordinator, Youth Engagement Staff and the Teen Information's Librarian at the Fleetwood Community Centre. Each staff member who was approved to be part of the interview was provided with questions curated to their department and role with preteens. All questions remained unbiased, and answers were recorded in a transcript format to capture their responses. Please refer to Appendix 1A for interview details, and 1B for interview questions guide.

The Youth Engagement and Intervention Programmer at Healthy Communities is responsible for running youth engagement events with over 200 youth. This position also oversees 2 youth leadership groups, SLYC (Surrey Leadership Youth Council) and the Girls Empowerment Group and Peer Mentorship Program, and supports the Leisure Access Program (LAP). The programmer was able to share their experiences working with a broad preteen and youth demographic in relations to the barriers that exist in outreaching to youth and preteens and the current barriers to preteen engagement for large special event in Surrey. The Youth Services Functional Manager is part of the youth functional table, which meets monthly to deliver a consistent approach to philosophy, training modules, and recruitment. The Youth Functional Manager provided context of the work that is currently being done at a higher level, including addressing barriers, rebuilding community relationships such as the Surrey School District, preteen and youth engagement initiatives and serving the needs of operations for the City of Surrey facilities. Fleetwood Community Centre's Youth Coordinator role is to help facilitate and organize youth and preteen events, identify areas of partnerships with schools and departments,

and to support the needs of youth and preteens within the Fleetwood Town Centre as needed. This staff was able to share their experience and perspective on working in a position that creates relationships with outreach partnerships and manages Fleetwood's preteens and youth offerings. The Fleetwood's Teen Information Librarian creates youth community programs within Fleetwood. This staff provided their experiences facilitating the Teen Leadership Council and described the reach of participants attending their programs. Lastly, the Fleetwood Youth Engagement Staff shared their initiatives to create a space of inclusivity and caring adults. The staff also share their experience of engaging with the preteens in different ways to help them interact with face-to-face communication. This perspective gave a front-line experience to what youth staff see in today's preteens in the capacity of barriers to participation and utilizing the City of Surrey's current outreach strategy.

By interviewing this wide range of individuals from different youth departments, one can see how each department's outreach looks different within their own unique communities and context. The diverse roles and capacity for preteen engagement in the City of Surrey were vast, and each person identified different barriers to preteen engagement in their departments. Additionally, each interviewee had different strategies for engaging preteens in programs based on the department the interviewees worked for.

Interview Details

Interview 1 - Arielle Patterson - Youth Function Manager, Guildford Recreation Centre, Town Centre Manager
Date: March 1st, 2024, at 1:30 pm
Interview 2 - Imran Nijjar - Youth Engagement/Intervention Programmer - City of Surrey, Healthy Communities
Date: March 2nd, 2024, at 1:00 pm
Interview 3 - Claire Badali - Teen Information's Services Librarian - Fleetwood Library
Date: March 4th, 2024, at 11:50 am
Interview 4 - Cece Atkinson - Youth Engagement Staff - Community Service Assistant 2 - Fleetwood Community Centre
Date: March 5th, 2024, at 5:00 pm
Interview 5 - Katrina Di Vincenzo – Youth Functional Coordinator – Fleetwood Town Centre

Date: March 8th, 2024, at 4:00 pm

Special Status Observations

  Observations were conducted in a preteen drop in and front desk operations to determine which youth strategies are currently being used by staff, as well as observing outreach in the Fleetwood Community Centre's lobby space. In addition, attending a Youth Functional Table meeting to observe how strategies are discussed and determined at higher recreation positions. Analyzing outreach efforts and observing barriers to preteen participation sheds light on the municipality's current approach to youth development, revealing themes, patterns, challenges, and opportunities. Please refer to Appendix 2A for observation details.

  The special status observation method required a checklist to be created before conducting observations. The observation checklists were created based on two sections that guided questions based on barriers to preteen engaging in recreation services and outreach initiatives. Barriers to participation focused on understanding the current situation within preteen participation, including the number of participants, their engagement levels, demographic diversity, staff involvement, activities initiated, environmental factors, and potential issues such as bullying. These themes seek to identify any challenges or barriers that preteens might face in participating fully in the program. The second set of themes focuses on outreach opportunities and the effectiveness of outreach efforts to attract new preteens to the program and bridge them to the recreation centre. It also examines whether the staff actively engages with participants and whether there are efforts to build trust and maintain communication with existing and potential participants. Please refer to Appendix 2B for observation checklist and field notes.

Content Analysis

  A content analysis was conducted using a tracking sheet with specific questions to assess the strategies, information, and trends related to preteen engagement and outreach in recreation services in the City of Surrey. Please refer to Appendix 3A for content analysis details and 3B for content analysis tracking sheet. The City of Surrey's Youth Engagement Handbook was analyzed initially to understand how the municipality communicates the youth engagement philosophy, information on the current outreach strategy, and strategies to reduce barriers to

youth engagement to front-line staff while directly working with preteens and youth. These discoveries led to the City of Surrey's Strategic Plan, which sought to provide a broad overview of the City of Surrey's goals and objectives in the capacity of youth and preteen services. After understanding the broad perspective of preteen and youth recreation services, the City of Surrey's Spring 2024 Recreation Guide was analyzed to determine how facilities promote preteen and youth programs, opportunities for participants to learn about preteen services and information about upcoming large-scale events. Lastly, the Staff Youth Engagement Binder 2024 was assessed to see if communications loops were passed from front-line staff to the preteen and youth supervisor. This resource highlighted staff's communication about outreach efforts within the Fleetwood Community Centre lobby, neighbouring parks, and school connections. Please refer to Appendix 3C for content analysis field notes.

This research method presented a better understanding of the current documentation of preteen engagement and how it is being implemented at Fleetwood's Preteen Spaces. An analysis of frameworks provided by the City of Surrey offers information on the current approach to youth engagement, outreach strategies, and insights on measuring program successes, challenges, and opportunities, which helps youth engagement staff create a qualitative recreation experience. All content analyzed in this research method served as a different intent to address barriers to preteen recreation and reveal the purpose of outreach strategies within the City of Surrey.

Research Findings

<u>Successful engagement of preteens in youth services post COVID-19 depends on rebuilding relationships with the Surrey School District</u>

Outreach and engagement with the community has been in a rebuilding process post-COVID-19 as connections with the school districts have been diminished, which is a large contributor to preteen outreach. Arielle Patterson, the Youth Functional Manager and Town Centre Manager for Guildford Recreation Centre, discussed that city-wide the Youth Function is transitioning with new coordinators and programmers. There are interactions being to be done

within the youth function, including the capacity to be educated on the youth philosophy of healthy engagement, youth training requirements, learning how to run youth registered programs and drop-ins successfully. The youth portfolio is handling the core needs to run a facility with the capacity of preteen and youth. From a City Hall perspective, Imran Nijjar mentions that her preteen and youth portfolio struggles to reconnect with the Surrey School District and re-building relationships with administration staff. Katrina Di Vincenzo and Claire Badali, staff from the Fleetwood Community Centre, all share similar frustrations with the current outreach strategies in terms of rebuilding a relationship with Surrey's School District and creating a strategy to become a presence in the neighbouring schools in Fleetwood.

Current youth staff characteristics find it challenging to support underrepresented groups with specified programming

Through the interviews with Imran Nijjar and Arielle Patterson, who oversee a broad youth and preteen portfolio, it is evident that the City of Surrey's staff capacities are creating barriers to participation. Oakleaf & Richmond mention that queer participants encounter barriers and they are less likely to engage in municipal recreation programs (Oakleaf & Richmond, 2017). The connection to staff capacities for diverse backgrounds, including underrepresented preteen groups such as queer participants and those from diverse religious backgrounds, are not represented in preteen programming in recreation centres. Arielle Patterson highlights that it's challenging for the current youth staff capacities to support underrepresented groups with specified programming, such as queer spaces, because the youth staff in recreation centres are predominately cis-gendered or male-dominated. In addition, Claire Badali, who oversees the Fleetwood Library, mentions that groups of newcomer youth from different countries struggle to find resources for language programs. Claire says that staff capacities such as diverse staff that speak different languages are not readily available. Katrina Di Vincenzo from Fleetwood Community Centre mentions that staff are shy and lack confidence which creates a barrier to trust building with preteens as it's necessary to bridge them to the recreation centres.

<u>The youth portfolio is actively striving to rebuild outreach strategies and overcome barriers to preteen engagement</u>

The youth portfolio actively strives to rebuild outreach strategies and overcome barriers to preteen engagement. Through the functional meeting hosted at Fleetwood Community Centre, conversations about Equality, Diversity, and Inclusion were a topic presented by Jessica Danyk with Healthy Communities. The Equality, Diversity, and Inclusion policy connects to Theriault & Witt as LGBTQ+ youth are currently facing sexual identity oppression and establishing safe recreation programs are a necessity to reduce barriers to preteen and youth recreation (Theriault & Witt, 2014). This discussion leads coordinators city-wide to discuss gender-specific programming and ensure options are readily available to bridge preteen girls to recreation programs. The youth functional meeting identified that barriers to underrepresented preteens are being addressed and strategies, including crafting different programs catered towards targeted preteen niches. Outreach strategies were also being discussed to praise preteens and youth for positive behaviour, with a "Youth of the Week" initiative and plans for Surrey's "Youth Week" were being finalized and piloted out to participating Surrey preteen and youth lounges.

Preteens gravitate towards the scheduled preteen drop-in times run at the Fleetwood Community Centre. While observing, it was noticeable that the preteens in the lounge spaces at Fleetwood were addicted to their cell phones, and interpersonal social communication was done through a screen rather than face-to-face interactions, as observed through the quiet nature of the lounge space. Youth staff at the Fleetwood Community Centre tried multiple times to engage in physical activities such as board games, structured sports and face-to-face conversations; however, participants' attention spans were minimal. Youth staff attempted to connect by bridging lobby preteens into the drop-in programs by handing out free recreation passes. However, none were obliged, and staff lost the confidence to try a similar outreach tactic. In addition, front desk staff communications relaying information about preteen services could have been more effective, as observed through the interaction between a front desk staff member and a preteen. The welcoming environment piece, such as friendly greetings, assistance with program information and creating an interpersonal connection with community members, needed to be included at the front desk.

<u>Internal youth content with the City of Surrey is outdated and needs to be updated</u>

The content analysis identified outdated information and needs to reflect the current preteens' needs. The public, looking at the Spring Recreation guide, receives a glimpse into the offerings of large preteen events and drop-in schedules. The Youth Engagement Handbook revealed that barriers to preteen participation were not addressed. As mentioned in the literature review, preteens are facing barriers such as LGBTQ+ participation, addiction to social media resulting in the lack of face-to face communication, and loneliness. The handbook additionally highlights staff being present in their recreation centres and utilizing schools to bring preteens to the recreation centres. The Tiffany-Eckenrode Program Participation Scale is a practice that could be implemented in the Youth Engagement Handbook to measure the effectiveness of program participation (Tiffany et al., 2012). Internal youth content should incorporate a best practice measurement to create a more diverse outlook on how youth engagement staff evaluate their drop-in programs (Tiffany et al., 2012). In addition, the outreach piece was not utilized as the Fleetwood Youth Communications Binder needs evidence, such as written documentation of when staff outreach to the community and support connecting efforts is being conducted at Fleetwood Community Centre. The City of Surrey's Strategic Plan does outline goals and objectives to improve outreach and address barriers when exploring inclusion and accessibility by developing welcoming spaces for residents to create a sense of community engagement by recognizing gaps in complex demographics (City of Surrey, 2017, p.55). These goals and objectives were identified in 2017 and have not been updated from the effects of COVID-19.

Recommendations and Analysis

<u>Define The Preteen Age Group In The City Of Surrey Recreation Department</u>

Arielle Patterson mentions that a challenge to preteen municipal recreation services is a philosophical question: where does the 10-13 functions live, how much effort is a function put into it, and is it ambiguous to determine responsibilities for each function put into preteens (Patterson, 2024). Through the City of Surrey, there is a plethora of youth programming that includes large-scale special events such as Surrey's Slam Jam, Surrey Steps Up, and Youth Week. These programs are marketed for youth aged 13-18 and the engagement for these

community events are large and successful. However, the City of Surrey and Fleetwood Community Centre should explore expanding their preteen program offerings to reduce barriers to municipal recreation participation. Preteen participation in municipal recreation contributes to overall positive development, and participation in active programs will foster self-efficacy, positive relationship building; and motivation to be active (Robbins et al., 2021). The Youth Space hosted at White Rock, Bakerview Park is an inclusive space for preteens and youth to share their own interests and create specified events for the youth in the community (The Youth Space, n.d.). This organization offers drop-in programs specifically for preteens aged 10-12, including model clay making, rainbow connections for LGBTQ+ preteens, sushi making, and paint nights (The Youth Space, n.d.) Evidently, having recreational opportunities and defining the preteen age group will ensure that the preteens are engaging in recreational activities that allow preteens to grow with independence, socially develop through connecting to mental health resources and meeting new people in their community. The City of Surrey and Fleetwood Community Centre should create more specified programming or large-scale events for the preteen age group to reduce the barrier of limited preteen offerings in the City of Surrey. The youth functional table should incorporate a defined age group to make decisions of preteen engagement projects and the creation of more preteen-registered programs. These initiatives will impact other recreation facilities to ensure that the preteen age group in their communities are benefiting from recreational opportunities.

<u>The Fleetwood Community Centre Needs to Rebuild Their Relationships with the Surrey School District</u>

The Fleetwood Community Centre neighbours four elementary schools, including Walnut Road Elementary, Coyote Creek Elementary, Coast Merdian Elementary, and William Watson Elementary School. It is important for the Fleetwood Community Centre to utilize the Surrey School District to improve its current outreach approach. Katrina Di Vincenzo mentioned that the barrier of COVID-19 impacted the current relationships with the Surrey School Districts based on staff turnover and the momentum of marketing programs within the elementary schools (Di Vincenzo, 2024). Recognizing that school staff turnover may disrupt the consistency and momentum of existing partnerships calls for the Fleetwood Community Centre to create a flexible partnership model to ensure that collaboration with elementary schools doesn't disrupt

outreach to preteens. This model is a collaborative framework designed to accommodate various needs, circumstances, and changes within partnering organizations. It emphasizes being adaptable, responsive, and creating a mutual benefit to foster a successful partnership (Scott & Manning, 2022). The Fleetwood Community Centre must ensure that relationships with administration staff and teachers stay consistent regardless of staff turnover or changes in administration. The facility should utilize youth engagement staff to teach certification programs such as "Home Alone Safety or Babysitter Training" (City of Surrey, 2024), which involves facilitating resource sharing and support between the community centre and the school. This outreach strategy can improve marketing to the neighbouring schools and educate the preteens on the current recreation opportunities in Fleetwood.

<u>Update Youth Training Modules to Address Barriers to Preteen Participation in Municipal Recreation Services</u>

Statistics Canada states that youth were less active during the pandemic, and only 37.2% of youth aged 12-17 were physically active and meeting the suggested active leisure recommendation (Statcan, 2022). Currently, the City of Surrey does have youth training modules that all staff must complete before working in youth and preteen spaces. Although the four different modules outline the policies and procedures, youth engagement history, Positive Youth Development, and communicating with bridging preteens and youth to drop-in programs, they are not updated to meet the current capacities of preteens.

The City of Surrey's Youth Engagement Training should incorporate preteens aged 10-13 as the specific age group undergoes significant change in cognitive, physical, and socio-emotional changes as they transition from children to youth. Their needs, interests and capabilities differ from those of younger children and older youth. The current training modules should incorporate current research and understanding of preteen development to ensure that staff are equipped to engage with the specific age group. Moreover, the Youth Engagement Training should suggest ways to build positive relationships with preteens as internal barriers such as LGBTQ+ participation, preteen loneliness, and overconsumption of social media is present in preteens. Training modules should guide staff on establishing trust, communicating effectively, and creating a supportive environment where preteens feel valued and respected, thus reducing barriers to preteen participation in municipal recreation programs.

<u>Collaborate with City of Surrey's Libraries, City Hall's Healthy Communities, and Surrey Recreation Facilities to Improve Preteen Recreation Offerings</u>

The City of Surrey youth services function has many different departments with their own skill sets. Healthy Communities is located at Surrey's City Hall, encouraging large-scale youth events all over Surrey. These events are highly marketed through Instagram Reels and Youth E-Newsletter. Surrey Libraries have a relationship with high schools, as Claire Badali from the Fleetwood Branch started a "Get Carded" outreach program that encourages library staff to go to local schools and give a presentation on how to get a library card. Guildford Town Centre is home to a large following of drop-in basketball participants who attend weekly. Although participation levels are consistent, staff and supervisors recognize it is the same group of preteens attending each time and there is not a lot of new participation from the underrepresented groups. Given the number of preteens and schools in Fleetwood, there is only a small sampling from one elementary school. Therefore, Fleetwood Town Centre should collaborate with other departments utilized on outreach preteen programs to bridge participants to preteen recreation services. Fleetwood staff should collaborate with Healthy Communities to host large-scale preteen events and outreach using online marketing materials to ensure the targeted demographic are aware of preteen offerings. Moreover, the libraries were a successful partner in the past and is a great way to collaborate on delivering presentations about preteen recreation services as Fleetwood could hand out "Rec 4 Youth" passes. These passes allows preteens and youth to drop-in to recreational activities four times for free. Collaboration with other departments that practice youth and preteen development will ultimately diversify preteen recreational opportunities at the Fleetwood Community Centre and reach new preteen participants.

<u>Staff in Supervisory Roles Need to Address and Plan Accordingly in Relation to Preteen Internal Barriers for Municipal Recreation</u>

The City of Surrey's Youth Functional Team is currently going through a transitional phase with supervisory turnover and recreation professionals entering a new portfolio. Arielle Patterson mentioned that the youth function is going through a growth and learning period, and

youth supervisors with abundant experience and information about youth services have progressed into different roles within the City of Surrey (Patterson, 2024). The new youth functional team must understand youth services, including training modules, youth philosophy, drop-in programs, and operational needs. However, barriers to preteen participation need to be addressed to enhance the quality of youth services within the City of Surrey. The Youth Functional Table meets monthly to discuss updates on the current operations of the youth recreational services within the City of Surrey. A recommendation or action that should be incorporated is to have a standing agenda item for each meeting to discuss and address barriers to preteen participation in programs. Each month, a barrier should be addressed at the functional table, such as LGBTQ+ participation, and all town centre coordinators should discuss action items to either address the barrier or work together to create offerings to combat the barrier. Whether that looks like collaborating with Healthy Communities and creating a queer-inclusive event that encourages acceptance, conversation, or mental health resources. The pandemic largely impacts these barriers to preteen participation in recreation, and supervisors from all City of Surrey Centres must address barriers to reach preteens and engage them with municipal recreational programs.

Conclusion

Through the review of scholarly literature and primary research, such as interviews, special status observations, and content analysis, it has been determined that preteen barriers to participation in municipal recreation programs exist, and the current outreach strategy needs to be improved to bridge preteens to their community centre. Engagement of preteens in municipal recreation centres offers a plethora of benefits such as fostering positive relationships, improving self-efficacy, and nurturing intrinsic motivation. Nonetheless, preteen barriers exist including LGBTQ+ discrimination, excessive use of social media, and feelings of isolation can impede their involvement in preteen programming. The strategies to overcome these barriers are establishing inclusive environments, employing interpersonal strategies, and addressing social media dependencies in preteen spaces.

The primary research conducted within the City of Surrey reveals the role of the Surrey School District in bridging preteens to recreational programs. Interviews with city staff highlighted the importance of rebuilding relationships with the school district and updating current youth training modules to better support underrepresented groups. Special status observations revealed ongoing efforts within the youth portfolio to improve outreach strategies and address internal barriers to preteen engagement. Additionally, content analysis highlighted gaps in current internal youth content, indicating a need for updated resources and collaborative efforts across various youth departments.

In conclusion, it is evident that preteen participation in municipal recreation services faces significant barriers that require comprehensive strategies for improvement. By defining the preteen age group within programming, fostering stronger relationships with Surrey School District, updating training modules, and collaborating with other youth departments in Surrey, the City of Surrey can take proactive steps towards enhancing preteen engagement in recreational services. Through collaboration, addressing preteen barriers, improving outreach, the Fleetwood Town Centre and the City of Surrey can work towards creating inclusive and accessible spaces that prioritize positive youth development and address the unique needs of preteens in our community.

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Appendix

1A. Interview Details

Interview 1 - Arielle Patterson - Youth Function Manager, Guildford Recreation Centre, Town Centre Manager
Date: March 1st, 2024, at 1:30 pm
Interview 2 - Imran Nijjar - Youth Engagement/Intervention Programmer - City of Surrey, Healthy Communities
Date: March 2nd, 2024, at 1:00 pm
Interview 3 - Claire Badali - Teen Information's Services Librarian - Fleetwood Library
Date: March 4th, 2024, at 11:50 am
Interview 4 - Cece Atkinson - Youth Engagement Staff - Community Service Assistant 2 - Fleetwood Community Centre
Date: March 5th, 2024, at 5:00 pm
Interview 5 - Katrina Di Vincenzo – Youth Functional Coordinator – Fleetwood Town Centre
Date: March 8th, 2024, at 4:00 pm

1B. Question Checklist

Youth Functional Recreation Manager
1. What is your position? What is your role with youth and preteens?
2. How long have you been working with youth and preteens?
3. Do you think that preteens benefit from attending drop-in programs? In what ways?
4. Do you believe the City of Surrey has barriers to preteen engagement in municipal recreation programs? Please describe examples that you may have encountered in your role.
5. How do you currently measure the effectiveness of our current outreach strategies for promoting preteen recreation services?
6. How often do you personally engage with preteens in your youth programs?

7. What are your thoughts on the current outreach strategy for preteens? Do you think it's effective?

8. What are some challenges that you face when reaching preteens in the community?

9. Can you identify any successful outreach strategies or initiatives that have effectively increased preteen recreational participation that are not listed in the youth engagement handbook?

10. How do you stay connected with the trends of preteens and adapt youth programs to meet their needs?

11. Do you have any additional comments based on the questions asked in this interview?

Youth Engagement Front Line Staff

1. What is your position? What is your role with youth and preteens?

2. How long have you been working with youth and preteens?

3. During your drop-in programs, have you noticed any barriers preteens display when trying to engage with them?

4. What are the benefits of the preteen lounge? What strategies do you use to create a welcoming environment?

5. In your experience, what approaches have been most effective in capturing the attention and interest of preteens?

6. Can you share some instances where preteens have encountered difficulties or reluctance in engaging with active recreation services?

7. What strategies have you used to build rapport and trust with preteens to promote engagement?

8. Can you describe how you reach out to preteens during your shift at Fleetwood? Do you find challenges when trying to connect preteens with the lounge?

Teen Information Librarian

1. What is your position? What is your role with youth and preteens?

2. How long have you been working with youth and preteens?

3. Do preteens benefit from attending drop-in programs? In what ways?

4. Do you believe the City of Surrey has barriers to preteen engagement in municipal recreation programs? Please describe examples that you have encountered in your role.
5. How do you currently measure the effectiveness of our current outreach strategies for promoting preteen recreation services?
6. How often do you personally engage with preteens in your youth programs?
7. What are your thoughts on the current outreach strategy for preteens? Do you think it's effective?
8. What challenges do you face when outreaching out to preteens in the community?
9. Are there any specific demographics or groups of preteens that are particularly difficult to reach or engage in drop-in programs?
10. Can you identify any successful outreach strategies or initiatives that have effectively increased preteen participation in recreation that need to be listed in the youth engagement handbook?
11. How do you stay connected with the trends of preteens and adapt youth programs to meet their needs?

Healthy Communities - Youth Engagement Programmer
1. What is your position? What is your role with youth and preteens?
2. How long have you been working with youth and preteens?
3. Do preteens benefit from attending community events? In what ways?
4. Do you believe the City of Surrey has barriers to preteen engagement in municipal recreation programs? Please describe examples that you may have encountered in your role.
5. From a broad perspective of community events, what environmental factors contribute to the lack of engagement among preteens?
6. How do demographic, socioeconomic, and cultural factors influence preteens' access to participate in youth recreational programs citywide?
7. What does your outreach strategy look like in your position? Is it different from the facility's standard of outreach?
8. What measures does your team use to determine the success of its outreach strategies and participation in community events?

9. What challenges do you and your team face when reaching the community?

Community Service Youth Coordinators

1. What is your position? What is your role with youth and preteens?
2. How long have you been working with youth and preteens?
3. Do preteens benefit from attending drop-in programs? In what ways?
4. Do you believe the City of Surrey has barriers to preteen engagement in municipal recreation programs? Please describe examples that you have encountered in your role.
5. How do you currently measure the effectiveness of our current outreach strategies for promoting preteen recreation services?
6. How often do you personally engage with preteens in your youth programs?
7. What are your thoughts on the current outreach strategy for preteens? Do you think it's effective?
8. What challenges do you face when outreaching out to preteens in the community?
9. Are there any specific demographics or groups of preteens that are particularly difficult to reach or engage in drop-in programs?
10. Can you identify any successful outreach strategies or initiatives that have effectively increased preteen participation in recreation that need to be listed in the youth engagement handbook?
11. How do you stay connected with the trends of preteens and adapt youth programs to meet their needs?

1C. Interview Transcripts

Interview notes were edited for clarity. The transcripts for each interview accurately represent the answers to the interview questions.

Interview #1

Date and Time of Interview
Thursday, March 1st, 2024, at 1:30 pm

Person Interviewed

Arielle Patterson - Youth Functional Manager, Guildford Recreation Centre Town Centre Manager

Location Interviewed

Teams.

Transcript

1. Arielle Patterson is the Section Manager for Guildford Recreation Centre and Fraser Heights Recreation Centre. She is also part of the youth functional table, which meets monthly to deliver a consistent approach to philosophy, training modules, and recruitment. This ensures that youth attending South Surrey Recreation Centre have the same experience if they attended a similar program in Guildford.

2. Arielle has been with the City of Surrey on and off for 20 years. She started in Surrey as an instructor teaching sports to different age groups and worked in the youth lounge at Guildford. From there, she became a youth programmer and eventually a youth coordinator with Guildford.

3. Arielle says yes! She mentions that preteens do benefit from drop-in programs. The transition ages of 10-13 are interesting, and specific kids in that age group identify as children or youth. Preteen drop-in allows the upcoming youth to experience growth and independence. As kids grow older and mature faster, offerings for each type of young person can change. Recreation centres create a safe space for preteens and give them an opportunity to create connections with caring adults, as well as leadership opportunities and explore the transition from child to youth. Preteen services are also important for service providers, and it is necessary to have preteen participation and outreach. As youth grow up with friends and personal calendars such as homework deadlines or sports practices, engaging with them is harder. If recreation youth staff can capture them at preteen ages 10-13, it's a great opportunity to connect for adult and peer connection, not

afraid to try something new, and make new friends, 13- 18; it becomes less and less. If we can get them at a preteen age, it's easier to build rapport, create a safe place for them and retain their engagement.

4. Arielle says that finding recreational facilities and spaces is a challenge. We must find a balance for all the different age groups and assess their wants and needs. Within the City of Surrey, there are stand-alone facilities for youth, and the only thing that happened was youth programming to build autonomy. Still, those facilities competed with senior and children's programming in the recreation centres. The main difficulty is revenue, as middle-year programs are money makers, youth programs are social enterprises, and offerings lose revenue. The City of Surrey is comfortable and has funds for youth programming. We see the demands and decisions that must be made and sacrifices. Arielle mentions that we should look at other spaces outside the recreation centres, but they also create challenges. If Surrey satisfies one barrier with spaces, other barriers are created. For example, working with the school district in Surrey costs money and requires less supervision from city supervisors. These are some of the considerations for preteen engagement. Arielle also mentions that historically, there is a philosophical question: where do the 10-13 functions live, how much effort is a function put into it, and is it ambiguous to determine responsibilities for each function put into preteens? The preteen age group overlaps with youth and middle years; if there isn't a clear definition of the age group, there is a gap. Preteens are less mobile; they must be driven and dropped off, and we have to consider if the timing is convenient for parents to drop them off. The struggle in engaging preteens is that the prime time is 3:00 pm, but some centres are destination centres as it's harder to access by transit.

5. Arielle mentions that statistics are not a fulsome method when assessing preteen engagement. It's difficult to rely on quantitative data, and you can't assign the same measures of success for all age groups. For example, it's a successful engagement if it's full in the first 5 minutes of registration in a children's pottery class. Youth and preteens, that age group, move around the facilities differently, and they aren't looking for registered programs; they are more transient and not as committed. If 3 preteens show up

consistently, that's a successful turnout, and it's successful because the word is getting out; they are enjoying the program and are creating meaningful connections. If you put that towards a children's program, it's considered a failure. In the youth functions, we do look at statistics but more anecdotal data, including if new kids are attending, the number of incidents happening in the facilities, how many schools we have been to, the redemption of rec for youth passes, who has given it out, when was it redeemed. We use those data points when measuring our youth programs. If we take rec 4 youth passes out to a school or event; we can collect that data.

6. Arielle tries to attend all youth city-wide events and help the event organizers. It's an opportunity to return to roots, engage with kids, and chat with young people. An example of a youth event is Surrey Steps Up. She says there is lots of preteen involvement and projects, showcasing action projects with a positive outcome to the community. I ask them to be curious about their projects and see what they have done. It is a great way to see them shine, gush about their work, talk, and hear positive interactions. In facilities, the interactions aren't always positive; corrective behaviours and trying to make an exploratory conversation. There are not always positive interactions because of policies and procedures. Arielle uses some of the youth's experiences to observe spaces, lobbies, paid spaces, and lounges. She can notice things before they happen, follow up, adjust, and create new offerings based on trends.

7. Arielle does have challenges with the current outreach strategy because the youth function is rooted in a group of new coordinators and programmers. The group dynamic is currently in a growth and learning period. There is a lot of change due to COVID-19, such as moving to new positions and supervisors with lots of experience being removed from the youth portfolio. There are lots of new people who are coming into the function and learning their roles. The outreach comes in a future phase or stage. Arielle mentions that the portfolio has identified the must-haves, including youth training, youth engagement staff, drop-in spaces and youth camps. Right now, lots of time is spent on the youth portfolio's necessities. Outreach events and youth engagement come later. The new youth coordinators need to understand their role more and have the capacity to learn more

about youth. Once they have the experience, the outreach strategies require more knowledge about the youth. Currently, the functional team has a good handle on the core needs, and the next steps are to determine what's next and what new activities will make the mind more innovative. The makeup of our current functional table and reliance on relationships with schools, such as inviting a class to come on a field trip, going to schools to talk about preteens and building relationships with schools, have deteriorated over time, which creates a challenge. Arielle says that schools are a captive audience and audience, and it's a great outreach strategy. If Surrey can get someone in the schools, you don't have to attend, and word of mouth will spread. Those relationships at the school will spread the word and encourage kids to go. There are many opportunities for creativity and brainstorming activities and many possibilities for conversations.

8. Arielle mentions that preteens refer to kids 10-13 years old. Preteen might not yet be ready for an independent experience. Drop-in programs allow them more independent space, including not crossing people off on attendance. If parents or children are not ready for that independence, engaging with them in that experience is hard. There are also notable cultural factors, including some families and parents not being okay with their children leaving the house, some having a shorter leash and more oversight on their children's lives. Naturally, what we offer allows kids to come and go, trying on some independence or not ready to do it successfully; we miss that group of kids. Middle Years captures it but in a different way.

9. A successful outreach strategy is to make school visits and invite the schools for a field trip to the recreation centres, which provides an experience for the kids in grades 6-7. Surrey staff will create activities in the different spaces, such as doing a craft, providing snacks, and facilitating active games. These recreational field trips promote drop-in schedules, program opportunities, meeting the staff teams, and building relationships with the kids. We did an introduction to the recreation centres to show that they are safe and have lots to do, and we had a lot of success, such as kids coming back and answering the parents' questions. Arielle schedules these field trips in late May and June and bridges

them to the community centre before summer. It drags kids into the facilities, and they may not know if it exists.

10. Arielle leaves trends with the programmer team, as they have ears to the ground, know preteen trends, and are connected to the front-line staff. It is up to the programmers to mine for diamonds and ask the front-line staff questions about trends and things from the kids. The front-line staff don't know that it's important, or they are not comfortable connecting trends.

11. Arielle added; Are we carving a space for new identities or others. We lean on what kids want to do. It's a blessing for kids that 100 kids show up for basketball, but who is not coming, it could be intimidating because they don't see the activity as belonging. This is an assumption: you aren't seeing the kids, and we aren't offering because the kids are coming. It's a blessing and curse. Do we have enough staff that represents the spaces of inclusivity or representing, do we have trans staff, non-binary, queer staff to help create safe spaces.

Interview #2

Date and Time of Interview
Thursday, March 2nd, 2024 at 1:00 pm

Person Interviewed
Imran Nijjar - Youth Engagement Programmer, Healthy Communities

Location Interviewed
In Person at City of Surrey's Healthy Communities

1. Imran has been in her current position for 3 years as a youth engagement and youth intervention programmer. She has run youth engagement events with over 200 youth, such as The Sassy Awards, Surrey Rides, and Youth Cooking Showdown. She also

oversees 2 youth leadership SLYC (Surrey Leadership Youth Council). In her Youth intervention portfolio, she hosts the Girls Empowerment Group and Peer Mentorship Program and supports the Leisure Access Program (LAP).

2. Imran mentions outside the City of Surrey, she has been working with youth for 6 years. With the City of Surrey directly, she has worked for 3 years.

3. Imran says yes! She noticed in this portfolio more evident with SLYC; they have grown so much and engage with other preteens and youth in the community. The Youth Cooking Showdown teaches diverse cooking methods and gives the role of a responsible youth and preteens. She also explains that events create a safe space to grow and connect with other youth in the community.

4. Imran explains that funding is a barrier she notices in her work. The decreased funding from last year and the lack of resources for youth can't provide them with what they need. The Girls Empowerment group's money has decreased. In addition, the staffing, quick turnover rate, and lack of positive relationships with youth are other noticeable barriers because they break relationship building with the preteens and youth. Surrey's Slam Jam is male-dominated. Last year, there was only one session with the female group and unfortunately, there is a lack of availability for different genders. Another barrier is the lack of language support when attending the events. With Surrey Steps Up, lots of newcomers come to the event. It's difficult to put the resources out there and half the time no one knows events are happening in the community. This causes missed opportunities due to the lack of resources to get the word out.

5. Imrans says it is location-based. Surrey's Slam Jam is in a great location for certain communities such as Fleetwood, Guildford, and Surrey Centre. With that specific location, it is disconnected from farther centres such as Cloverdale and South Surrey. Large events happen at Guildford Recreation Centre or City Hall in Surrey Central. The events at this time are not expanding to different locations. Another environmental barrier is Transit accessibility, as some of the bus roots and access is more difficult and less

available. South Surrey for example is hard to reach because of the poor Transit system in that community.

6. Imran mentions the Guildford community is different as newcomers aren't as present and the resources for newcomer events such as transition signs, translators, etc. Imran says that the newcomer basis is at Newton. The cultural events with the City of Surrey include Vaisakhi, other Indian events, Christmas celebrations and Chinese New Year Events. She mentions that the City doesn't cover all cultures. For example, Muslim events are not being created in the City of Surrey. This impacts preteens because they don't see their culture being represented. Imran questions, how to get their culture involved. This is currently a large barrier to preteens because they notice that their cultures aren't being represented and they want to attend their cultural events with family and friends but there is no access.

7. Imran says that her team does have a current outreach strategy. An example of an outreach strategy at Healthy Communities is based on 1 on 1 connections such as going to the schools and visiting. Healthy Communities works with Kwantlen High School and Coast Salish High School. Her team goes to their schools and builds a relationship based at lunchtime. She builds rapport and communicates with them about recreational activities. The team then creates the base of the relationship and makes them feel safe when promoting recreation opportunities.

8. With Healthy Communities, the scale and measure stem from participation numbers. The Girls Empowerment started with 12 participants, and it now its 15-20. Her team noticed the awareness and drive to come to the program. Larger events are measured with fares and prizes. When preteens and youth come to the event, they will more likely want to join SLYC or Youth Events Squad (YES). Imran also notices the growth in volunteers as some volunteers end up working as city staff. She sees the growth from the beginning to the end. For all of our events, the numbers have doubled, through posters, and videos on Instagram, because of the work done at Healthy Communities.

9. Imran mentions that the main challenge faced is that they are not part of school district staff. Healthy Communities is not in the school 24/7, and they only have one hour during lunch period and its hard to build rapport for one hour. One example is the Girls Empowerment and starting it up. Creating initial conversations teaching the preteens and youth how to get them to join the program and relationship building. Healthy Communities works out of City Hall; there aren't preteens or youth walking around City Hall compared to the recreation facilities; they have to go on-site physically. The main thing is building the 1 on 1 relationship. Imran mentions that they don't see the youth as often as the recreation centres.

Interview #3

Date and Time of Interview

Monday, March 4th, 2024 at 11:50 am

Person Interviewed

Claire Badali - Teen Informations Services Library - Fleetwood Library

Location Interviewed

In Person at Fleetwood Library

Transcript

1. Claire is a Teen Information Services Librarian - Professional management plan addressing creating youth community programs within Fleetwood.

2. Claire has worked in the libraries for 8 years with Surrey Libraries.

3. Claire mentions that the library is a safe place for teens to gather and make connections. It's a free outlet and has zero barriers for income status; Claire runs recurring programs (Teen Book Club). She would have the same teens from kids in grades 7-12 they would

participate. They formed meaningful connections with the community and others. She also hosts one-off events for like-minded interests such as K-pop fan nights, murder mystery nights, and crafting events. The same preteens would come to similar events and find their own community outside of school or religious organizations. It is a unique position in the community.

4. Claire says that staff capacities are a huge barrier. For other programs we wish that we could offer, staff is not readily available. Claire mentions that they are trying to connect with newcomer youth but only one English conversation program should be offered in the libraries due to staff capacities. Populations with Surrey youth should be connecting better. They run programs that they have run and are easy to do. Libraries' social media is horrible and lacks a connection to the youth. They have no social media presence, and that outreach method is lacking. With preteens, the parents are on the library website and will register. The discovery from the teens is not being reached.

5. Libraries do not have an official evaluative strategy within libraries. Claire mentions that she evaluates attendance statistics for programs on their registration system and checks how many library cards were created.

6. Claire engages with preteens and youth once a week. Some notable programs are the Teen Library Council, teen programming such as seasonal special events and reading buddies.

7. Claire thinks that the current outreach strategy is effective. Post-COVID-19, she is slowly seeing original numbers and participation. Claire will seasonally go to the local high schools and promote preteen/youth programs happening in their community. She will meet with the grade 8 students and present to teach them about library services.

8. Claire mentions that budgetary challenges are prevalent. We could engage more with snacks or enticing things. When she goes out to outreach, it's nice to bring something for the youth to have. It all depends on staff capacity and timing. The best time to meet the

youth is after school and library schedules overlap therefore it is challenging to meet with them due to scheduling.

9. Claire says that at-risk youth and preteens are challenging to reach. She mentions that she thinks the library programs are not interesting for those types of kids. Libraries focus on skill-based and literacy such as the Teen Book Clubs. They may not feel comfortable with educational or learning-based programming. They may not feel inclined to come. She is starting to promote more play-based programs to engage this demographic. To join the Teen Library Council, all preteens and youth must complete a Police Information Check and complete an interview which could cause a barrier.

10. Claire initiated the grade 8 outreach program outreach: Grade 8 Get Carded. It is now offered at all libraries in Surrey. This outreach strategy involves going to the high schools, meeting with the grade 8's, presenting on how to get a library card, and engaging them to the facility.

11. Claire keeps up with trends by talking with them, showing what's trending, asking about social media use, and talking about school/home life.

Interview #4

Date and Time of Interview
Thursday, March 1st, 2024 at 4:50 pm

Person Interviewed
Cece Atkinson - Youth Engagement Staff - Community Service Assistant 2 - Fleetwood Town Centre

Location Interviewed
In Person at Fleetwood Community Centre

Transcript

1. Cece is a supervisor of the youth space. She creates a space of inclusivity and caring adults. She engages with the preteens in different types of games to help them interact with face-to-face communication.

2. Cece has worked with preteens since 2019. These programs include MYzone, a preteen drop-in lounge, and preteen summer camps.

3. Cece mentions that technology is a barrier. She says it's easier for preteens to have laptops or phones for comfort; it's their safe space. The preteens are uncomfortable playing typical games at that age without incentives. Bribes are necessary to get them engaged in active play. When they do eventually engage, they end up having fun.

4. Cece says that Preteen Lounge's benefits are creating friendships outside of school, a place to come and have other people to connect with outside their social circles regarding school drama. One preteen's transition to high school was difficult. He was lonely. Through the Preteen Lounge, he had a group of friends who were connected through the lounge and gained confidence and social skills. He doesn't feel as isolated or anxious at his elementary school. Cece mentions that when a new person comes, she tries to engage in conversation, get to know them, keep mental notes of their personalities and activities, and ask them about their passions. Another strategy is that she makes sure that there is something to do, such as playing the Nintendo Switch, riddle of the day, arts and crafts, and board games.

5. Cece says that having goals and stuff to look forward to is important. Reward incentives, talking about different mini youth events, and baking days that will get them excited and allow them to have the preteen's input.

6. Cece says when she tries to get the kids to play outdoor games, most of the group has to want to play for the activity to succeed. Since they started to bring their own devices, it's

harder for them to engage; they eventually get bored, but getting the group together is difficult. With gaming, they do play together, but it's hard for them to want to play games in real life rather than through a screen.

7. Cece says she always tries to show interest in their lives, asking for updates about their schooling or hobbies. Cece tries to stay neutral or on their side with what the preteens share, creating a trustful bond with the participants and giving advice. She also ensures that she shows that she cares about their conversations.

8. Cece says she has tried to go out and talk to kids in the lobby at Fleetwood Community Centre. She finds that the preteens in the lobby are either here to study or that they are too old to participate in the recreation centre. She believes promoting an event is an easier way to talk and communicate with the lobby kids, but she doesn't try to engage with the older youth because of the age demographic in Fleetwood Lounge.

Interview #5

Date and Time of Interview
Thursday, March 8th, 2024 at 3:45 pm

Person Interviewed
Katrina Di Vincenzo - Middle Years and Youth Coordinator - Fleetwood Community Centre

Location Interviewed
In Person at Fleetwood Community Centre

Transcript
1. Katrina is a Fleetwood Town Centres Middle Years and Youth Coordinator. Her role is to help facilitate and organize youth and preteen events, identify areas of partnerships with

schools and departments, and to support the town centres' youth and preteens issues that are needed.

2. Katrina has been working with youth and preteens for 15 years.

3. Katrina mentions that she does think that preteens benefit because it allows for socialization and to recreate, meet new friends from different schools, and are in the same neighbourhood. Positive interactions with adults who aren't teachers or parents. Potential mentorship opportunities and the ability to learn to do something new with peers.

4. Katrina mentioned that she noticed a barrier after COVID. Before COVID-19, there were relationships established with school districts or siblings; it created a continuum, their older siblings attending a preteen dance, and the younger preteens, they would look forward to participating. After COVID, staff turnover and networking opportunities were delayed, and the sibling continuum was disrupted. It is more difficult to market and entice the preteens to attend the programs. However, Katrina mentions often, that we have interactions with registered programs such as day camps, where we see them before the preteen age, there is an opportunity to bridge them before they are preteens. We don't have as many staff working in cross-functional roles, and that opportunity is not as strong as it used to be. In addition, schools are not as willing to have relationships with the recreation centres the kids post COVID-19, the preteens use their phones to stay connected with their peers, and during COVID-19, they learned how to interact with people virtually. She adds preteens use social media platforms to access their information about recreation programs. The City of Surrey cannot advertise on Discord, TikTok, or Snapchat, the City of Surrey advertises on Instagram and Facebook, which might not be a platform that preteens utilize heavily.

5. Katrina mentions with preteens, we rely on their parents to register into programs to get them into the facility. Staff reliance to bridge them into preteen services. As mentioned earlier, we do not have the staff capacity to bridge them to drop-in programs. We hand out physical copies of rack cards and word of mouth. The only way to measure effectiveness is through case studies. If a staff handed out a rack card for promotional materials to preteen drop-in programs and one kid came to the drop-in program, that is how Fleetwood evaluates a successful outreach strategy.

6. Katrina goes to the programs one to two times a week. If she notices other preteens going to other programs, she will refer them to check out the preteen drop-in lounge.

7. Katrina mentions that the outreach strategy could be more effective. This is based on skill sets and staff capacities. You need somebody to sell the programs to the preteens that haven't been. It is more difficult because they might not have other preteens who have been to the program, which is a main measure to motivate the new preteens to enter the lounge spaces.

8. Katrina mentions that there is a lack of interest and trust. It is hard to invite preteens to do something that they may not be interested in doing. Preteens are shy; they might not have the skillset or desire to come.

9. Katrina says she would do school visits and promote Youth Week events in assemblies. She would promote a free food concept and partner with the libraries to teach them how to get a library card. The librarian at Fleetwood has connections with the high schools. She also mentions, that she started the preteen drop-in programs during the summer camp season. This promotes hanging out with leaders and staff in a more relaxed manner, which also is a good way to bridge participants who were registered in programs by their parents to the other recreation opportunities for their age group.

10. Katrina listens to first-hand experiences by listening to the preteens in the spaces and talking to front-line staff about the trends. Part of the philosophy of YEP is to meet youth where they are, and if there is a trend while interacting with the preteens, we can adapt our spaces to meet their needs. It can also be a challenge because it might not be allowed to be in the lounge. For example, it might not be a long-term trend, and by the time we are ready to implement it, the youth might have already moved on. We also stay connected with youth trends through the youth functional committee, networking connections, meeting with school districts, and working with youth in the neighbourhood.

11. Kat adds that COVID really disrupted the momentum of preteen engagement. There have been lots of staffing changes across the departments and the school district. Our youth staffing teams are not as experienced and lack confidence in some of the outreach strategies we use or currently use. People are less likely to talk to or hang out in an environment that they are not familiar with; this affects both the staff and participants. Sometimes, even when preteens come to activities, they are not engaged in the present;

they are engaged with their cellphones, and we are exploring creative ways to utilize screens to create a social experience.

2A. Special Status Observation Details

Observation 1 - Preteen Drop-In Lounge

Date: March 2nd, 2024 at 3:15 pm

Observation 2 - Youth Functional Monthly Meeting

Date: March 4th, 2024

Observation 3 - Front Desk Observation

Date: March 5th, 2024

2B. Observation Checklist/Field Notes

Observation #1

Date and Time of the Observation

March 2nd, 2024

Who/what was Observed.

The Preteen Drop-in Lounge is a designated space at the Fleetwood Community Centre designed to cater to preteens aged 10-13. It's a supervised area where preteens can gather, socialize, and engage in various activities in a safe and supportive environment. The lounge is equipped with furniture, board games, video games, and a kitchen for cooking activities. It serves as a place where preteens can unwind and interact with their peers.

Location Observed

Fleetwood Community Centre

Observation Checklist

Looking for in Observation	What I Observed
Barriers to participation - How many preteens are currently in the lounge? What is the flow of the participants entering and leaving throughout the program? - How many preteens are currently on their phones? - What role do staff play in getting preteens off their phones and engaging in conversation? - What is the demographic diversity among the preteens participating in the drop-in program? Age, gender, ethnicity, economic background? - What activities did the youth staff initiate during the drop-in program? - What does the youth space look like? Did the youth staff create a welcoming environment? - Are there cultural or social norms within the program that could discourage certain	- 15 preteens were flowing in and out of the preteen lounge from 3:15 pm - 8:00 pm. Participants left the facility to grab snacks from convenience stores and return. - 4:00 pm - 13 preteens on their phones, two preteens alone scrolling on social media or gaming on their laptops. Group of 6 preteens giggling to themselves scrolling videos on TikTok. - Youth staff talked about playing a board game at 4:15 pm. Youth staff reminded the participants of a phone break, and 5 preteens participated in a game of Mafia. The game lasted 13 minutes before the preteens returned to their phones. - Youth space had the Nintendo Switch running with music playing in the background. Harsh lights were turned off, and lamps were turned on to create soft mood lighting. Couches were set up and tables/chairs were set up in the middle of the room. One table had a vision board activity, the other table had board games. - Staff initiated a talent show at 6:45 pm. Out of the 15 preteens, 14 participated in small groups. They were laughing, practicing, high-fiving. 1 preteen was left out, youth staff partnered up with the participant. - Confrontation from two preteens. They were upset at each other about a school incident. The

groups of preteens from participating in recreational activities? ● Are there limited resources in the lounge space to accommodate the needs of participants ● Is their bullying present in the lounge? ● How many preteens are alone in the lounge?	youth staff took them aside and had a private conversation, ensuring that both preteens were properly supported. ● A parent dropped off 7 preteens at the lounge. The preteens were related to each other. ● One preteen was using derogatory terms.
Outreach Opportunities ● How many new preteens went to the program? ● Did youth staff initiate a conversation with lobby preteens to bridge them into the centre? ● Is there evidence of trust-building efforts through communication? ● Evidence of follow-up documentation of outreach efforts?	● Three new Preteens were new to the program. The youth staff created a conversation with the preteens, explaining the plans for the lounge. The staff was inviting and made the space feel safe. ● As I was following the youth staff in the large hall gym, the youth staff left for 5 minutes. ● The three new preteens stayed in the lounge for 1 hour. They were isolated at first, but the youth staff started to engage with them. The conversation was about their school life, mental health, and drama. ● The youth staff showed me the youth communications binder. It was listed in the "outreach" section that 3 new preteens came to participate in the program. No signs of the method of outreach and the strategy they

	implemented.

Observation #2

Date and Time of the Observation

March 4th at 3:00 pm - 5:00 pm

Who/what was Observed

Youth Functional Meeting's are monthly meetings for the City of Surrey's youth portfolio that involve representatives from various departments, community organizations, and stakeholders who are responsible for planning, coordinating, and implementing youth-related activities and services.

Location Observed

Fleetwood Community Centre

Observation Checklist

Looking for in Observation	*What I Observed*
Barriers to Participation Discussions ● Are there any observable barriers or discussion that are mentioned in the meeting regarding preteen participation? ● Are facilitators responsive to the interests or needs of the	● Jessica Danyk - Healthy Communities. Mentions about welcoming and accepting environments. Jessica read the EDI policy on the functional table. She mentions that EDI will eventually have an action plan, but nothing formal. Highlighted intersectionality - she mentions that it's complex to meet everyone's needs based on gender, sexuality, race, etc. She provided an example of a transgender participant in a volleyball league; the rule is placed for female genders. They can participate in the gender they identify as.

- preteens?
- Is there a clear goal for further steps to addressing barriers?
- What have other town centre coordinators mentioned when addressing preteen barriers?
- Discussions of reducing barriers to preteen recreation.
- Is mental health being discussed? In what capacity?
- Are there new resources or partnerships that are being discussed to reduce barriers to recreation? What are they?
- Is COVID-19 still a topic of discussion for preteen participation in recreation programs? What are the concerns?

- To support the EDI policy, creating a SharePoint hub in collaboration with A&I - the functional table will now share things they would like to add to the share point.
- David (FCC) shares that documents should be implemented into SharePoint that identify gender definitions, and resources. Tools to support conversations and how to navigate advice and support. Educational resources.
- Ariel mentions that navigating the conflicts and conversations that could come out of nowhere or negative interactions, how as staff person is supposed to interact with that conversation and use facilities to how they identify. Additional training might need to be implemented, including washroom policies. This is the expectation of a staff person.
- Aliesha (South Surrey) - Book about LGBTQ; parent came the next day and was not thrilled. The staff managed it well and mitigated the conversation. She mentions that she wants to know if certain books should be in the recreation centre.
- Jessica Dansk mentions that she wants to have a wide variety of books that are welcoming for all learners. Appropriateness for age based on age. The team wants to come up with a 1-page document to look for if the book is appropriate and aligns with the EDI policy.
- PRC managers are being accessed to EDI policy, they want to build Surrey Learns training.
- Ariel talks about changing gendered camps and

	created a discussion about opening up a conversation about gendered and understanding the rationale for that. ● David talks about culture in different communities; it will be tricky for some communities to move away from those labels. ● Jenny talks about marginalization with pools at Newton; she doesn't agree with an all-girls swim. Goes back and forth with youth boys' night and girls' night. It isn't fair. ● Janessa says that she has one of each; anyone is welcome regardless of identity; girls' night is a lipgloss and skincare nights, talk about self-esteem, where girls in grades 6-8 struggle with self-worth. They have that space to share. Everybody is technically welcome; it is arbitrary. Figure out a way to reword. ● Ariel talks about adding just-for-girls programs and identifying a gap in youth services, creating a just for girls program. ● Jessica talks about fair across the board isn't equity. Meet people where they are at if they want to have an only gendered program. ● Arielle mentions that there should be an intent to the program; maybe it's a shift to an activity based on the interests, maybe it does make sense and is advertised to the public. ● Janessa talks about ensuring that options are available for all genders. ● Female participation is underrepresented.

	- Discussions about new course descriptions to make it gender inclusive. - Talks about nonbinary activity descriptions, and updates in the Summer. - Arielle mentions - Need to give more resources to be even to push them to a place where they want to participate.
Outreach Discussions - Are there any observable barriers or discussions that are mentioned in the meeting regarding preteen participation? - Are facilitators responsive to the interests or needs of the preteens? - Is there a clear goal for further steps to addressing outreach strategies? - What have other town centre coordinators discussed when mentioning outreach? - Discussions of initiatives to retain youth in the centres? - Is mental health being	- Youth week discussions. - Discussion of the youth calendars for marketing and outreach. Talking about updating the calendar format for clearer and more concise registration and communication with preteen participants online. - Arielle mentions to the functional table that activity descriptions do not match PRCMS vs activity descriptions. - Talks about how to facilitate the preteens' needs for gendered activities. Meeting groups where they are at. - Communications about gendered programs. - Youth of the month initiative, the group mentions discussion started from the code of conduct, investment in reinforcing positive behaviour, we may see more positive development. From a financial expense, youth membership could be feasible. The group thinks youth should be rewarded each time they do something good. - David mentions that a monthly theme or a targeted push should be incorporated because of a budget blowout and retaining preteens. It works well to reinforce positive behaviour.

discussed? In what capacity? - Are there new resources or partnerships that are being discussed to activate outreach to recreation? What are they? - Is COVID-19 still a topic of discussion for preteen participation in recreation programs? What are the concerns?	- Janessa talks about giving prizes to all youth in the lounge rather than youth in a lounge or playing basketball, giving prizes to the front desk. - Arielle mentions that consultancy and a push for prizes in facilities for youth will be beneficial. - YEP training - Talks about the flexibility of sports drop-in if it's a free drop-in. Removing specified drop-ins in the summer. - Aliesha mentions that equity for specified sports could be a barrier to their participation. - Janessa and Colleen talk about Rec 4 Youth passes and donations to grade 7 graduation classes for outreach. - Arielle mentions what to do when schools request Rec 4 Youth Passes, the table says: these passes are a connection tool, I like it when we're engaged with it, city staff connecting to the preteens and youth. David says it would be interesting to see how many come back to the facility, Arielle says that it is an engagement tool. There is a difference between comp passes vs rec 4 youth. Rec 4 Youth is an interpersonal communication tool for city engagement staff to preteens/youth. - The Youth Week City of Surrey, advertising the youth week with event Id's for communication and feedback loops from the front counter to patrons. Changing the process of how preteens register for Youth Week.

Observation #3

Date and Time of the Observation

March 5th at 3:00 pm

Who/what was Observed

Front Desk Observation

Location Observed

Fleetwood Community Centre

Observation Checklist

Looking for in Observation	*What I Observed*
Barriers to participation ● How many preteens are currently in the lobby? What is the flow of the participants entering and leaving throughout the facility? ● How many preteens are currently on their phones? ● Investigate the front desk interactions. Are they helpful? Engaging with the preteens? Assisting with programs? ● What is the demographic diversity among the preteens? Age, gender, ethnicity, economic background? ● What is the body language of the front desk staff? Are they welcoming?	19 preteens in the lobby currently ● 6 playing with the lobby foosball, ● 9 kids using the lobby tables to study or read. ● 4 kids had headphones in and seemed to be by themselves. The preteen leader left once to walk around the lobby to talk to some preteens ● 6 preteens playing foosball did not want to come drop in; they were engaged with the lobby activities and chatting amongst peers.

- Are preteens sitting alone? What activities are they doing? Do they have headphones in?
- Are their limited resources provided by the front desk to accommodate the needs of participants
- Is their bullying present in the lobby?
- Are their groups of preteens studying? Playing board games? Utlizing lobby activities? How many?

- At 3:40 pm, the Front desk staff was not engaging with preteens, and the procedure was not followed.
- At 4:30 pm, the front desk staff welcomed preteens when signing in.
- At 4:45 pm, the Front desk shared the preteen drop-in schedule, helped him set up a youth services membership, and bridged a new preteen to the lounge.
- A preteen "confrontation" happened between one kid in the lobby front desk staff.
- Preteens playing badminton outside in the courtyard, group of 2 preteens.
- One preteen walking around the facility with a binder and notebook sat down to study.
- Friendly conversation with the front desk staff; preteen came to say hi to the front counter. Had a conversation with the preteen about anime, TV shows, and video games. Noticed friendly engagement.
- The flow of preteens peaked at 4:15 pm, with preteens signing in for lounge time, breakdancing drop-in, studying in the lobby, and playing lobby games/activities. The constant flow stopped at 5:30 pm.

	● A group of preteens stopped at looked at the Fleetwood Community Centre spotlight wall.
Outreach Opportunities ● How many preteens are wandering the facility? ● Did youth staff initiate a conversation with lobby preteens to bridge them into the centre? ● Is there evidence of trust-building efforts through communication? ● Evidence of follow-up documentation of outreach efforts?	● One youth staff was walking around the lobby. Initiated 2 conversations about the preteen drop-in lounge. ● No new preteen went to check out the drop-in preteen program. ● Youth staff gave the child a Rec 4 youth pass, and the front desk redeemed it on their account.

3A. Content Analysis Details

1. *City of Surrey's Youth Engagement Handbook* - The Youth Services Functional Team developed the youth services handbook to dissect reflection, critical thinking, and the role of becoming a youth staff member with the City of Surrey. The handbook outlines an understanding of what youth engagement means to Community and Recreation Services to positively impact young people's development (City of Surrey, 2015). The handbook provides information on positive youth development, youth services core vision, relationships with youth, the delivery model of youth services, an overview of youth engagement staff's role, and the operations matrix of youth engagement (City of Surrey 2015). Before working with youth, this training handbook must be delivered to all youth engagement staff. This document was assessed on the City of Surrey's Microsoft SharePoint under "youth."

2. *City of Surrey's Strategic Plan* - The City of Surrey's Strategic Plan is "committed to planning responsibility with foresight to ensure that its communities are built to serve its increasing population best" (City of Surrey, 2018). This document provides a broad overview of the City of Surrey's approach to parks, recreation, and culture. This document was analyzed for its content related to preteens and youth on specific goals and objectives for the 10-year plan. This strategic plan was assessed through a physical copy.

3. *City of Surrey's Spring Recreation Guide* - The City of Surrey's Recreation Guide was analyzed to determine the current youth programs and events that are offered in the City of Surrey. The recreation guides are accessible to the public at any local Surrey community centre and through the City of Surrey's website as a digital guide. The recreation guide provides the public an overview of upcoming registered programs, drop-in programs, and information about upcoming special events city-wide. This data was assessed on the City of Surrey's website.

4. *Staff Youth Engagement Binder 2024* - The Fleetwood Community Centre has a staff communications binder outlining different preteen drop-in shift components. The elements included in this document are supervisor notes, participation statistics, connecting efforts, shift logs, and concession items sold. This document was assessed through the Fleetwood Community Centre youth lounge in physical form.

Dates When Documents Were Accessed
1. The City of Surrey's Youth Engagement Handbook was accessed on March 1st, 2024 through the City of Surrey's Microsoft SharePoint sub-section "Youth".
2. The City of Surrey's Strategic Plan was accessed on March 2nd, 2024 through a physical copy.
3. The City of Surrey's Spring 2024 Recreation Leisure Guide was accessed on March 3rd, 2024 through a physical copy.
4. The Fleetwood Community Centre's Staff Youth Engagement Binder 2024 was accessed on March 3rd, 2024 through a physical copy.

3B. Content Analysis Tracking Guide

The Content will be analyzed to:

- Assess the strategies and information provided to youth engagement staff.
- Determine when the documents were created or reviewed for updates.
- Investigate the number of registrants in preteen registered and drop-in programs.
- Analyze preteen trends (i.e. new programs, events, strategies) How many outreach opportunities are there?
- Evaluate the City of Surrey's progress towards goals and objectives related to municipal youth recreation programs.
- Conduct data analysis to identify patterns, themes, and trends in relation to preteen recreation services.
- Review the number of preteen recreation opportunities available in Fleetwood. Are there gaps in opportunities?

Keywords to look out for

- Participation
- Outreach
- Engagement
- Support
- Opportunities
- Strategies
- Registration

3C. Content Analysis Field Notes

Youth Engagement Handbook

Who created the document? Have there been revisions or updates?	● The City of Surrey's Youth Services team.

	- 2016 is mentioned in the handbook. Examples of youth engagement projects are dated from 2014-2015. - The handbook went through a 2-year process with the collaboration of the youth engagement function. The handbook outlines the role of a youth engagement staff and how the City of Surrey can impact youth through positive development.
Purpose of the document?	- The document aims to "build a foundation of background research and information to help provide context for the work of YEP team and break down the roles and responsibilities of YEP teams." (City of Surrey, n.d.).
What is the intent of the document?	- Provide the background and foundation for positive youth development and youth engagement. - Analyze the core vision statements for youth services. - Explain the youth engagement model and how it applies to municipal youth recreation programs. - Provide an understanding of how to work with youth and the impacts of positive youth development. - Provide case studies of previous youth

	engagement projects from City of Surrey's recreation facilities.
Identification of Barriers • Does the content clearly identify and describe the barriers preventing preteens aged 10-13 from engaging in recreation activities?	• The document shares how to build a relationship with youth and how to respond to their needs. • In the document, barriers are mentioned once in the context of youth spaces. The space includes drop-in spaces which are staff-supervised to build relationships with youth, monitor for safety, and provide opportunities to increase the level of leadership (City of Surrey, n.d., p. 28)
Analysis of Current Outreach Strategy • Does the content provide analysis of outreach efforts for preteen recreation services?	• Outreach strategies are specifically mentioned once. The YEP team's detailed description of connection is described to contribute to facility connecting and community connection. Both highlight youth staff being present within the facility, spending time at a specific program, being present in schools, sharing information and resources about youth recreation opportunities, and building connections between youth and the community (City of Surrey, n.d., p.25).
Measurement and Evaluation • Does the research outline methods for	• Registration numbers are not referenced in this document.

measuring the effectiveness and impact of preteen recreation programs? ● Are there clear indicators or metrics suggested to track changes in preteens' participation?	
What are the preteen recreation opportunities available? Are there gaps in opportunities for certain demographics?	● Youth projects are highlighted in the document. These projects can be either staff-initiated with youth consultation, youth engagement projects, which are staff-initiated and run by youth, or youth-led projects, which are youth-initiated and staff-supported (City of Surrey, n.d., p.23).

City of Surrey's Spring 2024 Recreation Guide

Who created the document? Have there been revisions or updates?	● The City of Surrey created this document. The recreation guide is updated seasonally.
Purpose of the document?	● To inform the community about the current youth/preteen events at each City of Surrey location.
What is the intent of the document?	● Inform preteens and youth about current events program offerings. ● Share information about large youth engagement projects (i.e. Surrey Slam

	Jam).
Identification of Barriers ● Does the content clearly identify and describe the barriers preventing preteens aged 10-13 from engaging in recreation activities?	● This document doesn't mention barriers to preteen recreation services. ● The document does have different preteen opportunities, including spread across 3 pages. These opportunities include online seminars for LGBTQ+, special events for preteens, mentions of youth week events, preteen drop-in schedules for sports, cooking, social spaces, and breakdancing
Analysis of Current Outreach Strategy ● Does the content provide analysis of outreach efforts for preteen recreation services?	● Outreach isn't directly mentioned in this document.

Measurement and Evaluation
 	
    ● Does the research outline methods for measuring the effectiveness and impact of preteen recreation programs?
    ● Are there clear indicators or metrics suggested to track changes in preteens' participation?
	● N/A

What are the types of visuals or methods of communication? How is the information being relayed to the public?	● Visuals of stock images of preteens are present in the youth section of the recreation guide.

City of Surrey's Strategic Plan

Who created the document? Have there been revisions or updates?	● The City of Surrey Parks, Recreation, and Culture team developed a 10-year strategic plan from 2018-2027
Purpose of the document?	● "The Parks, Recreation & Culture Strategic Plan provides a blueprint for determining PRC facility and service decisions over the next 10 years. It guides future decision making while allowing the city to be responsive to changing needs and demographics. Specifically, this plan has two purposes: Set direction and guide investment" (City of Surrey, 2018)
What is the intent of the document?	● To inform the reader on current goals and objectives in relation to community parks, recreational opportunities, and cultural efforts.
Identification of Barriers ● Does the content clearly identify and describe the barriers preventing preteens aged 10-13 from engaging in recreation activities?	● In section 6.2, Key Issues and Opportunities, the strategic plan outlines the following issues in relation to preteens: ● "Inclusion and Accessibility" - Recreation facilities need to develop welcoming spaces for all residents to provide a sense of community and belonging to support diverse populations (City of Surrey, 2018 p. 55).

	- "Community Engagement" - Recognizing gaps to serve complex demographics and build staff competencies to develop engagement resources (City of Surrey, 2018, p. 55)
Analysis of Current Outreach Strategy - Does the content provide an analysis of outreach efforts for preteen recreation services?	- Objective CRS 3 states to "strengthen our approach to community engagement" (City of Surrey, 2018, p.60). - "Increasing community development, programs, events, and celebrations, Providing meaningful opportunities for public consultation, and streamlining programming and services that welcome and support newcomers to Surrey" (City of Surrey, 2018, p.60).

Measurement and Evaluation
    - Does the research outline methods for measuring the effectiveness and impact of preteen recreation programs?
    - Are there clear indicators or metrics suggested to track changes in preteens' participation?
	- N/A

What are the types of visuals or methods of communication? How is the information being relayed to the public?	- Uses a wide range of imagery and pictures of facilities and graphs demonstrating statistics of populations, images of recreation facilities, and

	stock images of recreation.

Fleetwood Community Centre - Staff Youth Engagement Binder 2024

Who created the document? Have there been revisions or updates?	- The Fleetwood Community Centre created the Youth Engagement Binder. - The communications binder has been updated in 2022.
Purpose of the document?	The purpose of the Youth Engagement Binder is to act as a communications tool from front-line staff to Fleetwood's supervisory team.
What is the intent of the document?	The intent of the Youth Engagement Communications Binder is to keep front-line youth staff up to date with communications of youth's conversations, concession sales, statistics of preteen participation, activities ran, safety checklists, and outreach efforts bridging preteens into the drop-in space.
Identification of Barriers Does the content clearly identify and describe the barriers preventing preteens aged 10-13 from engaging in recreation activities?	- The Youth Engagement Communications binder doesn't have a definitive section outlining barriers to preteens engaging in recreation. - The "shift logs" section does provide information from staff's previous experiences while connecting with the

	preteens concerning information that should be brought up to the supervisory team, and activities that were successful during their shift. ● During the month of January, shift logs relating to barriers, including bullying based on cultural factors, preteens not participating due to screen usage, and mentions of preteens feeling isolated in the lounge were written down by front-line staff.
Analysis of Current Outreach Strategy ● Does the content provide analysis of outreach efforts for preteen recreation services?	● The Youth Engagement Communications Binder does have a section titled "connecting". This section provides the youth staff's strategy to outreach outside the lounge space to bridge new preteens into recreation spaces. ● There hasn't been a lot of written communications about outreach efforts.
Measurement and Evaluation ● Does the research outline methods for measuring the effectiveness and impact of preteen recreation programs? ● Are there clear indicators or metrics suggested to track changes in preteens' participation?	● The Youth Engagement Binder has a section tracking the number of participations with tally marks. ● These are the clear indicators to recognize trends and patterns of preteen engagement in lounge spaces.

What are the types of visuals or methods of communication? How is the information being relayed to the public?	● N/A