

# Recreation Program Proposals for the City of Edmonds

Project Reports

Winter Quarter 2017

RECR 373, Recreation Programming and  
RECR 372, Management of Recreation  
& Leisure Services

Report No. 17-02 April 2017



**S**ustainable  
**C**ommunities  
**P**artnership

## About SCP

Western's SCP program focuses the energy and ideas of faculty and students upon the issues that cities face as our society transitions to a more sustainable future. SCP partners with one community each academic year, facilitating a program in which many Western courses complete service-learning projects that address problems identified by the partner.

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# Sustainable Communities Partnership

## SCP Partner for Academic Year 2016 - 2017: The City of Edmonds, WA

SCP is proud to partner with the City of Edmonds, Washington, during the program's inaugural year. Eleven courses at Western will tackle ten projects identified in collaboration with city staff.



## Acknowledgment

The [Association of Washington Cities](#) (AWC) has provided invaluable assistance during the launch of the SCP program. AWC provided seed funding, guidance regarding program design, help with promotion of the program, and advice regarding selection of the inaugural partner.



SCP is housed within Western's [Office of Sustainability](#)



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# 1. INTRODUCTION

## **This document**

As one component of the Sustainable Communities Partnership (SCP) program implemented by Western Washington University on behalf of the City of Edmonds, two courses in winter quarter 2017 developed recreation program proposals intended to benefit Edmonds. The courses were:

RECR 373, “Recreation Programming,” taught by Jasmine Goodnow, Ph.D., and Lindsay Poynter  
RECR 372, “Management of Recreation & Leisure Services,” taught by Randy Burtz, Ph.D.

The identical group of 63 students enrolled simultaneously in both courses, and the instructors collaborated such that the students drew upon the content of both courses as they developed program proposals. The students worked in 12 groups, and the ensuing 12 distinct proposals are included within this document. The students visited Edmonds on March 8, 2017, to present their proposals to the public and to city officials.

The city officials that served as liaison to SCP were:

Carrie Hite, Director of the Parks, Recreation & Cultural Services Department  
Todd Cort, Recreation Coordinator

The proposals all follow a common format, and the first section of each proposal was a description of the existing plans, policies, facilities, and programs in Edmonds. Rather than repeat that information 12 times, a consolidated description is included in this chapter, drawing upon the students’ reports.

## **Physical activity as related to human health**

There are not many personal actions that can have as great and as wide of an impact on the health of an individual or a community as physical activity. Recreation professionals recognize how physical activity improves public health. When people move together in ways that suit them, we witness chronic disease prevention, positive mental health, eudemonia, and the benefits of social interaction. The City of Edmonds’ Department of Parks, Recreation and Cultural Services is building an environment that supports and encourages physical activity.

Physical inactivity is a leading cause of death, non-communicable disease, and disability. Being physically active also improves mental health: lessening of clinical depression has been proven for individuals as well as in population studies. By reducing stress and improving mood, sleep, and self-esteem, we nurture emotional, physical and mental health. We also know there is a dose-response relationship between exercise and heart disease and stroke. The newest research also shows how physical activity improves outcomes for cancer prevention, treatment and recovery, by improving immune function, avoiding weight gain, reducing insulin resistance, lowering systemic inflammation, lowering colon transit time, and lowering production of certain hormones.

There has been a global call to action to confront the results of a sedentary lifestyle. The Toronto Charter for Physical Activity, and other national and international organizations, have shown how necessary it is to promote physical activity as a means of achieving public health, sustainable

development, and a thriving economy. Behavioral and social methods, as well as environmental, educational, and policy approaches, are all needed to get people more involved in active lifestyles.

Edmonds is pursuing programs consistent with two U.S. federal initiatives that aim to improve the health of children and teens:

### Let's Move!

“Let's Move! is a comprehensive initiative, launched by the [former] first lady [Michelle Obama] dedicated to solving the challenge of childhood obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams. Combining comprehensive strategies with common sense, Let's Move! is about putting children on the path to a healthy future during their earliest months and years. Giving parents helpful information and fostering environments that support healthy choices. Providing healthier foods in our schools. Ensuring that every family has access to healthy, affordable food. And, helping kids become more physically active.”

<https://letsmove.obamawhitehouse.archives.gov/learn-facts/epidemic-childhood-obesity>



### Playful City USA

“Playful City USA is a recognition program honoring cities and towns that ensure that kids in their communities, particularly kids from low-income families, get the balanced and active play they need to thrive.”

[https://kaboom.org/playability/playful\\_city\\_usa?gclid=CIS T26OghtMCFUpNfgod7vELIQ](https://kaboom.org/playability/playful_city_usa?gclid=CIS T26OghtMCFUpNfgod7vELIQ)



## Background related to Edmonds and its parks agency

The Edmonds Department of Parks, Recreation and Cultural Services is the central resource that provides parks, open spaces, recreation programs, and cultural arts to the community, citizens, and visitors. Following is information drawn from existing planning documents.

### Mission

“The City of Edmonds strives to offer the opportunity to all Edmonds citizens to stay active, get involved, play and have fun, and engage with the community.”

## PROS Plan

Edmonds' *Parks, Recreation, and Open Space Plan* (PROS Plan) focuses on developing parks and open spaces, recreation facilities, and cultural and recreation programs. The PROS system concept continues to develop and to make accessible opportunities for recreation, realizing the uniqueness of Edmonds' identity, its future and stewardship, as well as activation of key community assets. The main planning goals are listed below (*PROS Plan chapter 3*), as are the objectives under Goal 5, and the full plan can be viewed at:

[http://www.edmondswa.gov/images/COE/Government/Departments/Development\\_Services/Planning\\_Division/Plans/Edmonds\\_PROS\\_Plan.pdf](http://www.edmondswa.gov/images/COE/Government/Departments/Development_Services/Planning_Division/Plans/Edmonds_PROS_Plan.pdf)

- Goal 1: Lead collaborative efforts to fulfill the community's needs for parks, recreation and cultural services.
- Goal 2: Provide an interconnected park system that offers a wide variety of year-round recreation opportunities and experiences in harmony with Edmonds' cultural identity and the natural environment.
- Goal 3: Preserve and expand opportunities for public access and enjoyment of the shoreline in Edmonds.
- Goal 4: Preserve and provide access to natural resource lands for habitat conservation, recreation, and environmental education.
- Goal 5: Provide recreation opportunities and experiences to promote a healthy, active and engaged community year-round.
  - Ensure a variety of recreation programs for all ages, abilities, demographic groups and geographic areas
  - Support a healthy and active community by directly providing programs, serving as a facility coordinator, and collaborating with other entities and organizations.
  - Strategically expand recreation programs as facilities, staffing levels, and partner opportunities permit.
  - Incubate new programs that utilize unique regional features and address diverse and changing demographics, local expertise and community demand.
  - Contribute to community cohesion and engagement through the provision of recreation events and activities.
- Goal 6: Provide arts and cultural opportunities and experiences to promote an engaged and vibrant community.
- Goal 7: Provide a high quality and efficient level of maintenance for all parks and related public assets in Edmonds.

## Facilities

The Edmonds website notes: “We offer 29 parks, and over 450 acres of green space, featuring over five miles of saltwater shoreline, fully developed for the public's enjoyment...” There are two main buildings:

- Francis Anderson Recreation Center: Conference room, fitness and weight room, gymnasium, and five classrooms.
- Edmonds Senior Center: Offers classes, fun games and activities, fitness and exercise, and opportunities to experience the arts

Edmonds offers 23 *fully developed* parks containing 325 acres of green space and 1,000 feet of waterfront shoreline:

- Anderson Center Field
- Mathay-Ballinger Park
- Brackett's Landing South
- Edmonds City Park
- Civic Center Playfield
- Haines Wharf Park
- Hickman Park
- Hummingbird Park
- Hutt Park
- Marina Beach
- Olympic Beach
- Richard F. Anway Park
- Edmonds Marsh
- Pine Ridge Park
- Pine Street Playfield
- Seaview Park
- Stamm Overlook Park
- Sierra Park
- Maplewood Park
- Sunset Avenue
- Yost Park
- Brackett's Landing North
- Hazel Miller Plaza

## Services & programs

Maintenance and operation of parks and facilities is obviously a key service performed by the parks department. Of greater relevance to this document is the suite of existing programs offered by the city. The City of Edmonds and the City of Mountlake Terrace have joined forces to offer a number of classes and programs, which are available for both residents and nonresidents. The CRAZE, a comprehensive recreation program guide, offers detailed information on all classes and programs provided by both cities. This comprehensive guide is published three times a year due to the seasonal nature of many of the opportunities, and can be found on the City of Edmonds website in either PDF or digital formats. ([http://www.crazedigital.org/read/account\\_titles/211101](http://www.crazedigital.org/read/account_titles/211101)) The programs and classes offered range in scope, but have options for kids and adults aiming to enrich their lives through various recreation and cultural arts outlets. Another key subset of programs offered in Edmonds are the Discovery Programs, a mix of classroom activities and hands on camps for kids K-12 to learn about our local environment through the lens of conservation and science. The parks department also sponsors events such as the “Health and Fitness Expo,” and operates a flower program to beautify downtown Edmonds.

## Funding sources

The parks department is funded from a number of sources, including:

- Various city funds, including: the general fund, Real Estate Excise Tax (REET), Metropolitan Park District (MPD), Parks Foundation, impact fees, general obligation bonds, limited tax (Councilmanic) bonds, revenue bonds and Levy Lid Lift
- State funds, typically received from grant programs: Boating Facilities Program (BFP), Land and Water Conservation Fund (LWCF), Washington Wildlife and Recreation Program (WWRP), Youth Athletic Facilities (YAF), Aquatic Land Enhancement Account (ALEA), Salmon Recovery Funding Board (SRFB), Boating Infrastructure Grant Program (BIG)
- Federal grants: Recreational Trails Program (RTP), U.S. Fish and Wildlife Service (USFW)
- Program Registration Fees
- Local foundations and NGOs.

## Community partners

A number of local businesses and NGOs contribute to the operation and/or funding of program in Edmonds, including: Step Out Edmonds, Swedish Edmonds, Edmonds School District, the YMCA, Move 60, Edmonds Community Health Center, Verdant Health Commission, Molina Healthcare, Mosaic Physical Therapy. Aside from the collaboration with Mountlake Terrace noted earlier, Edmonds also collaborates with the neighboring City of Lynnwood.

## Target market

The City of Edmonds currently targets anyone who is looking to stay active, have fun, get involved and engage with the rest of the community. Any Edmonds citizen or member of a neighboring community is encouraged to engage in any of the many classes and programs offered. Within Edmonds, 12.6 percent of residents are foreign born, and 14.5 percent speak another language in the home besides English. The largest diversity group is the Asian population, comprising 7.6 percent of the total population, with the majority being Korean.

Although the City of Edmonds has so much to offer, the community still feels certain populations have been under represented and deserve more intentional programming. A few populations of specific interest include the Edmonds teen population, those in their 20s, young families, and working adults. In addition to specific populations, programs geared towards intergenerational connection, general wellness, and youth fitness would be valuable additions to the existing opportunities.

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## 2. EDMONDS SUMMER BIKE PROGRAM

By Lili Lyne, Jacqueline Marber, Thien Ly, Ally Littlefield

### General Program Description

Our proposal is a summer bicycle program which will be six weeks long, meeting once a week. Participants are able to register for the entirety of the program—six days—or for a single day of their choosing. During the span of the program, participants will be able to journey through the City of Edmonds, visiting parks, waterfront areas, and historical and cultural landmarks. Instructors will be educating participants, ages 10 to 15, on bicycle travel and safety. Participants will learn about the parks in the Edmonds area, and be given the opportunity to be active and recreate in the outdoor parks. Participants will be introduced to each other in the class through playing games and activities in the outdoor parks. Benefits from the program include, but are not limited to, promoting health and fitness, building knowledge about safe bicycle travel, building community, and gaining friendships in Edmonds.

- Pricing: Pricing estimates for the program are between \$30 and \$60, with an added fee if participants request a provided lunch. Scholarships are available through the City of Edmonds parks and recreation quarterly, of amounts up to \$75 per participant per quarter.
- Staff certifications and qualifications: No special certifications will be needed to run the program, however, bicycle knowledge and knowledge of the history and culture of Edmonds are important to running the program. Staff is required to have CPR/first aid certification.
- Staff to participant ratio: There should be a one to six ratio; this particular program will need at least two instructors, so the maximum number of participants is limited to 12.
- Community partners: If participants should need a bicycle, helmet or other gear, we may choose to partner with one of the local businesses to rent/obtain such gear.

### Participant Description and Assessment

All participants will be within the age range of 10 to 15. All ability levels are welcome, with the requirement of being able to ride a bicycle for increments of 30 minutes. The program includes about two hours of bike riding per day, with long breaks in between for snacks, water, and a lunch. Teens who want to be more active and social in the summer will be motivated to participate.

### Goals and Objectives

#### Specific Program Goal

#### *Summer Bike Program Mission Statement*

We strive to create an inclusive community and provide an educational experience to enrich the lives of our participants through teaching valuable, fun, and safe ways to be mobile through bicycle travel.

## Specific Program Outcomes and Objectives

- One outcome of our program might be to provide a place for youth to make friends and grow confidence. Participants should have positive social interactions and gain confidence in their social abilities by engaging in games and activities that are incorporated in the program.
- Participants will learn to promote protection of the environment by choosing to ride their bicycles when possible.
- Participants will gain opportunities to stay healthy by getting physical exercise when riding during the program, and they may extend their bike safety knowledge into the future to achieve a lifelong healthy lifestyle.

## **General Services Offered**

- Extracurricular activities and exercise for participants during summer vacation.
- Opportunities to learn bike pedestrian safety.
- Supervised tours of parks and bike routes.
- Supplemental games and activities.
- A collective social group with like-minded individuals.
- Opportunity to do quick maintenance on their bikes, like pumping up tires, greasing chains, and checking and tightening their brakes.

## **Supplies and Equipment**

- Bicycle (Must be able to fit the height of participant)
- Helmet (Must comfortably fit participant's head, strapped tightly)
- Shin pads (This is an optional safety measure to prevent bumps to the knees)
- Elbow pads (This is an optional safety measure to prevent bumps to the elbows)
- High visibility jacket or bright clothing (All participants must be noticeable by traffic and pedestrians)
- Van will be provided by Edmonds Parks, Recreation and Cultural Services department
- Staff should carry some simple bike tools, such as an Allen wrench, tire patch kit and air pump.
- Small backpack to carry water and snacks

The participants themselves must provide supplies and equipment. If this is not possible, we hope to have community partners, such as the Edmonds Bicycle Advocacy group and volunteers, provide the necessary equipment so everyone can enjoy and participate in the program.

## **Major Facilities**

There will be six parks visited over the course of the bicycle program, with a specified route participants would follow to reach each park. The parks differ in distance from the meeting place, which means the schedule may vary slightly. We want to make full use of the scheduled time, while avoiding rides which may be too long or difficult for participants.

Meeting location: Edmonds City Park, 600 3rd Ave. S., Edmonds, WA 98020

Destination 1: Maplewood Park, 19800 89th Pl. W., Edmonds, WA 98026

Destination 2: Southwest County Park, Olympic View Dr., Edmonds, WA 98026

Destination 3: Pine Ridge Park, 83rd Ave. W., Edmonds, WA 98026

Destination 4: Hickman Park, 23700 104th Ave. W., Edmonds, WA 98020

Destination 5: Richmond Beach Saltwater Park, 2021 NW. 190th St., Shoreline, WA 98177

Destination 6: Haines Wharf Park, 16121 75th Pl. W., Edmonds, WA 98026

## **Target Market**

Our program's target market is people between the ages of 10 to 15 years old. The Summer Bicycle Program will coincide with the City of Edmonds' Let's Move! campaign, which promotes healthy eating and fitness for children. We want to endorse opportunities for kids to enjoy riding and learning about bicycle safety. We believe children 10 to 15 years old will benefit from the social aspects of riding and working on their bikes with other people their age. The program also runs during summer, and may let participants be more involved in physical activities and with their community during the school vacation.

## **Community Partners**

One community partner which may help sponsor the program is the Edmonds Bicycle Advocacy Group, which is a group of Edmonds residents who have been working with Edmonds, Snohomish County, and other local transportation departments since 1994 to raise safety awareness for both cyclists and pedestrians. Another is Verdant Health Services, which supports programming to improve the health and lifestyles of residents in the City of Edmonds. Finally, Swedish Edmonds Health may be an option, as the nonprofit's mission is to "improve the health and well-being of each person we serve." These community partners embody the health and wellness campaigns of both Playful City USA and Let's Move!

We want to open up work and volunteering opportunities to the area's high school cycling team members, so that they can gain experience and volunteer hours. This could be a feeder program of recruitment, since the 10-to 15-year-olds may feel inspired to join area cycling teams once in high school.

## Safety and Risk Management

Background checks will be performed on hired staff and volunteers. Trainings will be given to both staff and participants. Staff training will discuss common bike related safety situations and how to be prepared. Informational training will be provided to participants at a meeting the day before to lay the foundation of program expectations.

- All participants and instructors are required to wear helmets. Other padding is encouraged.
- Participants must bring a backpack to carry their water and snacks with them on the ride. This will be key in preventing dehydration, hunger, and low energy.
- One instructor should lead the group and one should be the “sweep” at the back of the group, so that no participants are lost or left behind. All participants must at all times remain within the sight of a staff member.
- Staff will be required to have first aid and CPR certifications.
- The instructor shall carry a first aid bag, as well as any medication individual participants might need (e.g., an inhaler).
- Participants must sign waivers and hold harmless agreements prior to participation.
- Van and volunteer driver will be available for transport in case of any minor injury.

## Staff Requirements

There will be two staff members who will be instructors all day throughout the ride. One staff member will lead the group, while the other stays at the back of the group. There should be a one to six ratio between staff and participants, which means that with a staff of two staff, the maximum number of participants is 12.

The handling of applications and other responsibilities, such as publicity, will be the duty of the lead staff member. Another duty of the staff member will be to keep attendance of how many participants signed up and came to the day of the rides. They will also have the proper documents, such as emergency contacts, and information on any injuries, medications, and allergies. Possible volunteers and staff to be contacted and hired for the program are Edmonds High School cycling team members and Edmonds Bicycle Advocacy Group members, however any person may apply to the position. Volunteers are given the opportunity to join the rides in order to create safe surroundings for the kids. Volunteers must also share the same interest as staff members, such as working with kids and helping create a cohesive environment. They must have the necessary skills in riding and knowledge of bicycle safety. We also require the volunteer or staff member to drive the van provided for lunch drop off, and to pick up participants that may have sustained a minor injury. To drive, they must acquire van-driving training previous to the program.

Requirements for an eligible staff member are knowledge of safe bike-riding habits and how to fix common bike mechanical issues such as a fallen off chain or a flat tires. They should also be able to teach skills about bicycle and pedestrian safety. Staff must be able to read maps and follow outlined routes for each trip. They must be interested in and enjoy working with children. Staff members must stay calm and collected in stressful situations.

## Publicity Plan

**Edmonds  
Summer Bicycle Program**  
For Ages 10-15



**Day 1: Maplewood Park - July 12th**  
**Day 2: Southwest County Park - July 19th**  
**Day 3: Pine Ridge Park - July 26th**  
**Day 4: Hickman Park - Aug 2nd**  
**Day 5: Richmond Beach Saltwater Park - Aug 9th**  
**Day 6: Haines Wharf Park - Aug 16th**

**“Experience the beautiful parks and scenic bicycle routes Edmonds has to offer.  
While also building skills on bicycle and pedestrian safety”**

*Edmonds Parks & Recreation  
for more information see  
<http://edmondswa.gov/discovery-programs-home.html>  
Or call (425) 771-0230*

The Bicycle program meets at Edmonds City Park,  
600 3rd Ave S, Edmonds, WA 98020



**EDMONDS** PARKS,  
RECREATION & CULTURAL SERVICES

The Edmonds School District is a primary source to reach our target market (ages 10 to 15), with the majority of such children attending junior high and middle school. We will have posters and fliers posted around campus, along with information on the program listed on handouts for students to take home and posted on the school's "Daily Bulletin" or intercom announcements.

We will integrate social media websites, such as Facebook, to create a detailed event page for the program, which will be linked to the Edmonds parks and recreation website, where participants can apply for the program. This Facebook event page will have the exact flyers and posters for the program, and will be constantly monitored and updated with information. We will also ask local businesses to post the fliers, and set up information booths at local events. One such event would be the Edmonds Farmers Market, which has a great amount of foot traffic of Edmonds residents.

Each flyer posted will have the marketing message, "This summer bicycle program will be fun for ages 10-to 15-years-old, and create opportunities to bond with others. Experience the beautiful parks and scenic bicycle routes Edmonds has to offer. Children will build their skills on bicycle and pedestrian safety." This marketing message should hook the target age group and their parents to help promote bicycle safety, while staying fit and energized.

## **Pre-Program Task List**

- **Staffing:** Inquire at local high school, club, and collegiate cycling teams about work and volunteer opportunities. Hire two staff that have bicycling experience and are qualified to work with kids ages 10 to 15.
- **Facilities:** Each week, participants should be contacted either by phone or email about the event's start time, location, and appropriate dress to accommodate the expected weather.
- **Supplies and Equipment:** Lunch and snack preparation will be completed each week by staff. Registration questions will include if the participant has their own bicycle and helmet. Participants may inquire about adaptive bicycles and related equipment during the time of registration. Volunteers from the Edmonds Bicycle Advocacy Group, or other community partners, will donate much of the equipment which staff will distribute to participants.
- **Publicity:** Have fliers and posters printed out, ready to be posted in selected areas at the end of May. Throughout the promotion timeline staff members will update social media websites. The staff members will also attend local events, such as the farmers market, to promote the program. Throughout the program itself, staff will constantly update promoters about the program's future locations to keep the public up to date on future classes and when to register.
- **Registration:** Registration and payment shall be finalized one month before the program begins. Contact information should be included, such as phones numbers, email addresses, emergency contacts, etc. Participants should indicate if they will need lunch provided during registration, and pay the supplemental fee of \$10 per day. An option will be given during registration for participants to indicate if they have special dietary needs or allergies.
- **Risk Management:** Appropriate staff training shall be given one week before the program begins. Staff will learn about Edmonds recreation department policies, and be trained on

how to instruct the program, how to manage a group on bicycles, and what to do and who to contact in an emergency event.

- Budget: The program budget will be collected from the fees one month before the program begins. Staff will be paid after each week at a rate of \$11 per hour. Cost for provided food will be added onto the registration fee as optional.
- Evaluation: Develop all forms for supervisor weekly reports, biweekly volunteer reports, program evaluation forms, and participant surveys. See below for further details.

## **Amenities Needed to Start Program**

- Access to bicycles (we could require everyone to bring their own bicycle, or find partner organizations that would be willing to rent, sell, or donate bikes).
- Two employees or volunteers that can teach simple bicycle repair and safety
- Training for staff
- Specific trail maps of all city parks
- Van provided by Parks, Recreation and Cultural Services department

## **Budget and Program Pricing**

- Staff shall be paid \$11 per hour. The program runs for six weeks, for five and a half hours each week, except for six hours during week six, which equals 33.5 hours total.
- Based on a “break even” budget, the cost for the class will be between \$30 and \$60 for the entire program, depending on how many people register for the class. The maximum number of participants allowed in the program is 12, to keep an acceptable participant to staff ratio. The minimum number of participants able to enroll in the program is six, to keep prices affordable. Cost may rise if participants should need to rent a bike.
- Drop-in daily fees will be \$20. Participants may choose to register for only one day, all six days, or any number in between.
- Participants may choose to bring their own lunch. If participants need a lunch provided, a \$10 supplemental daily fee shall be added during registration.

## **Program Timeline**

### Weekly origin and destination of rides

Each of the six weeks, the program meets under the pavilion at the Edmonds City Park. The destinations of the weekly rides are noted below, along with mention of notable amenities of each park. When visiting a given park, participants will have a chance to enjoy the amenities.

- Week 1 (July 12): Maplewood Park (play area and trails)
- Week 2 (July 19): Southwest County Park (hiking trails)
- Week 3 (July 26): Pine Ridge Park (walking trails and 24-acre urban forest)
- Week 4 (August 2): Hickman Park (pathways, playground, basketball court, and more)

- Week 5 (August 9): Richmond Beach Saltwater Park (playground, beach)
- Week 6 (August 16): Haines Wharf Park (play areas, viewing scope, overlook, and more)

### Timeline of each daily ride

A consistent daily timeline, as shown below, is used for the first five weeks, as those destinations can all be reached within the timeframe shown. In week six, the riding time to Haines Wharf Park is longer, so program timings are slightly different, with lunch at 12:00 p.m. and a 3:00 p.m. pickup.

- 9-9:30 a.m.: Have staff help participants sign in. Give participants a half an hour to trickle in. Let everyone mingle with other partakers.
- 9:30-10:15 a.m.: Have participants go through pedestrian and bike safety course provided by staff.
- 10:15-10:30 a.m.: Bathroom break for participants.
- 10:30-10:45 a.m.: Have staff give overview of where group is traveling for the day, and timing on lunch.
- 10:45-11 a.m.: Have participants gear up and warm up on bikes with a few laps.
- 11-11:30 a.m.: Ride bicycles to week's destination park, with staff following specific route.
- 11:30-11:45 a.m.: Give participants time to drink water and eat snacks they may have brought. Volunteer van driver will meet at location at 11:45 a.m. to deliver lunch.
- 11:45 a.m. - 12:15 p.m.: Provide participants with lunch, which should be healthy option to meet goals of healthy living and the Let's Move! campaign.
- 12:15-12:45 p.m.: Staff facilitates games and activities for getting to know other participants, such as name games and "two truths and a lie."
- 12:45-1:30 p.m.: Allow participants structured free time to enjoy the park's amenities.
- 1:30-1:45 p.m.: Everyone meets back as a group and gears up.
- 1:45-2:15 p.m.: Cycle back to Edmonds City Park.
- 2:15-2:30 p.m.: Pick up time for participants.

### **Evaluation Plan**

In order to achieve our program goals and objectives, it is important to evaluate from start to finish the progress and potential setbacks. Supervisors will report weekly on the group's social connectedness, physical ability, and overall enjoyment. Supervisors will also collect all surveys and testimonials, and conduct universal interview questions with participants and volunteers. Volunteers will add their input biweekly on activities completed, upcoming activities, long-term goals, and any issues of immediate concern. Lastly, participants have the opportunity to give their feedback about their biking habits and if they are biking more or less post-program. One section of the participant survey asks in more detail about what potential structural barriers are keeping teens from using bicycle transportation. After compiling our information, we will hand it off to Edmonds parks and recreation department for further analysis and direction. Any feedback from the city will be implemented thereafter to ensure a more well-rounded and successful program.

Supervisor Weekly Status Report

Supervisor Name: \_\_\_\_\_

Week #: \_\_\_\_\_

Activity Start-Stop Time: \_\_\_\_\_

Summary of Activity				
Destination(s): _____				
Total Participants: _____				
Fitness goal of the day: _____ _____ _____				
Participant enjoyment on a scale of 1 to 5, with 1 being poor and 5 being excellent:				
1	2	3	4	5
Additional Comments: _____ _____				

Equipment Checklist	
<ul style="list-style-type: none"><li>● Helmets:</li><li>● Tire pressure:</li><li>● Gear checklist:</li></ul>	

Long Term Goals

Issues of Immediate Attention
Behavioral or Health Concerns:

Volunteer Bi-Weekly Status Report

To:

From:

Self Assessment:    Green                      Yellow                      Red

Explanation: \_\_\_\_\_  
\_\_\_\_\_

Activities Completed this Week
Completed:

Activities to be Started Next Week
Upcoming projects:

Long Term Goals
Goals:

Issues of Immediate Attention
Behavioral or Health Concerns:

Program Evaluation Form

Program Attended: \_\_\_\_\_

Presenter's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Your Name (optional): \_\_\_\_\_ Your Phone/email: \_\_\_\_\_

**Please indicate your level of satisfaction with each of the following:**

**Program met my expectations:**

Bad            Fair            Okay            Good            Excellent

**Presenter was friendly and approachable:**

Bad            Fair            Okay            Good            Excellent

**Program taught me bicycle safety skills:**

Bad            Fair            Okay            Good            Excellent

**Parks were clean and easy to access:**

Bad            Fair            Okay            Good            Excellent

**Time and day of the program was convenient:**

Bad            Fair            Okay            Good            Excellent

**Promotion of fitness:**

Bad            Fair            Okay            Good            Excellent

**Overall, how would you rate this program:**

Bad            Fair            Okay            Good            Excellent

**If you answered "bad" or "fair" to any of the above, please explain:**

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**How did you hear about this program?**

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Would you recommend this program?

Yes

No

Would you say this program focused on health and fitness?

Yes

No

Do you have any suggestions for future programs?

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Additional Comments:

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Personalized Participant Survey, two months post-program:

\*Please circle the most appropriate answer\*

This is an **anonymous** survey that will aid in future programming. Please do not write your name. Your honest responses are appreciated.

**How would you rate your bicycle usage after this program?**

Increased

Decreased

Stayed the same

**Was this a valuable experience?**

Yes

No

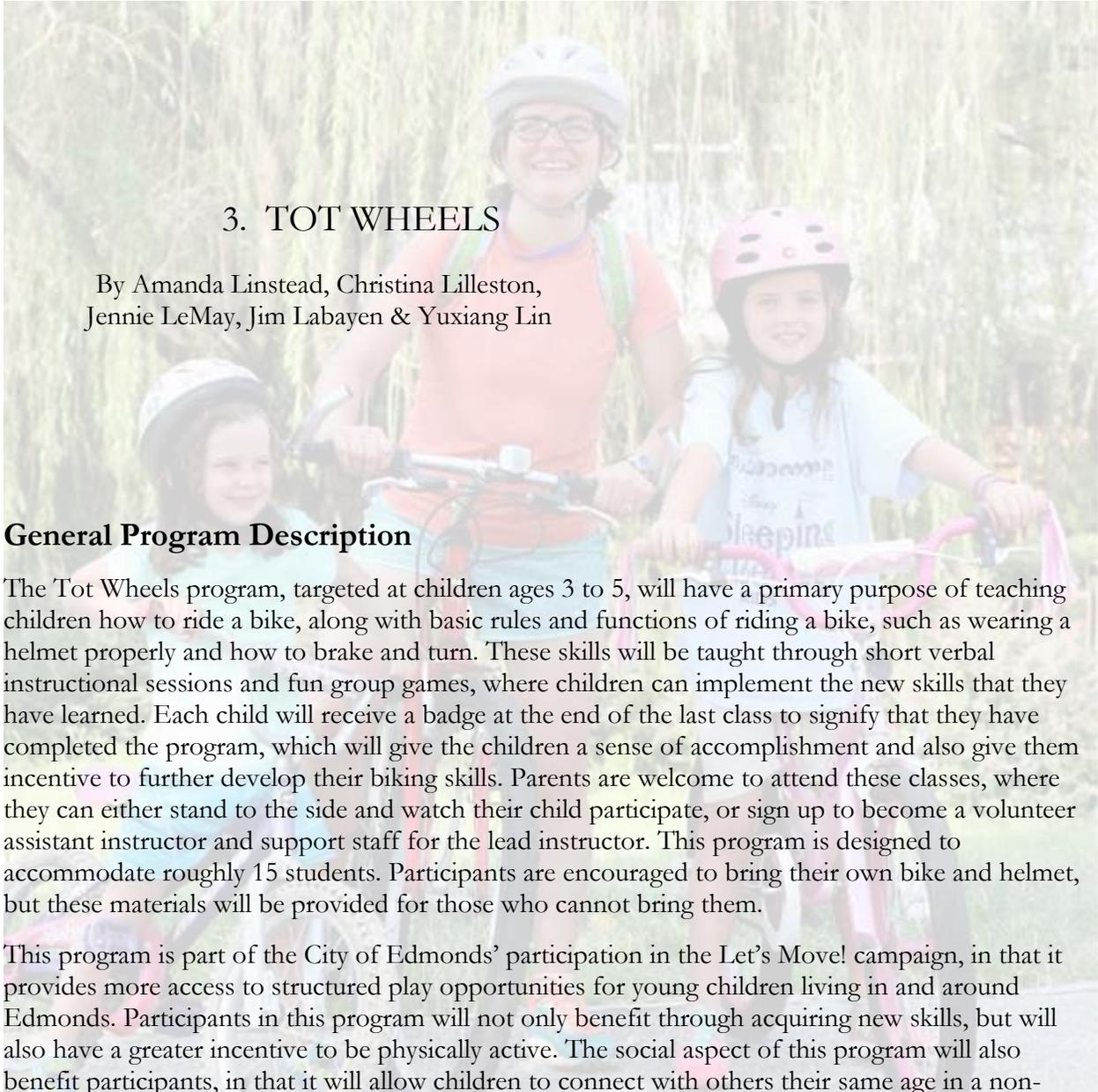
**Explain your “Yes” or “No” reply:**

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**How would you rate the following as reasons that you do not bicycle more frequently?**

1. No bike parking
  - a. Major reason
  - b. Minor reason
  - c. Not a reason
2. No bike lanes
  - a. Major reason
  - b. Minor reason
  - c. Not a reason
3. Bike lanes in poor condition
  - a. Major reason
  - b. Minor reason
  - c. Not a reason
4. Unsafe intersections
  - a. Major reason
  - b. Minor reason
  - c. Not a reason
5. Bad drivers
  - a. Major reason
  - b. Minor reason
  - c. Not a reason
6. Car traffic
  - a. Major reason
  - b. Minor Reason
  - c. Not a reason



### 3. TOT WHEELS

By Amanda Linstead, Christina Lilleston,  
Jennie LeMay, Jim Labayen & Yuxiang Lin

#### **General Program Description**

The Tot Wheels program, targeted at children ages 3 to 5, will have a primary purpose of teaching children how to ride a bike, along with basic rules and functions of riding a bike, such as wearing a helmet properly and how to brake and turn. These skills will be taught through short verbal instructional sessions and fun group games, where children can implement the new skills that they have learned. Each child will receive a badge at the end of the last class to signify that they have completed the program, which will give the children a sense of accomplishment and also give them incentive to further develop their biking skills. Parents are welcome to attend these classes, where they can either stand to the side and watch their child participate, or sign up to become a volunteer assistant instructor and support staff for the lead instructor. This program is designed to accommodate roughly 15 students. Participants are encouraged to bring their own bike and helmet, but these materials will be provided for those who cannot bring them.

This program is part of the City of Edmonds' participation in the Let's Move! campaign, in that it provides more access to structured play opportunities for young children living in and around Edmonds. Participants in this program will not only benefit through acquiring new skills, but will also have a greater incentive to be physically active. The social aspect of this program will also benefit participants, in that it will allow children to connect with others their same age in a non-classroom setting. This could make the experience of riding a bike more fun and engaging, which in turn will further encourage children to be physically active through bike riding in the future. Physical activity has also been shown to improve children's overall cognitive functioning and learning ability.

This program will be a volunteer-run program, with one paid instructor leading each class, plus two to three volunteers to conduct registration and help supervise and assist the children. The instructor does not necessarily need to have special training, but will need to show that they are adept at teaching young children, have CPR and first aid training, and have undergone a criminal background check. This program will be during the winter, two days a week for two weeks, for a total of four days. There will be two sessions of this class available, each with the same learning material, with the second session starting the week after the first session ends. Each class day will be an hour and a half, from 4:45-6:15 p.m. The program will be free to the public, but donations are highly recommended. All program activities will take place in the Frances Anderson Center gym space.

## Goal

To promote healthy physical, mental, and social development of children ages 3 to 5, and to promote community social development among families with young children.

## Objectives

- To have all children who attend this program be physically active riding bikes and during group activities.
- To have participants learn and demonstrate fundamental bike riding skills through fun and engaging games.
- To allow children to have increased exposure to social interactions with other children in their age group.
- To allow families to connect with each other and build social bonds.

## Participant Description and Assessment

Tot Wheels is designed for both boys and girls to be able to participate. It focuses primarily on children ages 3 to 5, and all families and children from different socioeconomic backgrounds are welcome. The psychological characteristics of children this age are imitation performance, rapid cognitive development, strong curiosity, emotional instability, liveliness, innocence, and being self-willed and self-centered. The ages between 3 and 5 are a key stage in the shaping of children's personalities and character. During this period, they are more rebellious and want to test their physical abilities. In fact, this "revolt" psychology is an important symbol of the formation and development of children's independent character, and is completely natural. Parents and instructors should give children autonomy, so that the child's self-esteem, self-confidence and independence can develop.

The social behavior of 3- to 5-year-olds is still in its early stages of development. This is also an important period of growth for children's intelligence, thinking, and language skills. Children in this age range generally love to run, jump, and be active. This correlates to the development of their muscular strength, fine motor skills, hand-eye coordination, and overall bodily capabilities. During this period, physical exercise is key in aiding children in the development of these physical abilities.

## Pre-Program Task List

### Equipment, Facilities

- Reserve space at the Frances Anderson Center gym
- Construct pre- and day-of registration that includes name, age, specific health information, experience with bicycles, emergency contact info, desired outcomes.
- Acquire small plastic traffic cones for turning and obstacle drills
- Acquire gym mats to cover a 40 foot by 60 foot area
- Appeal to organizations and businesses such as Gregg's Cycles and Cascade Bicycle Club, community members, and prospective participants' families, for a donation of 10 strider bikes, 10 bikes with training wheels, and 20 helmets total
- Acquire medical safety equipment, such as bandages, disinfectant, and other general supplies

## Staffing

- Reach out to Cascade Bicycle Club for volunteers and paid instructors
- Hire a head instructor, who must have a background check and child CPR certification.
- Hire individual mentors; although parents can choose to stay and help, there must be three to five mentors with the above certifications.
- Hire medical staff (certified nurse – general)

## Promotion

- Draft fliers and post in preschools and daycares
- Create a brief presentation to be featured at the above locations

## Budget

- Analyze cost of program = (Allocated funds) – [(cost of bikes) + (staffed positions pay) + (background checks) + (space rental, if any) + (cost of extra program equipment) + (cost of additional biking equipment) + (cost of kid snacks)]
- Discern whether or not a participant fee is required, and acquire scholarship funds if any are available.
- Profits donated back to Let's Move! campaign

## **Program Design**

This program is designed to be after school from January to February, twice a week for two weeks out of the month, in order to prepare kids to ride their bikes over the summer. Participants will progress through four days of skill clinics over a two-week period, and the second session of the program will then restart for a new wave of participants.

### Class Day One - The Basics

1. Starting at 4:45 p.m., families and their children can arrive to register immediately before the event, if they haven't done so online.
2. Following registration, children can get fitted to a helmet and bike if they do not provide one for themselves.
3. At 5 p.m., program facilitators will greet everyone and do an ice breaking activity.
  - a. Duck-duck-goose, name games
4. At 5:20 p.m., they will go over how to get on and off a bicycle, followed by some practice on padded gym flooring
5. At 5:35 p.m., a relay race will take place. Participants will start at one end of the gym, and in order to win, must run to the other end of the gym and successfully mount their bicycle, dismount, then run back and tag the next person in line to do the same
6. At 5:50 p.m., program leaders will briefly recap the lesson, and ask participants to list off one thing they learned, helpful tips for other participants, and anything they liked.
7. At 6:10 p.m., a healthy snack will be provided while participants are picked up to go home.

### Class Day Two - Moving & Stopping

1. Starting at 4:45 p.m., families and their children can arrive to check-in.

2. At 5 p.m., program facilitators will greet everyone and do an icebreaker activity.
3. At 5:20 p.m., facilitators will teach how to push off and create momentum, followed by practice on padded gym flooring.
  - a. Have kids line up side by side and push off, having volunteers watch over and help those who may be struggling.
4. At 5:30 p.m., facilitators can show how to brake (on those bikes equipped with brakes), followed by practice.
5. At 5:45 p.m., program leaders will lead a red-light-green-light activity.
6. At 6 p.m., program leaders will briefly recap the lesson.
7. At 6:10 p.m., a healthy snack will be provided while participants are picked up to go home

### Class Day Three - Turning

1. Starting at 4:45 p.m., families and their children will check-in with staff.
2. Following check-in, children will find the bike and helmet they used the previous days.
3. At 5 p.m., children can play duck-duck-goose until everyone arrives.
4. At 5:10 p.m., staff will go over basics learned the previous days and introduce turning skills.
5. At 5:20 p.m., program leaders can instruct how to turn, followed by practice on padded gym flooring.
6. At 5:40 p.m., staff will create a slalom of cones for participants to navigate and develop turning skills.
7. At 6 p.m., staff can go over a quick debrief of what was taught.
8. At 6:10 p.m., a healthy snack will be provided while participants are being picked up by their parents.

### Class Day Four - Game Day

1. Starting at 4:45 p.m., families and their children will check-in with staff.
2. Following check-in, children will find bike and helmet they used the previous days.
3. At 5 p.m., staff will greet everyone and gather them together.
4. At 5:10 p.m., staff will introduce an obstacle course and what to expect with alternate solutions.
5. At 5:20 p.m., children (in teams) will participate in obstacle course with multiple turns:
  - a. Participants will run to their bikes and mount them.
  - b. They will then weave through a set of cones.
  - c. There will be a stop sign where participants must dismount their bicycles, then do their version of a stationary exercise for 30 seconds, then remount their bicycles.
  - d. Participants will then circle back around to the beginning, and tag in the next person on their team.
6. At 5:50 p.m., staff will create a simple congratulations ceremony where children receive a badge for completion of the program.
7. At 6:10 p.m., a healthy snack will be provided while participants are being picked up by their parents. A short program feedback survey will be handed out to parents (see “Program Evaluation” below).

## Supplies & Equipment

### Participant

All items, sizes, and prices derived from Gregg's Cycle website:

- 12-inch strider (x10) -- two blue, three green, three pink, two red, at \$99.99 each
- 12-inch coaster bike with training wheels – three, one of each color at \$189.99 each
- 16-inch coaster bike with training wheels – six, one of each color at \$219.99 each
- 20-inch bike – one, green/turquoise at \$229.99
- Tow hitch bike – \$249.99
- Kid's adaptive tandem, in partnership with Outdoors For All and Cascade Bicycle Club
- Helmet toddler, boys – five, different colors at \$39.99 each
- Helmet toddler, girls – five, different colors at \$39.99 each
- Helmet kids, Unisex – 10, different colors at \$39.99 each
- Helmet adult – two, different colors at \$39.99 each

### Staff

- American Red Cross first aid kit – \$50.00
- P.A. system (integrated or nonintegrated)
- Microphone
- Portable music device (provided by staff)
- Boundary tape, 100-foot roll (x3) – \$7.99 each
- Plastic gym cones (x20) – \$1.98 each
- Gym flooring, 4 feet by 6 feet (x40) – \$85.99 each, or in partnership with other programs
- Basic bike maintenance tools
  - Allen wrenches
  - Screwdrivers (flat and phillips)

### Food

- Apple slices (x4, one for each session) – \$5 each
- Satsuma oranges (x4, one for each session) – \$10 each
- Chewy granola bars, 24 count (x2, one for two sessions) – \$5 each
- Larabars, 5 count (x4, one for each session) – \$5 each
- Capri Sun, 40 count – \$23

## Facilities and Space

- Size: 77 feet by 85 feet
- Amenities: Can hold 50 people, additional chairs and tables available, Wi-Fi, elevator inside
- Parking: Parallel parking on road
- Location: Frances Anderson Center gymnasium, 700 Main St., Edmonds, WA 98020
- Accessibility: ADA access. The City of Edmonds provides access and reasonable accommodations for persons with disabilities.

## Procedures for Reserving and Utilizing Space and Resources

Full payment due at time of reservation. Cash, local check, Visa, MasterCard, American Express and Discover are accepted. Registration in person only.

- Renter responsible for setup and cleanup of rooms
- Gymnasium hourly rate is \$35. Returned check fee is \$30.
- After hours staff monitor: \$15 an hour
- Rental hours: Monday-Friday 8:30 a.m. to 8:30 p.m.
- January through April rental dates approved mid-November and later
- May through August rental dates accepted mid-March and later
- September through December rental dates accepted July and later

Utilizing the space: Paid participants are the only people authorized in gym; payment must be received prior to use, and open gym hours vary and are subject to change. Put protective mats on the floor, since no bikes are allowed on gymnasium floor. The mats cover 40 feet by 60 feet, and have rest of gym area coned off.

## Link to Environmental Concerns, Participant Needs, Safety Considerations

- No environmental concerns
- Bathrooms are located in the gym, and snacks will be included in a hallway adjoining the gym
- There are 11 exit doors. It is important that staff notify all participants of these doors and have a plan of action in case of an emergency. Know two ways out of the building in case of smoke, flame, or debris blocking the primary exit.

## **Safety and Risk Considerations**

### Facility and Space

- Up-to-date structural inspection
- Emergency exits
  - Have all staff and volunteers know procedures in case of emergency
- Fire extinguisher and fire alarm
  - Have all staff and volunteers know where extinguisher is located
- Bathrooms nearby
- Emergency Defibrillation, AED
  - Have all staff and volunteers know where located
- First aid kit
  - Have all staff and volunteers know where located
- Cushioned walls if provided

### Staffing

- Instructor
  - Qualifications
    - High school diploma

- History of working with youth
    - Background check
  - Certifications
    - First aid and CPR for all ages
  - Training
    - Bike maintenance skills
    - Bike safety
  - Experience
    - At least one year working with youth
    - Biking experience
    - Experience with adaptive equipment
- Volunteers and Family Members
  - Qualifications
    - Background check
  - Certifications
    - First aid youth
    - CPR
  - Training
    - Basic biking skills
    - Use of equipment
    - Supervising youth
  - Experience
    - Biking experience
    - Experience with youth
    - Knowledge of proper bike safety

### Supplies and Equipment

- Non-torn plastic cones
- New and used helmets
  - Adjustable
  - Multiple sizes
- Balance bikes
  - Secure frame, wheels, seat, and handlebars
- Bikes with training wheels
  - Secure frame, wheels, seat, and handlebars
  - Multiple sizes
  - Secure pedals and training wheels
- Adaptable bikes
  - Recent inspection
  - Maintenance records
  - Two different sizes

### Insurance

- Waiver and release forms signed by parent or guardian
- Medical form and concussion form
- Informed consent

## Challenge by Choice

- Each participant and/or parent should understand that what they are doing is voluntary. This program is an opportunity for all, but how much effort and what participants want to take away from the program is up to them.

## Plan for Potential Risks

Participants should know that there are potential physical and/or emotional risks. Participants will be wearing helmets, but they can still fall with their bikes and cause minor scrapes, bruises, or feelings of discouragement. With bikes, there is the potential for feet and hands to be run over. Potential emotional risks with children this young can be feelings of exclusion, unfairness, and fear.

For any major physical emergency, the instructor will be certified in CPR and first aid. Multiple phones will be available in case additional help is needed, or 911 needs to be called. If a child falls and gets a minor injury, ice packs and band-aids will be in the first aid kit. Regarding emotional risks, no volunteer or the instructor will use any physical discipline, but each situation will be dealt with calmly and fairly. If there is a child who needs additional help, parents or guardians will be called and asked to participate in the sessions. In case of a fire or natural disaster, both the volunteers and the instructor will know the emergency drills and route of evacuation.

## Assessment Process

- Before each program, each parent or guardian will fill out a questionnaire regarding the child who's participating. Questions will be based on the child's behavior and developmental needs, and how parents react to difficult situations. This questionnaire will inform the staff on how to prepare and plan for all participants.

## **Staff Requirements**

For this program, there will be one instructor to act as the main teacher, who will be referred to as the "Lead Instructor." In order to be qualified for the position of Lead Instructor, a person must have up-to-date CPR and first aid certifications, as well as a clean criminal background check. This person must also be able to demonstrate that they have prior experience in teaching young children, as well as be able to prove their proficiency in basic bike-riding knowledge and safety. Prior to the start of the first session, the Lead Instructor will meet with the program coordinator of the Frances Anderson Center, and go over the schedule and content of each class day to ensure that they know what content they need to teach and when to teach it. The teacher to child ratio for this age range and group size is one teacher per eight children.

In addition to the Lead Instructor, there will be two to three certified volunteers in charge of sign-in, supervising the children, and helping individual children if they seem to be struggling. Having CPR and first aid training are encouraged but not required for these volunteers, and they must have a clean criminal background check. Certified volunteers will be briefed by the Lead Instructor of each day's learning content before the beginning of each class. Parents can volunteer to help their own child, but if they want to become a certified volunteer, they must first register to be a volunteer with the program coordinator and also have a background check done.

Publicity Plan

**The City of Edmonds  
Frances Anderson Center**

**LET'S MOVE!**  
A NATIONAL CAMPAIGN FOR PLAYFUL CITIES

**Tot Wheels**

**Bike riding class for kids age 3 to 5**

**4 day class  
4:45-6:15pm**

**Registration fee: \$15**

**Basic bike skills & fun games!**

**Session One:  
Jan. 17, 19, 24 & 26**

**Session Two:  
Feb. 7, 9, 14 & 16**

**Sign up at the Frances Anderson Center or  
visit our website for more info  
[www.edmondswa.gov](http://www.edmondswa.gov)**

The target market of Tot Wheels is children ages 3 to 5. However, the participants of this program will not be the focus of the marketing campaign. Instead, it is the parents of these children to whom the publicity plan will be tailored. Ultimately, it is the parent or guardian's decision as to whether they sign their child up for this program. There are two distinct factors that could determine whether or not a parent decides to sign their child up for this program. The first of these factors is that parents want what is best for their child, and may be skeptical of how positive of an effect this program will actually have on their child. The second factor is whether or not parents think the registration fee is warranted, as this program revolves around an activity that parents can teach their children for free. Therefore, in order to effectively convince parents that this program is worth their time and money, the marketing message should address these concerns. The marketing message for this campaign is that kids will learn while having fun. Often, parents find it hard to find ways of teaching their children things in fun ways, or feel that learning and fun are mutually exclusive. This marketing message will appeal to parents because it offers a solution to the problem of trying to find fun ways for their children to learn, making the price of registering for the program and the time spent at the class worthwhile.

We will use a combination of promotional strategies for this program. We plan to provide brochures advertising this program at the Frances Anderson Center, as well as post flyers (see below) on the bulletin boards within the center and at local preschools and daycares, such as the Edmonds Montessori and Grow With Us Preschool and Child Care. With the permission of local business owners, we will also put up flyers at bike shops in the surrounding area, such as Harvey's Bike Shop, Bike Nuts, and Gregg's Cycle. Online publicity for this program would include utilizing the City of Edmonds Facebook page, as well as posting an article on the My Edmonds News website. If both participants and parents enjoy this program enough, we may request the Edmonds Beacon do a human interest news story about the program, to generate positive buzz within the community.

## **Evaluation Plan**

The information we intend to collect is (1) how much more or less interested participants are in riding bikes, (2) a measureable change in ability to ride a bike, and (3) overall satisfaction in physical, mental, and social health.

Our hope is to collect information post-program from both parents and participants. In conducting this program, we aim to meet the specific needs of participants, but also the need of the larger community for a more active population. By including games that encourage participants to demonstrate learned skills, we have a tangible method for measuring their progress. For example, in the relay race we are able to judge whether or not a participant is able to mount and dismount their bicycle.

We have also set aside time at the conclusion of the final program for feedback on a written survey. To collect long-term data, we will send parents and guardians a survey one month after the program, asking if the participants are implementing what they learned in their everyday life. Also, we will ask if the participants are biking as a way to be physically active.

This feedback will be used to determine if this program is beneficial in increasing physical activity. Also, feedback will provide necessary information to make revisions to the program in order to better meet the needs of participants. We can also use this information to reevaluate the program's goals and objectives, to align with participants' and the community's goals and objectives.

Throughout the program, we will frequently keep track of the progression of skills learned by each participant. Also, with the conclusion of the final session, we will receive feedback on how the program went, and if changes need to be made. In addition, the survey sent out one month after the program ends will solicit feedback regarding how participants felt the program went. With all this feedback, we can assess if our goals and objectives were achieved.

## **Budget and Program Pricing**

### Fixed Expenditures

- Plastic cones (x20) – \$39.60
- 12-inch strider (x10) – \$999.90
- 12-inch coaster bike with training wheels (x3) – \$569.97
- 16-inch coaster bike with training wheels (x6) – \$1,319.94
- 20-inch bike (x1) – \$229.99
- Tow hitch bike (x1) – \$249.99
- Helmet toddler (x10) – \$399.90
- Helmet kids (x10) – \$399.90
- Helmet adult (x2) – \$79.98
- American Red Cross first aid kit – \$50
- Boundary tape, 100-foot roll (x3) – \$23.97
- Gym flooring, 4 feet by 6 feet (x40) – \$3439.60
- Instructor wages, minimum wage – \$11 per hour = \$220
  - Each session is one and a half hours
  - Instructor may need 30 minutes before and after each session
  - There are four sessions per program and two programs

### Variable Expenditures

- Chewy granola bars boxes (x2) – \$10
- Larabars boxes (x4) – \$20
- Satsuma oranges (x4) – \$40
- Apple slices packages (x4) – \$20
- Capri Sun 40 count box – \$23
- Advertising – \$65

### Revenue

- Registration fee (x15) – \$225

Total: \$7,975.74

The total program cost is an estimate that assumes no donations or partnerships, although donations to the program are always accepted.

	#of Items	Individual Cost	Collective Cost	Total Cost
<b>Biking Equipment</b>				
12" Strider Bike	10	\$99.99	\$999.90	
12" Coaster Bike w/ Training Wheels	3	\$189.99	\$569.97	
16" Coaster Bike w/ Training Wheels	6	\$219.99	\$1,319.94	
20" Bike	1	\$229.99	\$229.99	
Tow Hitch Bike	1	\$249.99	\$249.99	
Helmet (Toddler Size)	10	\$39.99	\$399.90	
Helmet (Kid Size)	10	\$39.99	\$399.90	
Helmet (Adult Size)	2	\$39.99	\$79.98	
				\$4,249.57
<b>Staff Equipment</b>				
American Red Cross First-Aid Kit	1	\$50.00	\$50.00	
Boundary Tape, 100' Roll	3	\$7.99	\$23.97	
Plastic Gym Cones	20	\$1.98	\$39.60	
Gym Flooring (Scuff Guard) 4'x6'	40	\$85.99	\$3,439.60	
Instructor Wages	20 hours	\$11/hour	\$220.00	
				\$3,773.17
<b>Food Costs</b>				
Apple Slices (Bag)	4	\$5.00	\$20.00	
Satsuma Oranges (Bag)	4	\$10.00	\$40.00	
Chewy Brand Granola Bars 24 ct. Box	2	\$5.00	\$10.00	
Larabars 5 ct. Box	4	\$5.00	\$20.00	
Capri Sun 40 ct. Box	1	\$23.00	\$23.00	
				\$113.00
<b>Advertising</b> – flyers, brochures, posters	1	\$65.00	\$65.00	
				\$65.00
<b>Participation Fee</b>	15	(-) \$15.00	(-) \$225.00	
				(-) \$225.00
<b>Total Program Budget</b>				\$7,975.74

## 4. MODIFIED SPORTS PROGRAM

By Matt Stephens, Sarah Stochel, Michael Stover, Sydney Still, Max Winter

### **Program Summary**

Modified Sports is an organized sports session that will happen on Tuesdays and Saturdays, offering three different sports each week. Each of the sports has been adapted so that people of different physical abilities have the opportunity to participate. The adapted sports include floor/chair volleyball, badminton, and chair basketball. We will have one staff member as well as one volunteer at each session to assist in the activities and give instruction as needed. All equipment will be provided. Our goal is to provide an atmosphere where every person feels welcome and can enjoy playing a sport they love.

### General Program Details

Activities: Modified sports including Whammy Ball (modified volleyball), Racquet Rally (modified badminton), and wheeled basketball (modified basketball).

Target market: Available to all persons ages 12 and up.

Purpose: To create an environment where all people have the opportunity to participate in sports they enjoy, and provide a safe space for both adults and children to be active.

Benefits: Community integration and building, physical health and fitness, social interaction.

Instruction: One staff with knowledge of rules and how to set up all equipment, and at least one more volunteer if desired and available.

Dates: Tuesdays and Saturdays.

Duration: Each session runs for an hour and a half. The program is offered for three months, twice a year.

Cost: \$5 drop-in fee, \$72 for a three month membership (*See budget for details*).

### **Participant Description**

The activities in this program are tailored to fit the needs of groups that are not often reached by conventional activities, including, but not limited to, elderly, disabled, and able-bodied participants. Participants with compromised range of motion and people who can't play high impact sports also fit into this category. We are targeting the community that needs adapted programming. Our program is unique in that it's tailored for a specific community, but is open to and encouraged to be used by the public without limitations. We are looking to give the underserved demographic a chance to participate in activities fit for any individual. This program will have a small participant fee, although the program is open to anyone through scholarship opportunities. This program has been developed to level the playing field to be fair and competitive for all ages and ability levels.

## Goals and Objectives

### Program Management Goals

- To provide an inclusive activity to the population of Edmonds

### Program Design Goals

- Designed specifically for the process of reverse integration\*, which puts an emphasis on community integration and normalizing participants with disabilities.
- To be able to reach the community of Edmonds by increasing knowledge of and skills in the sports provided.
- Create an increased level of social awareness of persons with disabilities through direct interaction.

\* Reverse Integration: Programs that were originally designed only for people with disabilities are modified to attract and serve non-disabled people, too.

### Participant Goals

- An increased sense of community as well as physical and mental well-being.
- An increased level of social awareness of persons with disabilities through direct interaction.

## Pre-Program Task List

- Place reservation on building or room at least one month prior to program initiation.
- One month prior to the program's initiation, determine any extra help or equipment needed for persons with a disability (involves contacting said person or his/her guardian). Make sure the building or environment is suitable by contacting the building tenants and confirming they are able to accommodate all needs. Evaluate risk of participation and minimize dangerous scenarios.
- Create rule book and staff handbook for covering the basics. This should be reviewed with the program coordinator and staff at least two weeks prior to the start of the program and handed out during the pre-activity meeting.
- One to two weeks prior to the start of the program, organize pre-activity meeting to confirm with participants their goals and objectives and their reasons for participating.
- Before each session, staff must inspect gear for defects or malfunctions in order to eliminate danger. The gymnasium should also be inspected for damage that could hinder play or hurt participants.

## Program Timeline and Details

### Whammy Ball and Racquet Rally

Duration: One quarter (3 months)

Date: Tuesdays, starting July 11, 2017

Time: 6-7:30 p.m.

This event will take place at the gymnasium at the Frances Anderson Center. This program will be operated no matter the number of participants. Abbreviated rules will be implemented on days with less participation. Prior to game time, rules will be explained and demonstrated, along with proper technique of using the necessary gear. Time should be allotted for warming up to prevent injury. The goal of this program is to provide a fun and safe environment for those persons with disabilities to interact with and compete against each other and other participants without disabilities. One staff member will be in attendance for administrative and safety purposes. Staff requirements include gathering gear and setting up for each session. Staff is also in charge of gear return and a final cleanup with walk through. Our program is run in the evenings to accommodate individuals who work during the day. Participant duties are to engage in the activity with a positive attitude, help set up and tear down equipment, and interact with fellow participants and staff.

Timing breakdown

- 6-6:15 p.m.: Warm up, ice breakers, distribute gear, create teams, divide gymnasium
- 6:15-6:45 p.m.: Conduct activities
- 6:45-6:50 p.m.: Water, snack (participant provided), and restroom break
- 6:50-7:15 p.m.: Second half of play
- 7:15-7:30 p.m.: Goodbyes, debrief, cleanup and tear down

## Wheeled Basketball

Duration: One quarter (3 months)

Date: Saturdays, starting July 15, 2017

Time: 10-11:30 a.m.

This event will take place at the gymnasium at the Frances Anderson Center. This program will be operated no matter the number of participants. Abbreviated rules will be implemented on days with less participation. Prior to game time, rules will be explained and demonstrated, along with proper technique of using the necessary gear. Time should be allotted for warming up to prevent injury. The goal of this program is to provide a fun and safe environment for those persons with disabilities to interact with and compete against each other and other participants without disabilities. One staff member will be in attendance for administrative and safety purposes. Staff requirements include gathering gear and setting up equipment for each session. Staff is also in charge of gear return and a final cleanup with walk through. Participants duties are to engage in the activity with a positive attitude, help set up and tear down equipment, and interact with fellow participants and staff.

Timing Breakdown

- 10-10:15 a.m.: Warm up, ice breakers, distribute gear, create teams
- 10:15-10:45 a.m.: Conduct activity
- 10:45-10:50 a.m.: Water, snack (participant provided), and restroom break
- 10:50-11:15 a.m.: Second half of play
- 11:15 a.m. -11:30 a.m.: Goodbyes, debrief, cleanup and tear down

## Supplies and Equipment

- 10 wheelchairs, \$100 each at [mshh-donorcloset.com](http://mshh-donorcloset.com)
- 6, 12-inch beach volleyballs, \$20 at Amazon
- 4 indoor volleyballs, provided by community center
- 18 badminton rackets, \$150 at Amazon
- 2 indoor basketballs; one men's and one women's, provided by the community center
- 12 birdies, \$10 at Amazon
- 2 volleyball nets for gym, provided by the community center
- 2 badminton nets for gym, provided by the community center
- 12 youth blue and red jerseys, \$16 at Amazon
- 12 adult canary yellow jerseys, \$30 at Amazon

## Facilities and Space

### Frances Anderson Center Gym

- Full basketball court and gym
- Plenty of parking
- ADA accessible
- Located on Main Street, which is in the center of town

### Yost Park Tennis Courts

- 2 tennis courts
- Plenty of parking
- ADA accessible
- Located at 9535 Bowdoin Way, a few blocks from the Frances Anderson Center

### Hickman Park Outdoor Basketball Courts

- Full basketball court
- Plenty of parking
- ADA accessible
- Located at 23700 104th Ave. W.

## Safety & Risk Management

### Environmental

#### *Indoor*

An indoor court should be clear of any obstacles or obstructions surrounding the out-of-bounds areas. The actual playing surface should be clear, safe and dry. All lines should be clearly visible. Any indoor facility must have proper ventilation, especially in warm climates. Other areas being used by players, such as locker rooms and showers, should be reviewed for safety and accessibility. Floors should be properly drained and have nonslip surfaces. Areas utilized by spectators, families and

other non-participating players should be assessed for safety and accessibility. Ensure that all glass (clocks, lights and windows) is properly guarded and there is adequate lighting. There needs to be sufficient space between the boundary of an activity or playing surface and the location of team benches, bleachers, walls, dividers, other activities and objects. With regard to basketball courts, make sure there are no unprotected glass doors, windows or unpadded walls directly behind the basketball backboard. If temporary 24/45-second clocks are stationed at each end of the court, place them as far away from the playing area as possible, while still permitting visibility to the players. Make sure the playing surface is even, with no protruding boards or nails.

### *Outdoor*

Outdoor facilities should be checked for uneven playing surfaces, including holes, uneven grade, or moisture. The playing area should also be checked for additional obstacles. Out-of-bounds areas should be clear of obstructions. All boundaries should be clearly marked. Look for and address such hazards as rocks, glass, uneven surfaces, uncovered drains, holes, above ground sockets and excessive wet spots. Examine the areas immediately adjacent to the playing field for hazards that might be encountered by a player whose momentum carries him or her out of bounds. Be sure there is adequate separation between the spectators and the playing field.

### Human

All participants should wear gloves to protect their hands. Collision of wheelchairs is prohibited, and all electric wheelchairs are strictly prohibited for basketball. Participants must wear closed toed shoes. Foul language and participant fighting will result in ejection. Transferring of participants between wheelchairs is forbidden by staff, and participants will be responsible for the transfer of themselves.

## **Staff Requirements**

Job titles: Adaptive Recreation Lead, staff  
Adaptive Recreation Assistant, volunteer

Number: One paid position available, at least one volunteer

Description: The Adaptive Recreation Lead supervises, organizes, sets up and tears down the different adaptive sport activities. This could include, but is not limited to: facilitating a positive social environment between persons with disabilities and persons without; supporting the players and enforcing rules of the different games that will be played; ensuring safety and engagement of participants; assisting in various ways when necessary. Assists in scheduling, participant registration, and exercises good customer service skills with participants and parents or guardians.

### Required Qualifications

- Must have at least six months of experience working with persons with disabilities and six months of work in recreation, or a related field
- Must be willing to work with individuals of all ages and ability levels
- Must be 18 years of age at time of hire
- Must receive a pre-employment background check

Certifications: Current first aid and CPR certification required, CTRS preferred, CNA (which provides an ability to transfer people) would be beneficial.

## Publicity Plan

There are many different ways to get the information for this program out to the public. We plan to use the city’s Facebook page, as well as the CRAZE recreation guide and weekly or monthly newsletters that are sent out by the parks department, schools, and other community programs with an established newsletter. In conjunction with online outlets, we also plan on developing a flier\* that will be placed on bulletin boards at local businesses and meeting spaces, as well as inside schools. One final thought to get the word out and get people excited is to have a couple of free sessions, so people can participate and see if this is something they would be interested in.

\* See attached flier

## Budget and Pricing

Budget necessary to create program and facilitate for one year, which includes two full sessions

<b>Staffing Costs</b>		
Staff 1	\$1,080	
<b>Subtotal</b>		\$1,080
<b>Materials Needed</b>		
Badminton Racquets	\$150	
Birdies	\$10	
Beach Balls	\$20	
10 Wheelchairs	\$1,000	
12 Youth Pinnies	\$16	
12 Adult Pinnies	\$30	
T-shirts	\$240	
<b>Subtotal</b>		\$1,466
<b>Facility Rentals</b>		
Gym	\$0	
<b>Total Program Cost</b>		<b>\$2,546</b>

### Proposed cost of program for participants

The cost of the program was calculated with an estimated 20 single participants per program. The goal of the price was to recover the cost of equipment after the first two programs were completed. If we meet the goal of 20 single participants per program for the first year, the program will make a profit of \$334. All of the equipment will remain with the program and staff costs will remain the same regardless of number of participants, which makes all costs fixed costs. Concepts such as providing free T-shirts to the first XX registrants or providing need-based scholarships would result in modifications to the budget to recoup the associated cost.

<b>Singles</b>	24 sessions	\$3 per session	\$72
	8 sessions	\$4 per session	\$32
	Saturday only, 12 sessions	\$4 per session	\$48
	Tuesday only, 12 sessions	\$4 per session	\$48
	Drop-in	\$5 per session	
<b>Couples</b>	24 sessions	\$5 per session	\$120
	8 Sessions	\$6 per session	\$48
	Saturday only, 12 sessions	\$6 per session	\$72
	Tuesday only, 12 sessions	\$6 per session	\$72
	Drop-in	\$8 per session	
<b>Families</b>	24 Sessions	\$6 per session	\$144*
	8 sessions	\$7 per session	\$56*
	Saturday only, 12 sessions	\$7 per session	\$84*
	Tuesday only, 12 sessions	\$7 per session	\$84*
	Drop-in	\$10 per session	
	*Add \$1 per session for number of participants over three		
<b>T-shirts</b>	\$15 per participant		

## Evaluation Plan

We will collect information from participants and parents through a questionnaire (*see below*) and/or discussions before, during, and after each quarter. The information we're interested in is expectations, satisfaction level, what people learned, overall experience, and how their attitudes toward social integration may have changed. We will use the information to evaluate how the program went and determine what modifications, if any, should be made, such as duration, time, location, and the activity itself.

### Summative Evaluation Plan

- Participant satisfaction
  - 60 percent of participants said they would come back the next quarter
  - 40 percent of participants said they would recommend the program to a friend or family member
  - 30 percent of drop-in participants sign up for a membership
- Accessible facilities
  - 95 percent of buildings and facilities used by the program meet all ADA requirements
  - Yearly assessment of accessibility and tools conducted by outside source
  - Staff will complete monthly equipment functionality checks
- Assessments
  - 75 percent of participants will complete at least two questionnaires\* per quarterly program
  - Staff members will discuss the validity of the program with three participants per session

# MODIFIED SPORTS

A unique twist to sports so that all people can play a game they love!



Racquet  
Rally

**Summer Season July 11—Sept. 15, 2017**

**Welcome to all ages 12 and up!**

**When: Tuesdays 6-7:30pm**

**Saturdays 10-11:30am**

**Location: Frances Anderson Center Gym**



Wheeled Basketball

## **Cost and Registration:\***

**Singles: \$5 per session; \$72 per season**

**Couples: \$8 per session; \$120 per season**

**Groups: \$10 per session; \$144 per season**

**\*More pricing available in the CRAZE**

**Recreation Guide**

**REGISTER online before July 1st @  
[edmondswa.gov/parks-recreation-departments](http://edmondswa.gov/parks-recreation-departments)**



Whammy Ball

For more information please call (425) 771-2303, or email [edmondspark@edmondswa.gov](mailto:edmondspark@edmondswa.gov)

## Participant Questionnaire

At the end of our program, our hope is to meet the goals of the program and the participants. The following questions will be asked of the participants, and we will also have an open discussion with staff and volunteers. We will then gauge our program on the basis of participation, levels of enjoyment, and community awareness.

**On a scale of 1 to 5, how accessible were the facilities, with 5 being very accessible and 1 being not accessible?**

1      2      3      4      5

**Which program(s) did you participate in (circle)?**

Whammy Ball              Racket Rally              Wheeled Basketball

**How many weeks did you participate in each program?**

Whammy Ball\_\_\_\_      Racket Rally\_\_\_\_              Wheeled Basketball\_\_\_\_

**How likely is it that you would recommend this program to friends?**

Not Likely      Possibly              Likely              Very Likely

**Is there anything you would like to see changed with this program?**

**Is there anything else you would like to share about the program?**

**Please check the box you feel most applicable to your experience with the program:**

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
It was easy to find information about the program						
It was easy to find information about the facilities						
It was clear who needed to be contacted about registration						
The hours of service were convenient						
The staff was helpful and knowledgeable						

## 5. NATURE KNOWLEDGE

By Megan McLeod Hibler, Courtney Morris, Tabitha Nieuwsma, Andrew McNamara, Ethan Metzger

### General Program Description

This program, titled “Nature Knowledge,” is designed to teach basic orienteering skills along with other basic outdoor skills, and is open to young families. This experiential-based program is based around collaboration between parents and guardians, child participants, and instructors. Inspiration was drawn from the Edmonds Health & Fitness Expo. Our program is designed as an expo type of event, with outdoor skills on display for the community. The target market is families, primarily with children between the ages of 5 and 12. This is a low cost experience as well, with a suggested fee of \$10 to participate. The program is consistent with the goals and principles of Let’s Move! and Playful City USA.

The expo will be held at Yost Park and City Park. Placed around the parks will be stations staffed by either local businesses and groups, or by volunteers proficient in various skills. Skills that may be taught range from basic compass and mapping, to local flora and natural history. There may also be knot-tying stations and opportunities to create nature crafts.

Each station will conclude with a reflection session, giving every participant opportunity to share what they learned, and to allow feedback for instructors to develop future curriculum that participants are interested in learning. After a one-day trial run, this program could potentially operate twice per year, providing an opportunity for families to continue developing outdoor skills.

### Program Objectives

- To learn basic outdoor and nature skills
- To learn more about the local flora (trees, shrubs, birds, etc.)
- To practice teamwork and collaboration skills

### Participant Description/Assessment

Nature Knowledge is open to both genders and all between the ages of 5 and 12. We’re especially looking for individuals who want to know more about wilderness skills, nature, and just love to be in the outdoors and being active. This age span is vital because a child’s thinking, emotions and body are starting to logically comprehend the world around them. These are where such things as concentration, memory, and attention-span functions become rational in the child’s brain as they learn more about their surroundings and self.

Parents or guardians and siblings are welcome to join this class as well, to learn and engage right along with their children. This can be a great program for those who want to build friendships and community, self-esteem through hands on learning, and broaden the overall individual skill set for the young ones, and the guardians, too! No skill level is required for this program. We want everyone to feel welcome to learn the basics, or to practice and develop skills they already have. If money is a barrier, there will be scholarships available, so please don’t let that aspect stop you.

The cost is proposed to be \$10 for each child. As we've mentioned, this age span is so important for those concrete awareness skills that a child will develop on their life continuum. We want to provide a fun, amiable, and family friendly atmosphere for each participant, and will try our best to provide that. We know how essential recreation is to physical and mental development, and want the City of Edmonds to help provide that option to the community. At the end of the program, we hope the goal or objective you set for yourself was fulfilled. We hope to see you there!

## **Pre- Program Task List**

The planning stage starts 6 months in advance

### Staffing

Parks and recreation environmental coordinator

2 city staff (Tammy and Todd)

5-8 seasonal staff

At least one volunteer that is trained in each wilderness skill station (Five total: nature walk, plant identification, knots, navigation, stargazing)

College student volunteers

### Promotion

3 months ahead of time

E-flyers and emails throughout the school district

Posters around town

### Facilities/Space Supplies/Equipment

Yost Park and City Park

Compasses for navigation

Rope for knot tying

### Registration

On-site the day of, or online ahead of time

### Program Design

One-day event, with five wilderness skill stations that kids and their families can browse and participate in for the day

### Risk Management

Each station will be led by a volunteer that is trained/certified in that wilderness skill area

Children must be accompanied by at least one parent or guardian

When registering on-site or online ahead of time, guardians will sign a liability waiver for child participants

## Budget

Cost of program materials		\$440
200 feet of manila rope*	\$100	
50 orienteering compasses*	\$180	
100 lanyards*	\$30	
Printed materials (publicity)	\$50	
Snacks	\$80	
Cost of staffing		\$484
2 lead instructors		
10 hours during program x \$11 x 2	\$220	
12 hours of planning/training x \$11 x 2	\$264	
Volunteers	\$0	
Total potential cost		\$924

Items such as tables and chairs can be borrowed from the community center. We will determine if more paid staff is needed, and the budget will be adjusted accordingly.

*\* These are items that can be obtained through donations from various outdoor agencies. For example, rope can potentially be donated by climbing gyms looking to get rid of retired rope. Rope and compasses are both one-time costs that will last for multiple outings.*

## Evaluation

Count of participants available after registration

Optional survey for participants to complete after event to see the benefits and areas to improve

## Schedule

All wilderness stations will be available for people to participate in during entire time of event

Families can participate in event for as long or short a time as they want

## **Program Timeline**

Our program is going to be a two-day camp designed to teach youth and their families about nature skills. It is scheduled from 10 a.m. until 3:30 p.m. on a consecutive Saturday and Sunday. Below is a general agenda for how the program would run and the activities that would be taught.

- Saturday timeline (9:45 a.m.-3:30 p.m.)
  - 9:45-10 a.m. – Check-in time
  - 10-11:15 a.m. – Learn about navigation and orienteering.
  - 11:15 a.m.-12:15 p.m. – Practice and implement skills that were just learned about navigation around Yost Park.
  - 12:15-1 p.m. – Lunch

- 1-2:15 p.m. – Learn about plant identification.
- 2:15-3:15 p.m. – Walk through the park and identify plants that were just taught. This is also paired with a nature walk while exploring the plants.
- 3:15-3:30 p.m. – Close and say goodbyes.
- Sunday timeline (9:45 a.m.-3:30 p.m.)
  - 9:45-10:00 a.m. – Check-in time.
  - 10-11:15 a.m. – Learn about knot tying and different types of knots.
  - 11:15 a.m.-12:15 p.m. – Applying and using the different knots first hand.
  - 12:15-1 p.m. – Lunch
  - 1-2:15 p.m. – Learn about constellations, planets, and how to identify stars.
  - 2:15-3:15 p.m. – Free time to hang out with friends, family, or ask questions about how else they can star gaze.
  - 3:15-3:30 p.m. – Close and say goodbyes.
- Staff responsibilities during program
  - The main focus for staff is to keep all participants safe, whether that be physically or mentally. Staff are responsible upholding that commitment and doing their best to ensure participants are not in harm during the program. The staff will also teach kids the given skill for that day and provide them the knowledge to later perform those skills.
- Brief description of activities and links to goals
  - Navigation-Teaching the children how to use a compass and navigate a given terrain based on certain coordinates, and how to use a map. They will then practice those skills in a scavenger hunt around the park. This can help develop positive social, physical, and intellectual health though individual skills as well as collaboratively.
  - Nature walk/plant identification- Give images of the types of plants in the area. Describe what they do for the environment, learn how they grow, what they look like, etc. Then go out in the park and practice identifying the plants that they just learned about. The children will have the opportunity to enhance and connect with the community around them, as well as with nature.
  - Knot tying- Looking at some of the different styles of knots and where and when they should be used. This allows the children to enhance cognitive skills and motor development through the learned outdoor skills.
  - Stargazing- Show the participants how to identify stars, planets, and constellations. They can hopefully practice this later with their loved ones, and teach them what they learned. By doing this they can intrinsically be motivated to learn and spend more time outdoors and in nature.
- Rationale for order/progression of activities given: Provided either in a separate section or in identified text-boxes
  - The first skill we're teaching is navigation because we believe this is a great foundation to build upon. Participants can learn about different travel patterns and how to guide and direct oneself, thereby building self-confidence and self-reliance. Whether they can get to a destination or to safety, it's going to make the participants feel composed because this was the first skill they learned. Next, we want to get the kids out in the park and moving around, practicing the navigation skills, and looking at all the different types of plants. This may help them become aware of their environment and be knowledgeable about it. The next day we want to teach another nature skill that is a little more challenging and

not a very common activity. Knot tying takes some patience and some thinking, so by this time the participant's minds would really be working. We thought the final activity of stargazing would be a fun and relaxed activity and atmosphere to finish the entire program. Participants would have a well-rounded skill set and could practice those skills during day or night. The rationale for the program was to start with how to get to somewhere (i.e., general navigation), then to get involved with nature and use the skills learned, and then finish with looking toward the stars.

## Supplies and Equipment

The following list contains all supplies and equipment needed to run the proposed program.

- 50 orienteering compasses
- 50 maps of Yost Park
- 50 plant identification packets, focused on species in the area
- 100 two-foot sections of 0.5-inch thick manila rope
- 50 knot packets
  - Containing all knots covered in the program, along with other important ones
- 50 stargazing packets
  - Containing different constellations, planets, and how to identify them
- Two pop-up tents for rain cover
- Four foldout tables and eight foldout chairs for check-in space
- 100 lanyards with program badges for identifying participants and volunteers
- Snacks
  - Assorted fruits (bananas, apples, oranges, etc.)
  - Granola bars

## Facilities and Space

Day one, Yost Park. Check-in outside the pool facility at tables set up for the event.

### Parking

- All parking within the established park, close to the check-in area

### Amenities

- Picnic area
- Accessible Restrooms
- Miles of trails
- Pool
- Playground
- Tennis court
- Basketball court
- Wildlife

### Location

- 9535 Bowdoin Way, Edmonds, WA 98020
- Directions from I-5 north or I-5 south: Exit 179. Head west on 220th St. SW. Turn right onto 96th Ave W. The park is straight ahead on Bowdoin Way.

### Accessibility

- All parking, check-in area, restrooms and playground are accessible.
- Trails are moderately accessible, but could pose problematic for mobility limitations.

### Ownership and management

- Yost Park is owned and maintained by the City of Edmonds parks and recreation department.

### Reserving, securing, and utilizing the space

- The park is open to the public year round, and cannot be exclusively reserved according to the Edmonds website. However, contacting the parks and recreation department via the “Rental Facilities” portal on the park's website could potentially result in specially arranged circumstances to accommodate the needs of the program.

Day two, City Park. Check-in will take place outside the picnic shelters.

### Parking

- Street parking as well as parking lot behind the picnic shelters and play area.

### Amenities

- Picnic area
- Accessible restrooms
- Small network of trails
- Bus stop
- Soccer fields
- Playground and water area
- Horseshoe pit

### Location

- 600 3rd Ave S., Edmonds, WA 98020
- Directions from I-5 north and I-5 south: Exit 177 toward Edmonds. Follow state Route 104 W., and merge onto WA-104 W/NE 205th St. Slight right onto Edmonds Way/State 104 west. Keep right and follow signs for the Kingston Ferry. Turn right onto Pine Street, then turn left onto 3rd Avenue South. The park will be on left.

### Accessibility

- Accessible trails and pathways that lead to all necessary areas utilized by the program.

### Ownership and Management

- Owned and maintained by the City of Edmonds parks and recreation department.

### Reserving, securing, and utilizing the space

- The park can be reserved through the Edmonds parks and recreation department website
- URL to reservation page: <http://www.edmondswa.gov/parks-recreation-departments/rental-facilities.html>

## Safety/ Risk Considerations

- Staffing (qualifications/certifications, training, experience)
  - Manager, outdoor leaders
  - Job titles: camp manager, outdoor leaders/camp counselors
  - Staff (See staffing section for specific detail)
  - Certifications: First Aid Certified, Wilderness First Aid
  - Background: background checks, previous experience, previous employment
- Insurance
  - Covered under Edmonds' parks and recreation department
- Waiver/release forms
  - Hold Harmless Agreement
    - Signed by parent/legal guardian attending program
      - One on behalf of child participant(s)
      - One for adult participant
- Medical forms
  - Parent/guardian attending name and phone number
  - Emergency contact (other than parent/guardian participating in program)
  - Primary care doctor name and contact
  - CPR consent form
  - Record allergies
- Assessment Process
  - Camp Program Quality Assessment (C-PQA) - an observational tool
- Facilities and spaces (inspected and appropriate for participants)
  - Yost Park and Edmonds City Park
- First aid station for scrapes, bruises, scratches, bites, stings, illness, etc.
- Lost child/parent area for families who become separated
- Employees/volunteers will be in immediate contact in case of kids running away, participants becoming dangerous individually or to the group, or if an emergency message needs to be relayed to the entire group.

## Staff Requirements

- Job titles: Program Recreation Manager/city staff, Outdoor Instructors, Volunteers
- Staff: Two lead instructors with required qualifications of experience working with children, outdoor leadership skills, and preferred skills for activities, who could also possibly speak a second language. These instructors would help participants develop and execute a variety of skills, and provide operational oversight to meet the needs of the participants in coordination with the total outdoor program. The leaders would demonstrate and teach knot tying, plant identification with a nature walk, navigation, and stargazing. After teaching the class they will let participants utilize the learned skills in an activity. The staff should be able to maintain a physically and emotionally safe environment for all participants, as well as be certified in CPR/First Aid or Wilderness First Aid (strongly preferred).

Two volunteers to help with setup, snacks, engaging group, and helping direct participants. They should greet customers professionally, identify their needs and assist them with their requests. It is preferred they have experience working with groups and leading, as well as outdoor experience. Volunteers can be found at local colleges or may be previous parks and recreation volunteers.

There may also be a couple of part time volunteers to help with marketing and advertising. They would hang posters around Edmonds and find opportunities to pass out flyers to promote the outdoor program.

Since the instructors will be working with children, they will require background checks, along with previous experience and employment information.

- Staff training purpose: To train for activities if they do not have the proper skills. The purpose of skill training is to create a motivated, skilled and effective leader through which organizational goals are achieved.
- Content and duration: On Saturday the outdoor leaders will need to be there from 9:45 a.m.-3:30 p.m. to teach navigation and orienteering, as well as on Sunday from 9:45 a.m.-3:30 p.m. to teach knot tying and constellation, planet, and star identification. Volunteers will be there the same hours as instructors to help with program events.
- Staff use of assessment information before, during, and after program
  - Obtain information about what the participants have and have not learned throughout the day to help improve what is taught, as well as guide the outdoor leaders to make updated decisions about how to lead the group going forward.
  - Apply the gathered information after the program to improve the organization and implementation of the course. This will help us know what to work on, as well as what needs to change or improve.
- Staff supervision during program: Edmonds park and recreation employees can check in with the program to make sure everything is going smoothly.
- Evaluation of staff: City staff or a program manager will help gather information about the course, its participants, and leaders. This will help them adjust anything that needs improvement and hear feedback on the outdoor leader's performance. This will provide a framework for communication regarding expectations, performance, and goal achievements.

## Publicity Plan

- We hope to get involved in the school system and the community by posting flyers. We would give schools the flyers so that teachers could send them home with students to give to their parents. We could also put them up in the school office on bulletin boards so parents could see them there as well. Flyers could also be posted in any popular community area visited by young families and youth. There would also be a web page on the Edmonds parks and recreation website that would give participants a link to the description of our program.
- For summer publicity, volunteers can hang posters in local parks, which would reach the young family population, as well as hand out fliers at community centers. We could also utilize Facebook and create a page linked to Edmonds' parks and recreation website to promote our outdoor skills day. We should also utilize word of mouth, local newspapers, and share information with friends and families we are in contact with.

## Program Pricing

We will run the program at a cost of \$10 per participant, excluding parents who can enter free of charge. The number of participants will be capped at 30 per day. Assuming the program reaches 30 participants each day, program revenue should be \$600. The \$600 is not enough to recover costs, but if the rope, compasses, and possibly lanyards are donated (\$310), the budget drops from **\$924** to **\$614**. Considering these one time costs, the program would become much cheaper to run multiple times. With donations for snacks or potential grant funding, the overall costs would be recovered.

## Evaluation Plan

Evaluations will be voluntary and will be available in physical form right after the program ends. Evaluations may also be sent out in emails to parents after the program is finished. The evaluations will be a mixture of short answers and statements rated using a Likert scale.

### **Please rate your experience based on the following statements.**

1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. My overall experience was positive.                 | 1 | 2 | 3 | 4 | 5 |
| 2. This program helped me develop outdoor skills.      | 1 | 2 | 3 | 4 | 5 |
| 3. Teamwork was an important part of my experience.    | 1 | 2 | 3 | 4 | 5 |
| 4. I enjoyed the location of this program.             | 1 | 2 | 3 | 4 | 5 |
| 5. I will spend more time outdoors after this program. | 1 | 2 | 3 | 4 | 5 |
| 6. I would participate in a program like this again.   | 1 | 2 | 3 | 4 | 5 |
| 7. I would recommend this program to a friend.         | 1 | 2 | 3 | 4 | 5 |

### **Short Answer**

What were your expectations going into this program?

How will you use the skills you learned in the future?

What additional skills would you like to learn?

Any additional comments?

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## 6. BRINGING UNDERSTANDING OF THE OUTDOORS TO YOUTH

### **Agency Description:**

The Department of Parks, Recreation and Cultural Services Department, serves as the community's key resource for providing parks, open space, recreation programs, and cultural arts for the enjoyment of Edmonds citizens and visitors to the community

### **City of Edmonds Mission Statement:**

We place service above self, with an unwavering and unbiased commitment to public safety, improving the quality of life for our community.

### **Goals/ Objectives:**

The City of Edmonds strives to offer the opportunity to all Edmonds citizens to stay active, get involved, play and have fun, and engage with the community.

### **PROS System Concept**

- Expand and connect recreation opportunities
- Capitalize on the unique identity of Edmonds
- Look forward to the future of Edmonds
- Steward and activate key community assets

### **Let's Move Campaign:**

"Initiate and coordinate activities that encourage healthy living and well being."

[www.letsmove.obamawhitehouse.archives.gov/community-leaders](http://www.letsmove.obamawhitehouse.archives.gov/community-leaders)

### **Playful City USA:**

Playful City USA is a recognition program honoring cities and towns that ensure that kids in their communities, particularly kids from low-income families, get that balanced and active play they need to thrive.

[https://kaboom.org/playability/playful\\_city\\_usa](https://kaboom.org/playability/playful_city_usa)

### **Services Offered:**

- Sports for adult and youth
- Flower Program
- Discovery Programs
- Aquatics
- Fitness Room
- Open Gym
- Frances Anderson Center- home to a professional ballet school, Montessori school, pottery school, day care, youth club and art museum.

### **General Program Description:**

### **Activity/Event:**

- Teaching youth how to use navigation equipment, basic first aid, backpacking methods, and Leave No Trace Principles

- Take youth on short hikes to practice the learned skills

**Specific Target Market:**

Our specific target market includes children ages 8-11. This is a very important stage in a child's life, and the skills learned through B.U.O.Y will give them the tools they need in order to spend more time outdoors. Our group feels like there is a need for this population to be served within the Edmonds community therefore our program can provide the tools and knowledge that this population needs in order to get outside and exercise. Additionally, we will be providing the participants with healthy snacks. This combination of exercise and healthy food directly relates to the Let's Move! campaign.

**Purpose:**

To inspire youth to get outside by providing them with the knowledge and confidence to utilize specific equipment and work together to increase their desire to explore the outdoors.

**Goals:**

- Build community.
- Build sense of place.
- Increase knowledge of outdoor equipment.
- Build confidence and increase opportunities to spend time outdoors.
- Motivate youth to participate in the just move campaign.

**Benefits:**

- Increased confidence in outdoor skills.
- An introduction to basic outdoor skills such as compass use, reading tides, basic first aid, knowledge of necessary equipment, and Leave No Trace Principles.

**Objectives:**

- Create an interactive and engaging outdoor experience for participants

**Indicators:**

- Today's youth are spending 6 or more hours per day in front of screens, statistic is quickly rising

**Estimated Dates:**

- July 1st and 2nd
  - Saturday and Sunday
- August 5th and 6th
  - Saturday and Sunday

**Duration:**

- 9 AM- 2 PM Saturday and Sunday

**Costs:**

- \$30 cost per participant. This will cover all supplies needed as well as staffing

- If the cap of the program is met, The City of Edmonds will make a small profit. The more volunteers and partnerships we get, the greater the profit margin

**Services Offered:**

- Educational sessions (3 sessions: First aid, navigation, equipment)
- Snacks
- Hike
- Leave No Trace principles

**Participant Description:**

We will be serving the elementary youth of Edmonds (ages 8-11). We want our program to be Inclusive so marketing our program to all socioeconomic statuses in the city of Edmonds is crucial. To make our program more inclusive, we will make it affordable for all. Money will not hinder the opportunity to participate in this program if a participant is unable to pay. We also want to be Inclusive of all abilities and skill levels.

Accommodations regarding disability will be provided if necessary. Programing will also be tailored to the developmental needs and skills of elementary aged children. This entails being mindful of where children in this age range are at cognitively, physically, and socially. Participants are in Erickson’s Industry vs Inferiority Psychosocial Stage of Development. They are gaining competency through the support of adult figures in their life and expressing inferiority if they do not feel supported by their educators. This is important to consider while working with our participants to better understand how they are learning, comprehending, and reacting during our program.

[www.simplypsychology.org/Erik-Erikson.html](http://www.simplypsychology.org/Erik-Erikson.html)

**Pre-program task list**

**Facilities:**

- Participants will need their own form of transportation to get dropped off at Yost Park, where the entire program will take place
- Check any laws, policies and regulations for the parks that may affect our program.
- Yost Park is open to the public and therefore does not have to be reserved. If reservations are required for covered areas, the City of Edmonds Rentals Office is located at the Frances Anderson Center, 700 Main Street Edmonds, WA 98020

**Potential Funding Sources:**

- Outdoor Instructors/ Educators
- Scholarships

**Community Partners to Contact:**

- YMCA
  - Address: 19290 Aurora Ave N, Shoreline, WA 98133
  - Phone: (206) 363-0446

- We will be looking for the YMCA to provide supplies to borrow such as outdoor equipment, basketballs and tennis rackets (for free time). We can also post an ad or let their employees know that we are seeking volunteers to assist with our program
- Boy Scouts
  - Address: 21405 82nd Pl W, Edmonds, WA 98026
  - Email: [Troop300wa@gmail.com](mailto:Troop300wa@gmail.com)
  - We will be in contact with the Boy Scouts about borrowing specific outdoor equipment. The Boy Scouts might also have compasses, maps, and tide books that we could seek out.
- Girl Scouts
  - Address: 601 Valley St, Seattle, WA 98109
  - Phone: (800) 541-9852
  - This resource will be beneficial because they have equipment that they could provide such as compasses and first aid kits. Girl Scouts works with the community, so they may be more inclined to help.
- REI
  - Address: 3000 184th St SW Ste 952 Lynnwood, WA 98037
  - Phone: (425) 640-6200
  - Address: 222 Yale Ave N Seattle, WA 98109
  - Phone: (206) 223-1944
  -
- Edmonds Community College
  - Address: 20000 68th Ave W, Lynnwood, WA 98036
  - Phone: (425) 640-1459
  - We will seek out volunteers through the community college.

## Facilities and Space



As our program has a cap of 30 participants, the extensive size of Yost Park is a perfect fit for our program. Yost Park holds over a mile of trails, and spreads over 48 acres of the city. There is a parking lot near the covered area of the park, where the initial meet up/registration/check-in for participants will occur. This will make it easy for parents to figure out where they are going and get their child signed in in a very organized and efficient manner. There is also a pool right beside the covered area, making this a very obvious place to meet and hold the introduction for the program, even though we won't be utilizing the pool. There are also bathrooms right beside the covered area, so if children need to use the bathroom before the program starts or throughout it, it will be very central to the facilities we will be using. There are also water fountains, which will be perfect for the participants to stay hydrated throughout the program. As for accessibility of the park, the covered area of Yost Park has easy access to the parking lots because the curbs dip down to allow access for people in wheelchairs, walkers, or other mobility issues, making this a program that is inclusive to all abilities. There are a multitude of trails that go throughout the park, and some of them can get pretty steep. If mobility were an issue for participants, those trails would not be an essential part of our program or have to be used. There is also a children's playground, a tennis court, and a basketball court. These areas could be used during breaks from the program or during lunch, for the children to be able to have a sense of autonomy in an organized free time.

The park is located at 9535 Bowdoin Way, Edmonds, Washington and is managed and maintained by the City of Edmonds.

This park is managed by the City of Edmonds, and this program is through City of Edmonds Parks and Rec. Since we will be using the public land, we don't believe that a reservation will be necessary, as we plan on sharing this land with the public users of the park as well. If a rental is needed for the covered areas, the procedures for reserving the space and resources that we need for this park can be done internally through the City of Edmonds at the Rentals Office at the Frances Anderson Center, 700 Main Street Edmonds, WA 98020.

One concern about this park is that it has very few trail signs, so a map is absolutely essential. This is where the staff-to-participant ratio becomes crucial, because if a child were to wander off, there is a higher risk of getting lost. Some surfaces are a bit rocky and if someone used a walker or wheelchair, it might be nearly impossible to navigate. This is definitely something to consider if there are participants that sign up who have a disability. Yost Park is unique in that it also contains a lot of natural vegetation and wildlife. It will be crucial that Leave No Trace principles and outdoor ethics are used very carefully so that we aren't disrupting all of the natural features of this park or disturbing wildlife in any way. The park will also be used by the public at the same time, so the staff-to-participant ratio will ensure that all children are being treated with respect from the public, and vice versa.

### **Risk Management**

#### **Playgrounds (Yost Park)**

Yost Park has a playground off to the side of the park. In order for campers to play on the structure safely we must:

- Scour the playground for glass and other hazards
- Check equipment prior to use and do not use wet equipment
- Make sure the play area can safely accommodate the number of children
- Supervision will be the responsibility of the volunteers.

#### **Food**

- We will be providing snacks such as apples, oranges, and carrots and ask that the campers bring their own lunch to both days of the camp.
- We will bring coolers to keep the vegetables and fruit at a cool temperature.
- We will have the campers indicate if they have any food allergies on the application prior to the program.

### **On-site swimming Facilities (Yost Park)**

We will not be using the pool located at Yost Park. However, we will still make sure it is monitored and ensure that no child gets in. We will do this by:

- Making sure the pool is locked or monitored

### **Fire Safety**

Because we will be practicing how to make fires it is important we have a plan in case it goes amiss. To ensure safety, our staff will have a protocol to follow if a problem were to occur. At the sight of big flames, smell of smoke or other notification that there is a problem with the fire, someone will yell FIRE and then we will proceed with the evacuation plan.

Then we will:

- Notify the fire department
- Evacuate the area. This includes:
  - Head Count
  - Maintain proper order
  - Exit towards the nearest parking lot, hold hands with your buddy, and get far away from the fire.
  - Once evacuated, determine that all are accounted for again.
  - Report the fire to the department of health

### **Supervision and Activity Safety**

- Rules and Safety Meeting
  - This will be held for the staff before the program
  - This will also be conducted for the campers at the beginning of the program.
  - Staff will be up to date on CPR and First Aid training prior to this meeting.
- Daily Attendance and Dismissal
  - Designate a staff member to take attendance.
  - Have parent or guardian indicate on application for program how they will be dropped off and picked up.
  - See this through by reading off names before they leave.
- Check-ins
  - To see if the staff is caring for the children and looking out for their overall well-being while attending the camp.

- Discipline Guideline
  - Correcting unacceptable behavior...all campers will know the rules and what is considered unacceptable at the beginning of the day 1.
  - Some Rules:
    - Bring clothing appropriate for the weather.
    - Bring Lunch for both days.
    - Use the buddy system.
    - Be friendly always.
  - No unacceptable discipline practices such as neglect, frightening methods of discipline, etc.
  - When a discipline problem needs additional support, we refer to the chain of command.
- Provide Adequate Supervision
  - Each camper is protected from any risk to their health or safety.
  - Each camper will be accounted for at all times.
  - Volunteers will be the supervision

### **Other Concerns:**

One's concern about this park is that it has very few trail signs, so a map is absolutely essential. This is where the staff-to-participant ratio becomes crucial, because of the fact that if a child were to wander off, there is a higher risk of getting lost. Some surfaces are a bit rocky and if someone used a walker or wheelchair, it might be nearly impossible to navigate. This is definitely something to consider if there are participants that sign up who have a disability. Yost Park is unique in the fact that it also contains a lot of natural vegetation and wildlife. It will be crucial that Leave No Trace principles and outdoor ethics are used very carefully so that we aren't disrupting all of the natural features of this park or disturbing wildlife in any way. The park will also be used by the public at the same time, so the staff-to-participant ratio will ensure that all children are being treated with respect from the public, and vice versa.

### **Publicity Plan**

We would promote our program through placing it in the spring seasonal pamphlet, and putting it on the Parks and Recreation website. We would also print paper fliers to send home with the youth through elementary schools along with hanging them in coffee shops and in showcases in downtown Edmonds.

### **Budget/ Program Pricing**

- **Supplies:**
- First aid kits for kids: (contains simple bandages used for Hurry Cases activity) possibly donated from partnerships (REI, YMCA, Boy Scouts) if not available (purchased online) \$1.03 each may add to **\$30.00**

- Index cards, pens, poster boards presentation supplies: (Walmart) possibly donated from partnerships if not around **\$15.00**
- Name tags:(Walmart) roll of 100 totaling to **\$4.99**
- Food costs: 3 bags of carrots total= \$7.02, Apples one 5 pound bag of apples= \$6.99, Oranges one 3 pound bag= \$3.98 (all purchased at Walmart) Total= **\$17.99**
- Compasses: (Walmart) if not donated from partnerships \$2.59 each, for 30= **\$77.70**
- Tide books: available free at ferry terminals
- Possible total for supplies/equipment=**\$143.00**
- **Employees:**
- All three main instructors will be paid \$11.00 an hour for a total of 20 hours totaling to paying \$220 for each instructor and for all three employees total of **\$660**
- **Potential total costs: \$803.00.**
- **Participant Fees:**
- Each participant will pay **\$30.00** that will cover all supplies and employee costs of \$803.00. Need a minimum of 30 participants to pay for all costs.

Total Supply Cost	Number of Participants	Cost per Participant	Program Cost	Profit per Participant	Total Revenue
\$803	30	\$26.77	\$30	\$3.23	\$96.90 (Minimum revenue, dependent on donors)

### Evaluation Plan

In order to evaluate the quality of our program, we will gather information from our participants by having their guardians participate in multiple surveys. The first survey will collect information regarding the program experience itself; did the children enjoy their camp experience? Did they meet new friends? Did they learn something new? The ultimate goal of our first survey is to assess the quality of our program and whether or not the kids enjoyed themselves. At the end of the day, the child's experience (and whether or not they enjoyed it), is the most important result. Our program is designed to be educational, however we don't want to make the children feel like they're in a classroom setting.

The second survey is designed to tell us whether or not our overarching goal was met. The main purpose of our program is to get children off the couch, away from technology, and into an outdoor setting. Our group believes that if a child is in an outdoor environment, their mental, physical, and emotional health will benefit. There are hundreds of studies that have been conducted, in regards to the health benefits associated with children playing and learning, in an outdoor setting. The results obtained from our second survey will tell us whether or not our overarching goal was met. Unlike the first survey, the second survey will be sent a couple months after the conclusion of our program. Some questions that might be asked on the second survey might look something like this:

- Do you believe that your child has a deeper connection with the outdoors after participating in the BUOY program?
- Do you feel that your child has spent more time in an outdoor setting after participating in the BUOY program?
- Has your child demonstrated knowledge about the outdoors that was not present prior to participating in the BUOY program?

Although the ultimate goal of our program is to get kids playing, learning, and spending more time outdoors, our group also believes that if a child displays a stronger emotional connection to the outdoors after completing our program, that is a strong indicator of success. So even if a child is spending the same amount of time outside as they were prior to completing our program, that child could still have a greater emotional connection to the outdoors, displaying interest that did not previously exist. Overall, our programs could be beneficial in ways that cannot be answered in a questionnaire-based survey. However the ‘success’ of our program has to be measured and we believe that a survey will be the most effective way of measuring the quality of our program.

B.O.U.Y. Schedule

	Day 1		Day 2
8:50 AM-9:10 AM	Arrival/ Check in	8:50 AM-9:10 AM	Arrival/ Check in
9:10 AM-10:00 AM	Ice Breakers/ Snacks/ Break into groups	9:10 AM-10:00 AM	Ice Breakers/ Snacks
10:00 AM-11:00 AM	Educational sessions	10:00 AM-11:00 AM	Intro to LNT
11:00 AM-11:30 AM	Lunch	11:00 AM-11:30 AM	Lunch
11:30 AM-12:00 PM	Playground/ Free time	11:30 AM-12:00 PM	Playground/ Free time

12:00 PM- 12:45 PM	Educational sessions	12:00 PM- 1:00 PM	Nature walk/ Implement skills learned
12:45 PM- 1:00 PM	Playground/ Free time	1:00 PM- 1:30 PM	Free time/ Organized game
1:00 PM- 1:45 PM	Educational sessions	1:30 PM- 2:00 PM	Reflection/ Debrief
1:45 PM- 2:00 PM	Reflection/ Debrief	2:00 PM	Dismissal
2:00 PM	Dismissal		

## B.O.U.Y

### Bringing Understanding of the Outdoors to Youth

#### A Guide to Implementing this Program

##### Arrival/Check In

- Parent/guardian will need to show identification and sign in their child
- If parent/guardian who is picking the participant up is different than the parent/guardian dropping off, we will need a written note or signature saying that they authorize the other person to pick up their child. Without this, we will not release the child to anyone else at the end of the program.
- Safety forms
  - Emergency contacts
  - Allergies
  - Epi-pens/Inhalers/Medication drop off
  - Parental Consent/Release and Waiver of Liability

##### Attendance

- Tell participants to try to arrange themselves in a line, alphabetically from A-Z, by last name. This will give them a chance to begin mingling and learning a little bit about one another.
- Using the list of checked in participants, go down the line to make sure each participant is accounted for

##### Ice Breakers

##### Breaking up into 3 groups of 10

- First Aid/Safety
  - Will cover the following:*
    - Knowing when the tide comes in and out.
    - Buddy system.

- Always wear/pack appropriate gear for the Weather.
- Report injuries right away.
- Knowledge of basic first-aid supplies.
- Navigation
  - Will cover the following:*
  - Compass use and practice
  - Tide table booklet (how to read, understanding the basics of reading tides)
- Equipment
  - Will cover the following:*
  - How to pack a backpack
  - Setting up a tent
  - Outdoor cooking gear and camp stoves
  - Water filtration systems

#### Lunch

- Participants provide their own lunch.
- Lunch will take place under the covered area at the park.
- Staff should spread themselves out throughout the lunch period, making sure that each child is eating their packed lunch. Staff are also expected to encourage the children to stay hydrated and use the water fountains at the facilities.

#### Playground/Free time

- Yost park offers a variety of areas for free play, including open spaces, covered areas with tables, a playground, basketball court, and tennis court. These areas will be able to be used for our organized free play.
- It will be important that staff space themselves out throughout this process and are mindful of maintaining a 10:1 ratio of participants to staff when it comes to supervising during this time.

#### Day 1 - Reflection/Debrief

- *Rose, bud, thorn.* Each participant goes around and says their rose, bud, and thorn for the day. This can be done as a whole class or in 3 groups of 10.
  - Rose - Their favorite part of the day
  - Bud - Something that they learned today or something that has sparked their interest for the day
  - Thorn - A challenge for them for the day

#### Dismissal

- As mentioned before, the person who signed the child in must be the person to sign the child out, as well as show identification upon pick-up as well.
- If a parent has otherwise sent a note saying that a different parent or guardian has permission to pick them up, the new parent or adult must show identification as well.

## Intro to LNT

- Go over Leave No Trace Principles
  - Know before you go
  - Choose the right path
  - Pack out your trash
  - Leave what you find
  - Be respectful of wildlife
  - Be kind to other visitors

## Nature Walk/Implement Skills Learned

- Split into two groups. One group will walk down the Sword Fern Trail, the other will walk down the Songbird Trail. Make sure that there is staff at the front, back, and middle of the pack of participants traveling down the trail. Children need to stay on the marked trails at all times.
- Staff members will need to be doing headcounts at all times, especially when the group is on the trail.
- Listen for birds/other wildlife. Be mindful of the LNT principles while doing so.
- Look at plants and have the participants draw pictures of their favorite plants, rather than taking them out of the forest.
- Identify Western red cedar trees, red alder trees, big-leaf maple trees, and western hemlock trees.
- Locate huckleberry, salmonberry, ferns, moss, lichen, and fungi, as well as nurse logs.
- If at all possible, locate tracks from mountain beaver, opossum, raccoon, or shrew mole. Show children what all of these tracks look like on a handout and they can walk around with this to see if they can identify.
- Throughout the walk, discuss the types of birds, trees, plants, and animals found throughout Yost Park, although it won't be possible to see all of them during this time.
- During the walk, have scenarios that relate to safety, backpacking, and navigation.
- Give all participants a map and a compass so they can follow along on their own papers as the group walks.

## Day 2 - Reflection/Debrief

- Walk around and pick something from the woods that reminds you about something we did or learned today, or something that you think resembles your mood. Let students walk around for 5 minutes and be ready to share with the group what they find and think can relate to this prompt.

## Focus Group example

### First aid session

With first identifying what our participants should avoid in certain situations in terms of safety we will begin to develop their overall understanding of how to apply first aid skills in a fun and interactive way.

Program Timeline/Outline/Sequence Sheet

Timeline:

- Intro to first aid/warm up activity 5 minutes
- Short overview on what environments to avoid in the outdoors/ discussion 5 minutes
- Description and presentation of first aid accident (who to contact when accident does occur, role play scenarios and hurry cases) Hurry Cases: Have participants act out scenarios and how to properly bandage and respond to accidents. 10 minutes

Supplies and Equipment:

- First aid kits for kids: possibly donated from partnerships (REI, YMCA, Boy Scouts) if not available \$1.03 each may add to \$30.00 total, contains simple bandages used for Hurry Cases activity.
- Possible index cards, poster boards presentation supplies: possibly donated from partnerships if not around \$15.00

Facilities and Space

- Yost park
- In a safe comfortable place in the park in which participants can remain focused and interested in presentation and activities
- Yost park is owned by the City of Edmonds and would be reserved through the city
- If weather does affect program (rain: multiple covered areas picnic tables, heat: move activities to shaded covered areas)

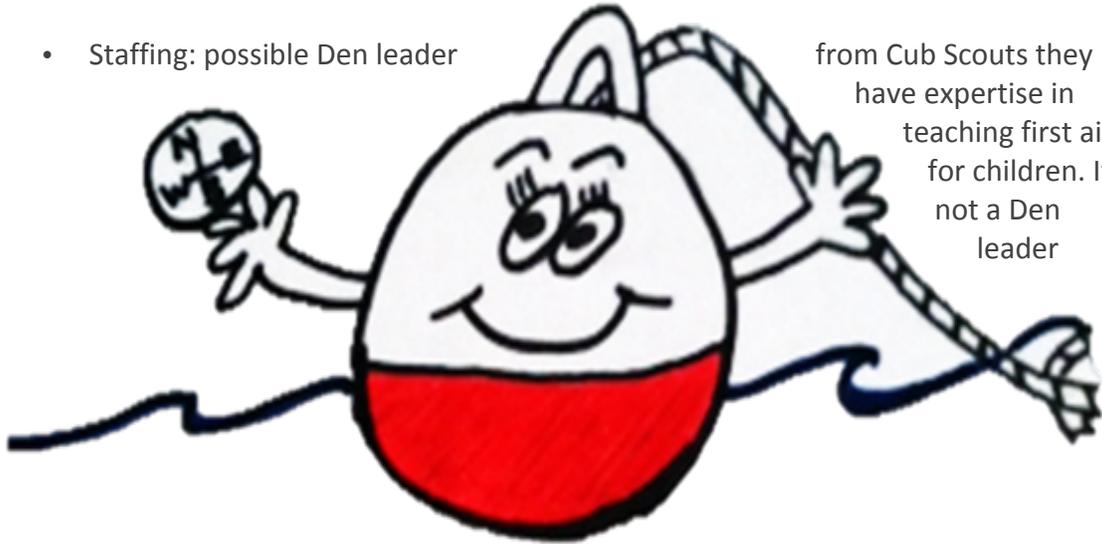
Safety/Risk Considerations

- With having a possibly emotional subject of accidents and first aid situations we will allow participants to opt out of activities if they don't feel comfortable.
- Safety precautions: Remind participants not to interact with strangers who may be at the park, keep group close and in one cohesive group, keep participants away from high areas/ climbing picnic tables, climbing trees etc.
- Keep medication out of reach of participants, have leaders completely aware of each participant's dietary needs/ medication. (Dietary needs/medications survey)

# B.U.O.Y

## Bringing Understanding of the Outdoors to Youth

- Staffing: possible Den leader



from Cub Scouts they have expertise in teaching first aid for children. If not a Den leader

## Refuse to Sink

For: Ages 8-11

When: July 1<sup>st</sup> - 2<sup>nd</sup>

Where: Yost Park

Cost: \$30 per child

Register at [www.reczone.org](http://www.reczone.org)

## Learn New Skills!

Reading a Map and Tide Book

First Aid and Safety Procedures

Necessary Equipment and Backpacking Etiquette

Leave No Trace Principles

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By Brian Quinn, Ethan Rowe, Keith Rumburg, Nathan Rupalaugh

## **Program Description**

Building Play is a program that engages children between fourth and sixth grade, with science, technology, engineering, and math (STEM) based projects over a five-day summer session, spanning from July 10-14. Participants will enjoy the wonders of STEM through hands-on learning projects, building rockets, hovercrafts, and more. During the week-long program, participants will have the opportunity to empower themselves through peer-to-peer leadership, learning how to support each other to achieve goals creatively.

## Program Goals

Our goal is to combine science-based recreation with active play to create a physically and mentally stimulating learn-by-doing curriculum that excites, engages, and enriches the lives of local youth.

We also hope to:

- Increase community development
- Create social capital
- Engage kids in STEM-based activities
- Provide opportunity for physically active play
- Have fun!

## Participation Guidelines

Our participants are expected, at a minimum, to collaborate in working with basic building materials, construct catapults made from toothpicks, construct a terrarium, build a rocket, assemble a cardboard arcade, build an air-powered car, make a paper airplane, create slime, make bubbles using glycerin and light corn syrup, and build a mini hovercraft.

In order to accomplish these tasks effectively as a team, participants must meet our participation guidelines, which are as follows:

1. Always strive for excellence
2. Respect themselves and others
3. Abide by all the rules and regulations put in place by the counselors
4. The City of Edmonds does not provide health or accident insurance. All individuals participate at their own risk.
5. Verbally abusive behavior, including angry or vulgar language, swearing, name-calling, and shouting, is not allowed.
6. Harassment or intimidation toward others by words, gestures, body language, or any type of menacing behavior is not allowed.
7. Physical contact with another person in an angry, aggressive, or threatening way is not allowed.

### Facilities

- Recreation center gym: Reserve gym space ahead of time.
- Recreation center classroom: Reserve classroom space ahead of time, preferably a class with a window.
- Outside field space: For risk management, beware of inclement weather and don't allow kids to climb trees.

### Target Markets/Participants

Our target demographics are all kids going into fourth, fifth, or sixth grade, who want to learn about science while being active with their peers. Our program is open to all kids of these ages so long as they are able to uphold our participation guidelines. We will target participants with e-fliers and group emails in community centers and the local school district. Minimum 12 participants, maximum 30 participants.

Our participants fall within Stage 4 of Erik Erikson's "Stages of Psychosocial Development." In this stage, kids leave the home and begin school. Teachers take an important role in the child's life as they teach specific skills. Kids gain self-esteem. Their peer group provides approval for their actions, and if encouraged, kids feel industrious and confident in achieving their goals. If NOT encouraged by parents, teachers, or peers, the child feels inferior. Therefore, success leads to competence, and Stage 4 kids need unconditional love and encouragement. By completing projects in which they are challenged and can collaborate with peers, children will feel a sense of pride and achievement. Our participants will also learn skills involved in STEM.

### Funding Sources

- Admission fees (\$200)
- Donations for supplies from parents and local companies
- Possible scholarship opportunities

### Community Partners

We will rely on local businesses to donate supplies

Staffing Resources

- A hiring preference for STEM-inclined facilitators.
- Fire department for equipment
- Local businesses for recyclable building materials

Pre-Program Task List

- Make sure staff are trained and hired
  - Staff must have First aid/CPR
  - Food Handlers Certification
- Ensure sufficient enrollment
  - A minimum of 12 kids must be signed up for program to begin.
- Budget equipment based on number of kids
- Ensure with community center that space is available
  - Scheduling
- Get all liability and medical paperwork
  - Allergies
  - Medical history
  - Emergency contact
  - Liability waivers
- Create expectations for parents and kids
- Prepare emergency and medical bag
  - EpiPen
  - E13
- Train employees
  - Child abuse policy
  - Background check
  - Sexual harassment policy

March 1	3 months before	1 month before	2 weeks before
Individual plans for activities must be finished	Any potential staff hired, and their training must be completed or scheduled.	Minimum participants for camp must be reached.	All required materials for activities.
Overall schedule for camp must be finished		Send out paperwork to all participants.	All staff must have required trainings finished.
Itemized budget			Begin collecting paperwork from parents.

## STEM Activities Each Day

Monday	#1, egg drop, (find ways to drop eggs from a safe height, teaches physics) #2, catapults made from popsicle sticks (create and test catapults, which teaches physics)
Tuesday	#1, terrarium, (create miniature environments, which teaches about the environment) #2, rocket building (make rockets out of soda and Mentos, which teaches chemistry)
Wednesday	#1, cardboard arcade, (make cardboard arcade and carnival games, which allows creativity) #2, air-powered car, (make cars with balloon engines, which teaches engineering)
Thursday	#1, best paper airplane, (make the best airplane out of paper, which teaches engineering) #2, slime/gak, (make slime and have fun with it, which teaches chemistry)
Friday	#1, bubble-ology (make bubbles using glycerin and corn syrup, which teaches chemistry), #2, mini hovercraft, (make hovercraft, which teaches engineering)

## Daily Timeline

9 a.m.	Warm-up/icebreaker game (staff lead game and check in children)
10:30 a.m.	Snack (staff provide and hand out snacks to children)
11 a.m.	Activity #1 ( <i>see table above</i> )
12:30 p.m.	Lunch (staff watch children, making sure trash is thrown away and area is clean after lunch)
1:15 p.m.	Transitional period; warm-up and set up next activity (one staff member leads a warm-up activity while the others set up for the next activity)
1:30 p.m.	Activity #2 ( <i>see table above</i> ) followed by free time
2:45 p.m.	Wrap up and reflection (staff lead a brief reflection on the day's events and what can be learned)
3 p.m.	Pack up, go home (staff keep an eye on children as they trickle home)

## Detailed Descriptions of Activities

### Egg Drop

Build an egg container using the provided materials, to prevent an egg from breaking when dropped from an elevated height.

#### *Materials*

- Cardboard
- Two- to three-dozen eggs
- Scrap paper
- Glue
- Tape
- Rubber bands
- Cotton balls
- Natural materials found outside

#### *Procedure*

1. Plan: Give each participant one egg and allow time to brainstorm ideas.
2. Build: Instruct the kids to create their container using any of the provided materials.
3. Drop: Once the containers are finished, have a counselor collect them and decide on an appropriate place to drop them from, making sure the kids are standing far enough away when the containers are dropped.
4. Reflection and cleanup: Find out which eggs survived, and clean up any mess that was made.

### Hovercraft

#### *Materials and Equipment*

- Pop-top lid from a plastic drinking bottle, sometimes found on reusable plastic drinking bottles. Alternatively, a male straight valve with the dimensions 3/8-inch OD x 3/8-inch MPT (PL-3042) can be used. This valve is available at some hardware stores in the plumbing section, or can be purchased from Amazon.com.
- An old CD or DVD that you do not mind destroying.
- Craft glue, like Elmer's® Craft Bond Tacky Glue, or epoxy that works with plastics, like Elmer's® Super Fast Epoxy Cement. If you use a pop-top lid you can use either the craft glue or epoxy, but if you use the straight valve you should use epoxy.
- Medium-size balloons which should at least be able to inflate up to 11 inches, available from Amazon.com.
- Optional: balloon pump
- Stopwatch
- Large flat surface for testing the hovercraft
- Lab notebook

## Procedure

1. First you will construct the base of the hovercraft, so gather your supplies and prepare a craft space.
2. Remove a pop-top lid from a plastic drinking bottle, or acquire a straight valve. If using the former, take a look at it so you know how it works.
3. Glue the base of the lid or valve to the CD (or DVD), so the lid covers the hole in the center of the CD.
  - If you are using a pop-top lid, you can use craft glue or epoxy.
    - If you want to use epoxy, have adult help and use caution, following all of the instructions and safety warnings on the packaging.
  - 1. If you are using a straight valve, place the valve standing up on the CD's hole so that the ringed/ridged part of the valve is touching the CD. The valve should just barely cover the hole in the center of the CD. With the valve in place on the CD, cover the base and sides of the valve with epoxy so that when the epoxy dries it will completely and securely attach the valve to the CD.
    - Again, when using the epoxy, have an adult help and use caution, following all of the instructions and safety warnings on the packaging.
  - 2. When using the glue or epoxy, be careful to only let epoxy go on the top side of the CD.
    - If glue or epoxy dries on the bottom of the CD, this may make your hovercraft not work because it could have increased friction.
4. Allow the glue to dry completely.
  - Optional: you can make several of these if you like by repeating steps two and three.
5. Get ready to test the hovercraft with your balloon inflated to different sizes.
  - Make sure the pop-top lid or valve is closed.
6. Blow the balloon up as large as you safely can without popping it, then pinch the balloon's neck so that no air can escape.
7. Stretch the neck of the balloon over the pop-top lid or valve, being careful not to let any air escape.
  1. Carefully center the balloon's opening above the pop-top lid opening.
  2. Tip: If the pop-top lid detaches from the CD and you used craft glue to glue them together, carefully re-glue them using epoxy.
8. Your completed hovercraft should now look like one of the ones in Figure 2 below. It is now ready to do some hovering!



Figure 2. The hovercraft on the left was made using a pop-top lid, while the hovercraft on the right was made using a valve.

In your lab notebook, make a data table as shown below. You will be recording your results in the data table.

Trial	Large Balloon	Medium Balloon	Small Balloon
#1			
#2			
#3			
#4			
#5			
Average			

Table 1. In your lab notebook, make a data table like this and record your results in it.

9. Place the hovercraft on a flat surface and prepare your timer.
10. Start your timer, open the pop top lid, and push the hovercraft. Stop the timer when the hovercraft stops hovering.
11. In your data table, record the time in seconds during which the hovercraft hovered. Write your result down as a trial for the "Large Balloon."
12. Remove the balloon and close the pop-top lid or valve.
13. Test your hovercraft four more times with the balloon inflated with a large amount of air.  
Do this by repeating steps 6 through 11 four more times.
14. Test your hovercraft five times with the balloon inflated with a medium amount of air.  
Do this by repeating steps 6 through 11 five times, but this time only inflate the balloon to a medium size (for example, if it took three breaths to blow the balloon up as large as you safely could, use only two breaths or a little less to inflate it this time) and write your results down as trials for the "Medium Balloon."
15. Test your hovercraft five times with the balloon inflated with a small amount of air.  
Do this by repeating steps six and seven and 10 through 13 five times, but this time only inflate the balloon to a small size (For example, if it took three breaths to fill the balloon to its maximum size, use only one breath or less to blow it up) and write your results down as trials for the "Small Balloon."
16. Calculate the average hover time in seconds for each balloon size.  
Do this calculation by separately adding together the times of all five trials for each balloon size, and then dividing your answer by five.
17. Using your average hover time in seconds for each balloon size, make a bar graph of how long the hovercraft hovered for each balloon size.
  1. You can make a graph by hand or make a graph on the computer and print it.

2. Put the average hover time in seconds on the y-axis (the vertical axis going up and down) and put each balloon size on the x-axis (the horizontal axis going across). Draw a bar for each balloon size up to the corresponding value, and be sure to label your columns.
18. Analyze your data and make your conclusions. Did you notice any trends? Which size balloon correlated with the hovercraft hovering for the longest period of time? Why do you think this happened?

(Source: [www.Sciencebuddies.com](http://www.Sciencebuddies.com))

## Best Paper Airplanes

Determine whether the distance a paper plane flies is affected by increasing how much drag it experiences.

### *Materials and Equipment*

- Paper (three sheets)
- Metric ruler
- Masking tape (one roll). Alternatively, if you are testing this project outside, you can use sticks or rocks.
- Tape measure
- Scissors
- Lab notebook
- Paper clips
- Rubber bands

### *Experimental Procedure*

#### Flying the Planes

1. Fold a piece of paper into a basic dart paper plane, following the instructions found at [http://www.amazingpaperairplanes.com/Basic\\_Dart.html](http://www.amazingpaperairplanes.com/Basic_Dart.html).
  1. Make sure that you fold carefully and that your folds are as sharp as possible.
  2. In step 6 of the folding instructions, skip the optional step of bending up the trailing edge of the wings.
2. Repeat step 1 two more times so you have a total of three paper planes. They should all look identical.
3. Make a data table in your lab notebook, like Table 2 below, where you can record the data from your experiment.

Paper Plane	Flight 1	Flight 2	Flight 3	Flight 4	Flight 5	Average
Plane 1						
Plane 1 with Added Drag						
Plane 2						
Plane 2 with Added Drag						
Plane 3						
Plane 3 with Added Drag						

Table 2. For each flight, record how far the paper plane travels (in centimeters [cm] or meters [m]).

1. Go to a large area to fly your paper plane. Make sure there is no foot or car traffic in the area. A long hallway is a good location. If flying the plane outside, do the experiment on a day when there is no wind.
2. Tear off a 5-foot-long piece of masking tape and tape it to the ground in front of you, going from left to right. This will be the starting line from which you will fly the paper planes. If conducting the experiment outside, you could use a line of sticks or rocks to mark the starting point.
3. Practice throwing or launching the paper planes. You will want to launch the planes in the exact same way every time, making sure to hold it in the same spot.
4. Once you have finished practicing, it is time to start the experiment. Place your toe on the starting line you prepared earlier and throw one of your planes.
5. Use the tape measure to measure how far (in centimeters or meters) the paper plane flew from the starting line. Record this distance in the data table in your lab notebook.
  1. This will be "Flight 1" for "Plane 1."
  2. Science is done in metric units (centimeters and meters), so your data should be written as such. If your tape measure does not have metric units, you can convert inches or feet to centimeters or meters using Google:
6. Repeat steps 4 and 5 four more times using the same plane, trying to throw it as similarly as possible. Repeating the steps helps ensure that your data is accurate and reproducible.
  1. Before each launch of the plane, make sure it is in good condition and that the folds and points are still sharp.
  2. Record the distances in the data table in your lab notebook all in the same row as "Plane 1," under "Flight 2," "Flight 3," "Flight 4," or "Flight 5."
7. Once you have flown Plane 1 five times, change the plane to increase its drag.
  1. Look at the back of the plane, where the wings meet the ridge in the middle.

2. Using scissors, cut slits that are 2.5 centimeters long, right where either wing meets the middle ridge.
3. Fold up the 2.5 centimeter cut section on both wings so that they are at a 90 degree angle from the rest of the wing, as shown in Figure 2.
4. How do you think this increases the plane's drag?

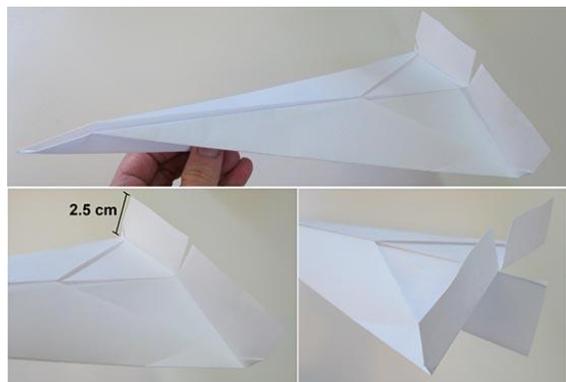


Figure 2. To increase a paper plane's drag, first cut slits 2.5 centimeters long where the wing meets the ridge at the back of the plane, and then fold the cut sections up. Each wing should now have a 2.5 centimeter long section at the end of the wing that is folded up, at a 90 degree angle from the rest of the wing, as shown in these pictures taken from different angles.

8. Using Plane 1 with added drag, repeat steps 4 through 6.
  1. Record the distances the plane flies in your data table in the row titled "Plane 1 with Added Drag."
  2. In your lab notebook, record any observations about how this plane appears to fly compared to how Plane 1 flew before you added drag.
9. Repeat steps 4 through 8 twice more, using first Plane 2, and then Plane 3.
  1. Record the distances a plane flies in the appropriate rows, when completing step 8 for each.
  2. In your lab notebook, record any observations you make.

### *Analyzing Your Data*

1. Using the information you collected in the data table in your lab notebook, calculate the average distance that each plane traveled, with and without added drag. Record your results in the column labeled "Average" in the data table.
  - For example, if Plane 1 traveled 4.60, 4.14, 5.00, 5.33, and 3.86 meters on flight 1, 2, 3, 4, and 5, respectively, the average is calculated by adding these five distances together (which gives you 22.93 m), and then dividing the sum by five, which gives you an average distance of 4.59 meters.
2. Use the data from your data table to create a bar graph.
  1. You can plot your data by hand.
  2. Label the x-axis (the horizontal axis) "Paper Plane," and label the y-axis (the vertical axis) "Average Flight Distance." You will have six bars, one for each of the planes without added drag, and one for each of the planes with added drag. Make the height of each bar representative of the average distance the plane traveled.
3. What does your graph tell you? How did adding drag to your paper planes affect how far they flew?

(Source: [www.Sciencebuddies.com](http://www.Sciencebuddies.com))

## Bubble-ology

In this experiment you will add glycerin or corn syrup to soap, to see if it will improve a mixture of bubble solution.

### *Materials and Equipment*

- Dixie paper cups
- Measuring cups and spoons
- Distilled water
- Liquid dish soap, not the kind used in a dishwasher
- Small bottle of glycerin, available at a drugstore or pharmacy
- Light corn syrup
- Pipe cleaners
- Permanent marker
- Stopwatch

### *Experimental Procedure*

1. First, make your bubble solutions and store them in clearly labeled glass mason jars. Use one jar for each solution, and label each with the formula using a permanent marker. Here are three basic solutions to try, but notice that the total volume of the solution is kept consistent:

Ingredient	Solution #1 detergent only	Solution #2 detergent + glycerin	Solution #3 detergent + corn syrup
Water	1 cup (240 mL) + 1 Tbsp. (15 mL)	1 cup (240 mL)	1 cup (240 mL)
Detergent	2 Tbsp. (30 mL)	2 Tbsp. (30 mL)	2 Tbsp. (30 mL)
Glycerin	-----	1 Tbsp. (15 mL)	-----
Corn Syrup	-----	-----	1 Tbsp. (15 mL)

2. Now make a pipe cleaner wand for each solution. Pinch a pipe cleaner in the middle to give it a kink. Bend one half of the pipe cleaner into a circle and twist together at the center. Repeat with the other two pipe cleaners, and make sure all three circles have the same diameter.

	Solution #1 - Bubble Time (seconds)	Solution #2 - Bubble Time (seconds)	Solution #3 - Bubble Time (seconds)
Trial 1			
Trial 2			
.....			
<i>Trial 20</i>			
TOTAL			
Average Bubble Time in Seconds			

3. Go outside and test your bubble solutions. Blow a bubble and catch it on your wand. Immediately start the stopwatch and time how long the bubble lasts. This will take some practice, so try it out on some extra solution before you start!
4. Repeat the experiment as many times as possible for each solution.
5. Record your data in a data table:
6. For each bubble solution, calculate the average time in seconds that the bubbles lasted. Do this calculation by adding up all of the data for a solution, and dividing the sum by the number of trials for that solution.
7. Make a bar graph of your data. For each solution, make a bar of the average time in seconds that the bubble lasted.
8. Analyze your data. Which formula worked the best?

(Source: [www.Sciencebuddies.com](http://www.Sciencebuddies.com))

## Slime/Gak

Determine the best recipe for your own homemade silly putty by varying the ratio of ingredients and observing physical properties.

### *Materials and Equipment*

- Zip-lock baggie
- Water
- Elmer's® School Glue
- Borax; safety note: Borax is harmful if swallowed. It is uncommon, but possible, for borax to cause skin rashes. Gloves can be used to avoid skin contact.
- Measuring cups and spoons
- Two recycled glass jars with lids
- Permanent marker
- Disposable gloves can be used if there is concern over handling borax. If you are allergic to latex, use vinyl or polyethylene gloves.
- Food coloring (optional)

### *Experimental Procedure*

1. First you will need to prepare the 50 percent glue solution, which is made with equal amounts of glue and water.
2. Add one cup of glue and one cup of water to one jar.
3. Tightly secure the lid to the jar and shake it until the glue is fully diluted, and no gooeey clumps remain.
4. Using a permanent marker, label this jar "50% Glue."



Figure 3. The 50 percent glue solution should look similar to this.



Figure 4. The 4 percent borax solution should look similar to this.

- Next, you will make the borax solution, which is made up of 4 percent borax in water. Usually you would weigh the borax, but you can approximate this solution by adding 2 teaspoons of borax to 1 cup of warm water in a jar.
- Tightly secure the lid, and shake until no particles of borax remain and the solution is clear.
- Using a permanent marker, label this jar "4% Borax."

### Trying different mixtures

- Now we will add the 50 percent glue and 4 percent borax solutions together in different ratios, to see what properties the final mixture will have. First, make a data table in your lab notebook like Table 3 below.

50% Glue Solution	4% Borax Solution	Observations	Physical Properties
1 Tbsp.	3 Tbsp.		
2 Tbsp.	2 Tbsp.		
3 Tbsp.	1 Tbsp.		
5 Tbsp.	1 Tbsp.		

Table 3. Use a table like this to record your observations and results.

- For each mixture, first add the correct amount of the 50 percent glue solution to a zip-lock baggie.
- Add the corresponding amount of the 4 percent borax solution to the baggie.
- Seal the baggie. Using your fingers squish the mixture around to mix the ingredients together.
  - For fun: Try adding food coloring to the mixtures before mixing. Make sure to add the same amount of food coloring to each mixture so that the coloring is a controlled variable.



Figure 5. An outcome of one of the homemade silly putty recipes, which was colored with red food dye.

- Write down your observations in your data table.
- When the mixture begins to form a sticky glob, you can take it out of the baggie.
- Write down your description of the physical properties of the material in your table. Remember to use words like runny, slimy, sticky, hard, soft, bouncy, etc.

8. Which ratio of ingredients produced the best product? What will you call your new product?
9. Cleanup Tip: If you have leftover 50 percent glue or glue/borax mixtures, do not pour them down the drain, since they can cause clogs. Instead, throw them in the garbage.

(Source: [www.Sciencebuddies.com](http://www.Sciencebuddies.com))

## Air-Powered Car

Design and build your own balloon-powered car that moves.

### *Materials and Equipment*

If you want to challenge yourself and compare your car's performance to other students' cars, you can follow the guidelines in the Fluor Engineering Challenge, only using the materials listed here. The maximum allowable quantity for each item is listed in parenthesis.

- CDs (4)
- Latex balloons, 9-inch (2)
- Jumbo straws, approximately 0.5-inch in diameter and 9 inches long (2).
- Wooden pencil, 7 3/8-inch long (2)
- Sheets of paper, 8.5 x 11 inches (10)
- Jumbo paper clips, 1 3/4-inch long (6)
- Scotch® tape (1 roll)
- Scissors (allowed only as a tool, not a construction material)

### *Experimental Procedure*

#### Overview of the Challenge

The goal of this project is to design and build a balloon-powered car. Balloon-powered means the car is propelled forward by nothing other than air escaping from a balloon. Since this is an engineering project, you need to specify your design requirements. You can come up with your own design requirements, but here are some suggestions:

- The car should be sturdy and not fall apart when in use.
- The car should go straight.
- The car should not stop moving until the balloon is empty.

#### Designing Your Car

Once you have defined your design requirements, you need to start designing your car. The design phase is an important part of the engineering design process. There is no fixed procedure for this section, you get to come up with your own design! If you are new to the engineering design process, here are some suggested steps to get you started:

1. Do some background research on balloon-powered cars. Search "balloon powered car" on the internet to find pictures and videos. There, you can become inspired by other designs made from many different materials.
2. Think about what materials you want to use for your car, and how you will connect the pieces together. For example, what do you want to use for wheels?

3. Make a sketch of your design on paper before you start building. Figure 5 shows an example sketch of a design. Documenting your design ideas is important for an engineering project, especially if you are entering a science fair.

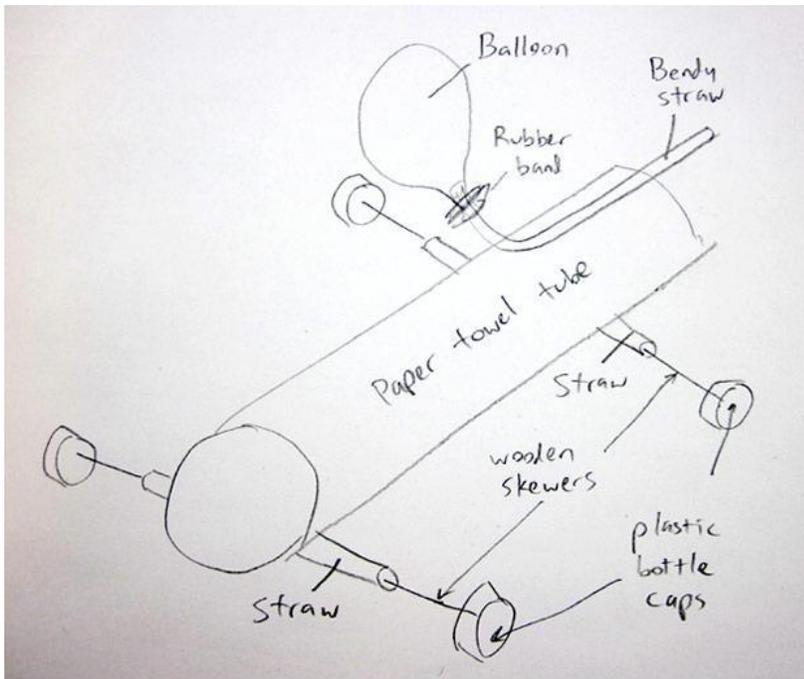


Figure 5. An example sketch of a balloon car design.

Note: The following steps include some specific tips that might be helpful when building your car, but remember that you do not have to use the construction methods shown in this project.

Many balloon-powered car designs attach the neck of the balloon to a "bendy" straw using a rubber band, as shown in Figure 6. This makes it easier to attach the balloon to your car, to inflate the balloon, and to aim the direction of the air escaping the balloon.



Figure 6. (Left) If the balloon is attached directly to the body of the car with tape, it will be difficult to inflate the balloon and aim the escaping air. (Right) If you attach the balloon to a straw first, it is easier to work with.

Most balloon cars work better if the axles can rotate freely. If you insert a pencil or skewer through a drinking straw, as shown in Figure 7, it will allow the rod to rotate and serve as an axle.



Figure 7. (Left) If the skewer is taped directly to the cardboard body of the car it cannot rotate, so it does not make a good axle. (Right) If the skewer is inserted through pieces of straw that are taped to the cardboard, then it can spin freely.

Wheels usually work better if they are centered on the axles and do not wobble. Depending on what you use for wheels and axles, you will need to come up with a way to securely attach them. Figure 8 shows an example.



Figure 8. (Left) The hole in the middle of the CD is much too big for the pencil, so the CD will wobble on the axle and not make a good wheel. (Right) If the hole is filled with a bit of modeling clay or a sponge, the CD will stay securely in place.

### Building Your Car

Once you are done designing your car, it is time to start building. Again, there is no fixed procedure for this section. How you build your car will depend on the design you came up with and the materials you decided to use. Once your car is ready, move on to the next section to begin testing.

Optional: If you have a digital camera or smartphone, take pictures of your car. This will help you document your design process, which will be useful when you make your project display board.

## Testing Your Car

Engineering projects rarely work perfectly on the first try. Now it is time to test your car, and possibly redesign it or make improvements, depending on how well it works. This is called iteration, which is an important part of the engineering design process. Here is a suggested procedure for testing your car:

1. Inflate the balloon by blowing through the attached straw.
2. Pinch the end of the balloon shut, or put your finger over the end of the straw, to prevent air from escaping.
3. Put your car down on the floor, and let go of the balloon.  
Optional: If you have a digital camera or smartphone, you can take a video of your car's test run. It might help to have a volunteer operate the camera while you operate the car.
4. Watch your car closely. Does it move forward? Pay attention to whether the car meets your design requirements, and write down your observations in your lab notebook. For example:
  - a. Does the car go straight?
  - b. How far does the car go? Use a tape measure to record how far the car traveled from where it started to where it came to a complete stop, and write this distance down in your lab notebook.
  - c. Did anything on the car fall apart?
5. Repeat steps 1 through 4 a few times until you are comfortable handling your car and seeing how it works.
6. Depending on how well your car works, your next steps may vary. Write down your observations and ideas in your lab notebook.
  - a. If your car does not work at all (it does not move forward even a little bit, or it falls apart), try to figure out what is wrong. Are the wheels stuck? Is the car too heavy for the balloon to push? Do you need to use more tape to hold things together?
  - b. If your car works, but not very well (if it only moves forward a little, or it moves but turns to one side instead of going straight), try to figure out how you could improve it. Are the wheels or axles crooked, causing the car to turn? Are the wheels getting slightly stuck, preventing the car from going fast?
  - c. Even if your car works well, think about what changes you could make to improve it. Can you modify your car to make it go even farther? What happens if you try to inflate the balloon even more?
7. Based on what you find in step 6, make changes to the design and construction of your car.
  - Optional: If you have a digital camera or smartphone, take pictures of all the changes you make to your car. This will help you document the different iterations of your design process.
8. Repeat steps 1 through 7 until your car meets all of your design requirements. It might take you many tries to get your car working properly, and this is OK! There is no right answer to an engineering problem. Now, think about the design process you went through:
  - a. How many different iterations did it take you to reach your final solution?
  - b. Did you have to make major changes or do a total redesign of your car, or did you only make small changes and fixes?
  - c. If you took pictures, compare the first picture of your car to the last picture. How much did your car change?
9. Repeat several test runs with your completed car, and record how far it travels. What is the longest distance you can get your car to go?

## Catapult construction

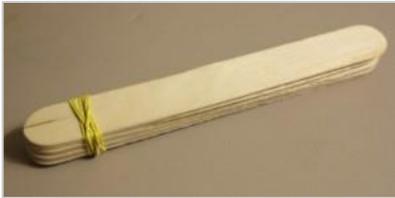
In this experiment children will learn about physics by constructing catapults and shooting marshmallows.

### *Materials*

- 9 craft sticks
- 4-6 rubber bands
- 1 plastic spoon



### *Construction Instructions*



Step 1: Combine seven of the craft sticks and tie a rubber band tightly around one end.



Step 2: Tie another rubber band tightly around the opposite end so all seven sticks are bound together.



Step 3: Combine the remaining two sticks and tie a rubber band on one of the ends. Try to tie the band close to the edge of the sticks.



Step 4: Insert the seven sticks banded together between the two sticks in the other bundle, as shown in the illustration to the left.



Step 5: Tie a rubber band in a cross fashion joining the two pieces. The closer the seven-stick bundle gets to the rubber band on the two sticks, the more leverage the catapult will have.



Step 6: Use a few rubber bands and attach the plastic spoon on the top stick of the two-stick bundle.

### *Competition Instructions*

- Head to the gym and test the catapults using marshmallows or rubber balls.
- If using marshmallows, place the catapults in a line, side by side, and fire.
- After each child has fired, measure to determine who's marshmallow flew the furthest.
- The winner gets to pass out marshmallows to the others to eat.

(Source: <http://www.devincollier.com>)

## Terrarium building

In this activity you will build a garden in a jar that can be taken home.

### *Materials*

- Clear glass container
- Rocks (around marble sized, depending on the size of container)
- Potting soil (sterilized)
- Small plants of different colors, shapes, and textures

### *Instructions*

Step 1: Start with a layer of rocks, about one-inch deep at the bottom of your container. These will help the soil drain, so the roots of your plants will not get water-logged.

Step 2: Add a 0.5-inch-thick layer of charcoal.

Step 3: Fill the container up half way with potting soil.

Step 4: Plant the plants. When you remove them from their pots, carefully tease the roots apart and remove some of the old soil, so they'll fit well in the terrarium. Arrange the plants to look nice, leaving space for them to breathe and grow. Pat down the soil so they don't get uprooted easily.

Step 5: Add decorative pebbles, rocks, pine cones, or whatever you want, to make your terrarium look like a little garden world.

Step 6: Water the plants, but not too much.  
(Source: <http://climatekids.nasa.gov/mini-garden/>)

## Cardboard Carnival

To allow kids to be creative in making carnival games out of cardboard and duct tape.

### *Materials and Equipment*

- Cardboard, as much as obtainable
- Duct tape; amount depends on participants, about one roll per four kids will work
- Scissors
- Box cutting knives (only staff may use these)

### *Instructions*

- Provide the participants with examples of carnival games, such as ring toss, down a clown, or giant Plinko.
- Allow the kids to create whatever they wish, even beyond games, and let them explore their creativity.

## **Staff Requirements**

Our staff will include one supervisor and two counselors. Ideal candidates will fit the following descriptions.

### Program Supervisor

The Program Supervisor is responsible for planning, organizing, directing and supervising all activities related to the program, facilities, and classes. The person in this position is also expected to perform a variety of professional and technical tasks relative to the assigned area of responsibility. The Supervisor position will perform duties with a high degree of independence and professional administrative skill, and demonstrate mature judgment at all times. The ideal candidate should be a self-directed problem solver with high standards of excellence and demonstrated commitment to public service and program development.

### *Essential Functions*

- Recommend and assist in the implementation of goals and objectives; establish schedules and methods for recreation activities; implement policies and procedures.
- Plan, prioritize assign, supervise and review the work of staff involved in providing recreation programs to the public.
- Evaluate operations and activities of assigned responsibilities; recommend improvements and modifications; prepare various reports on operations and activities.

- Participate in budget preparation and administration; prepare cost estimates for budget recommendations; submit justifications for equipment, materials and supplies; monitor and control expenditures.
- Participate in the selection of staff; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline procedures.
- Maintain records and develop reports concerning new or ongoing programs and program effectiveness; maintain records for registrations and fees collected.
- Purchase necessary equipment and supplies.
- Participate in training of recreation staff and volunteers as required.
- Build and maintain positive working relationships with co-workers, other city employees, and the public, using principles of good customer service.

### *Minimum Qualifications*

Knowledge of:

- Principles and practices of recreational program development and implementation.
- Methods for analyzing community needs, and developing and marketing resources to meet those needs.
- Equipment, tools and materials used in the development and implementation of recreational activities.
- Principles and practices of supervision, training and performance evaluation.
- Principles and practices of budget monitoring.
- Principles and practices of safety management.
- Pertinent local, state and federal laws, ordinances and rules.
- Modern office procedures, methods and computer equipment.

Ability to:

- Organize, implement and direct recreational program operations and activities.
- Assist in the development and monitoring of an assigned program budget.
- Communicate clearly and concisely, both orally and in writing.
- Supervise, train and evaluate assigned staff.

Competencies and Training:

- One year experience in increasingly responsible community service or recreational program administration.
- Equivalent to a bachelor's degree with major coursework in parks and recreation, human development, public administration or a related field.
- Possession of, or ability to obtain, a valid CPR certificate.
- Must pass a Criminal Record History Clearance and a Child Abuse History Clearance.

### *Pay and Schedule:*

\$12 per hour, 35 hours per week, plus 10 hours of advanced training.

### Recreation Counselor

Counselors are responsible for assisting in the safe and effective management of all current and future recreation facilities developed by the Program Supervisor. These part-time, seasonal positions are great for college students seeking experience working with youth programming.

*Essential Functions*

- To facilitate and assist in the development and implementation of STEM-based recreation activities.
- To be a role model – to educate, entertain, and help develop healthy participants.
- To provide supervision and help maintain a safe, sanitary and organized environment.

*Minimum Qualifications*

Knowledge of:

- Equipment, tools and materials used in the development and implementation of recreational activities.
- Knowledge of STEM-based programming.

Ability to:

- Lead STEM-based activities.
- Communicate clearly and concisely, both orally and in writing.
- Foster confidence in adolescent youth.

Competencies and Training:

- High school diploma or equivalent required.
- Coursework in a related field preferred. Current college students seeking to gain experience are encouraged to apply.
- Experience working with youth preferred.
- Possession of, or ability to obtain, a valid CPR certificate.

*Pay and Schedule:*

\$11 per hour, 35 hours per week, plus 10 hours of advanced training.

**Budget and Program Pricing**

Budgets:	Price:
Employee Budget	\$1,440.00
Materials Budget	\$557.96
Snack Budget	\$200.00
Miscellaneous Budget	\$100.00
Total Expenses	\$2,297.96*

\*With \$200 per participant, our current budget is acceptable with a minimum of 12 participants. Even at minimum, we can effectively run the program with no financial errors.  $[(N \times 200) - 2,297.96 = \text{Profit}]$  N is number of participants, with a minimum of 12 and maximum of 30.

## Itemized Budget

Item	# of items	Price
CDs	150	\$29
Duct Tape	3 Rolls	\$36
Pop Top Lids	30	\$88.50
Elmer's Glue	1 Gallon	\$13.99
Balloons	1 Bag 72ct	\$7.99
Stopwatch	30	\$59.70
Lab Notebooks	25	\$137.50
Paper	1 Ream	\$6.99
Rulers	20	\$19.60
Tape Measure	1	\$19.99
Scissors	12	\$12.54
Paper Clips	1 Box 100ct	\$5.29
Rubber Bands	1 Bag 100ct	\$2.79
Dixie Cups	1 Bag 100ct	\$8.60
Set of Measuring cups	4	\$15.96
Dish Soap	5 Bottles	\$7.20
Glycerin	5 pounds	\$5.99
Light Corn Syrup	5 Bottles	\$9.40
Pipe Cleaners	1 Pack 150ct	\$2.99
Zip Lock Baggies	1 Box 30ct	\$2.99
Borax	1 Box	\$8.99
Gloves	1 Box 100ct	\$5.99
Straws	1 Bag 100ct	\$0.99
Wood Pencils	1 Box 72ct	\$24.50
Craft Sticks	1 Box 100ct	\$8.99
Plastic Spoons	1 Box 50ct	\$3.99
Eggs	30	\$11.50
		Total: \$557.96

## Publicity Plan

We will display flyers throughout our facilities and inform staff about the program, encouraging them to put the word out. We will also collaborate with the City of Edmonds School District to place our flyers in their classrooms and hallways.

In addition to flyers, we will send out group emails to inform local teachers and administrators about our program, encouraging them to share information with potential students.



## Safety and Risks

### Risk management plan

All possible risks must be taken into consideration. For inside safety risks, we will talk with the community center to make sure all equipment and structures are up to date and code. For outside risks, staff will maintain boundaries for the participants to distinguish any possible risk of misbehavior. If there is a weather risk, such as rain, wind, or lightning, activities can be performed inside the community center. Activity-based risks include chemicals that could be dangerous to a participant's health, such as borax or glycerin, and will be handled by staff trained to understand the risks. For behavioral risks, a four point grade system will be implemented each day to each of the participants. 4 meaning the participant had an excellent day, 3 meaning a good day, 2 meaning the day was average, 1 meaning a bad day. A score of either 1 or 2 will result in a written explanation by a counselor which is signed by the supervisor, then shown to the parent or guardian of the participant. The parent or guardian must sign the note and give it back to staff for record keeping. If a participant gets two level 1s in a week, the child is not allowed to return to the program. The supervisor has discretion to decide whether a repeat level-2 participant can continue to attend or will be asked to leave.

### *Inside Safety Risks*

- Behavioral risks from other children (e.g., punching, kicking, pushing)
- Hard floors
- Basketball hoops
- Building up to code (e.g., windows, doors)

### *Outside Safety Risks*

- Weather
- Barriers
- Construction equipment
- Playground equipment
- Other community members participating in other activities

### *Activity Risks*

- Scissors
- Chemicals that are a risk to skin and eye exposure
- Some chemicals are not safe to be ingested

\* Note: For these latter risks, participants will either be told how to properly handle chemicals or the use will only be allowed for the staff.

## **Evaluation plan**

A week after the camp, a survey will be sent to parents asking about their and their child's satisfaction, including questions about the child's excitement after coming home each day. A month after the camp, a second survey will be sent out asking questions regarding the child's interest in STEM fields. Depending on the child and parent's satisfaction in the program, and the child's increased interest in any kind of STEM activity, we can determine if the program was successful in meeting our goals and in what areas it needs improvement.

### Survey

- 1) What are the strengths and weaknesses of the summer program?
- 2) What can the staff do to make the program more enjoyable?
- 3) Were the activities interesting and engaging?
- 4) Was the program worth the time spent?
- 5) What did you as a participant get out of our program?

## 8. EDMONDS COMMUNITY GARDEN

By Danny Savalza, Lillianna Stelling, Cynthia Sovulewski, Marco Sanchez Ponce, Anya Sachs



### **Program Summary**

We developed program concepts for the City of Edmonds' community garden in Snohomish Esperance Park. This program will consist of educational gardening classes for citizens of Edmonds, as well as a Harvest BBQ to kick off the summer.

### **Target Market & Participant Description**

Our target market would be intergenerational families within Edmonds and the surrounding area. We anticipate a wide variety of participants in the garden. We hope this garden can help senior citizens and middle-aged parents and intergenerational families get outside.

### **Goals and Purposes of the Garden**

The purposes and goals of the garden are to foster community and relationships between the people of Edmonds, and to create outdoor opportunities for people of all ages. A community garden can give sanctuary for recreational use, and provide benefits and opportunities for a wide range of age groups within the City of Edmonds. We would like to increase physical activity while fostering community within the garden, while also increasing knowledge about where foods come from and encouraging healthy eating habits.

## Benefits

Some of the benefits of the garden would be increased knowledge of gardening and healthy eating habits. We also believe the garden will bring people together and create more community within the City of Edmonds. We know that increased community can lead to more social capital and more friendships, which have definite health benefits.

## Services Offered

We will have gardening classes either at the community center or the garden itself, depending on the subject. These classes will be once a week on Saturday, where participants can learn techniques of gardening as well as how to tend to plants and harvest crops.

## Active Dates

The garden will be active between spring and fall, and during the winter it will collect rainwater for use in the active seasons.

## Prices

Class fee: \$5 per class

## **Program Specifics: Goals**

- Unite people of all ages while cultivating community
- Promote a healthy lifestyle
- Gain gardening knowledge

## Specific Objectives

- Soil improvement
- Growth in awareness of where food comes from
- Growth in the use of food grown by participants
- Mental and physical health improved by exposure to nature
- Saving money on groceries by using what is grown
- Knowledge of how to create healthy recipes

## Specific Outcomes

- Participants perceive their garden to be successful
- Community members using the garden
- Participants having a voice in what is taught
- Participants utilizing learned techniques to grow food
- Participants making recipes with the food they have grown
- Participants utilizing the garden to create community

## **Pre-Program Task List**

- Hiring garden instructor for classes

- Reserving the garden every Saturday from 10 - 11 a.m. for garden classes
- Hiring staff for garden maintenance
- Setting up registration online and in the Edmonds Parks and Recreation office
- For Harvest BBQ
  - Finding volunteers for set up and clean up
  - Facilitate potluck-style contribution
  - Staff on hand to facilitate event
  - Sign up sheet posted in garden to bring the following supplies:
    - BBQ
    - Hot dogs, hamburgers
    - Chips
    - Drinks
    - Silverware
    - Plates
    - Cups
    - Fruits and vegetables

## Activities

The activities will be the classes and creating meals with the produce grown by participants. We will also plan a BBQ at the end of spring to kick off the summer growing season.

- Classes
  - The classes will aim to make gardening easy and accessible to everyone.
  - The classes will occur at the garden to accomplish getting families outside.
  - The classes will make gardening easy for young children, thus contributing to intergenerational family involvement.
  - Classes will be one hour long and will be registered for online.
  - The order of the classes will follow seasonal growth patterns of vegetables, fruits and flowers.
  - Once produce is grown, the classes will teach how to harvest crops and create healthy meal recipes.
- Recipes
  - Recipes will incorporate the vegetables and fruits grown in the garden to teach participants where their food comes from and how easy it is to eat healthily.
  - These recipes will also be easy to make so that young children can replicate them and take them to school.
- BBQ
  - This BBQ will kick off the summer!

- It will be open to all of the citizens of Edmonds so that they can all come together and celebrate the beginning of summer.
- The BBQ will happen in the park that contains the garden.
- The BBQ will feature recipes made from produce grown in the garden and will promote healthy eating..

## **Staff Responsibilities**

- Garden instructor will teach the class
- Garden staff will go to the garden each night and make sure all tools are put away

## **Program Timeline**

Classes will be held in the garden on Saturday mornings from 10 – 11 a.m. during the growing season. Following is a suggested syllabus.

### March Classes

- First Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:30 a.m. – Safety and rules of the Edmonds Community Garden
  - 10:30-11 a.m. - Basics of gardening tools and how to use them
  - Supplies: trowels, shovels, rakes, watering cans
- Second Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructions on how to use different types of soil and watering techniques
  - 10:45-11 a.m. - Learn about the importance of composting and different types of worms
  - Supplies: soil samples, watering cans, worms
- Third Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:40 a.m. - Discuss how to plant seeds and properly grow them from seedlings
  - 10:40-11 a.m. - Plant your own fruits and vegetables
  - Supplies: seeds, soils, watering cans, pots
- Fourth Saturday class:
  - 10-10:15 a.m.- Introductions and icebreakers
  - 10:15-10:45 a.m.- Teach participants how to replant seedlings into larger pots and how to water seedlings
  - 10:45-11 a.m. - Free time for participants to replant their own plants
  - Supplies: large pots, soil, gloves

## April Classes

- First Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will continue with the series and teach participants how to tend to their plants throughout spring, making sure to help participants with their own plants
  - 10:45-11 a.m. - Participants will be able to tend to their own plants with supervision from the instructor
  - Supplies: clippers, watering cans
- Second Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will talk about how to properly water plants and provide techniques to keep crops alive
  - 10:45-11 a.m. - Participants will have time to practice techniques they learned with supervision of the instructor
  - Supplies: watering cans, clippers, trimmers
- Third Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will teach how to grow flowers
  - 10:45-11 a.m. - Participants will plant their own flowers
  - Supplies: hanging flower pots, soil, flower starters, watering cans, gloves
- Fourth Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will talk about growing, watering, and pruning flowers
  - 10:45-11 a.m. - How to create hanging flower baskets
  - Supplies: hanging flower pots, starter flowers, gloves, clippers, watering cans

## May Classes

- First Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will focus back on vegetables and fruits planted during March. Hopefully crops will be growing and ready to harvest. This class will discuss how to properly harvest crops.
  - 10:45-11 a.m. - Participants can harvest their own vegetables with supervision of the instructor
  - Supplies: clippers, gloves
- Second Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will teach how to pick fruits correctly
  - 10:45-11 a.m. - Participants can harvest their own fruits
  - Supplies: clippers, gloves
- Third Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will teach participants how to make a healthy vegetable salad with the vegetables they grew

- 10:45-11 a.m. - Participants can make and eat their own vegetable salad
- Supplies: recipe sheet, knives, spoons, bowls
- Fourth Saturday class:
  - 10-10:15 a.m. - Introductions and icebreakers
  - 10:15-10:45 a.m. - Instructor will teach participants how to make a healthy fruit salad with the fruit they grew
  - 10:45-11 a.m. - Participants can make and eat their own fruit salad
  - Supplies: recipes, knives, spoons, bowls

## Budget and Supplies

Equipment/Supplies	Costs
8 shovels	\$120.00
8 garden hoes	\$120.00
10 trowels	\$70.00
8 rakes	\$80.00
4 watering cans	\$30.00
2 wheelbarrows	\$120.00
5 buckets	\$50.00
6 garden clippers	\$100.00
20 pairs of gloves	\$30.00
2 hoses	\$30.00
Compost bin	\$55.00
Pots	\$5.00
Soil	\$50.00
<b>Total Costs:</b>	<b>\$860.00</b>

Budget	Cost	Total
Supplies	\$860.00	\$860.00
Instructors Wages	\$11/hour * 12 hours= \$132	\$992.00
Revenue from Classes	Approximately \$1200	Profit= \$208

## Facilities and Space

- Location: Snohomish Esperance Park
- Size: 2,000 square feet
- Amenities: 15 10-by-15 foot plots, 5 10-by-15 foot ADA accessible plots, compost bin, food donations, gardening classes, water run-off irrigation system
- Accessibility: ADA accessible beds
- Parking located within park
- Gardening classes located at Snohomish Esperance Park
- Garden will be reserved every Saturday of March, April and May on the Edmonds Parks and Recreation Department Website for the class
- Environmental concerns: Urban horticulture can benefit the health and well being of its community members. Gardens improve air and soil quality, increase diversity of plants and animals, improve water filtration, and reduce waste (compost).
- Safety Considerations:
  - Garden rules posted in the garden
  - Hand tools: wear gloves, long sleeves and pants, and closed toed shoes to prevent minor cuts or abrasions
  - Chemical handling: wear rubber gloves, rubber boots, and goggles
  - Trips and falls: uneven terrain increases the likelihood of falls
  - Sun safety: wear a brimmed hat and sunscreen to limit UV exposure
  - Emergency action plan: Predetermined plan of action for all garden staff and participants to follow. Post a sign indicating where members can take shelter in case of a weather-related emergency.
  - Provide emergency numbers: Post supervisor or property manager's contact information in case of emergency.
  - First aid: First aid kit available on-site
  - On-site water supply: On-site water supply collected from rooftops and rain barrels is NOT of drinking quality.

## Safety/Risk Considerations

- Misuse of gardening tools leading to injury
  - Action: Teach the correct use of all tools when conducting orientation
- Weather in the garden
- Health of the participant
  - Action: Provide potable water to help prevent possible dehydration
- Waiver/Release form: Hold Harmless agreements

## Staff Requirements

- Staffing considerations will mainly concern gardening and public service experience
  - Teaching experience in gardening and how to use the tools
  - Background check
  - Situational awareness
- Job titles
  - Garden coordinator: Overseer of entire gardening operation

- Teacher: Garden classes teacher
- Volunteers: A few volunteers to help with the upkeep of garden
- Staff training: Mainly focused on fine tuning teaching methods and people skills
  - Assessment information: Included in monthly program evaluation
  - Staff supervision: Drop in for a minimum of one class per month to evaluate the staff member and program
  - Risk management of minors in the garden
  - Staff evaluation: Will be included in monthly program evaluation
  - Observations from teaching sessions and the physical state of the garden itself

## **Publicity Plan**

- The Edmonds Beacon, print media and website; community bulletin flyer in Starbucks' around the city and in community centers
- Press release to local news and radio stations
- Use any established Park and Recreation website to promote the community garden, what it is, and how to get involved
- Flyers for the Harvest BBQ and a sign up sheet for the potluck posted in the garden two weeks before event

# *The Garden of Edmonds* “Where Community Grows”



**Location:** Snohomish Esperance Park

**Offers:** Educational gardening classes and healthy recipes

**Purpose:** To enhance community participation,  
reconnect intergenerational families with the environment & each other

**Who:** Families of Edmonds

**End of Season Event:** Community Potluck Style BBQ!



# Summer Kickoff Harvest BBQ!



**What:** Potluck BBQ to celebrate the first harvest of the year!

**Who:** Families of Edmonds

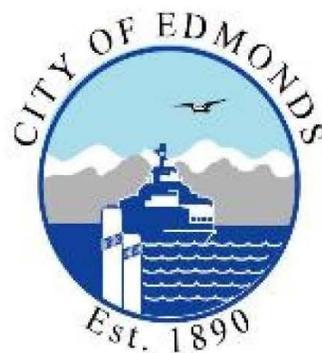
**Where:** Snohomish Esperance Park

**When:** First Saturday of Summer

**Price:** Free

**What to bring:** Dish of your choice

**\*See sign up sheet for more details\***





## Evaluation Form

Circle One

Does the garden positively affect your life?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Do you feel connected to other garden participants?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Are the garden tools of adequate quality?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Are there enough tools provided?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the instructor of the class prepared?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the instructor on time to the class?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the instructor of the class knowledgeable?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the instructor able to answer questions?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
How useful was the information taught in the classes?	<u>Very</u>	<u>Somewhat</u>	<u>Not</u>
How often will you use the information taught in the classes?	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
Was the length of the class appropriate for the content?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the content of the class relevant?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the cost appropriate for the classes?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was the content of the class appropriate for young children?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Was your child engaged while participating in the class?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Did you learn how to create healthy meals?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Did you learn where food comes from?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>
Would you recommend the garden to others?	<u>Yes</u>	<u>Unsure</u>	<u>No</u>

### Please answer the following questions:

How many times have you been to the garden?

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Who do you go to the garden with?

---

What other tools are needed in the garden?

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What do you like best about the garden?

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What would you change about the garden?

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Do your children enjoy going to the garden?

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## 9. HEALTHY EATS

By Trevor Bieker, Courtney Cable, Maddy Call, Addison Carter, Chris Charles

### **General Program Description**

Healthy Eats will be a biweekly (once every two weeks) event at the new Waterfront Center, focusing on healthy snacking for families on a budget. Each class will include a snack-making portion, followed by an activity, such as a board game night or a movie night. For each class, an instructor, either a parks and recreation employee or a volunteer, will lead families in the creation of a new, healthy, and easy to make snack. Participants will follow along with the instructor, making their own portion of the featured snack to be enjoyed during that night's featured activity, or to be taken home afterwards. Additional staff and volunteers will move about, ensuring that none of the participants have any trouble.

The program is geared toward lower income families in the City of Edmonds and surrounding area. This program acts as a collaboration with the healthy eating portion of the Let's Move! initiative, as all of the snack recipes presented in the program will be chosen with healthy eating in mind. The purpose of this program is to get the whole family engaged in the process of making delicious and nutritious snacks, while not breaking the bank. Parents will learn what ingredients to buy and where to look for the best deals. They will also learn the importance of healthy cooking and eating habits for themselves and their children. The kids will learn how to make healthy choices when it comes to picking what foods to eat and fun ways they can help out in the kitchen.

Participants will pay a nominal fee to cover cost of ingredients and any compensation that may be needed for paid instructors. With the emphasis on cooking on a budget and by partnering with local grocery stores, we would like to make the price of this program as low as possible. This proposal recommends a \$10 fee per family per class as an upper limit for participant cost. Starting out, the classes will be offered on Fridays every two weeks for a four-month test period. The proposed class dates, all in 2018, are June 22, July 6, July 20, August 3, August 17, August 31, September 14, and September 21. With popularity and growth, the number of classes offered could increase.

Each class will run for approximately three hours, give or take time to accommodate for class size, complexity of the dishes being prepared, and post-cooking activity. This time slot will include time for prepping, preparing, and eating the foods prepared during the activity portion of the class.

Date Of Program	Time Of Activities	Description Of Activities
6/22/2018	6-9 p.m.	Popcorn Balls and Family Movie Night: Celebrate the start of summer with a fun night for the whole family with a delicious and nutritious popcorn dessert and a family friendly movie.
7/6/2018	6-9 p.m.	Apple Pie Energy Bites and Patriotic Charades: A festive Fourth of July themed night with a healthy take on an American classic, apple pie, and a rousing game of patriotic charades.
7/20/2018	6-9 p.m.	Crisp and Spicy Snack Mix and Board Games: Spend an evening snacking and playing your favorite board games with the whole family. Bring your family's favorite game to share!
8/3/2018	6-9 p.m.	No-Bake Chewy Granola Bars and Day Trip Share: Learn how to make an awesome on-the-go snack and get some new ideas for your next day trip. Come with your favorite day trip to share!
8/17/2018	6-9 p.m.	Sea Salt and Vinegar Zucchini Chips and Baseball: Learn how to make an awesome game day snack and join in our Mariners game watch party. Show up decked out in all your Mariners attire!
8/31/2018	6-9 p.m.	PB, Banana, and Oat Cookies and Relax: Kick off Labor Day weekend with a sweet (and healthy) treat that you'll want to share at your barbecue. Enjoy the treat and relax while watching the sunset on the beach outside of the Waterfront Center.
9/14/2018	6-9 p.m.	Peanut Butter-Banana Spirals and Gym Games: Come make an energizing snack and have it power you through an evening of fun gym games with the whole family.
9/21/2018	6-9 p.m.	Creamiest Chocolate Pudding and Summer Memory Share: Discover a healthy take on a classic favorite dessert, chocolate pudding. Bring pictures and videos of your favorite summer memories to share!

### Nightly Activity Outline

- 5 p.m. – Program staff arrive and set up for that evening's activities.
  - Rationale: Have everything ready for participants to start when they arrive
- 5:45-6 p.m.– Participants arrive.
  - Rationale: Expect and give time for participants to trickle in before the program is set to start.

- 6-6:30 p.m.– Participants prep their work stations and ingredients as directed by the featured instructor.
  - Rationale: A big part of preparing these snacks is the prep work that goes into making them. By having the participants do this themselves they learn this valuable part of the process.
- 6:30-7:30 p.m.– Participants follow along with the featured instructor to prepare that evening’s snack. Support staff move about the room making sure participants do not have any trouble or questions.
  - Rationale: The instructor will provide step by step directions and demonstrations for participants. By making sure that no one is having any problems, the support staff ensures that everyone has a positive experience.
- 7:30-7:45 p.m.– Participants clean up cooking station
  - Rationale: Again, clean up is an important part of the cooking process and it is important for participants to gain this experience.
- 7:45-8:45 p.m.– Program staff leads participants in the evening’s activity
  - Rationale: These activities are meant to be fun and engaging for the whole family. They play a big role in accomplishing our goal of engaging community members with each other.
- 8:45-9 p.m.– Finish up the activity and clean up supplies that were used.
  - Rationale: The waterfront center will close at 9 p.m., so it will be important to have everything wrapped up by this time.

## **Participant Description and Assessment**

This program is primarily geared toward, but not limited to, lower income parents who are interested in learning how to source and prepare affordable and nutritious snacks for themselves and their children. According to information comprised by the U.S. Department of Education, low income for a family of four living in the continental United States in 2017 is a yearly salary of \$36,900. According to 2015 census data, 8.3 percent of the Edmonds population lives below the poverty line.

Although this program is geared toward low income families, the information provided is valuable to all. Therefore, all ages, genders, skill levels, life stages, and socio-economic statuses are encouraged to participate. We can also accommodate for community members with disabilities, and work to meet any and all developmental needs.

This program will serve up to 30 families, each Friday the program is in session. Sign ups will be based on a first-come, first-served system. Sign ups will open for all classes at the same time, allowing participants to choose the class which best fits their needs and schedule. There will be 30 open sign up spots per class. Once those 30 spots fill up, sign ups for that particular date will close.

## **Goals, Objectives, Outcomes**

### Program Goals

- Increase knowledge of healthy eating options and the Let’s Move! initiative
- Foster active engagement amongst community members
- Help people make healthier eating choices that become habitual

- Create an educational, fun, and healthy atmosphere

## Objectives

- Bring awareness to participants when choosing nutritious and affordable meals
- Have an engaging, positive, and educational interaction throughout the program
- Inspire participants to try healthy options at home
- Give community members foundational knowledge for future success within their healthier lifestyle

## Outcome Indicators

- Survey data which shows positive or constructive feedback
- Decrease the level of obesity within the City of Edmonds
- Decrease the number of take-out meals each week for the families and participants
- Increased enrollment by 15 percent within the year
- Assess participants' overall satisfaction on a scale of one through 10

## **Pre-Program Task List**

1. Find out the Waterfront Center's schedule for events using the kitchen. Schedule Healthy Eats events biweekly for four months, for three-hour periods. Plan on a set length of time as initial start.
2. Contact local catering services and restaurants to see potential interest in healthy snack preparations for these families. Is there a charge for their services? Advertising to anyone with a food handler's permit to volunteer in leading these lessons is an option.
3. Get in contact with nutritional specialists. See who can provide families a lesson on the right food items to purchase for their health. If not through a lesson, maybe a recommended list.
4. If nutrition specialist works out, contact local grocery stores to see if they can provide a service to mark affordable and health conscious products for lower income families to know what is best to buy.
5. Find out what waivers are needed for kids and parents to handle certain foods in a public space.
6. Get ahold of supplies with funds and donations from community partners.
7. Create social media page and website to promote the program.
8. Set up sign up sheets for families to sign in to events. Set up excel sheet to keep track of families to contact with any upcoming changes and information.
9. Advertise to community for cooking program for families. Use the City of Edmonds website, local papers, social media, local radio stations, and fliers. Advertisements can include where to find transportation if families are taking bus routes.
10. Purchase necessary ingredients for the first day of the program. This will be a continuous step throughout the life of the program to ensure fresh and non-expired ingredients.
11. Assess amount of families attending after set period of time to see if program can continue to operate as a yearly ongoing program.

## Recipes

The following are potential recipes. Changes can be made to provide options through the Let's Move! Eat Healthy initiative. Supplies are based upon these to provide a general idea of cost.

### Popcorn Balls

Ingredients for one dozen (Two families per tray, so a half dozen each):

- 1 1/2 quarts freshly popped popcorn, salted
- 1/2 cup molasses
- 1/2 cup light corn syrup
- 2 teaspoons vinegar
- 1 1/2 tablespoons butter or margarine

<http://www.myrecipes.com/recipe/popcorn-balls>Crisp and Spicy Snack Mix

Ingredients for 4 cups:

- 2 cups crisscross of corn and rice cereal (such as Crispix)
- 1 cup tiny pretzel twists
- 1/2 cup reduced-fat wheat crackers (such as Wheat Thins)
- 1/2 cup reduced-fat cheddar crackers (such as Cheez-It)
- 1 1/2 tablespoons butter, melted
- 1 tablespoon ginger stir-fry sauce (such as Lawry's)
- 1 teaspoon chili powder
- 1 teaspoon ground cumin
- 1/4 teaspoon salt
- Cooking spray

<http://www.myrecipes.com/recipe/crisp-spicy-snack-mix>

### No-Bake Chewy Granola Bars

Ingredients for 12 bars (Six when split between two groups):

- 1 1/4 cups quick-cooking oats
- 1 cup ancient-grain cereal blend (such as Cheerios + Ancient Grains)
- 1/4 cup unsweetened shredded coconut
- 1/4 cup chopped unsalted pistachios
- 1/2 teaspoon vanilla extract
- 1/4 teaspoon kosher salt
- 1/3 cup creamy peanut butter
- 1/3 cup honey
- 1/4 cup chopped pitted dates
- Cooking spray

<http://www.myrecipes.com/recipe/no-bake-chewy-granola-bars>

## Apple Pie Energy Bites

Ingredients for six (serving size is two energy bites):

- 2 cups old-fashioned rolled oats
- 1 teaspoon ground cinnamon
- 2 tablespoon ground flaxseed
- 1/2 teaspoon salt
- 1 tablespoon chopped hazelnuts
- 1 tablespoon chopped walnuts
- 1/2 teaspoon allspice
- 1/2 cup almond butter
- 1 teaspoon vanilla extract
- 2 tablespoons honey
- 1/4 cup unsweetened, dried cranberries
- 1 cup grated granny smith apple tossed with 1 teaspoon lemon juice

<http://www.cookinglight.com/recipes/apple-energy-bites>

## Sea Salt and Vinegar Zucchini Chips

Ingredients (serving size is about 24 chips):

- 1 (7 oz.) zucchini, cut into 1/8-inch-thick slices (about 48 slices)
- 1 tablespoon malt vinegar
- 1 1/2 teaspoons olive oil

<http://www.myrecipes.com/recipe/sea-salt-vinegar-zucchini-chips>

## PB, Banana, and Oat Cookies

Ingredients (about 47 cookies):

- 1.8 ounces flaxseed meal (about 1/2 cup)
- 1.8 ounces oat flour (about 1/2 cup)
- 2 3/4 cups old-fashioned rolled oats
- 1 teaspoon baking soda
- 3/4 cup peanut butter
- 2 tablespoons non-dairy buttery spread (such as Earth Balance)
- 1/3 cup granulated sugar
- 1/3 cup packed brown sugar
- 1/2 cup mashed ripe banana
- 1/2 teaspoon vanilla extract
- 2 large eggs, lightly beaten
- 1/3 cup semisweet chocolate mini-chips
- 1/4 cup unsalted, roasted sunflower seeds

<http://www.myrecipes.com/recipe/pb-banana-oat-cookies>

## Peanut Butter-Banana Spirals

Ingredients (Six servings at four pieces per serving):

- 1/2 cup reduced-fat peanut butter
- 1/3 cup vanilla low-fat yogurt
- 1 tablespoon orange juice
- 2 ripe bananas, sliced
- 4 (8-inch) fat-free flour tortillas
- 2 tablespoons honey-crunch wheat germ
- 1/4 teaspoon ground cinnamon

<http://www.myrecipes.com/recipe/peanut-butter-banana-spirals>

## Creamiest Chocolate Pudding

Ingredients (Six servings):

- 1/2 cup granulated sugar
- 3 tablespoons cornstarch
- 3 tablespoons unsweetened cocoa
- 1/4 teaspoon salt
- 2 1/2 cups 1% low-fat milk
- 1/2 cup evaporated fat-free milk
- 2 ounces bittersweet chocolate (60 to 70 percent cacao), finely chopped (about 1/4 cup)
- 1 teaspoon vanilla extract

<http://www.myrecipes.com/recipe/creamiest-chocolate-pudding>

## **Supplies and Equipment**

### Waterfront Center and Commercial Kitchen Equipment

The new Edmonds Waterfront Center will feature a full chef's commercial kitchen. This program will utilize certain equipment already present in the kitchen, including:

- Commercial oven
- Gas or electric ranges
- Commercial fridge
- Tables for prepping

### Additional Cooking Equipment

All supplies are used in preparing snacks listed above in recipes.

Winco CBWT-610 Cutting Board, 6" x 10" x .5", white

Quantity: 30, \$59.70

<https://www.katom.com/080-CBWT610.html>

Sur La Table Classic Nonstick Jellyroll Pan, 14.19" x 9.25"

Quantity: 15, \$149.40

[http://www.surlatable.com/product/PRO-292027/?affsrcid=AFF0005&utm\\_term=88940180261product\\_type\\_11bakeware%26product\\_type\\_12baking\\_pans\\_%26\\_dishes&adpos=1o4&creative=45300901781&device=c&matchtype=&network=g&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA\\_ei0DFLzhN-pcZbUu\\_UII9Yjdan7fRSmjCgaFZ2tT0yYor8aAr\\_48P8HAQ](http://www.surlatable.com/product/PRO-292027/?affsrcid=AFF0005&utm_term=88940180261product_type_11bakeware%26product_type_12baking_pans_%26_dishes&adpos=1o4&creative=45300901781&device=c&matchtype=&network=g&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA_ei0DFLzhN-pcZbUu_UII9Yjdan7fRSmjCgaFZ2tT0yYor8aAr_48P8HAQ)

Cuisinart Contour Hard Anodized 1-Quart Saucepan with Cover

Quantity: 12, \$239.52

<https://www.walmart.com/ip/Cuisinart-Contour-Hard-Anodized-1-Quart-Saucepan-with-Cover/55116231?wmlspartner=wlp&selectedSellerId=0&adid=2222222227065250455&wmlspartner=wmlt&w0=&w1=g&w2=c&w3=170074052097&w4=pla=&w5=275926357600&w6=9033356&w7=&w8=&w9=pla&w10=8175035&w11=online&w12=55116231&w13=&veh=sem>

Sur La Table Burnished Bamboo Mixing Spoon, 12"

Quantity: 12, \$72.00

[http://www.surlatable.com/product/PRO-408450/?affsrcid=AFF0005&utm\\_term=88939892261product\\_type\\_11cooking\\_tool\\_s%26product\\_type\\_12food\\_transferers&adpos=1o2&creative=45300852101&device=c&matchtype=&network=g&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA\\_ei0DKHvhdZZSRb\\_zOZX2O8eYRSBjzKO\\_F-eSSONTYCF2hYaAkwp8P8HAQ](http://www.surlatable.com/product/PRO-408450/?affsrcid=AFF0005&utm_term=88939892261product_type_11cooking_tool_s%26product_type_12food_transferers&adpos=1o2&creative=45300852101&device=c&matchtype=&network=g&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA_ei0DKHvhdZZSRb_zOZX2O8eYRSBjzKO_F-eSSONTYCF2hYaAkwp8P8HAQ)

Betty Crocker 6-Piece Measuring Spoon Set in White

Quantity: 30, \$68.70

[https://www.bedbathandbeyond.com/store/product/betty-crocker-6-piece-measuring-spoon-set-in-white/1016809144?skuId=16809144&mcid=PS\\_googlepla\\_nonbrand\\_furniture\\_&adpos=1o1&creative=43742643829&device=c&matchtype=&network=g&product\\_id=16809144&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA\\_ei0DDUEN2Kj9E5U17XESRne8ga14Urp3u2M1k9d5zx\\_gKAaAIR48P8HAQ](https://www.bedbathandbeyond.com/store/product/betty-crocker-6-piece-measuring-spoon-set-in-white/1016809144?skuId=16809144&mcid=PS_googlepla_nonbrand_furniture_&adpos=1o1&creative=43742643829&device=c&matchtype=&network=g&product_id=16809144&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA_ei0DDUEN2Kj9E5U17XESRne8ga14Urp3u2M1k9d5zx_gKAaAIR48P8HAQ)

American Metalcraft HCSQ810 8" x 8" x 1" Hard Coat Square Pizza Pan

Quantity: 12, \$125.88

[http://www.webrestaurantstore.com/american-metalcraft-hcsq810-8-x-8-x-1-hard-coat-square-pizza-pan/124HCSQ810.html?utm\\_source=Google&utm\\_medium=cpc&utm\\_campaign=GoogleShopping&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA\\_ei0DECtj6lQzAdDVHExL5KmBHrSUyba7UBsQgJd0itTPCIaArSC8P8HAQ](http://www.webrestaurantstore.com/american-metalcraft-hcsq810-8-x-8-x-1-hard-coat-square-pizza-pan/124HCSQ810.html?utm_source=Google&utm_medium=cpc&utm_campaign=GoogleShopping&gclid=Cj0KEQjAlsrFBRCAXcCB54XEILEBEiQA_ei0DECtj6lQzAdDVHExL5KmBHrSUyba7UBsQgJd0itTPCIaArSC8P8HAQ)

Chef Craft Chrome Plated 8-inch Whisk

Quantity: 30, \$186

<https://www.walmart.com/ip/Chef-Craft-Chrome-Plated-8-In.-Whisk/178994555?wmlspartner=wlp&selectedSellerId=0&adid=2222222227068237321&wmlspartner=wmlt&w0=&w1=g&w2=c&w3=173674103000&w4=pla=&w5=280615594455&w6=9033356&w7=&w8=&w9=pla&w10=8175035&w11=online&w12=178994555&w13=&veh=sem>

Winco MCP-4P Measuring Cup Set, four piece set includes: 1/4, 1/3, 1/2, and 1 cup,

Quantity: 30, \$57

[https://www.hotelrestaurantsupply.com/WNC-MCP-4P.html?utm\\_source=froogle&utm\\_medium=shopping&utm\\_campaign=products&](https://www.hotelrestaurantsupply.com/WNC-MCP-4P.html?utm_source=froogle&utm_medium=shopping&utm_campaign=products&)

[gclid=Cj0KEQiAlsrFBRCAXcCB54XEILEBEiQA\\_ei0DGGROj4QXSIXCRx0iDhI  
sUdwZT3NLU8IY6DVIwT1sBMaAnCh8P8HAQ](https://www.walmart.com/ip/Farberware-Solid-Delrin-8-Chef-Knife/36188611)

Farberware Solid Delrin 8" Chef Knife

Quantity: 15, \$149.40

<https://www.walmart.com/ip/Farberware-Solid-Delrin-8-Chef-Knife/36188611>

Small Single All Stainless Spreader

Quantity: 30, \$88.50

[http://www.kitchenworksinc.com/Small-Single-All-Stainless-  
Spreader\\_904653.aspx?gclid=Cj0KEQiAlsrFBRCAXcCB54XEILEBEiQA\\_ei0DA  
T6mCneqUwJA3EeQVV733H6VM4Dl0wW74zUKnsjK0aAg\\_b8P8HAQ](http://www.kitchenworksinc.com/Small-Single-All-Stainless-Spreader_904653.aspx?gclid=Cj0KEQiAlsrFBRCAXcCB54XEILEBEiQA_ei0DA<br/>T6mCneqUwJA3EeQVV733H6VM4Dl0wW74zUKnsjK0aAg_b8P8HAQ)

## Shopping List

List is a combined total of all ingredients used in preparing and making the snacks.

<b>Ingredients</b>	<b>Amounts Needed</b>	<b>Available</b>	<b>Quantity</b>	<b>Price</b>
Popcorn Salted	45 quarts	Pop Secret Jumbo	29 (50 oz.) containers	\$173.71
Molasses	15 cups	Grandma's Molasses	10x12 fl. oz.	\$28.80
Light corn syrup	15 cups	Great Value Light corn syrup	8x16 fl. oz.	\$15.04
Vinegar	50 tbsp.	Great Value Distilled White Vinegar	64 fl. oz.	\$1.92
Butter	90 tbsp.	Land O Lakes Butter	12 sticks (3 lbs)	\$8.97
Crispix	60 cups	Crispix	42 boxes	\$125.16
Tiny pretzel mix	30 cups	Snacks (Micro mini Pretzels, 2 lbs)	8x 2 lb. bags	\$58.16
Wheat Thins	15 cups	Wheat Thins	3 Boxes (9.1 oz.)	\$8.46
Cheez-Its	15 cups	Cheez-Its	2 Boxes (12.4 oz.)	\$5.76
Ginger stir-fry sauce	90 tbsp.	Stonewall Kitchen Teriyaki Sauce, Sesame Ginger	4x 11 fl. oz. bottle	\$35.80
Chili powder	10 tbsp.	McCormick Chili Powder	2x 2.5 oz. bottles	\$4.96
Ground cumin	10 tbsp.	McCormick Ground Cumin	4x 0.75 oz. jar	\$8.84

Salt	37.5 tsp.	Morton Salt	26 oz. container	\$1.97
Cooking spray		Pam No-Stick Original Cooking Spray	2x 6 oz. can	\$8.58
Old fashioned rolled oats	150 cups	Bob's Red Mill Organic Old Fashioned Rolled Oats	17 bags 32 oz.	\$67.15
Ground cinnamon	37.5 tsp.	McCormick Ground Cinnamon	8.75 oz. jar	\$6.48
Ground flaxseed	60 tbsp.	Bob's Red Mill Flaxseed Meal, Whole Ground -	2x 16 oz. bag	\$5.12
Chopped hazelnut	30 tbsp.	Diamond of California Chopped Hazelnuts	3x 2.25 oz. bag	\$10.92
Chopped walnuts	30 tbsp.	Diamond Chopped Walnuts	2x 4 oz. Peg	\$5.96
Allspice	15 tsp.	McCormick Ground Allspice	3x 0.9 oz. jar	\$8.94
Almond butter	15 cups	MaraNatha No Stir Almond Butter, Creamy	11x 12 oz.	\$76.78
Vanilla extract	30 tsp.	McCormick Pure Vanilla Extract	16 oz. bottle	\$15.99
Kosher Salt	7.5 tsp	Morton Coarse Kosher Salt	1 lb.	\$2.07
Peanut butter	48 cups	Jif Creamy Family Size Peanut Butter, 4 lb.	6x 4 lb. containers	\$52.68
Honey	240 tbsp.	Pure N Simple 100% Pure Honey	2x 80 oz. containers	\$28.96
Unsweetened dried cranberries	7.5 cups	Bob's Red Mill, Dried Cranberries	8x 8 oz. bags	\$53.68
Granny Smith Apples	30	Granny Smith Apples	3x 3 lb. bags	\$17.97
Lemon juice	30 tsp.	Rea Lemon 100% Lemon Juice	15 oz. bottle	\$1.98
Quick cooking-oats	37.5 cups	Quaker Oats Heart Healthy Quick 1-Minute Oats	17x 18 oz. canisters	\$44.03
Cheerios	30 cups	Cheerios	12 boxes 21.6 oz.	\$85.97

Unsweetened shredded coconut	7.5 cups	Bob's Red Mill Coconut, Unsweetened, Medium Shredded	3x 24 oz. bags	\$13.77
Chopped unsalted pistachios	7.5 cups	Roasted Unsalted Pistachios	4x 1 lb. bags	\$47.96
Chopped pitted dates	7.5 cups	Dates, Pitted, California - We Got Nuts	2x 2 lb. bags	\$42.76
Zucchini (7oz)	30			\$50
Malt vinegar	30 tbsp.	London Pub Malt Vinegar	2x 12.7 fl. oz. bottles	\$6.18
Olive Oil	15 tbsp.	Pompeian Smooth Olive Oil, Extra Virgin	32 fl. oz. bottle	\$8.24
Flaxseed meal	15 cups	Bob's Red Mill Whole Ground Flaxseed Meal,	2x 16 oz. (Pack of 4)	\$21.52
Oat flour	15 cups	Bob's Red Mill Oat Flour	2x 22 oz. (Pack of 4)	\$34.86
Baking soda	30 tsp	Arm & Hammer Pure Baking Soda	16 oz. box	\$5.03
Non-dairy butter spread	60 tbsp.	Parkay Vegetable Oil Spread	41 oz. container	\$74.14
Granulated sugar	30 cups	C&H Pure Cane Granulated White Sugar	4x 4 lb. bag	\$10.52
Brown Sugar	10 cups	C&H Pure Cane Sugar, Golden Brown	3x 2 lb. bag	\$6.27
Bananas	75			\$100
Eggs	60		3x 24 case eggs	\$30
Semisweet chocolate mini-chips	10 cups	Nestle TOLL HOUSE Semi-Sweet Chocolate Mini Morsels	7x 12 oz. Bag	\$19.04
Roasted sunflower seeds unsalted	7.5 cups	Unsalted Roasted Whole Sunflower Seeds	6x 1 lb. bags	\$23.94
Low fat Vanilla yogurt	10 cups	Dannon® Low fat Yogurt Vanilla	3x32 oz. tub	\$8.34

Fat free flour tortillas	120	<u>Mission 8" Flour Tortillas</u>	3x40 ct. package	\$18.57
Orange juice	30 tbsp.	Langers 100% Juice Orange	1x64 oz. jug	\$2.98
Honey crunch wheat germ	60 tbsp.	Kretschmer Original Toasted Wheat Germ	3x12 oz. containers	\$12.54
Cornstarch	90 tbsp.	Argo Cornstarch	3x16 oz. cans	\$2.61
Unsweetened cocoa	90 tbsp.	Great Value Baking Cocoa Unsweetened Cocoa Powder	6x8 oz. cans	\$11.88
1% low-fat milk	75 cups	Kirkland Signature 1% Low Fat Milk	3x2, 1 gallon jugs	\$16.77
Evaporated milk	15 cups	CARNATION Vitamin D Added Evaporated Milk	10x12 oz. cans	\$10.00
Bittersweet chocolate	60 ounces	Ghirardelli Chocolate Baking Chips, 60% Cacao Bittersweet Chocolate	6x11.5 oz. bags	\$28.60
Plastic wrap		Reynolds Foodservice Plastic Film with Slide Cutter 910SC; 12(W) x 2000(L)	1 box	\$25.99
Parchment Paper		If You Care Parchment Baking Sheets	2x 24 pre-cut sheets	\$7.30
Foil		Reynolds Kirkland Signature Aluminum Foil, 12" x 1000'	1 box	\$27.59

**Total:** \$2,834.31 x 6.5% tax rate = \$184.23 = **\$3,018.54**

### Additional Supplies

- Any board games that are donated, available at the center or through the parks department.
- Boombox or stereo equipment

## **Safety Risk Considerations**

The following are a few safety considerations we will take into account. We will need to make sure families fill out waivers so they are aware of a variety of food safety guidelines. Additionally, food handler permits will be required. Individuals' food allergies will be taken into account, as participants will be asked about them when signing up. In turn, we will notify participants of any allergens in the recipes, and accommodate those allergies by offering and providing alternatives. Supervising the use of stoves, and making it clear when the stove or oven is hot will be mandatory. This will be done by placing clear signs or making announcements whenever the stove is hot to prevent individuals from getting burned (we will make sure everyone is warned and aware). Finally, the use of knives will be monitored to prevent any injury from occurring. We will handle this situation by making sure individuals over the age of 12 are the only ones allowed to use sharp knives, while all those who are younger have access to butter knives only, or have the option of being helped by those who do have access to sharper knives.

## **Staff Requirements**

These events will require one to two Edmonds staff and two to three community volunteers, as well as any consultants and nutritional coaches who want to participate. The program coordinator will be in charge of delegating tasks to volunteers while working to meet the needs of community members. Amount of paid staff varies depending on how many volunteers sign up for each event. Volunteers will be given background checks to ensure public safety. All staff and volunteers who will be working with food will need a food handler's permit. Staff and volunteers should have a passion for people and/or a background in human services. Staff should have:

- Food Handler's Permit
- Ability to work well with and inspire community members
- The ability to adapt and problem solve

## **Publicity Plan**

This event can be promoted via:

- Parks and rec website
- Facebook and Twitter
- Newspapers
- Radio
- Fliers and posters
- Word of mouth

The best way to reach and inform a community about opportunities such as this is through more than one mode of advertising, as well as via "spread the word" human interaction. Putting an ad in the newspaper or on the parks and recreation website, as well as promoting it on social media like Facebook, combined with an information stand hosted by a positive and enthusiastic staff member would be a safer approach than just stapling signs onto telephone poles. High public traffic areas would be ideal places to promote this event. This would also give the community a chance to see who might be involved with and leading these activities. Local grocery stores, especially those interested in partnering with the program, would be ideal places to post advertisements.

Possible Flier



The flyer features a purple header with the text "Healthy Eats". Below the header are four images: a blue surface with several square granola bars, some in a small white paper bag; two white ramekins filled with chocolate brownies dusted with powdered sugar; and a group of people, including children, sitting around a table with various fresh fruits and vegetables, preparing a meal. The bottom section of the flyer is a dark blue background with white text providing event details.

# Healthy Eats

Come learn about healthy and affordable snack options!  
Healthy Eats aims to give families the opportunity to work together and learn how to prepare fun and affordable snacks.  
You're bound to walk away with tasty treats and new tricks up your sleeve!  
\$10 per family group / Paid each time you attend  
6:00-9:00 PM / Every other Friday / At the Senior Center  
6/22/18 7/6/18 7/20/18 8/3/18 8/17/18 8/31/18 9/14/18 9/21/18  
Learn more and sign up at [HealthyEats.Edmonds.com](http://HealthyEats.Edmonds.com)

Radio Station in Edmonds: SPIRIT 105.3FM, 1-877-832-7703, KCIS 630AM

## Program Timeline

Task Name	Duration	Start	Finish
Reserve Waterfront Center Kitchen	1d	01/02/18	01/02/18
Find Instructors	189d	01/02/18	09/21/18
Advertise	116d	04/06/18	09/14/18
Develop waivers	21d	05/04/18	06/01/18
Purchase Equipment	14d	06/01/18	06/15/18
Registration	121d	04/06/18	09/21/18
Event	66d	06/22/18	09/21/18
Evaluate	71d	06/22/18	09/28/18

## Budget/Program Pricing:

$$\begin{array}{r r r r r} \text{Cost of Supplies} & + & \text{Cost for Groceries} & + & \text{Tax} & = & \text{Grand Total} \\ \$1,196.10 & & \$1,638.21 & & \$184.23 & & \mathbf{\$3,018.54} \end{array}$$

$$\begin{array}{r r r r r} 1^{\text{st}} \text{ class: Cost of Admission} & \times & 30 \text{ Families} & \times & 8 \text{ sessions} & = & \text{Loss} \\ \$10 & & \$300 & & \$2400 & & \mathbf{-\$618.54} \end{array}$$

$$\begin{array}{r r r r r} 2^{\text{nd}} \text{ class: Admission revenue} & - & \text{Cost of Groceries (with tax)} & = & \text{Surplus} \\ \$2,400 & & \$1,744.09 & & \mathbf{\$655.91} \end{array}$$

## Evaluation Plan

We want to evaluate the participants' overall satisfaction, comfort, knowledge of nutritious snacks, their current eating habits, and increased awareness of a healthier lifestyle for themselves and their potential family members. We will gather this data through volunteer surveys that are designed to elicit responses that are necessary for feedback to increase the effectiveness of our program. The participants will be asked to volunteer for a few surveys throughout the program to track their progress. The surveys will be structured around the participants' lifestyles and how they go about snacking, and eating habits prior to the class. The surveys will address topics such as the type of meals participants are seeking out, how often take-out becomes the family meal, if funding is an issue for nutritious snacks and meals, how often they find themselves snacking, and others geared toward digging deeper into participant meal choices. The purpose of this data is to reach our outcomes for the program that include healthier lifestyles, healthier choices, and increased levels of healthier snacking, and also making sure progress is being made throughout the program and with our participants. If not, we can address the gaps and work on improving the overall quality of this program.

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## 10. EDMONDS SOUND CHECK

By Ryan Edson, Canaan Elliott, Laura Erickson, Seth Fisher, Logan Fletcher

### **Program Description**

Edmonds Sound Check will host local bands that appeal to teens to get them moving, and will get the teens themselves involved in singing at an open microphone. Edmonds Sound Check was conceived when we identified a lack of programs geared towards getting teenagers involved in “innocent fun stuff,” as identified in the Verdant Health Survey of 2013. A lack of such activities was identified by teens as one of the leading causes of isolation and negative health activities. We thought about what teens in general like, and one undisputed interest is their attraction to music. Once we identified this, we planned a program which would give teens a chance to express themselves through an open mic, as well as allow them the opportunity to enjoy and dance to local musicians.

This program will run a series of open mics and concerts in the new Waterfront Center. Edmonds Sound Check will occur four Fridays during the summer, in late July and early August, from 5 p.m. (the time the center opens to the public) until 9 p.m. The open mic will be open to any type of performance to encourage creativity, diversity, and expression in Edmonds, with the only restriction being no explicit content.

### **Implementation**

There will be a sign-up sheet available online and at the Waterfront Center one week before each event, to make sure the program is structured and runs smoothly. There could be a possibility of this becoming a reoccurring event, in the case that too many people sign up to be accommodated within the four sessions we have planned. The open mic will last about two hours, leaving the last two hours for local bands to play. We want to encourage using bands that have an upbeat sound in order to get kids dancing to align with the Let’s Move! campaign’s mission. Once again, the only criteria a band must meet is being upbeat and having no explicit content in their music. We have already started contacting local musicians to determine if they would be interested in playing this venue. We will also employ pedometers to implement our Walk ‘n Roll Challenge. Participants will be issued a pedometer, and whoever racks up the most steps at the end of the night will be awarded free admission to the next show, as well as a small, tangible prize.

### **Sound Check Fees**

Ideally this event would be free to the public, but unless sponsors are located, the costs of running it will require attendees to pay a recommended fee of \$8 for general admission and \$5 with a student ID.

## Participant Description

While this program is open to everyone, our target population is teens in Edmonds. This includes all teens regardless of race, gender, or socioeconomic situation. The 2013 survey done by the Verdant Health Commission showed that teens wanted more “innocent fun stuff” to do in Edmonds. They identified the lack of such activities as a key factor that pushed teens toward unhealthy behaviors. Edmonds Sound Check is both innocent and fun, providing a solution to this self-identified problem. Being a teenager is a frustrating time in life, and providing a place where those frustrations can be expressed to an audience of people in the same demographic can be cathartic. Even if the topics people choose to share at the open mic aren’t related to teens’ frustrations, it’s a great place to let loose and share ideas. As of 2010, the City of Edmonds census revealed that 14.18 percent of the population were between the ages of 5 and 17. Acknowledging that this is a significant percentage of the population, it is our goal to have a space for teens not only from Edmonds, but from neighboring cities as well, to come and dance and express themselves. There will be no evaluation of participants before the open mic, so all skill levels are encouraged to showcase their talents in front of their peers on a first-come, first-served basis. During the concerts, teens will be encouraged to dance by the upbeat nature of the music and by being surrounded by others their age.

## Goals and Objectives

Edmonds Sound Check’s goals and objectives are in line with those of Edmonds itself, as well as those of Let’s Move! and Playful City USA, because the program heightens social capital, creative expression, and physical and mental well-being of the participants through an enjoyable activity.

### Goal 1

To get teenagers and people of all ages moving through music to increase their physical and mental well-being in a fun, welcoming environment.

#### Objectives

- To get teens to dance and engage in positive social behaviors
- To provide a safe and affordable space in which teens can gather
- To additionally provide an activity appropriate for all ages
- To contribute to positive youth development

#### Outcomes

- Enable expression through dance
- Evaluate participant engagement by counting the number of people moving during this program as compared to those standing still or sitting. This can be measured by calculating and recording the information on the pedometers distributed for the Walk ‘n Roll challenge.
- Bolster community within Edmonds
- Dancing is linked to numerous health benefits in physical, social and cognitive realms
  - <https://www.betterhealth.vic.gov.au/health/healthyliving/dance-health-benefits>

## Goal 2

To increase creative expression within the community.

### Objectives

- Provide space and adequate materials for performances
- The program will be marketed toward teens but will be available to all ages
- Independent youth involvement with their peers and other community members

### Outcomes

- Increase in young people's self-esteem and self-efficacy
- Create and develop life skills in youth
- Give youth a sense of belonging via contribution

Reference: [www.iyfnet.org/sites/default/files/FieldNotes15Creativity.pdf](http://www.iyfnet.org/sites/default/files/FieldNotes15Creativity.pdf)

## **Evaluation Plan**

We have mocked up a simple survey that will take approximately one minute to complete. The survey is designed to evaluate the effectiveness of our program through the lens of our predetermined goals, as well as to make sure we are aligned with the Let's Move! campaign. We will ask staff to make note of how physically active participants were and to give a short report on what they see. If people aren't moving enough some good questions we can ask ourselves are: Was there enough of a crowd to make people feel comfortable and not singled out? Was the music groovy enough? Was the lighting too bright or too dim? Was the music too loud or too quiet? Was the transition from open mic to the concert too long? The pre- and post-program reports will let us know if people feel satisfied or not, which in turn lets us know if the program is a success or failure. We will also take the average of the quantitative data from the Walk 'n Roll Challenge and try to find trends relating to the previous objectives listed. If teens are satisfied with the event this means we have accomplished the goal of creating a space for safe expression. Another way to judge satisfaction is monitoring the participant turnout each day it takes place. If more people show up each week, it lets us know word is spreading that the program is fun.

## Sample Evaluation

### Edmonds Sound Check Survey

This survey uses a scale where 1 means "not at all" and 5 means "constantly." Please circle the number that most accurately reflects your experience.

Age: \_\_\_\_\_

Date: \_\_\_\_\_

**How much did you interact with others?**

1                      2                      3                      4                      5

**How much did you dance/play/move around?**

1                      2                      3                      4                      5

How much do you feel you expressed yourself?

1                      2                      3                      4                      5

Additional Comments: \_\_\_\_\_

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## **Pre-Program Planning**

Before the program can be implemented, there are numerous tasks to be completed. These include organizing and training staff, booking bands for each night, creating and distributing promotional material, reserving facilities and equipment, setting up ticket purchasing, and establishing all proper contacts.

### Staffing

- Hire two paid staff members; one volunteer coordinator and one event coordinator
- Perform background checks on all staff members, paid and unpaid, and provide CPR/first aid certification for all paid staff members
- Book bands for each night
- Organize volunteers: five needed
  - College students
  - Community members
  - Teachers

### Promotion

- City of Edmonds Facebook page
- City of Edmonds website
- Fliers in local high and middle schools (Edmonds School District), and with local businesses
- Post a signup sheet online
- Advertisements at school concerts, sporting events

### Facilities/space

- Banquet Hall, Waterfront Center
  - Reserve and book room for Friday nights on 7/12/2019, 7/26/2019, 8/9/2019, 8/23/2019

### Registration

- Non-mandatory sign up on the Facebook page to get an idea of how many people will attend.
- Sign-up sheet at high school and middle schools

## Contact Information

- City of Edmonds Park and Recreation Office: 425-771-0230
- Program Supervisor: TBD
- Program Coordinator: TBD
- Emergency: 911

## **Macro Program Timeline**

<u>Date</u>	<u>Description</u>	<u>Timeline</u>
6/1/2019	Develop Advertisements	1
6/7/2019	Publish Advertisements	2
6/28/2019	Secure Volunteers for First Venue	3
7/5/2019	Open ticket purchasing online for 7/12	4
7/12/2019	First Venue	5
7/12/2019	Secure Volunteers for Second Venue	6
7/19/2019	Open ticket purchasing online for 7/26	7
7/26/2019	Second Venue	8
7/26/2019	Secure Volunteers for Third Venue	9
8/2/2019	Open ticket purchasing online for 8/09	10
8/9/2019	Third Venue	11
8/9/2019	Secure Volunteers for Fourth Venue	12
8/16/2019	Open ticket purchasing online for 8/23	13
8/23/2019	Fourth and Final Venue	14

## Daily Timeline

Time	Activity	Timeline
16:30	Arrive On-Site to Set Up	1
17:00	Participants Begin to Arrive	2
17:05	Open Mic Begins	3
18:45	Open Mic Begins to Close	4
18:50	Band Takes the Stage and Prepares	5
19:00	Band Begins to Play	6
20:50	Band Begins to Close/Stow Gear	7
20:55	Start Making Participants Leave	8
20:59	All Participants Have Left	9
21:00	Lock Up the Building	10

## Budget and Equipment List

Items	Cost per *	Cost per day	Total costs
<b>Personnel</b>			
Volunteers	0/hour/person	x5 hours = 0/day	x4 days = 0
Program coordinator	20/hour/person	x5 hours = 100/day	x4 days = 400
Volunteer coordinator	20/hour/person	x5 hours = 100/day	x4 days = 400
Bands	250/show	250/day	x4 shows = 1,000
<b>Subtotal Personnel</b>		450	1,800
<b>Equipment</b>			
Speaker system	250/day	250/day	x4 days = 1,000
Chairs	0	0	0
Pedometers	1/pedometer	100 (Reusable)	100 count total
<b>Subtotal Equipment</b>		250	1,100

<b>Location use</b>			
<b>Banquet Hall</b>	<b>35/hour</b>	<b>4 hours/day = 140/day</b>	<b>x4 days = 560</b>
<b>Subtotal Location</b>		<b>140</b>	<b>560</b>
<b>Total</b>		<b>840</b>	<b>3,460</b>
<b>Attendance costs</b>	<b>Varied per quantity</b>	<b>-840</b>	<b>-3,460</b>
<b>Price per attendee per day</b>			
<b>Number of Attendees</b>		<b>Cost per Person</b>	
<b>10</b>		<b>84</b>	
<b>20</b>		<b>42</b>	
<b>30</b>		<b>28</b>	
<b>40</b>		<b>21</b>	
<b>50</b>		<b>16.8</b>	
<b>60</b>		<b>14</b>	
<b>70</b>		<b>12</b>	
<b>80</b>		<b>10.5</b>	
<b>90</b>		<b>9.34</b>	
<b>100</b>		<b>8.4</b>	

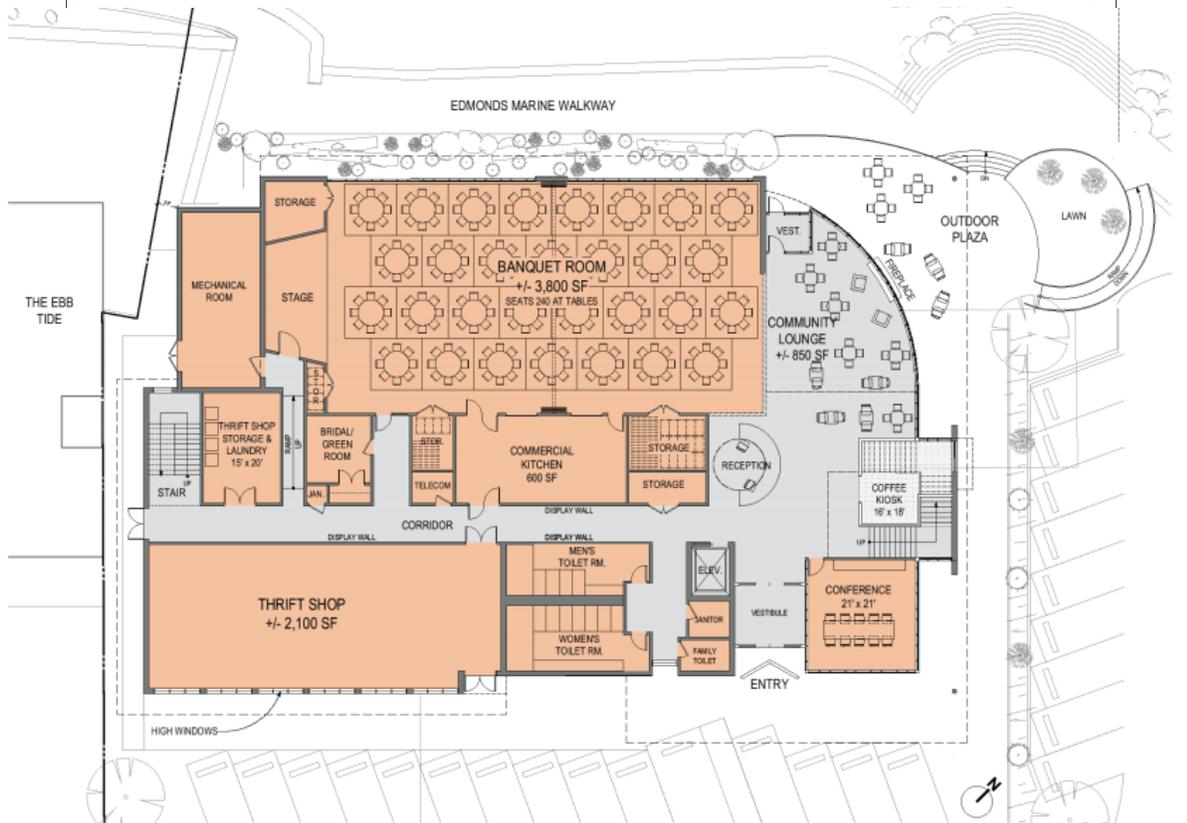
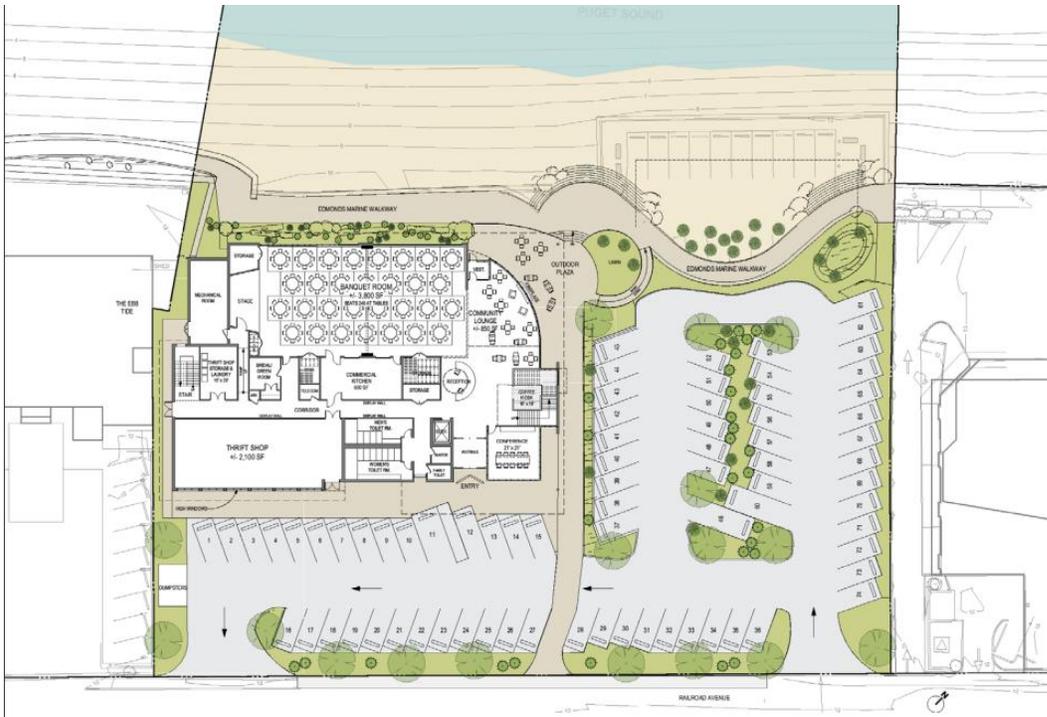
Speaker cost from <http://djparentals.com/speaker-rental/wi-mic-and-music-package.html>

Band cost estimated from <http://www.houstonpress.com/music/how-much-do-local-bands-get-paid-at-shows-6781083>

## Facilities and Space

Edmonds Sound Check will take place in the banquet hall of the Edmonds Waterfront Center, which has an available floor space of 3,800 square feet. Facility details retrieved from the Edmonds website are presented below:

- 26,000-square-foot building located on spectacular beachfront site, adjacent to the Edmonds Marine Walkway (see photos/diagrams below)
- Modern, open, Northwest architecture that takes full advantage of the water and mountain view
- Dance/fitness room, dining hall, teaching kitchen, classrooms, community room for lectures and public meetings, internet café, outside seating areas, game room, lounge, Bastyr University Clinic
- Parking lot – 74 stalls



**First Floor Plan**

July 2016

## Facility Contacts

Key Staff: Farrell Fleming, Executive Director, [execdirector@scscedmonds.org](mailto:execdirector@scscedmonds.org) (425) 954-2518

## **Safety/Risk Considerations**

- Bullying: Staff and volunteers will have been trained on how to mediate
- Tripping/Electrical Hazards: All cords and other potential tripping hazards will be taped to the ground.
- Fire: Exit signs will be clearly lit and labeled (with braille) so that participants know where to exit. Staff will know how to give direction to the exits.
- Building: Facility will be up to code on all ADA and fire safety features.
- Building: All unused rooms to be locked in order to avoid teens from isolating, and to make sure they are keeping with the zero tolerance drug and alcohol policy.
- Occupancy: Staff will take a head count at each event as to meet the occupancy standard.
- Staff: Staff will be trained on how to instruct a safe environment for teens to play and dance.
- Location should have available at least five fully stocked first aid kits, as well as an AED.
- Staff will be present at all times to provide supervision for the program.

## Staff Requirements

Ideally, two paid positions, and the remaining staff consisting of volunteers.

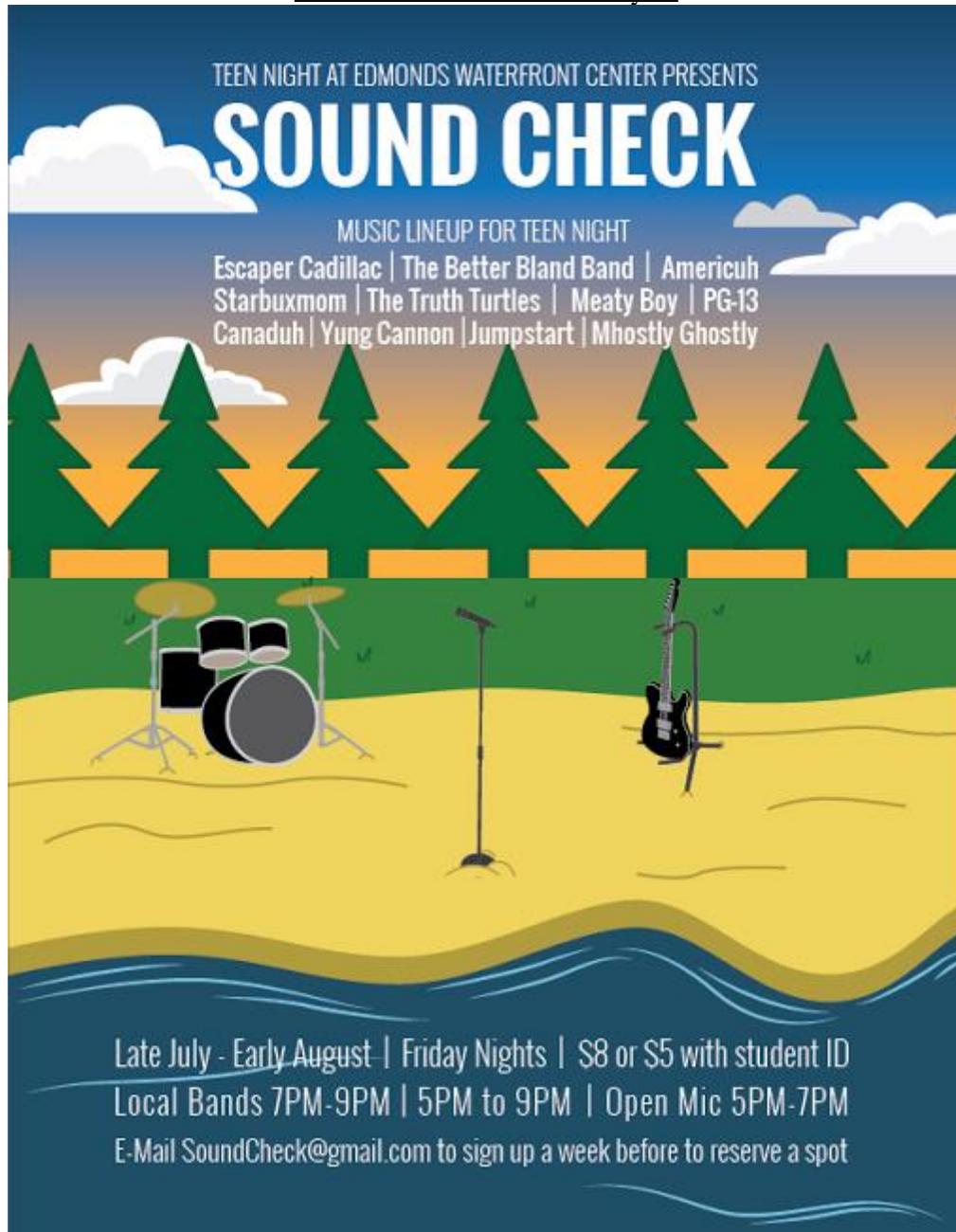
The paid positions will be Volunteer Coordinator and Event Coordinator (Please see chart below).

Position (Job Title)	Description	Requirements/Qualifications
<b>Event Coordinator</b>	Paid position working for the Parks and Recreation Department of Edmonds, Washington. Specifically, the role of leading, planning, organizing, and overseeing the Edmonds Sound Check event series.	Requirements include: CPR/First Aid certified, professional prior experience planning/directing events, cleared background checks. Ideal candidate skills/experience for this position: Professional experience working with teens, the ability to multi-task, excellent working with and motivating others, strong networking skills, and an ability to adapt and flex when facing unplanned circumstances.
<b>Volunteer Coordinator</b>	Paid position working for the Parks and Recreation Department of Edmonds, Washington. Specifically, the role and responsibility of contacting, leading, and directing all volunteers involved in the Edmonds Sound Check event series.	Requirements include: CPR/First Aid certified, professional prior experience working a head volunteer position at an established organization/institute, cleared background checks. Ideal candidate skills/experience for this position: Experience working with teens, a general understanding of the Edmonds <sup>2</sup> area/community, strong networking skills, and capable of adjusting to the unpredictability of a volunteer's time availability.

## Publicity Plan

- Post flyers at local schools such as Edmonds-Woodway High School, Lynwood High School, Meadowdale High School, Mountlake Terrace High School, Scriber Lake High School, Alderwood Middle School, Brier Middle School, College Place Middle School, Meadowdale Middle School
- Create a Facebook page for the event
- Set up a vendor's table in the community
- Have a guest speaker visit the middle and high schools
- Have flyers at local businesses
- Have program leader visit PTA meetings
- Advertising in Edmonds Beacon and local newspapers

Edmonds Sound Check Flyer:

The flyer features a stylized landscape with a blue sky, white clouds, a row of green pine trees, a green grassy field, and a yellow sandy area. In the foreground, there is a drum set, a microphone on a stand, and an electric guitar on a stand. The bottom section of the flyer is dark blue with white text.

TEEN NIGHT AT EDMONDS WATERFRONT CENTER PRESENTS

# SOUND CHECK

MUSIC LINEUP FOR TEEN NIGHT

Escaper Cadillac | The Better Bland Band | Americuh  
Starbuxmom | The Truth Turtles | Meaty Boy | PG-13  
Canaduh | Yung Cannon | Jumpstart | Mhostly Ghostly

Late July - Early August | Friday Nights | \$8 or \$5 with student ID  
Local Bands 7PM-9PM | 5PM to 9PM | Open Mic 5PM-7PM  
E-Mail [SoundCheck@gmail.com](mailto:SoundCheck@gmail.com) to sign up a week before to reserve a spot

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# 11. EDMONDS LISTENS: A WATERFRONT PROGRAM PROPOSAL

By Danielle Chevalier, Alicia Christianson, Sylvan Christenson, Isaac Day, Suzanne Dubois

## **Edmonds Listens Program Description**

Edmonds citizens have demonstrated their willingness and enthusiasm to be actively involved by contributing to their community. Edmonds Listens builds on citizen engagement.

Edmonds Listens is a bi-monthly program that hosts workshops, community skill building, and information sharing opportunities to continue building social capital. This program will provide an opportunity for community members to congregate and participate in activities, and expand or share knowledge about a variety of topics. The four program themes are Social Capital & Health, Technology, Culture & Diversity Awareness, and Nature & Environment.

Edmonds Listens is on a rotating schedule. Our topics have been chosen to attract and engage people of all ages and backgrounds and are open to adaptation according to the community's interests. Topics, workshops and activities are centered on the goals of the Let's Move! and Playful City USA campaigns. Each theme is designed to serve a specific population and need within the community to address gap-filler, door opener, convener, and community-builder roles and investment opportunities, which the Verdant Health Commission prioritized in Edmond's needs assessment. Our program is dedicated to facilitating leisure experiences that foster intergenerational ties by seeking skills and knowledge from local residents who want to contribute their insight to fulfill needs within the community. Specific program activity plans, which can be used as pilot projects to incubate cooperative implementation, are included below.

## **Program Themes**

Social Capital & Health: The target population for this theme is high school students who may or may not use inappropriate substances. The goal of this program is to provide a safe environment outside of school for teens to prepare a healthy meal together using ingredients from local food banks and community gardens.

Technology: This program will introduce new ideas, best practices, and key components of modern GPS and fitness tracking. There is no restriction on participation, all ages and abilities can be accommodated, but this specific topic is generally more popular with tech savvy teens and young adults.

Culture & Diversity Awareness: The purpose of this program is to move the body, have fun together, learn three easy new dance steps, gain greater appreciation for certain traditions, and learn how to prepare a simple healthy snack. This program is meant to serve isolated older adults and families with children ages 6-14.

Nature & Environment: This program will promote interaction with nature and provide environmental education. All ages are welcome, however this program appeals to youth ages 6-10. Washington State has a lot to offer in the outdoors, and this is one way to promote people getting outside to move and explore.

## Participant Description/Assessment

Each theme is marketed to a specific population within the community. The concept of the program allows for variability in each program, but the total combined programs must meet all age targets and make special effort to reach minority populations, both in terms of ethnicity and socioeconomic status. All programs are low-cost in order to keep fees down. Still, each event must remain inclusive to all community members. We believe that everyone has something to share no matter what their age, ethnicity, ability or background might be. Edmonds Listens is an opportunity for the Department of Parks, Recreation and Cultural Services to apply that attitude.

The pilot programs shown in each timeline target specific populations. The “Pizza Night for Teens,” as part of the Social Capital and Health theme, caters to high school students, mainly those who are likely to abuse substances due to a lack of available teen recreation activities. Within the Technology theme, “Healthy Metrics” targets tech-savvy young adults by using GPS navigation. “Sharing Culture” as part of the Culture and Diversity theme targets families with young children ages 6-14, as well as isolated older adults. Nature and Environment hosts the “Search for Sasquatch,” which is geared toward children ages 6-10 and their parents and grandparents. Our hope in remaining all-inclusive is to be able to facilitate intergenerational learning through a wide variety of workshops, teaching seminars, and hands-on demonstrations.

## Goals and Objectives

### Goals

Goal #1: Fostering collaboration, leadership, and community involvement. Building on Edmonds’ PROS Goal of Collaborations and Leadership and its action plans, Edmonds Listens:

- Encourages volunteerism by inviting both seniors and younger populations to participate and lead seminars and workshops.
- Develops a new program that uses local expertise and meets demand within a community that exhibits a diverse and changing demographic.
- Invites community associations to both participate and sponsor.

Goal #2: Promoting a healthy lifestyle through education and social connections.

- Offer inclusive, safe, and collaborative space for all generations.
- Offer varied programs to address specific needs and demographics addressed in the Verdant Health assessment.

### Specific Program Outcomes (Objectives)

#### Phase I short term:

- Demonstrate that leadership-skill and knowledge-share events are accessible by asking participants what their interests are and what ideas they might have to contribute and teach.
- Hand out registration.
- By the end of the first quarter there will be an average of 50 attendees at each event.
- By the second meeting of every quarter, community members are producing content.

### Phase II long term:

- Give people the opportunity to develop leadership skills.
- Maximize and diversify use of the Edmonds Waterfront Center by 30 percent for arts and cultural activities.
- Increase intergenerational ties among community members.

### Specific Program Outcomes (Indicators)

- Through the use of the survey provided in the evaluation section, we will be able to determine increase of knowledge, change in attitude and skills.
- Number of participants who are actively involved in Edmonds Listens.
- Half of participants will have gained a new skill by the end of each theme.
- Positive survey feedback.

## **Pre-program Task List**

### Staffing

Using ABCD Mapping, Edmonds can recruit leaders and volunteers to facilitate each of the themes offered through Edmonds Listens. The ABCD, or Assets-Based Community Development Map, is a tool for identifying individual abilities and gifts that already exist in Edmonds. Once these individuals and their talents are identified, then they can repurpose them to fulfill Edmonds' needs addressed by the Verdant Health Commission Needs Assessment.

One facilitator from the recreation department must be available to facilitate, evaluate and promote the program. There is no limit to the number of volunteers as long as the facilitator to participant ratio is met. Facilitator must be at least 21 years of age, and have at least two years of former work/volunteer experience mentoring or supervising teens between the ages of 13 and 17 (if parent/guardian participation is not required). Volunteers do not need prior experience, but must agree to receive volunteer training and mandatory reporter training under recreation staff/facilitator supervision, if they will be working with minors. Facilitator and volunteers must obtain a food handler's permit (if applicable) prior to hosting the event. Further staffing details are presented in each theme's overview, later in this document.

### Facility

For the introduction to each of the four themes, Edmonds Waterfront Center will need to be rented out the first and third Fridays in January and February 2018, between 5 p.m. and 10 p.m. Rooms needed within the new waterfront facility are addressed in each theme overview.

### Supplies and Equipment

Additional supplies depending on discussion theme are addressed in each theme overview. Available for use in each panel should be a projector, screen, microphone, necessary adapting wires and connections, backup microphone, speakers for music, laser pointer, 100 chairs, four long tables, stock of 1,000 napkins, plates, cups, coffee, two large industrial coffee pots, two large water vats, pencils and paper.

## Registration

Online signup in advance, walk-in registration when participant numbers allow (see publicity plan for more details).

## Risk Management

The program facilitator should have the ability to decide if a discussion topic or workshop is appropriate prior to its scheduled date. In-depth risk management details are addressed in each theme's overview.

## Publicity Plan

Edmonds Listens believes that everyone in our community has something valuable to offer in achieving a higher quality of life. Providing affordable and accessible community-based leadership and collaboration opportunities, Edmonds Listens addresses topics promoting Playful City USA and Let's Move! campaigns to encourage a healthy and active lifestyle. We welcome everyone to join our community building discussions, activities, and workshops as participants, volunteers, and future facilitators.

## **Target Markets and Distribution Channels**

Our target markets include tech-savvy teens and young adults, high school students at risk of substance abuse, elementary school students, isolated seniors, and low-income families with young children. Our distribution channels were chosen to match our target markets at the following locations: Edmonds Community College, Edmonds Woodway High School, Edmonds Elementary School, Sno-Isle Public Library (Edmonds), Edmonds Senior Center (Waterfront Center), Edmonds Visitor Center, and the Chamber of Commerce. We plan to advertise three months in advance and provide 10 to 15 brochures and one poster for each location. In addition to the brochures and posters, Edmonds Listens can also be advertised online through the Edmonds Visitor Center website under "things to do," Edmonds Chamber of Commerce website under "upcoming events," the CRAZE Recreation Program Guide handouts and digital publishing available online and at the Frances Anderson Center, and through the Reczone registration website.

The publicity plan for Edmonds Listens will also include a poster and flyer with the following information to be promoted on social media and in local news outlets:

- Who: You! Edmonds community members and interested individuals.
- What: Skill building, information sharing workshops, speeches, and activities
- Where: Edmonds Waterfront Center
- When: First and third Friday of January and February from 6-9 p.m.
- Why: Edmonds Listens provides people the opportunity to share and gather knowledge. As a facilitator of Edmonds Listens, one has the opportunity to lead groups, to influence opinions and beliefs, and to share skills. As a visitor to Edmonds Listens, one will experience community growth and involvement and have an opportunity to grow personally.
- Cost: Free (optional donation upon entry)
- How to get involved: Submit an application for hosting an evening at Edmonds Listens to Edmonds parks and recreation program managers or recreation coordinators

([www.reczone.org](http://www.reczone.org)) three months prior to desired date. Recreation coordinators will decide if the topic is appropriate, beneficial, and relevant to the theme. If approved, the Edmonds Listens panel will need to then also approve a detailed outline for each presentation.

- Curious about the program? All community members are welcome to come listen. Topics are inherently targeted toward specific demographics, although all topics are family friendly and everyone is welcome.

## **Budget**

### Costs

- Staffing hours: One seasonal part time employee at 32 hours X \$15/hour + 10 percent liability and insurance = **\$528**
- Program supply budget: \$100 per program X four programs = **\$400**
- Refreshments: \$50 budget X four programs = **\$200**
- Room Rental: Unknown, but estimated cost of \$100/hour X 12 hours = **\$1200**
- Total: **\$2,328**

### Revenue

- Verdant Health Commission: **60 percent \$1,396.80**
- Swedish Health: **15 percent \$349.20**
- Hazel Miller Foundation: **25 percent \$582.00**
- Introduction to sliding scale fees as a long term vision in order to keep access for those financial resources.

## Evaluation

Administer debrief and post-program surveys to measure intended benefit. This can be informal and asked over a Q&A session at the end of each program, making sure that staff records answers. Evaluators will look for patterns identifying if and in what ways residents were interacting with each other.

### Q & A Debrief Questions

- What are your thoughts on being physically active?
- Ask participants to restate other activity objectives.
- Did the activity meet these objectives?
- Were there any problems encountered as we tried to meet these objectives?
- Additional questions?

### Survey Questions

- What new skills have you learned?
- How did you hear about today's program?
- How effective or efficient was the registration process?
- Did the activity meet your expectations?
- What suggestions for improvement do you have?
- What would you like to see happen at similar events in the future?
- How would you rate your experience of social connectivity during this event?
- Any other comments?

in addition to recording debriefing responses (which are an informal collection of observations), Edmonds Listens will provide hard copy surveys via an online Recreation Class Evaluation through the city's website (<http://www.edmondswa.gov/parks-recreation-departments/recreation-class-evaluation.html>). Participants can provide more direct feedback for the program through the written surveys. The evaluation form allows participants to write free responses indicating what they like most or least about the program, whether or not they enjoyed it, if their expectations were met, and what new or similar programs they might want to see offered. The evaluation form will also inquire how participants heard about the program to see if promotion strategies need improvement, and finally, allow participants to make any other comments or suggestions.

## Contact Information

- Edmonds Parks, Recreation, and Cultural Services Director: Carrie Hite (Administration)  
carrie.hite@edmondswa.gov or 425.771.0256
- Cultural Services Manager: Frances Chapin  
frances.chapin@edmondswa.gov or 425.771.0228
- Recreation Manager: Renee McRae  
renee.mcrae@edmondswa.gov or 425.771.0232
- Registration: www.reczone.org

## Program Outlines

### Technology Theme: “Healthy Metrics”

How does this program integrate with the Let’s Move! campaign?

- Shows the benefit of modern technology and how it can enhance participants’ healthy lifestyle choices.

### *Objectives*

- Allows for participants to share their local interests and connect with their community.
- Gives participants the knowledge of how to use GPS technology to help mitigate the perception risk in going to the backcountry.

### *Facilities and Space*

This program will utilize the main dance hall with access to projector and computer equipment.

### *Supplies and Equipment Needed*

- Supplies
  - Refreshments
- Equipment
  - Computer
  - Examples of different devices (optional)

### *Order, Sequence, and Timing of Events*

#### Introduction, 0:00-0:30 (30 minutes)

- Captains Coming! (Icebreaker)
  - Have all participants arrange in a line facing you, the captain.
  - Explain the goal is to follow the captain’s orders to the letter or else you get thrown off the ship until the next round.
  - Explain the formations
    - Man overboard: Two participants, one kneeling and the other participant behind them with their hand on their partner’s shoulder, both looking out in the same direction.
    - Crow’s nest: Three participants stand back to back and link their arms at the elbows.
    - Walk the plank: Four participants form a line all facing the same direction.
    - Landing party: Five participants form a boat shape, with one participant in front of two participants on both sides. This formation doesn’t count until all five participants yell “Land Ho!”
  - Explain that after each formation anyone who is not in formation will be thrown off the ship, but before doing so will share their name and favorite place in Edmonds.
  - Play until there are only two participants left, and have them introduce themselves like all the other participants had.

Program Theme Introduction, 0:30-0:40 (10 minutes)

- “During this meeting of Edmonds Listens, we will be exploring the benefits and misconceptions surrounding the use of technology in everyday planning, fitness, and lifestyle choices. We will also have an in-depth description of modern GPS technology and its potential applications.”

First Block, 0:40-1:10 (30 minutes)

- Informational PowerPoint on ways to track fitness and other metrics that may help influence a healthier lifestyle.
  - Heart rate (Heart rate monitors and other fitness trackers, such as Fitbit, Vivo fit, and multi-purpose watches.
  - Caloric intake ([Daily Burn](#), [Sparkpeople](#), [My Plate](#))
  - Sleep (Activity trackers and phone applications that track sleep, such as [Sleepbot](#))

First Break, 1:10-1:20 (10 minutes)

- Restroom, water, cookies

Second Block, 1:20-1:50 (30 minutes)

- Informational PowerPoint on GPS devices, their applications, and how they can help mitigate backcountry risks.
  - Navigational GPS (Garmin, Delorme, and phone apps)
    - A brief overview of GPS navigation
      - Latitude and longitude
      - Dos and don'ts
  - Emergency beacons (Avalanche beacons, Spot)
    - A brief look at available products and their uses
      - Information on where to take an avalanche course ([American Alpine](#))
  - ABC and multipurpose watches
    - Altitude, Barometer, Compass watch models and uses
      - What knowing these metrics means and how they apply to the weather and risk management in the backcountry
    - Running, biking, and swimming tracking
      - GPS and fitness metrics

Second Break, 1:50-2:00 (10 minutes)

- Restroom, water, cookies

Debrief, 2:00-2:25 (25 minutes)

- Revisit topics and gauge how much information was retained by participants as well as their practical application of the material. Allow participants to formulate a share plan on how they plan to become healthier and how they plan to measure their progress.

Q & A, Community Discussion and Closing, 2:25-2:55 (30 min)

- Create a circular space for participants to be able to discuss easily

- Open up the floor for questions and discussion about the program’s theme, community issues, plugs for local events, or stories from participants. This is intended to be a very free and open section of the program to allow for the community members to have a time to connect with other participants.

Cleanup 2:55-3:00 (5 minutes)

*Safety and Risk Considerations*

- Consideration of mobility and limitations of participants during opening activity.

*Staff Requirements*

- Must be familiar with basic PowerPoint and programing material, and have good communication and leadership skills.

Nature and Environment Theme: “Search for Sasquatch”

How does this program integrate the Let’s Move! campaign?

- This program will encourage the Edmonds community to get outdoors and will provide education concerning outdoor activities Washington state has to offer.

*Goal*

Promote interaction with nature and provide environmental education.

*Objectives*

- Provide information on Washington parks and wildlife
- Provide information on the importance of nature preservation
- Promote the use of Washington’s natural recreational resources
- Quarterly surveys will show that 25 percent of families will incorporate ideas from Edmonds Listens into their daily lives.

*Overview*

Sasquatch enthusiasts Derek Randles and David Ellis will present on the topic of Bigfoot. These Washington natives are dedicated researchers and investigators of Sasquatch and nature research. Adults and children alike will find this topic appealing. Bigfoot researchers are interested in wildlife preservation and the environment, as much as they are finding in Bigfoot. This would be a fun and engaging way to bring families together, encourage people to explore and get outside, and also learn about the importance of nature preservation.

*Facilities and Space*

This program will take place in the main dance hall within the new waterfront building. In addition to this space, participants will also be utilizing the bathrooms and parking spaces.

*Supplies and Equipment Needed*

- Supplies – material brought by the Bigfoot enthusiasts
- Equipment
  - Projector, 100 chairs, microphone

## *Order, Sequence, and Timing of Events*

### Introduction, Meet and Greet and Icebreaker, 0:00-0:05 (5 minutes)

- Start with a friendly introduction and handshake with your neighbor.

### Introducing Theme and Facilitators, 0:05-0:15 (10 minutes)

- Facilitators Mr. Randles and Mr. Ellis will begin by giving their background in research and an account of their lifelong search for Bigfoot. They will share stories of sightings and past expeditions in search of Bigfoot.

### Presentation, 0:15-2:05 (Two 45 minute sessions with a 10 minute break after each)

- Mr. Randles and Mr. Ellis will facilitate a seminar on what it takes to preserve nature while also getting outside and exploring (both men are specialists in documenting and analyzing searches).
- Participants will be introduced to what Bigfoot research entails and what the Olympic Project is.
- Participants will be introduced to the science behind the fact that Bigfoot inhabits Washington's great outdoors.
- Participants will view some of the footage documented through expeditions.

### Debrief and Q&A, 2:05-2:50 (45 minutes)

- Open the floor up for sharing stories of Bigfoot sightings or searches and questions.

### Cleanup, 2:50-3:00 (10 min)

- Put away tables, chairs and projector.

## *Safety and Risk Considerations*

Building must comply with health and safety codes. Ensure maximum room capacity is clear and safety exits are available. This event will be hosted by facilitators, so ensure they have signed a waiver and agree to talking only about pre-approved topics.

## *Staff Requirements*

Job title: One facilitator from the recreation department must be available to supervise event from set-up to cleanup. One to two volunteers are welcome to aid in set-up and cleanup processes per event.

## Social Capital and Health Theme: “Teen Pizza”

How does this program integrate the Let’s Move! campaign?

- This program will help integrate healthy dietary choices by promoting local community gardens.

### *Target Population*

High school students with substance abuse issues.

### *Goal*

Provide a safe environment outside of school for teens to prepare a healthy meal together using ingredients from local food banks and community gardens.

### *Objectives*

- Create a space for high school students to make social connections with other teens seeking a safe activity in lieu of substance use.
- Recruit local volunteers who want to contribute their cooking skills and insight to show teenagers how to prepare a healthy meal.
- Encourage participants to provide one topping from the local food bank to contribute to making healthy pizzas for the group to enjoy, which is consistent with the Let’s Move! campaign.
- Provide opportunity to socialize with other participants and foster creativity in the pizza making process.

### *Order, Sequence, and Timing of Events*

#### Preparation Time, 0:00-0:20 (20 minutes)

- Facilitator and volunteers will gather all cooking items, providing staple pizza ingredients (dough, olive oil, and shredded cheese) in commercial kitchen before participants arrive.

#### Objective 1: Creating the Space

##### Icebreaker, 0:20-0:25 (5 minutes)

- Facilitator and volunteers will welcome each participant, and have them sign up to do one meal prep task and one cleanup task on list provided.
- Volunteers will introduce participants to each other and assist with the task sign-up sheet as people arrive.

##### Introduce Theme, Activity and Objectives, 0:25-0:35 (10 minutes)

- Once all participants have chosen their tasks and have met everyone, facilitator should give a brief personal introduction and present theme and activity (5 minutes)
  - Building social capital and health by preparing a meal as a team.

- Briefly explain activity objectives (5 minutes)
  - Objective 1. Create the space: Participants agree to maintain a safe and welcoming environment for everyone during the activity.
  - Objective 2. Facilitator agrees to share knowledge and skills providing healthy and useful tips during meal prep, pie making process, and cleanup.
  - Objective 3. Use healthy ingredients participants brought, which they were encouraged to gather either from the local food bank or the community garden.
  - Objective 4. Have fun! Encourage creativity in the process and get to know your task partners during the event. Regardless of meal prep or cleanup task, everyone will have the opportunity to create a pie with a partner or small group, depending on the number of total participants and volunteers.

Objective 2: Facilitator Content and Guidance, 0:35-0:40 (5 minutes)

- Facilitator will state sequence of events: meal prep tasks, pie making, baking, eating, and cleanup tasks.

Objectives 3 and 4: Shake ‘n’ Bake! 0:40-1:40 (60 minutes)

- Facilitator and volunteers monitor actions, behaviors, and conversations to make sure objective 1 is being fulfilled by the group.
- Facilitator offers suggestions when asked and encourages creative ideas for building different kinds of pies for the whole group to enjoy.
- Bake pies in 10-minute intervals until they are ready.
- Eat pies and socialize!

Break Time, 1:40-1:50 (10 minutes)

- Give participants 10-minute rest break to go to the bathroom or check phones as needed.

Group Cleanup, 1:50-2:30 (40 minutes)

- Facilitator gathers participants back together in kitchen and commences group cleanup sequence.

Debrief, Written Survey and Closing, 2:30-3:00 (30 minutes)

- Debrief
  - Ask participants to restate objectives.
  - Did activity meet these objectives?
  - Were there any problems encountered as we tried to meet these objectives?
- Written survey
  - How effective or efficient was the registration process?
  - Did activity meet participant expectations?
  - What suggestions or improvements do you have?
  - What would you like to see happen at similar events in the future?
  - How would you rate your experience of social connectivity during this event?

### *Supplies and Equipment Needed*

- Equipment
  - Access to commercial kitchen for oven, hand washing sink with hot running water, dishwasher, meal prep area depending on the size of commercial kitchen, rubber mats under food prep areas to prevent slips or falls, soap and sanitizer for dishes, rags for cleaning, bleach and one 1-gallon bleach bucket for sanitizing cleaning rags, industrial mop, mop bucket and wringer to clean up spills and to use during cleanup sequence, paper towels to dry off hands in hand washing sink, one table for dining. The participants may also use bathrooms to wash their hands.
- Supplies
  - Cutlery (paring knife and pizza cutter), three to four plastic cutting boards, reusable plates and bowls, two to four pizza pans, enough pizza dough to make two to four pizzas depending on number of registered participants, one container of olive oil, two to three bags of shredded mozzarella cheese, and one roll of tin foil to preserve leftovers for participants to take home after activity.

### *Safety & Risk Considerations*

Prior to event, have Snohomish County Health and Public Safety District perform a health inspection to make sure all amenities in commercial kitchen are up to code. Facilitators and volunteers interested in hosting events must agree to background and reference checks. Hold harmless agreements must be available upon registration to protect the agency. Most participants will be under the age of 18, and parent or guardian presence is not required during participation, although a parent or guardian signature is required at registration.

### *Staff Requirements*

One facilitator from Edmonds recreation department must be available to host for every 10 registered participants. There is no limit to the number of volunteers, as long as the facilitator to participant ratio is met. Facilitator must be at least 21 years of age, and have at least two years of former work or volunteer experience mentoring or supervising teens between the age of 13 and 17. Volunteers do not need prior experience, but must agree to receive volunteer training and mandatory reporter training under recreation facilitator supervision, as they will be working with minors. Facilitator and volunteers must obtain a food handler's permit prior to hosting event. Reimbursement for obtaining a food handler's permit for volunteer positions will be covered by program budget.

## Diversity and Cultural Awareness Theme: “Sharing Culture”

How does this program integrate the Let’s Move! campaign?

- The program’s purpose is to move, have fun together, learn three easy new dance steps, gain greater appreciation for a tradition, and learn how to prepare a simple healthy snack.

### *Preparation*

- Solidify dates and times for booking facilities, secure Copper Pot and Grafton Street Academy of Dance spokespeople, and launch marketing and web registration. Send reminder bulk email seven days in advance, and also three days in advance of event.
- Program timeline: All supplies in hand the day before.

### *Facilities and Space*

Use of both teaching kitchen and main dance hall reserved from 6 to 10 p.m.

### *Supplies and Equipment List*

- Supplies
  - Plain yogurt, 1 gallon makes approximately 20 servings, multiply by number of registrants.
  - Eight mangoes per 20 servings, bag of ice \$3
  - Purchase 0.5-gallon of honey for \$35
  - Plastic butter knives model 7304, 100 for \$6
  - White, 8 oz. paper hot cups, \$7.50 for 100
  - Disposable gloves
- Equipment
  - Access to one to three blenders available in teaching kitchen
  - Use of speakers for music in dance room

### *Target population*

Isolated seniors and families with young children ages 6-14.

### *Order, Sequence, and Timing of Events*

#### Introductions, Meet and Greet and Icebreaker, 0:00-0:15 (15 minutes)

- Welcome and set tone

“Welcome to Edmonds Listens part four. Today our theme is culture and diversity. Let’s take this time together to have fun and learn from each other. We invite you to keep your visionary minds turning throughout. Be open and consider ways that you could or might like to share movements, or how to make healthy snacks at future Edmonds Listens cultural and diversity forums. You’ll have an opportunity to fill out an evaluation/survey at the end of the program.”

- Reiterate purpose:  
“The purpose of this program is to move your body, have fun together, learn three easy new dance steps, gain greater appreciation for different traditions and learn how to prepare a simple healthy snack that may have nourished families for generations. But first, we’ll loosen up a bit by playing an ice breaker game called language partners.”
- Language partners icebreaker:  
“If you know another language, raise your left hand. If you only speak English, stick out your right hand. Match up, say hello and share two new words. Practice repeating five times.” Instruct each person to find partners; larger groups are acceptable depending on the number of bilingual hands. Give participants six minutes.

Introducing the Theme and Facilitators, 0:15-0:25 (10 minutes)

- “Today we’re going to share three steps from Irish folk dances and make a mango lassi. We’ll start by dancing in this room, and then break at 40 minutes and move to the kitchen.”
- A staff member from Grafton Street Academy of Irish Dance should be the spokesperson for this session.
- A staff member from The Copper Pot should be the spokesperson for this cooking demonstration.

Dancing and Cooking, 0:25-1:55 (Two 40 minute sessions, 10 minute break in between)

- Irish dance folklore
  - Introduce posture, Static hold, Arms up. Chest tall. Explain costume, reason and meanings.
  - Introduce two step foot movement. Everyone standing in a circle lift right toe. Bring down. Lift left toe, bring down. Show. Tell. Follow. Repeat for six minutes.
  - Introduce legs cross and switch. Still in circle all facing in place, right foot crossed over left leg to crossed stance. Now switch left over right. Show. Tell. Follow. Repeat for six minutes. Add to two-step and repeat for six minutes.
  - Every other person hands down and grasp the hand of the second on either side. Every other person, hands up grasp hands on either side. Relax the arms. In a circle, follow the leader. Repeat 6 minutes.
  - Practice two-step, crossover and circle holding hands. Be prepared to laugh and mess up. Enjoy spending time together, facing one another and learning.
- Take a break and meet back in the kitchen
  - Copper Pot staff talks about history, tradition and variations of mango lassi.
  - Everyone washes their hands and people who are cutting the mangoes need to put on gloves.
  - “Raise your left hand if you know how to cut a mango, stick out your right hand if you do not. Match up.” Instruct those who know how to cut the mangos to coach and observe their partners who do not. Pass out a knife to each participant who has cutting skills, and give each group one mango.
  - Instruct how to cut down either side, one at a time, leaving the pit.
  - Have participants cooperate to bring mangoes to blenders. Facilitators (1 hired staff and restaurant spokesperson) follow the recipe\*
  - Engage participants to help serve the finished product.

- Cleanup and move to dance hall for debrief and Q&A

\*Recipe:

- 1 gallon of yogurt
- 8 Mangoes, pitted and peeled
- 64oz. of crushed ice
- 0.5 cup of honey

Mix ingredients in food processor or blender. Makes 20 servings. Multiply relative to total participants.

#### Debrief, 1:55-2:25 (30 minutes)

- Ask guests to break up into small groups and discuss what benefits they gained from the activities during the session.

#### Community Discussion and Closing, 2:25-2:55 (30 minutes)

- Create an open discussion, and ask participants again to consider how they might like to be a part of Edmonds Listens.
- Describe the handout for submitting proposals as well as the survey. Reiterate the themes of health, technology, nature and culture, and then handout a survey to each participant.

#### Cleanup, 2:55-3:00 (5 minutes)

- Take out all garbage, and make sure the kitchen and all equipment was cleaned properly.

#### *Safety and Risk considerations*

- Prior to the event, Snohomish County Health and Public Safety must perform a health inspection to make sure all amenities in the commercial kitchen are up to code. Facilitators and volunteers interested in hosting the event must agree to background and reference checks. Hold harmless agreements must be available upon registration to protect the agency. For the group activity of learning to cut mangoes, participants must use plastic knives and wear gloves to avoid cutting themselves.

#### *Staff Requirements*

- One staff facilitator
- Two spokespeople; one from The Copper Pot and one from the Grafton Street Academy of Irish Dance.
- Volunteer instructors

## 12. MULTICULTURAL FESTIVAL

By Alex Akins, Zach Bann, Kim Beamon, Jessica Bell, Jackson Bennett

### Introduction

We are very excited to introduce our program plan for the City of Edmonds! We believe that this program has great potential to help generate more opportunities for citizens to come together, stay active, become more culturally aware, and have fun. We have examined the mission statements of Edmonds' Department of Parks and Recreation and Cultural Services Department, the *Let's Move!* campaign, and the *Playful City USA* campaign to create an event that can accomplish each of their goals. We propose a Multicultural Festival, which will be free to the public to attend and has a target market of families with a low socioeconomic status; although everyone is welcome. Our hope is that the participants of the festival develop a better sense of understanding how diverse their community really is, and the intrinsic value of such knowledge. After the event, the participants will leave with a newfound network via which they can learn more about their community and the variety of cultures within it. Through cultural cooking, dancing, and other practices, this two day event will be a fun and worthwhile experience.

Thank you for taking our idea into consideration and we are looking forward to sharing our plans for a Multicultural Festival with you!



## Program Description

Edmonds' Multicultural Festival will be an annual event occurring on the second Saturday and Sunday of July. The event will be aimed to celebrate different cultures residing within and beyond Edmonds. It will include booths featuring a variety of cultures, interactive performances, and hands-on activities. The celebration will be an inclusive experience that provides a stimulating environment for both adults and children. The program will encourage the community to get out and get moving in a fun and educational setting which will promote the *Let's Move!* campaign. It will take place in the Waterfront Senior Center starting Saturday from 2pm to 7pm and Sunday from 1pm to 6pm.

### Goals & Objectives:

#### Overarching Goal:

Building community while being active and becoming more culturally aware. Multiculturalism is a key aspect of inclusivity, and inclusivity is the gateway to developing and maintaining social capital in a diverse community such as Edmonds.

- Program Management Goals:
  - Reach room capacity as well as making sure the community is learning and having fun at the event
- Program Design Goals:
  - Everyone attending the event has the equitable opportunity to be engaged in the activities
  - Participants want to learn more about the cultures after the event (ie. cultural dance classes, cultural cooking classes, cultural awareness classes)
- Outcomes/Benefits:
  - Participants feel more aware and knowledgeable of other cultures in their community and surrounding areas, leaving them wanting to know more about all members in their community.
  - Giving the underrepresented cultures in the community the opportunity to take pride in their culture and show it to the rest of the community.
  - Participants achieve a better grasp of the idea of multiculturalism and develop a better sense of inclusivity.
  - Participants are inspired to continue being active and interested in other cultural events (i.e. dance classes, cooking classes, etc.).
  - Participants are inspired to continue learning new ways to be active while having fun.
  - Participants begin to form social capital through the bonding and bridging of different cultural components within the Edmonds' community.

- Specific objectives that refer to demonstrable behaviors or measurable outcomes:
  - Participants are walking around and tasting the different cultures' dishes.
  - Community members are participating in learning the dance moves of the instructor's performance.
  - Participants will meet at least one other person that they would want to see again in the community.
  - Participants will learn of a fun way to be active that they can do at home.
  - Community members register to sign up for our follow-up program of taking a cultural dance class.
  
- Clarify goals difficult to measure:
  - Fun: People are smiling moving around and mingling.
  - Family bonding: They keep coming back and have commented on it in the evaluation survey.

Activities:

- "Memory Book Center" - There will be a section set up (tables/chairs with art supplies) where the community can come and create their own personalized "Memory Book". The memory book will be essentially a scrapbook, which will serve as a holder for stamps, souvenirs, and other information found at the booths. There will also be an opportunity for more fun crafts to keep people entertained (face painting, mask making).
- Booths - Tables that are set up and run by the cultural guest. They will have cultural food for participants to sample. If there is food being served at the booth, there must be an ingredient list of everything in the dish. They will also have information on their culture and a stamp or another souvenir to add to the participant's Memory Book. The booths are there to help the community learn about the different cultures that are residing in and close to the Edmonds community.
- Performance - There will be two performances throughout the day. They will be using the main stage to show the community their culture and hopefully inspire people to go to the learning zone to get active. The performances will vary from day to day and could include dancing, singing, or simple instruments.
- Learning Zone - This will be a place where community members can come over and have a performer or teacher instruct them on the cultural aspect previously seen during the performance. The learning zone's purpose is to educate the community while allowing participants to be active.

### Participant Description/Assessment:

Our target market is families with low socioeconomic statuses. Particularly children from these families that might feel left out from being unable to participate in events/programs that charge a fee. Although, we encourage and welcome members of all demographics within the community to attend the Multicultural Festival. All skill levels and developmental stages are welcome and the activities at the festival are all introductory level recreational activities. This event will attract participants that want to learn more about the underrepresented cultures of community members in the area and wish to feel a better sense of community within Edmonds.

- Everyone is welcome! All ages and stages are encouraged to participate.
- Activities present will be introductory and basic, allowing for multiple developmental stages and skill levels.

### Goals and Objectives

- To encourage participants to learn more about the cultures that make up their community, even after the event itself. (i.e. cultural dance classes, cultural cooking classes, etc.)
- Allow the underrepresented cultures of Edmonds to teach others their traditions and practices
- Get the community moving
- Have a new way of learning
- Have a place to mingle with fellow community members
- *Let's Move!* goals are to get up and get moving, and have fun doing it

### Pre-Program Task List

### Program Design:

- Come-and-go style potluck, with performance and instructor led activities throughout.

### Staffing:

- Volunteers from community (high school students, college students, etc.)
  - Food handlers permit (only for the people who are assigned to work with food)
- Three Edmonds Parks and Recreation Staff
  - Food handlers permit
  - CPR/First Aid Certified
- Instructors for dance component of program

### Facility rental:

- Edmonds Waterfront Center
  - \$35 per day
  - \$300 Non refundable down payment
  - \$350 Refundable Damage deposit

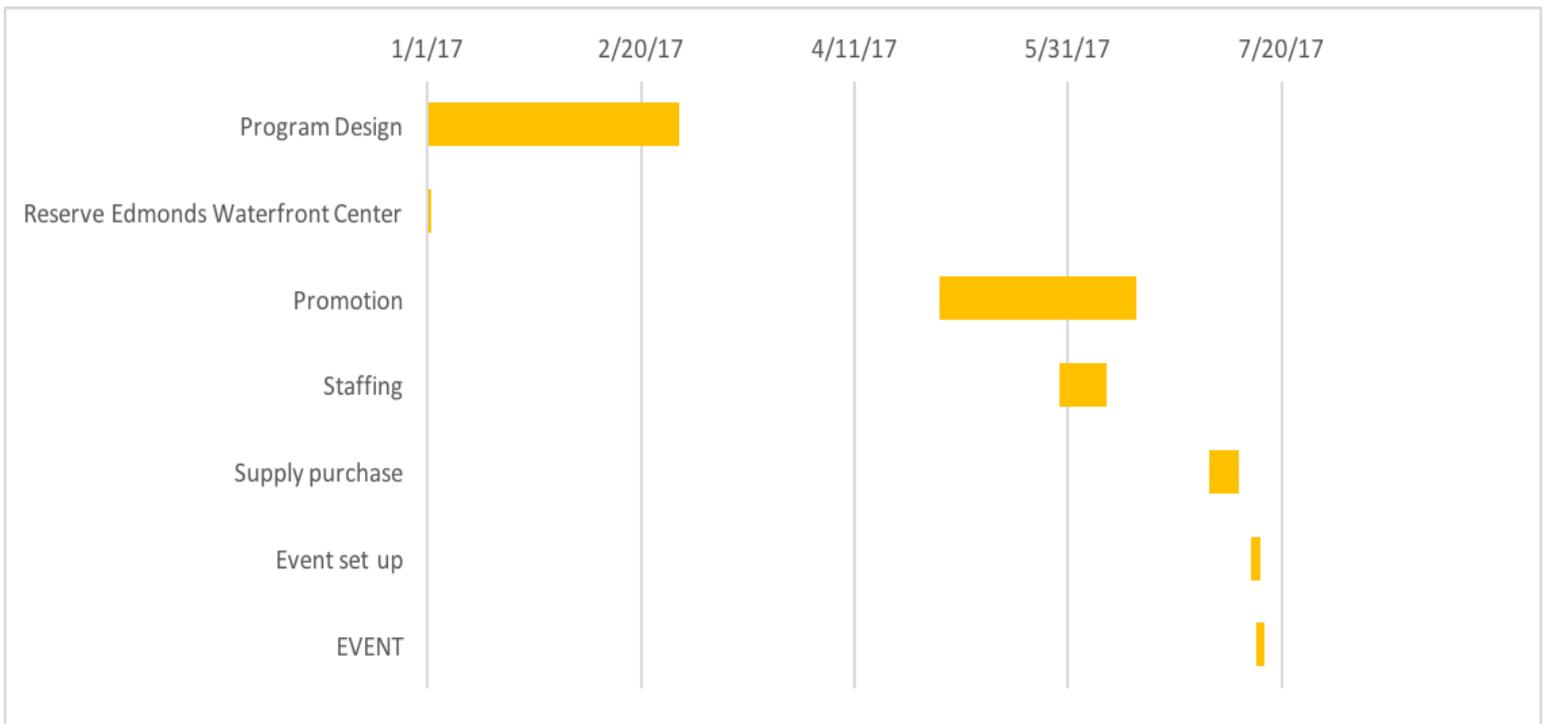
Supplies purchase:

- Seating - tables and chairs in front of the stage area
- Info/Food booths - tables and chairs by the kitchen
- Memory Book making - construction paper, crayons, markers, scissors, glue, stamps/ink pad (for each booth), etc

Facility set-up:

- Set up tables and stations (learning zone, craft area)
- Decorate facility

Pre-Program Gantt Chart:



Measurable Aspects of Program:

The following are aspects of the festival that can be measured in order to determine the success of the program:

- Memory books completed
- Number of people in attendance
- Dance was learned
- Food was eaten

Timeline:

Day 1:

Time	Activity	Description
11:00am	Set-up	Staff and volunteers will arrive to begin decorating the banquet hall and setting up the booths and Memory Book area. The volunteers that have a booth and are providing food samples can come during this time and use the industrial kitchen if necessary.
2:00pm	Event Begins	Community members will start to show up and begin socializing and visiting the Memory Book station and booths.
3:00pm	Performance 1	Our first performance of the day will begin at this time
3:20pm	Learning Zone	Community members can now participate in the learning zone area where they can learn to do the performance
6:00pm	Performance 2	The second performance of the day will begin at this time
6:20pm	Learning Zone	Community members can now participate in the learning zone area where they can learn to do the performance
7:00pm	Event ends/Clean up	During this time we will be cleaning up any garbage or waste that exists inside of the banquet hall. The volunteers at the booths will be cleaning up their booth and exiting the facility. (We will be leaving the decorations up for Day 2)
8:30	Facility Closed	

Day 2:

Time	Activity	Description
11:00am	Set-up	Staff and volunteers will arrive to begin setting up the booths and Memory Book area and also fixing/replacing any decorations that might have gotten ruined during Day 1. The volunteers that have a booth and are providing food samples can come during this time and use the industrial kitchen if necessary.
1:00pm	Event Begins	Community members will start to show up and begin socializing and visiting the Memory Book station and booths.
2:00pm	Performance 1	Our first performance of the day will begin at this time
2:00pm	Learning Zone	Community members can now participate in the learning zone area where they can learn to do the performance
5:00pm	Performance 2	Our second performance of the day will begin at this time
5:20pm	Learning Zone	Community members can now participate in the learning zone area where they can learn to do the performance
6:00pm	Event ends/Clean up	During this time we will be cleaning up any garbage or waste that exists inside of the banquet hall. The volunteers at the booths will be cleaning up their booth and exiting the facility. We will also be taking down all of the decorations and completely taking out and returning all of the equipment we had brought into the banquet hall.
9:00pm	Facility closed	

### Supplies:

Tables/chairs for vendors/booths (these will be provided by the Edmond's Waterfront Center facility)

- Vendors provide decor for personal booths

Various decorations

- Signage, table cloths, balloons/streamers, possible advertisements for other classes

Sound system

- Speaker system, cords, hand truck (if large speaker), microphone, microphone stand

Kids section supplies

- Face paint
- Paper/construction paper
- Glue/tape
- Markers/colored pencils
- Staplers
- Miscellaneous (confetti, stickers, glitter, string etc.)

Sources

- Many supplies may already be on hand (tables, chairs, etc). If they aren't, we'll buy supplies from:
  - Walmart, Address: 1400 164th St SW, Phone Number: (425) 741-9445
- Donations
- Wholesale purchase (if necessary)
- Rentals

### Facility Information:

Edmonds Waterfront Center

220 Railroad Ave.

Edmonds, WA, 98020

Location: Banquet Hall

3,800sqft

- Chairs and tables are included with renting the facility

Amenities:

Commercial Kitchen

Accessible Bathrooms

Parking: 74 on-site spots

Storage Space

### Rental terms and conditions:

1. Renter is responsible for setup and takedown. Tables and chairs are not to be dragged on floor.
2. No food or beverages are allowed in carpeted areas.
3. Music must be off one hour before the end of rental period to allow for clean-up.
4. Smoking is not allowed in the building.
5. The piano, organ, and/or bar are not to be moved without permission.
6. Do not use utensils, dishwasher, cooking pans, or coffee makers.
7. Serve alcoholic beverages with care, wipe up all spills. NO beer kegs. Banquet permit IS REQUIRED. Go to [www.liq.wa.gov](http://www.liq.wa.gov)
8. No rice, birdseed, or confetti is to be used and no balloons are to be released outside.
9. No pins, staples, or tape are to be used on ceilings, walls or furniture.
10. Renter is to supervise children in the elevator and throughout the building.
11. Renter is to replace furniture when moved.
12. Renter is to leave kitchen area and equipment clean.
13. Garbage is to be placed in dumpsters on the north-side of the building, using wheeled garbage containers.
14. Only clear liquids may go down the kitchen drain. (Grease, cooked rice, mashed potatoes, etc. clog the plumbing)
15. Do not remove any item (picture, fixtures, etc). from the walls. (Removing items will result in loss of damage deposit.)
16. Do not use smoke machines or pyrotechnics.

### Glitch Plan:

- Kitchen equipment is not available: Most dishes should be prepared prior to event and can be assembled at the Waterfront Center.
- Someone is injured while preparing their food: all staff members will have a first aid certificate and can handle the situation
- Unknown allergenic episode occurs: Assure that there are on-site allergenic prevention/treatment kits.

### Safety/Risk Considerations:

- Allergies
  - Food allergies can be a serious and often a life-threatening emergency; proper precautions are essential. A ingredient list will be provided and displayed at every food booth.
- Out of season food
  - Spoiled or expired food can cause illness if consumed; all food that will be prepared for participants must be within the use-by date.
- Physical disabilities
  - The pre-planning of the program will take physical limitations into consideration. All-access entryways and substitutions for all aspects of the program will be

- provided on an as-needed basis.
- Do we have enough staffing to watch everyone?
  - Our staff and volunteers will provide more than enough supervision and assistance to those who require it.
- Challenge by Choice
  - All participants will have complete autonomy and may choose whether or not to participate.

Program Staffing:

- Three paid staff from Edmonds Parks and Recreation Department
- Volunteers

Paid Staff Requirements:

- Food handlers
- First Aid/C.P.R.

Staff Responsibility:

- Staff
  - Lead the volunteers
  - Make sure everything's running smoothly and on time
  - Make sure the performers are ready and have everything that they need
  - Make sure that the booths have everything they need
  - Adapt and enact glitch plan when needed
- Volunteers
  - "Memory Book" Station
    - Run the table and explain all of the nuances of the book
    - Make sure all supplies are stocked at all time
    - Make sure the table is presentable at all time
    - Tell people about the raffle
  - Food Booths
    - Make sure every booth has what they need
    - Be the communication line between booths and staff
    - Food runner: act as middle-man between kitchen and food booths
    - Make sure the tables are clear of trash
  - Performances/Learning Zone
    - Help the performers set the stage if needed
    - Help with props or instruments
    - Be a line of communication between performers and staff
    - Help promote the learning zone: walk around and remind people
  - Announcer(s)
    - Make introduction of the performances
    - Reminders of the schedule
    - Make it lively and exciting

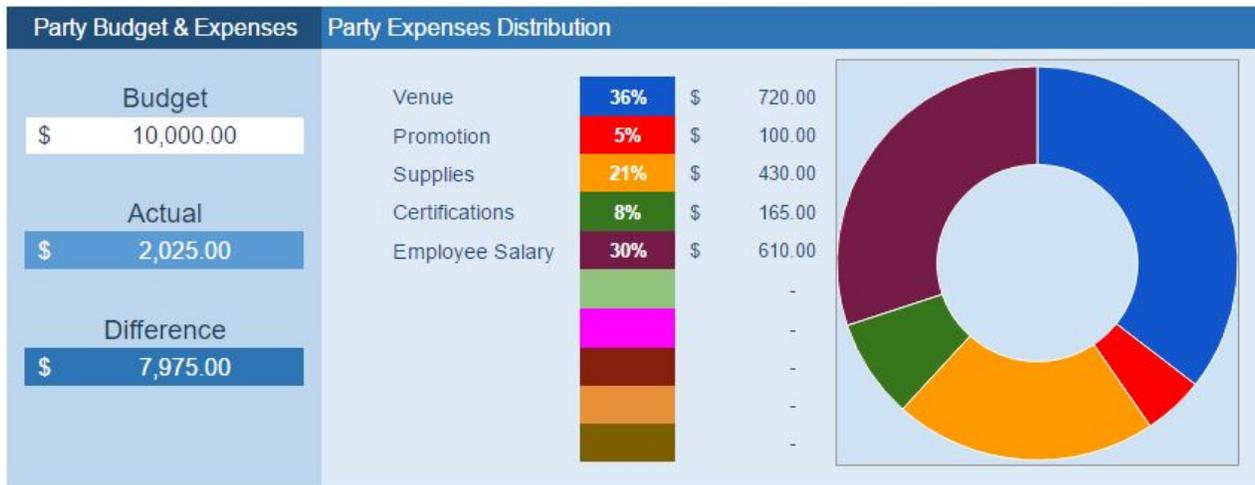
### Publicity Plan:

- Marketing/Advertising
  - Fliers
    - With permission from the facilities, we will be putting up these fliers in public places such as a library, parks, stores, etc.
  - Signs/Billboards
  - Edmonds Recreation website
  - Promotion throughout all Edmond's recreational facilities
  - Social Media
    - Create a Facebook event for the Multicultural Festival that will provide relevant details to the public
  - School Outreach
    - Letters advertising the festival to parents will be sent home with kids from school

### Budget:

- Supplies
  - Arts/Crafts supplies for "Memory Books" (Paper, Markers/Pencils, Glue, Tape, Staples, String, Stamps, etc.)
  - Additional tables and chairs if the facility doesn't supply enough
  - Decorations for facility
- Permits/Certifications
  - Food handlers
  - CPR/First Aid
- Paid Staff
  - Three minimum wage employees

Budget Chart:



Description	Category	Amount
<b>Venue Cost</b>	Venue	\$ 70.00
Non Refundable Downpayment	Venue	\$ 300.00
Refundable Damage Deposit	Venue	\$ 350.00
<b>Poster</b>	Promotion	\$ 100.00
<b>Supplies:</b>		
Art supplies (paper, markers, etc)	Supplies	\$ 250.00
Stamps/ Ink Pad	Supplies	\$ 30.00
Tables/Chairs	Supplies	\$ 50.00
Decorations	Supplies	\$ 100.00
<b>Permits/ Certifications:</b>		
Food Handlers	Certifications	\$ 90.00
CPR/First Aid (for employees)	Certifications	\$ 75.00
<b>Staff:</b>		
Employees (3)	Employee Salary	\$ 610.00
Volunteers		-

### Evaluation Plan:

- We will collect information from the stakeholders, who are:
  - Community Members
    - Participants
    - Cultural Clubs/Communities
- Clarifying that Objectives have been met:
  - Numerous attendees at the event
  - Participants return on the second day of the festival
  - Positive ratings/feedback on surveys of the festival
- Evaluation Methods
  - Surveys
  - Community Meetings
  - Comment section on a website (social media, Edmonds website, etc)
- Evaluation Questions
  - Do you believe that the learning zone was a fun way to stay active?
  - Did you participate in learning the culture's performance?
  - Did you learn of any cool recipes that you hope to use in the future?
  - What would you have liked to have seen at this event?
  - Do you think this was an all-inclusive event?
  - Would you return if we did this event again next year?
  
- Did you learn something new about any of the cultures in the Edmonds area?

<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main>

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## 13. CELEBRATION OF COMMUNITY AND CULTURE

By Kayla Guettich, Raquelle Hale, KP Hartman, Jennifer Holyoke, Ellen Jensen



*Image retrieved on February 26, 2017 from <http://ocdprimarychorister.blogspot.com/2013/04/song-holding-hands-around-world.html>*

### Program Description

Edmonds' Celebration of Community and Culture will be a night of bringing a multicultural community together. Edmonds citizens will have the opportunity to share healthy foods from the diverse cultures of the community. There will be keynote speakers and performances of poetry, music, and dance from the community as we strive to provide an event that brings Edmonds' diverse population together to foster a stronger sense of community, healthy lifestyle, and cultural celebration. After the performances, participants will have the opportunity to attend breakout sessions which include dance lessons, an African drumming workshop, and Japanese ink art lessons. Everyone will be able to create an art project to remember the night with. After the speakers and performances, we will reconvene for another performance to show off our new skills. Translation services will be provided. Monthly community potlucks could follow this event.

Date: April 22, 2017    Time: 3 p.m.-11 p.m.    Location: Frances Anderson Center

Cost: Free for those 18 and under, \$10 for those 18 and up

We include teenagers free of charge, in an attempt to fill every generational gap. Edmonds has voiced concerns that teenagers will not feel included in future programs, so our goal is to make it as accessible and appealing as possible to teens. We also direct our volunteer positions to high schoolers, as a way to fulfill required graduation volunteer hours.

We determined \$10 would be an appropriate price for adults because it is equivalent to dining out inexpensively—except you get so much more than just a meal, you get a whole festival! We didn't want our program to be too costly for participants because we want to include a diverse community, with varying socioeconomic statuses.

## **Participant Description**

This program welcomes people of all genders and ages. Our intent is to gather intergenerational community members by providing accessible activities for all. In order to meet the needs and gaps in the Edmonds community, the program cost will be designed to accommodate people living in lower economic statuses. This night may include learning about diverse backgrounds and cultures, and we encourage attendees to connect with their surrounding community and mix new knowledge, stories, and memories together.

## **Goals and Objectives**

### Goal

1. The intent of this program is to bring the community together and celebrate Edmonds' diverse culture through classes, speeches, and socializing.
2. The Community and Cultural Celebration plans to focus on the unique and healthy cultural traditions represented within the City of Edmonds. We strive to provide an event that brings Edmonds' diverse population together in order to foster a stronger sense of community, healthy lifestyle, and cultural celebration.

### Objectives

1. Participants will identify at least two community cultures of Edmonds by the end of the kick-off event.
2. Participants will identify one affordable meal to create with their family by the end of the kick-off event.
3. Participants will learn through dancing, music and cultural games how to move together with their family and new friends by the end of the kick-off event.

### Outcome Indicators

1. Participants will be able to identify an understanding of nutrition, recipes, and cultural food by the first potluck following the kick-off event.
2. Participants will be able to describe an experience of being active with their whole family by the first potluck following the kick-off event.
3. Participants will identify how to develop relationships with new people in the community and their neighborhoods by the first potluck after the kick-off event.

# Gantt Chart



2017

2017

## Pre-Program Checklist

The Edmonds Celebration of Community and Culture will provide the community with a night including keynote speakers on community, dance and drum performances, cultural foods, and creative ethnic art. Each activity will be designed to work toward the goals of the Edmonds community and the Let's Move! campaign.

- Contact speakers and performers: Through speakers, performers, and art we will create an environment to empower parents and their children through information and conversation. Participants will learn through dancing how to create a healthy outlet for themselves by increasing their physical activity and moving together.
  - DJ** <https://www.thumbtack.com/request/83o4gfud/info/>
  - Rick Steves-** 130 4th Ave. N., Edmonds, WA 98020-3114 USA  
Contact: (425) 771-8303, Fax: 425-771-0833, [rick@ricksteves.com](mailto:rick@ricksteves.com)
  - Hula O Lehualani-** 9655 Firdale Ave., Edmonds, WA 98020  
Contact: (206) 795-0845, [moani@hulaolehualani.com](mailto:moani@hulaolehualani.com)
  - One World Dance and Drum-** 418 N. 35th St., Seattle, WA 98103  
Contact: (206) 409-6430
  - Olympic Ballet -** 700 Main St., Edmonds, WA 98020  
Contact: (425) 774-7570

- Contact local restaurants for food donations: Providing healthy foods for children and their parents through the educational value of cultural identity. Participants will identify one affordable meal to create with their family by the end of the kick-off event.
  - American Brewing Co., American food- 180 W. Dayton St., Edmonds, WA  
 Dishes: Kombucha kegs (Yuzu Lemon, Blood Orange and Guava Mango)  
 Prices: Estimate of \$300 (serves 50-75 people)  
 Contact: (425)774-1717, amandak@americanbrewing.com
  - Girardi's Osteria, Italian food- 504 5th Ave. S., Edmonds, WA  
 Dishes: Tortellini basilico  
 Price: \$550 (serves 50-75 people)  
 Contact: (425) 673-5278, Giardiosteria@gmail.com
  - King Tut Mediterranean Restaurant (Lynwood), African/Mediterranean food  
 Dishes: Tomiya with pita bread, falafel salad, and coconut basbousa  
 Price: \$650 (serves 50-75 people)  
 Contact: hanyrizk70@hotmail.com
  - Hoosonyi Korean Restaurant, Korean food- 23830 WA-99 #114, Edmonds, WA  
 Dishes: Jopchae noodles, bulgogi, choice of steamed rice or fried rice  
 Price: \$600 (serves 50-75 people)  
 Contact: (425) 361-3578, hoosonyikorean@gmail.com
  - Claire's Restaurant, American food- 301 Main St., Edmonds, WA 98020  
 Dishes: 15 assorted pies (serves 50-75 people)  
 Contact: (425) 776-2333
  
- Supplies and Equipment: Participants will have the opportunity to add a paper cut-out of their hand to the "Edmonds community wreath," which will be hung in a public space in Edmonds. Additionally, there will be Japanese ink art classes that participants are encouraged to try. The event will need equipment for dining, stage performances, and speakers.
  - Craft supplies
    - Construction paper: 96 pieces, 2 sets
    - White paper roll: 1
    - Colored pencils: 50 piece set, 2 sets
    - Pencils: 144 count
    - Scissors: 10 pack, available at: Michaels.com
    - Ink art gel pens: \$23.99 per 80 pack, available at: Amazon.com
  - Seating and Dining
    - Stage
    - 210 folding chairs
    - 20 round tables, 72 inches
    - 2 square tables, 36' inches by 36 inches
    - 20 tablecloths, 108' inches
  - Equipment
    - 2 stage lighting systems
    - 1 handheld microphone
    - Stage set-up
      - Miller Rent-All, 22901 WA-99, Edmonds, WA 98026  
 Contact: (425) 336-3466, <http://www.millersrentall.com/>

Registration

- Tickets at the door (Free for 18-year-olds and under, \$10 for 18-year-olds and up)
- Cashbox
- Food donation bin

## Event Timeline

	Event	Staff	Description
1 p.m.	Set up	Volunteers	Set up stage, tables, station for food, crafts, etc.
2:45 p.m.	Clean up set up supplies	Volunteers	
3 p.m.	Event start	All staff to positions	Start managing stations and welcoming people as they arrive
3:15 p.m.	Welcome	Speech and introduction to first speaker	All staff present
3:30 p.m.	First speaker	Rick Steves	All staff to assigned places
3:45 p.m.	Food open and available	Volunteer monitor food room	All staff to assigned places
4:30 p.m.	Second speaker	Hula O Lehuluni	Staff mingling with crowd and participating in dance instruction
5:30 p.m.	Poetry reading	Volunteer	All staff to assigned places
5:45 p.m.	Third speaker	Nutrition and community	All staff to assigned places
6:45 p.m.	Poetry reading	Volunteer	All staff to assigned places
7 p.m.	Fourth speaker	One World Dance and Drum	Staff mingling with crowd and participating in dance instruction
8 p.m.	Poetry reading	Volunteer	All staff to assigned places
8:15 p.m.	Fifth presentation	Shut down food	All staff to assigned places
9:15 p.m.	Skill showcase	All staff to gymnasium	All attendees able to showcase skills
10 p.m.	Start tear down	All staff	All staff to assigned places
11 p.m.	Lock up	Closing staff	

## Facilities and Space

The event will be held at the Frances Anderson Center. Details of the rental policies and procedures and of the facility’s rules can be found at:

[http://www.edmondswa.gov/images/COE/Government/Departments/Parks\\_and\\_Recreation/Facilities/pdf/FACAgreement\\_Directions.pdf](http://www.edmondswa.gov/images/COE/Government/Departments/Parks_and_Recreation/Facilities/pdf/FACAgreement_Directions.pdf)

Facility rooms, capacities, and amenities are as shown in the table below:

Amenities	Capacity	Tables	Chairs	Miscellaneous
Classroom 114	25-30	*	8*	Carpet; no drink, food or crafts
Classroom 115	25-30	*	8*	Projector screen, blackboard, sink
Classroom 206**	25-30	12, 6 foot	30	Projector screen, blackboard, sink
Classroom 301**	25-30	-	-	
Classroom 302**	25-30	10, 6 foot	30	Projector screen, blackboard
Conference Room	8-10	-	8	Projector screen, sink
Gymnasium (77’x58’)	50	n/a	n/a	No food or drink, see rules on page 2

## Safety and Risk Considerations

### Staffing General

All staff must be briefed on our mission and guidelines. Staff must know the guidelines already established for the Frances Anderson Center. All staff and volunteers must sign a legal description to abide by these agreements for their safety and the safety of others. All staff and volunteers must go through a brief training on prevention of child abuse. All staff will be screened. Request medical forms of staff to help accommodate them and their safety. All staff should practice an emergency-response scenario.

### Staff Roles

**Safety Officer:** Patrols hallways, checks in on classrooms, checks in on concerns and questions of participants, responsible for enforcing rules and regulations, trained CPR, access and knowledge to medical care kit, knows all emergency exits, calls emergency numbers if needed.

**Volunteers:** Sign waiver and agreement forms, briefed on their positions, aware of their responsibilities and limitations.

**Food Vendors:** Sign waiver and agreement forms, have had a brief background check on the quality of their food services, provide a menu, provide a list of needs (how much space will they need, etc.), enclose health certificate from the department of health, list of ingredients used to prevent allergies, and a food permit.

**Performers:** Sign a waiver, provide a list of needs (what equipment do they want provided, what will they bring, etc.), provide a draft of their performance.

## Supplies and Equipment

Check for repairs, test equipment, name tags for volunteers, provide first aid kits, check for available fire extinguishers, duct tape for electrical wires to be taped to the floor, materials in classrooms are age appropriate.

## Facilities and Spaces

Comply with capacity for each room, although the gymnasium can hold more than 50 people. Check electrical wattage for each room and how much it can take, and check sturdiness of possible objects in rooms. Throughout the building signs will be displayed to help direct participants to certain rooms or exits. Facility is ADA accessible, and fire inspections are up to date.

## Participants

Participants should check ingredient list of foods being served for food allergies. Participants are responsible for their own belongings, any lost or damaged items are not the responsibility of the staff or program. If participants exhibit unruly behavior, they will be asked to leave. Participants should understand this is a family friendly event. Parents are responsible for their kids at all times.

## **Staff Requirements**

We are currently looking to fill the following positions:

### *Event Coordinator*

We are looking for one event coordinator to run this yearly event and create the follow up potlucks. This position requires consistent interaction with the Edmonds community and collaboration with the volunteer coordinator in gathering volunteers to run the event, as well as obtaining local speakers and poets for readings. The ideal candidates will be comfortable hosting the event and have a background in multicultural services. Our ideal candidate will have a BA degree in a related field or comparable work experience, a current food handler's permit, and first aid and CPR certification.

### *Volunteer Coordinator*

We are looking for one year-round volunteer coordinator to manage all elements of volunteering. This role involves assessing and meeting the event needs through recruitment, placement, and retention of volunteers. The ideal candidates will be comfortable working in multicultural services. Our ideal candidate will have a BS degree in a related field or comparable work experience, a current food handler's permit, and first aid and CPR certification.

### *Volunteer Positions (10-30+)*

We are looking for volunteers to run activities during the event. Activities include set up and clean up crew, translators and interpreters, cashiers, art projects, helping speakers on the main stage, security, and garbage disposal. These volunteers will be required to obtain a food handler's permit prior to the event, and are encouraged to obtain their first aid and CPR certification.

## Speakers

### Rick Steves: Culture and Community

We have asked Rick Steves to be our keynote speaker for this event. He will be kicking off the night with a speech on community and the importance of a healthy lifestyle from a multicultural background. He will touch on what it means to be a community that carries such diverse culture. This presentation will be 45 minutes long and open to the public.

### Nutrition and Community

We are currently looking for a community member to speak about nutrition during our event. We ask they have some educational background in nutrition, community, movement studies, or related field experience. This presentation will be roughly 30-45 minutes long and open to the public.

### Poets (3)

We are asking for volunteers to read original and published poetry between performances and speakers. These readings will be between three and 10 minutes long and open to the public.

### Performances

We will ask local dancers to present on education and entertainment on the local culture during a 45 minute timeframe. Representatives from the following companies have been asked to participate:

**Hula O Lehualani**



**One World Dance and Drum**



**Olympic Ballet**



## Publicity

Publicity will be provided in a number of ways. A sample flier is below.



**APRIL 22ND 2017 3PM- 10PM**

# **EDMONDS' CELEBRATION OF COMMUNITY AND CULTURE**

**Edmonds' Celebration of Community and Culture will be a night of bringing a multi-cultural community together. Edmonds' citizens will come together and have the opportunity to share healthy foods. Performances, music, dance, and traditions from the diverse cultures of the community.**



**Keynote speakers,  
performances of  
poetry, music, and  
dance, and crafts  
for all ages**

**Catering from local  
restaurant of food  
from around the  
**world****

**Ages 18 and under  
are FREE!**

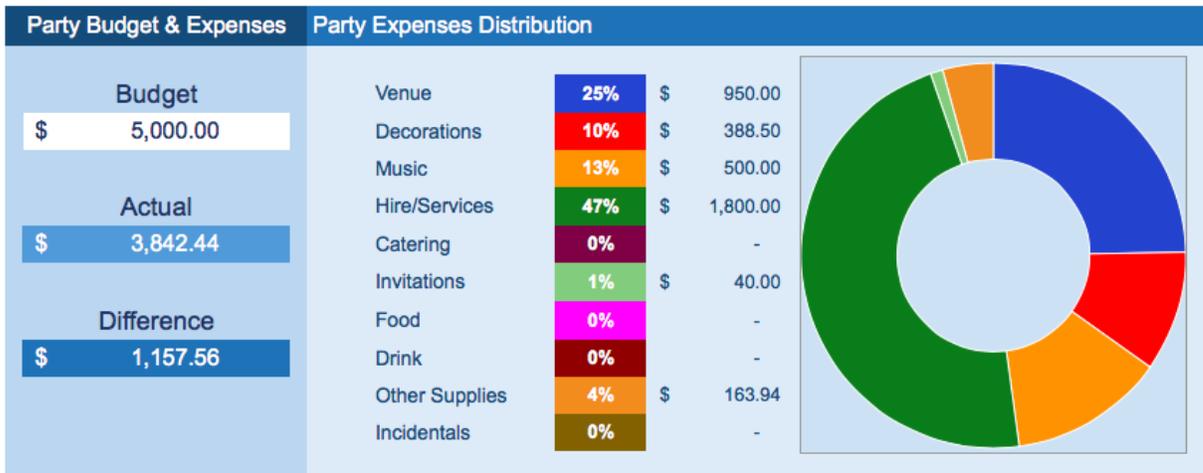
**Get to know your  
community**

**Kick-off event for  
future monthly  
potlucks**

Frances Anderson Center

700 Main St, Edmonds, WA 98020





### Five Important Elements of the Evaluation Plan

1. Staff and Volunteers: Prior to being hired as a staff or volunteer for our event, there will be a list of requirements each employee must complete in order to be considered in the application process. Everyone on our staff must have CPR and first aid training, a food handler's permit, and excellent people skills. We will determine volunteers and staff follow these requirements by requiring photocopies of their CPR and first aid certifications and food handler's permits, as well as their participation in a group interview.
2. Facilities: It is very important that our event is inclusive to all identities and abilities, therefore we require a facility that is fully ADA certified to insure there are no limitations for our participants. We will achieve this by touring the facility prior to our event. We will develop a checklist based on ADA standards as well as brainstorm potential accessibility situations. We will be certain that our activities and breakouts remain close by and on the same floor, for easy transitions for everyone. Additionally, our facility must be clean and meet health department standards. We will check in with the facility one day prior to be certain that it reaches these requirements. We will contact a health department employee to assist in the inspection of our facility, prior to the event.
3. Speakers and Performers: The speakers and performers are vital in setting the tone of our event. They must be well rehearsed, professional and upbeat. Prior to the event we will have progress check-ins and at least one dress rehearsal to insure fluid transitions between performers, and that our event standards have been met. Our speakers and performers must use inclusive language and develop an engaged audience. We will submit all speeches and written performances to our Equal Opportunity Council (EOC) at Western Washington University for a professional opinion on the inclusivity of the performances.
4. Food and Food Service: Every person working with or around the food service must have a food handler's permit and well-rounded knowledge of health department standards. Kitchen facilities must meet health department codes. We will contact the health department for information regarding the inspections of each local restaurant, as well as require copies of food handler's permits for all food service staff. The food must be healthy, affordable to make, and

sensitive to allergies or diets. Before deciding meals, we will make a checklist to determine if the dish follows our requirements. We will be certain there are options for everyone, including those with unique diets and allergies. We will require printed ingredient lists and recipes for every dish, which participants will be able to bring home.

5. **Participants:** Most importantly, we want our participants to leave the event feeling inspired to create healthy, cultural foods at home, be active with the whole family, and build stronger relationships with people in their community. This can be indicated through an emailed survey following the event. Our goal is that participants find benefit and satisfaction with the event. We plan to indicate this by an 80 percent participation rate at the monthly follow-up potlucks.

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