



HAAGA-HELIA
University of Applied Sciences

Does an organized after school activity program promote interest, participation and development in sporting activities.

A case study:

Helsingin Jalkapalloklubi after school activity club for 7-9 year olds.

Bachelor's Thesis
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<p>This study presents an overview in to the developmental aspects of children between the ages of 7-9. Children at this age are first -and second graders in elementary school in Finland. As well as children’s development, the study looks in to physical education for children at a young age. The study breaks down the football organization HJK, that is based out of Helsinki, Finland. The study looks in the basic education act and gives an in-depth review of a HJK afternoon activity club(a.a.c) and how it’s program can give children at a young age a foundation in to various different sports, physical activities and games.</p> <p>The aim of the study is to see through research, does an organized activity program promote interest, participation and development in children who are enrolled in the HJK a.a.c program. Parents of all the children, at all nine HJK a.a.c’s, were sent a questionnaire with ten questions about their child’s interest towards physical activities and football, through a software called Lyyti. About how their child has developed during their time at the a.a.c. About their hobbies and physical activity in the child’s free time, away from the a.a.c. The questionnaire was sent to almost 500 parents, out of which 183 parents answered the questionnaire.</p> <p>The result of this study shows that the HJK a.a.c program has a positive effect on the children that are enrolled in the program. The study also shows that even though the a.a.c program is organized by a football-based organization, that this does not affect the child’s interest towards other sports and physical activities. On the other hand, because the program is so diverse in physical activities and works so well in cohesion with clubs, that are organized by the school, that children have taken up hobbies of all areas of physical activity. The study shows that most children have developed in some area of physical attributes and specific sports, due to extra time spent playing these sports in addition to the time spent at the hobby itself. 97,8% of parents that answered are satisfied with the program HJK offers and the content of the program.</p> <p>Due to the fact, that this study focused on sporting development and interest towards physical activities, further research on children’s development could be done. Other developmental aspects could be looked at, to see how the a.a.c effects children’s, for example social or intellectual development. The study could also be compared to other a.a.c’s, that are not organized by a sports organization and don’t have such a structured program, but rather a city playground or congregation, where there aren’t as many adults per child. Could this program structure be provided by other sports organizations globally to effect children’s athletic development and an early age.</p>	
Key Words: Afternoon Activity Club, Sporting Development, Physical Activity, Child-Oriented, Interest & Participation, Football Organization	



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1. Introduction & Aims of the study

In reviewing material related to physical education, sport and afternoon activities, I was intrigued to read how participation in sport reduces as children get older.

It is my belief that if interest and motivation can be maintained during the adolescent ages on 7-9, this can go a long way to ensure greater participation during teenage years. Jarus T, Anaby D, Bart O, Engel-Yeger B and Law M in the British Journal of Occupational Therapy (2010, 73(8)) highlight the need for structured day-to-day activities.

“For children, participation in day-to-day formal and informal activities is vital. There is a wide recognition of the importance of involvement in activity and its positive influence on the development of skills and competencies, social relationships, and long-term mental and physical health.” (p.345)

At present, I work as a sports instructor and coach at Helsingin Jalkapalloklubi(HJK) and one of my responsibilities is to plan and implement a structured afternoon activities program for 7-9-year-olds after they complete school, five days a week. I have observed over the past two years that children benefit from structured afternoon activities even at the age of 7-9. I wanted to see if/how an organized afternoon activities program raises interest and aids development in a variety of sport.

The hypothesis of this study is that the HJK a.a.c has a positive effect on children’s interest, motivation and development towards physical activities.

The aim of this study is to investigate if HJK’s afternoon activities club (a.a.c) has promoted interest, motivation and development in 7-9-year-olds in the Helsinki area. After researching various sources related to this topic, data will be collected through the form of a questionnaire from the parents of the children who attend one of nine HJK a.a.c’s. This data will indicate levels of satisfaction, as well as outline if the children are involved in sporting activities away from HJK’s a.a.c.

Conclusions found will be shared with the HJK organization, local primary schools and parents, in order to gauge the success or failure of these programs and their place in the daily lives of 7-9-year-olds in general.

2. Child development and physical education

2.1 Children's Development

“Sport not only aids children in their development process but gives them the necessary skills to be successful later in life.” (Josh Skrupskas, 2014)

Children develop in a variety of ways with sport being a major contributor in this. Providing a structured and well-rounded activities program can enhance a multitude of developmental areas. The overall aim of any physical activity is to prepare children for the challenges of adulthood. In a way, physical activity is a snapshot of challenges adults faces in real life. Competition in the playground is micro version of competing for the best jobs or losing in a game is similar to experiencing failure in a work environment. In the publication *Sports and Physical Education in Finland* (1987), Telama and Numminen confirm that;

“Play is just as important to the child as work is to the adult. Play is major factor contributing to socio-emotional development.”

It is important that these skills and coping mechanisms are taught at an early age. Structured physical activities providing rules, regulations, boundaries and unwritten rules can go a long way to meeting challenges in later years.

Although I recognize that this thesis is primarily focused towards sporting development it is important to understand that this developmental area does not stand alone. The aims of an organized afternoon activity clubs (a.a.c) is to support and develop skills that are easily transferred to structured physical education classes in primary school, secondary school and further educational institutions. It is important to fully understand children's developmental needs so that the a.a.c can plan suitable programs and activities for children at certain ages.

Children are constantly developing in all areas; however, the aims of this thesis are to identify how an a.a.c can affect children's interest, development and participation in physical activities and sport.

2.2 Sporting Development

“When children learn new skills and enhance old skills, it gives them a sense of pride and accomplishment that will lead to an increase in self-esteem. Children most commonly possess a variety of different skills, such as running, cycling, climbing, jumping, skiing, skating and gymnastics. Children also have the ability to be very brave and reckless, due to the mindset they have that nothing can hurt them.” (Mannerheimin Lastensuojeluliitto 2018)

According to the quote above from Mannerheimin Lastensuojeluliitto, structured sporting activities provide the perfect platform for success. In turn, successful participation breeds confidence. Success is like a drug, everybody wants to be successful, everybody wants more. As confidence increases a child’s mindset towards learning new skills becomes more positive. If a child is confident and experiences success he/she is more likely to want to participate in more sporting activities.

Building a foundation towards sporty development for children, it is important to build a large foundation of experiences through participation in different activities. Having multiple choices of physical activities throughout the day, will give the children the opportunity to find their liking. They are more likely to choose sports based upon success rather than failure from past experiences. Some children will pursue these foundations outside of school hours by enrolling in to sports organizations. However, some children will not join such organizations but are more than likely to be physically active. In either context, successful participation may build higher levels of self-esteem and improved levels of performance.

“A sports hobby or evening activity should always be based on the child’s willingness and motivation towards that activity.” (Mannerheimin Lastensuojeluliitto 2018)

As can be seen from MLL’s quote above, motivation is a key element in continued participation. Motivation is achieved through success. If a child is able to experience improvement in a certain activity, motivation is likely to be higher. For young children constant positive reinforcement by instructors, parents or coaches will provide the child with this. Environments that are created and supported by influential role-models, where success and failure is permitted, are more likely to breed confident and motivated children who are happy and enjoy their experiences.

Davis, Kimmet and Auty (1995), support this idea indicating that performances will be higher if motivational levels are also high.

2.3 Other Developmental Aspects

There are four other important developmental areas in children between the ages of 7 to 9. They are physical, social, intellectual and personal development. As these are not the main focus of this study, in depth review will not be necessary, however, it is important to acknowledge them in children's overall development. (Mannerheimin Lastensuojeluliitto 2018)

Physical development in children between the ages 7 and 9 is minimal. Children steadily gain about 2-3 kilograms of bodyweight and 2-5 cm in height a year. Changes also happen in children's mouths, when their baby teeth start changing in to adult teeth. To ensure proper physical development and growth, children need physical exercise, sleep and a balanced diet. (Mannerheimin Lastensuojeluliitto 2018)

Social development is a continuous developmental aspect for children from their first days in school, until their very last days in school. Being socially capable and continuously developing socially is important when most of your day is spent in large groups of children, being it in a classroom or an a.a.c. Sports games in a.a.c can be beneficial for social development due to the fact that in different sports games, children have to work together by communicating with each other. Social development can also be aided when children respect the rules and other participants in games. (Mannerheimin Lastensuojeluliitto 2018)

Intellectual development can be seen in children ages 7-9, as improvement in logical and critical thinking. Before attending their first years at school, children have a mindset of believing what they see as something true. Now given the improvement of logical and critical thinking, children second guess and question different aspects they come in contact with. They use their own past experiences and knowledge as benchmarks to question different situations throughout the day. (Mannerheimin Lastensuojeluliitto 2018)

Personal Development is a developmental aspect that can be developed throughout life. For children, personal development at early ages is getting to know themselves and what they are capable of and what not. Taking initiative of their own actions and slowly learning to live without continuous help and guidance from their parents. (Mannerheimin Lastensuojeluliitto 2018)

2.4 Children's physical education

According to Zimmer (2000), Telama and Numminen (1987) and Davis, Kimmet and Auty (1995), physical education activities should be age appropriate, challenging and enjoyable. Zimmer goes on to say;

"The aim of physical education, is to give children the acquirements trough exercise to learn how to handle themselves, socialize with others and come to know their environments, and what it provides. Physical education should provide the following objectives:

- Account for children's mobility needs by providing them with suitable games and sport facilities.
- Provide children with the opportunity to get to know their own body and persona.
- Encourage children to learn about and handle their environment and what it provides.
- Foster and improve children's motoric abilities and skills.
- Enable suitable games for weaker and stronger children.
- Give children the opportunity to embrace the world as a whole, with their own body and senses
- Help children retain the joy, curiosity and desire in exercising.
- Assist children to trust their own motoric capabilities and realistically to evaluate their own self." (Zimmer 2000, p.32) (LKK, 122, 123)

Physical education and physical activities in an a.a.c should fundamentally be child-oriented. Games and exercises should be based around children's interests, needs and physical capabilities. When children's benefits and needs are addressed, children will enjoy participating in activities. Children should always be encouraged to play and exercise with other children and always encouraged to try different activities that might normally be out of their comfort zone. Children though can never be forced or required to join a certain activity

and should not face peer-pressure from other children. Giving children the opportunity to make their own decisions and being voluntary towards different games and activities, and letting children bring their own spontaneous and imaginative ideas to different games and exercises should be ever present in a child-oriented a.a.c. Instructors of an a.a.c should never take the opportunity away from children to be imaginative children and their decision-making freedom.

3. Target Organization

3.1 HJK – Helsingin Jalkapalloklubi

Helsingin Jalkapalloklubi (Helsinki Football Club) is a football organization based in Helsinki, Finland. HJK is one of the first football organizations to be established in Finland, being established in 1907. Ever since then HJK has been one of the largest football organizations in Finland to this day. HJK is nowadays divided in to two separate organizations, HJK Oy and HJK Ry. HJK Oy (joint-stock company) is responsible for the men’s Finnish premier league team and their competitive B-team Klubi 04. HJK oy also owns HSM oy (Helsinki stadium management joint-stock company). HSM sole responsibility is to oversee and maintain stadiums and football fields owned by HJK. (HJK-j.fi)

The target organization of this thesis is HJK Ry (registered association). HJK Ry’s vision for many years has been to become the best junior football organization in all Nordic countries. The table below, taken from *hjk-h.fi*, shows missions, targets and enablers that they have in place to accomplish their vision of becoming the best junior football organization in all Nordic countries. (HJK-j.fi)

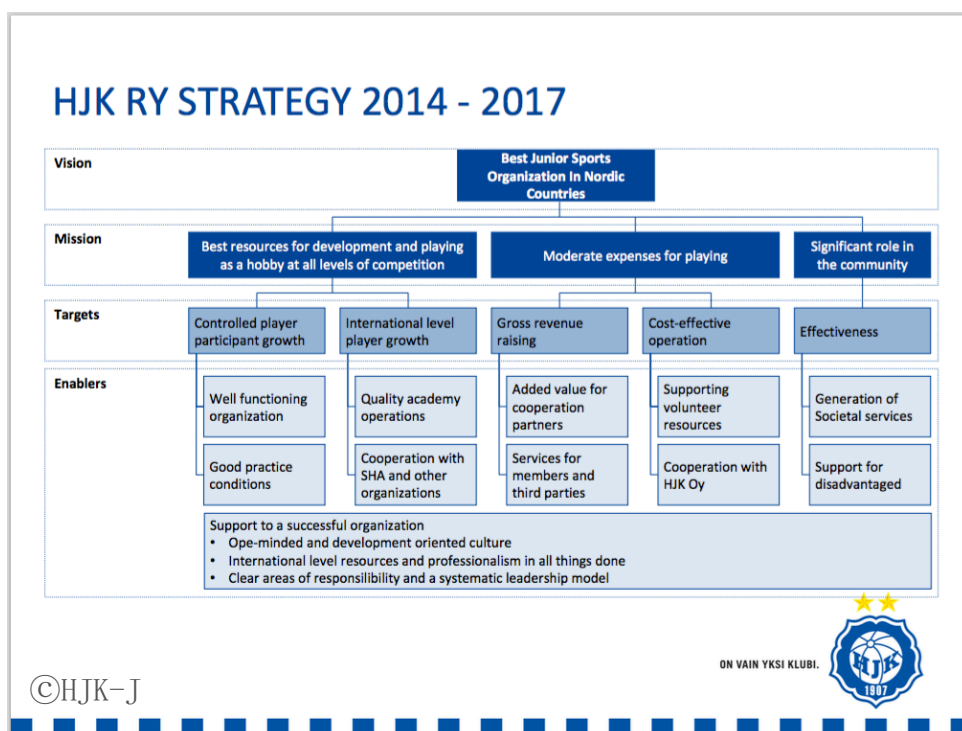


Figure 1 (HJK-j.fi / 2018)

HJK Ry has three core values on which the organization stands by and wants to develop in every player, coach or staff member year after year. Three core values being **growth** not just as a player but as a person, respecting team-mates and diversity within a team, learning from mistakes and enjoying victories together as a team. **Ambition**, willingness to try your hardest and to succeed, the need for competition and to be the best you can be. **Diverse community**, respecting each other no matter of race, sexuality, religion or skin color, “together we win, together we lose.”. “You might leave Klubi, but Klubi will never leave you” (HJK-j.fi)

HJK Ry’s responsibilities are junior level football and junior coaching, women’s Finnish premier league team, girl’s junior football, football for the disabled, sports camps and activity centers. Junior football at HJK Ry is vast across different districts of Helsinki and across all ages from children born in 2011 to children born in 1998 for both boys and girls. Boys will there after continue playing football under HJK Oy in the men’s teams and girls will play for the women’s team under HJK Ry. Most age groups have different level teams. Most players start playing for a team at the age of 7. Players age 9 and above have an academy team, who play football at the highest level of that age group in Finland. Academy team players are individually chosen by the coach of the academy team. Most age groups also have a competitive b-team, where players stride to compete for places in the academy team. Every age group has a hobby team where players can play football for the fun of playing. HJK Ry also provides football related activities. These include services such as football schools for children between the ages of 3-6, football skill-schools on weekends for children of all ages, football camps for children during school holidays and football schools for adults. (HJK-j.fi)

In addition to football, HJK Ry works in cohesion with the city of Helsinki’s educational division to bring afternoon activity clubs to first and second graders in 9 different locations around Helsinki. Section 4 will give insight in to the operations and daily running of the a.a.c’s generally and more specifically in the Helsinki region. (HJK-j.fi)

4. Afternoon Activity Club (a.a.c)

Afternoon activity clubs take place all over the country of Finland and each city is responsible by law to provide organized afternoon activities for children between the ages of 7-9. Helsinki provides over 100 school-based structured afternoon activity clubs all over the city and 75 supervised 'playground' centers (information found at hel.fi/kasvatus-koulutus). The main difference between the two is that the 'playground' centers are free of charge, whereas the a.a.c commands a fee depending upon the kind of activities on offer.

HJK Ry has been organizing and running a.a.c's for over 10 years in cooperation with city of Helsinki. In addition to physical education, HJK Ry are focused on giving children and parents a safe, structured and meaningful place to attend after the school day has finished. 50 instructors provide activities and support to the children while their parents continue their working days. According the latest development project, which was submitted in 2017 (Appendix 3), these activity clubs have grown tremendously. Families are constantly contacting the HJK Ry organization about available places. The basic education act as outlined in 4.1 below, forms the guiding principles on how and what all a.a.c has to provide.

4.1 Basic Education Act 48 a §

1. The purpose of before- and after-school activities is to support the school's and the home's educational work and the development of the child's emotional life and ethical growth. In addition, before- and after-school activities shall promote children's welfare and equality in society and prevent exclusion and promote inclusion.

2. The before- and after-school activities shall offer children varied opportunities to participate in guided and refreshing activities and to enable them to rest in calm surroundings under the supervision of a competent person suitable for the task.

3. The National Board of Education shall determine the aims and central content of before- and after-school activities referred to in this Act (guidelines for before- and after-school activities). The National Board shall prepare the guidelines in cooperation with the National Research and Development Centre for Welfare and Health.

(Finlex - Perusopetuslaki 48 a §)

4.2 HJK afternoon activity clubs

The overall aim of HJK organization is to empower its instructors/coaches and trust in their abilities to carry on the program as designed. The guiding principles of HJK are outlined in “HJK Instructors guidelines” which is reviewed and update on a yearly basis and general information about the HJK a.a.c’s are found in the operational report (HJK General Operational Report) (Appendix 4).

HJK afternoon activity clubs’ principle is to offer high-quality, sport-specific, child’s interest based and trustworthy afternoon group activities. Even though HJK is a football organization it encourages children to participate in wide range of sporting activities.

It emphasizes;

- Prioritizing children’s needs
- Regular and diverse physical education
- Orderliness and goal-directed
- Promotion of a child’s well-being in cohesion with schools and parents.
- Social and group-based working skills
- Voluntariness and playfulness

HJK afternoon activity clubs staff is diverse in educational backgrounds. Staff may include HJK junior football coaches, practical nurses, school-based assistants or physical education instructors. At HJK it is common for many staff members to be junior football coaches and afternoon activity club instructors at the same time. An afternoon activity club instructors’

weekly hours are 25 hours, 5 hours a day. Some afternoon activity clubs open in the mornings at 8 o'clock for children whom are dropped off at school by their parents before their school has started. This allows many of HJK staff members to work different jobs around the hours of afternoon activity clubs, such as morning club instructors, school based assistants and junior football coaches. (HJK General Operational Report)

This allows staff members at HJK to gain experience in all different fields including in a child's development. Build better relationships with the school faculty, parents and ultimately the children. HJK feels that this is an advantage they have over other afternoon activity clubs around Helsinki.

There are 9 different HJK afternoon activity clubs catering for close to 500, 7-9-year-old children. Locations are geographically located on a large scale around Helsinki. Each a.a.c is located within elementary schools or a location recommended by the educational board.

These 9 locations are,

- Töölö (within the Telia 5G arena)
- Meilahti elementary school
- Tali sports hall
- Helsinki's French-Finnish elementary school
- Snellmanni elementary school
- Munkkivuori elementary school
- Arabia elementary school
- Vallila elementary school
- Hermann school
- Nilsiäkadun post
- Maunula elementary school

(HJK General Operational

Report)

Meilahti HJK a.a.c has around 68 7-9-year-old children daily. Number can fluctuate due to children's illnesses and holidays. Approx. 65% of children are first graders and 35% are second graders. Most second graders will leave the afternoon activity club after provided snacks at their own will. Most first graders are picked up by their parents throughout the year.

Meilahti HJK a.a.c has 7 instructors of which one is the head instructor. Instructors have different sporting backgrounds such as dance, football, American football, floorball and ice hockey. Even though HJK is a football organization, background in sports does not play a large significance in an a.a.c, where games and plays are child-orientated and fun. Instructors have different jobs around the working hours at a.a.c, such as being a school assistant, working at the HJK offices or being an instructor in morning clubs. More than half of Meilahti HJK a.a.c instructors are junior football coaches for HJK.

The day to day regime of Meilahti HJK afternoon activity club is the same every weekday. Children arrive between 12 and 2 o'clock after their school has finished. When they arrive at the a.a.c from school, they must inform the "Lista", who marks when children arrive in a book and when they are picked up by parents, to ensure all children safety. Children are then given the opportunity to spend time outside, unless they want to do their homework that they are given at school. Some children's parents enroll they children in to homework club. Homework club is run daily by one instructor and children who have been enrolled by their parents must do their homework in homework club. Homework club is also open to all children that want to do their homework. After children have completed their homework, they can join other children outside. Halfway through the day, children will have a snack provided by the school or the afternoon club. Each a.a.c instructor has a smaller group of around 13 children that they are in charge of, when going to the school cafeteria to eat. After they have eaten the snacks provided to them, they will have more time outside or for homework. Every day between 15.00-16.00 a.a.c has an activity hour, where children are given the opportunity to choose from 3 different activities each run by a different instructor. Most children are picked-up by parents after activity hour between 16.00-17.00. At 17.00 a.a.c closes for the day.

12.00 - 13.15 Playing outside or Homework Club	13.15 - 13.45 1 st groups to eat / 2 nd groups play outside	13.45 - 14.15 2 nd groups to eat / 1 st groups play outside or homework	14.15 - 15.00 Playing outside or Homework Club	15.00 - 16.00 Activity Hour Choice of 3 different activities	16.00 - 17.00 Playing outside Children get picked up by parents.
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Each HJK afternoon has a monthly schedule of daily activities. Before the start of every month all instructors must provide the head instructor with 8-10 activities, depending on how many days are in the month. These activities are then divided between different days of the month to provide the children with a diverse program of different activities throughout the month. Appendix (5) shows a typical monthly plan of the activities the children can take part in.

One such activity which is extremely popular is "Ikuisuuspallo". This game is a variation on what we know as dodgeball. This game highlights skills such as team-building, throwing, catching, dodging, body awareness and strategy. Games showing similar attributes and skills include "Linnanvalloitus" (Storm the castle) and Tornipallo (Towerball). Although the main emphasis is on sporting activities, the a.a.c also gives opportunities for the children to take part in arts and crafts activities. Especially in Meilahti a.a.c, on Wednesdays of every week there is a chance to take part in "Uniklubi", where children can relax or sleep and listen to a story read by one instructor. On Thursdays in Meilahti, there are no activities provided to the children as the whole a.a.c travel a small distance as a group to a nearby large playground/park, where the whole activity hour is spent, before coming back the a.a.c. On Fridays at Meilahti, one of the three activities in "Lelupiiri", where children can bring their own toys from home to show to other children and then after show & tell, they can play with their toys, with friends. The instructors however encourage the children to choose at least one sport orientated activity.

5. Data collection

For the purpose of this study, both qualitative and quantitative data will be collected.

Quantitative data will provide me with the statistics I need to see how children are developing and how their interest is growing during their time at the a.a.c and qualitative will give me an insight in to the thoughts and opinions of the parents.

A letter of explanation (Appendix 1) and a written questionnaire (Appendix 2) containing 10 questions was electronically sent to the parents of the children who attend the a.a.c in all nine of the HJK organized programs. The parents had slightly over two weeks to reply to the questionnaire. The data was collected and graphs drawn to reflect the parent's opinions. Parents also had the opportunity to give explanations to their responses for some of the questions (Appendix 3). In all a total of 183 responses were recorded an organized for analysis.

6. Results & Analysis

Background Information



1. Child's grade at school
2. Child's gender
3. Location of afternoon activity program.

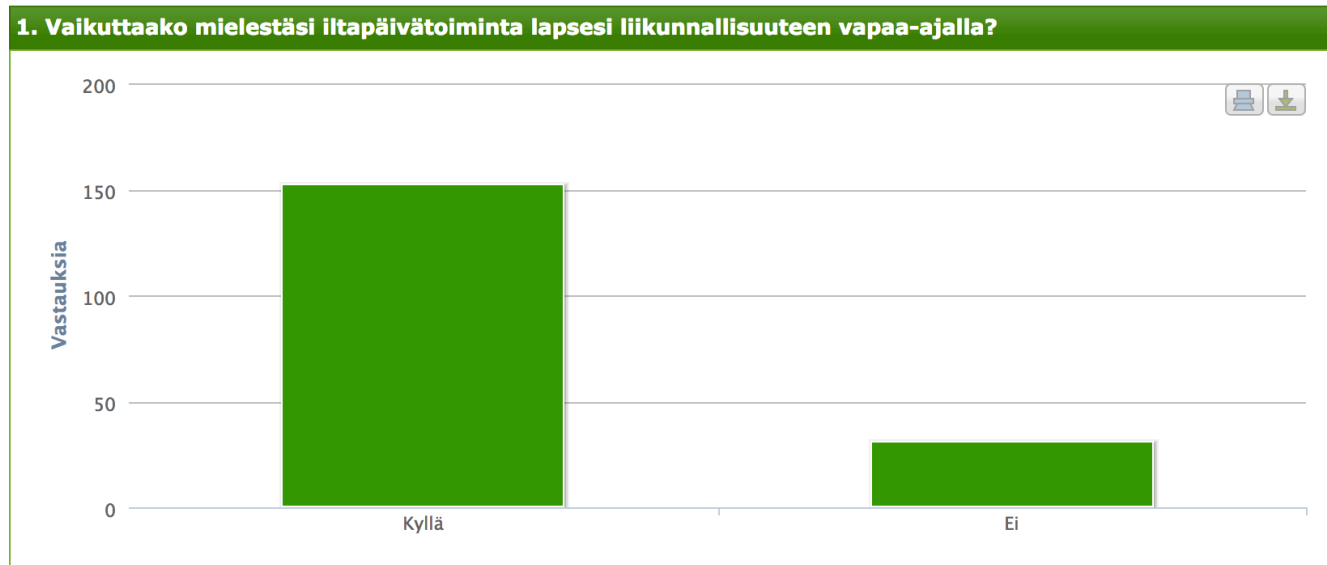
- In the first graph 128 of the answers were 1st graders and 54 of the answers were 2nd graders.
- In the second graph 76 were girls and 107 were boys.
- The distribution between the nine locations of parents that answered were as follows:
 - Helsingin ranskalais-suomalainen koulu - 31 answers
 - Meilahden ala-aste - 35 answers
 - Maunulan ala-aste - 21 answers
 - Snellmanin ala-aste - 30 answers
 - Talihalli - 17 answers
 - Töölön jalkapallostadion - 13 answers
 - Vallilan ala-aste/Hermannin sivukoulu - 12 answers
 - Vallilan ala-aste/Nilsiänkadun toimipiste - 4 answers
 - Vallilan ala-aste/Pääkoulu - 20 answers

The 3 graphs on page 20, show the background information provided by the parents of the children that attend all nine HJK a.a.c and answered the questionnaire. The first graph shows the age group represented, the second graph shows the gender of the child and the third graph from which a.a.c the child attends. Although the distribution of responses were not even all nine a.a.c's were represented.

Question 1:

Do you feel HJK's a.a.c has an effect on your child's physical activities in their free time?

Yes/No



Yes (Kyllä) answers: 152

No (Ei) answers: 31

The graph indicates that out of the 183 parents that answered, 152 parents feel that HJK's a.a.c has a positive effect on their child physical activities in their child's free time. I feel that this is due to the amount of time spent outside during a.a.c and having instructors that encourage children to play different games and join in different activities. If a child has not been physically active before joining HJK a.a.c, I feel the environment of a sporty a.a.c gives children the perspective of being physically active with peers and instructors. HJK a.a.c can possibly give children the idea of different games and activities, that they can do in their free time. HJK a.a.c encourages children to play with each other and all willing children are to be involved in games. This will build friendships between children and give children the opportunity to play with each other during their free time, given that geographically children live near each other.

Parents that feel that HJK's a.a.c does not have a positive effect on their child's physical activities in their free time, are due to the fact that their child has already been physically

active before joining a.a.c or that their child usually tends to choose the activities that are not sports based.

Question 2:

Has your child started football as a hobby during their time in the a.a.c ? Yes/No



Yes (Kyllä) answers: 11

No (Ei) answers: 172

This question was asked, because HJK is fundamentally a football organization that has a lot of junior football coaches as instructors. Does the fact that there are junior football coaches as instructors effect the children's mentality towards football as hobby and does it influence children's decision to start football or not, during their time at a.a.c.

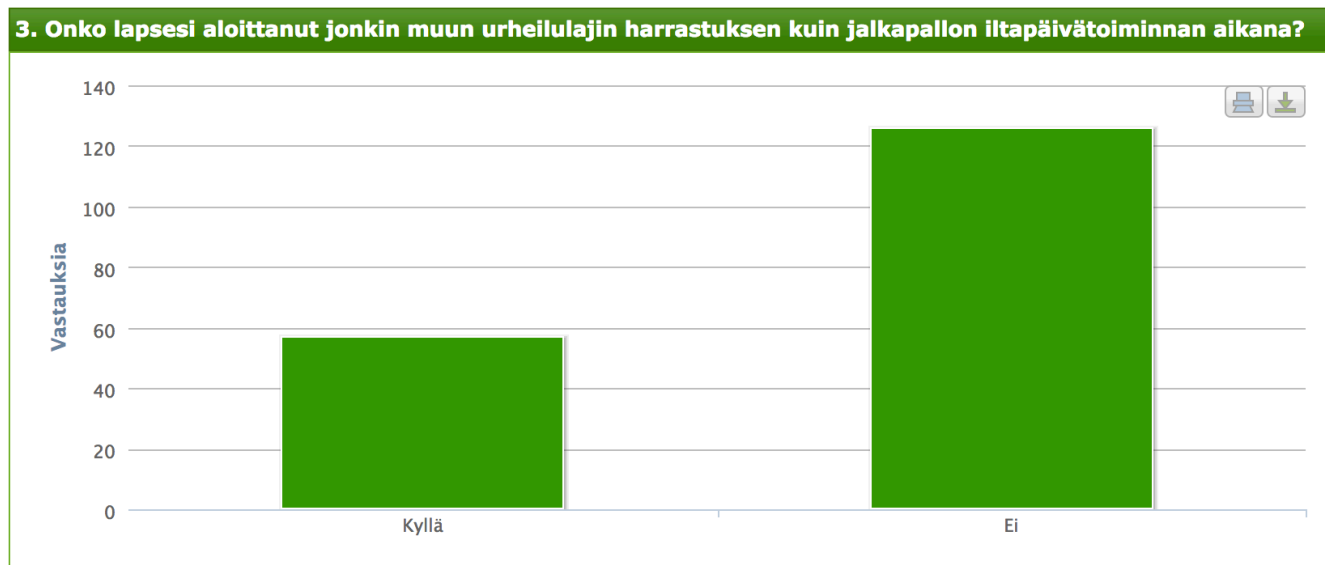
There are 11 children out of 183 that answered that have started football during their time at a.a.c. Is this due to the fact that they have enjoyed playing football in the a.a.c or is it due to the fact there are junior football coaches as instructors at HJK a.a.c's in unclear.

The majority of parents that answered stated that their children have not started football during their time at a.a.c. This shows that there is diversity of activities during a.a.c and that it is not football based, even though a.a.c is run by a football organization.

Question 3:

Has your child started a sports hobby other than football during their time in afternoon club?

Yes/No



Yes (Kyllä) answers: 57

No (Ei) answers: 126

In question 2, I wanted to see if children have started football as hobby during their time in the a.a.c. Now in question 3, I wanted to see have children started another hobby than football in a.a.c. This number is significantly higher than the number of children that started football. This can be due to the fact that their interest in sport and physical activities has grown and the diversity of different sports and games that are played in the a.a.c. Or due to the fact there are school based clubs that start later in the day and the possibility for children the go from a.a.c to the club and back to the a.a.c after the club has finished.

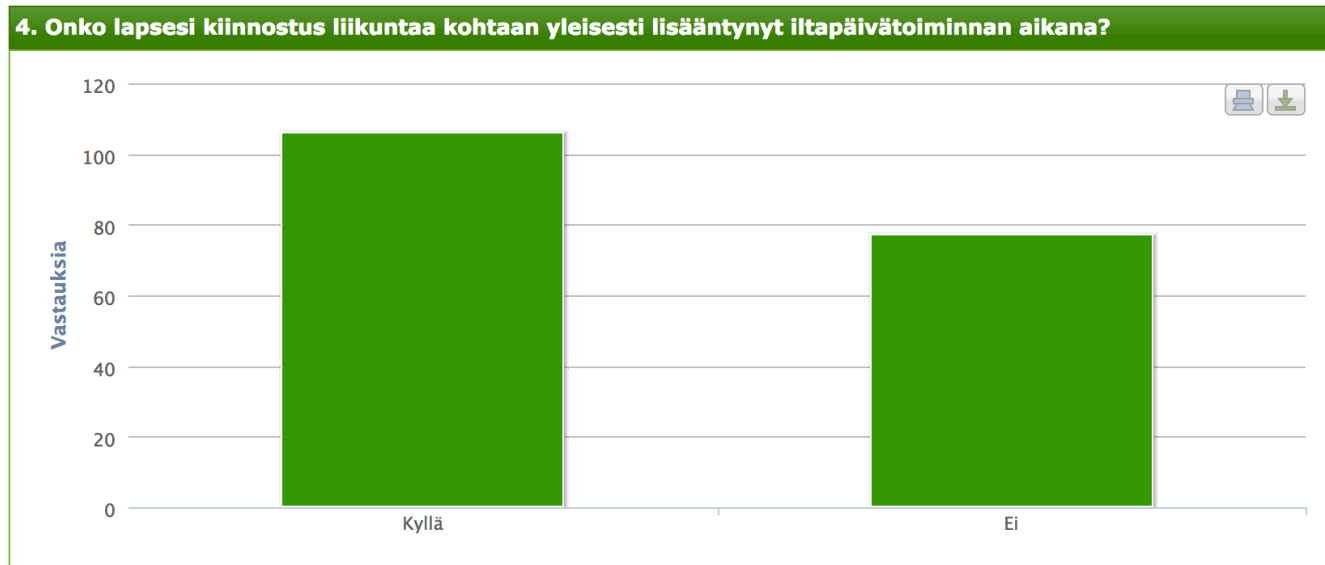
For parents that answered that their child has started a hobby other than football during their time at a.a.c, they had the option of specifying what hobby their child had started. There was a variety of different hobbies mentioned such as gymnastics, dance, parkour, floorball, basketball, ice hockey and track & field. All of these hobbies that have been started by children, have at some point been as activities in HJK a.a.c's monthly programs. This shows

that the diversity of HJK a.a.c's monthly programs can influence children's interest in different sports and physical activities.

Question 4:

Has your child's interest towards physical activity grown during their time in the a.a.c?

Yes/No



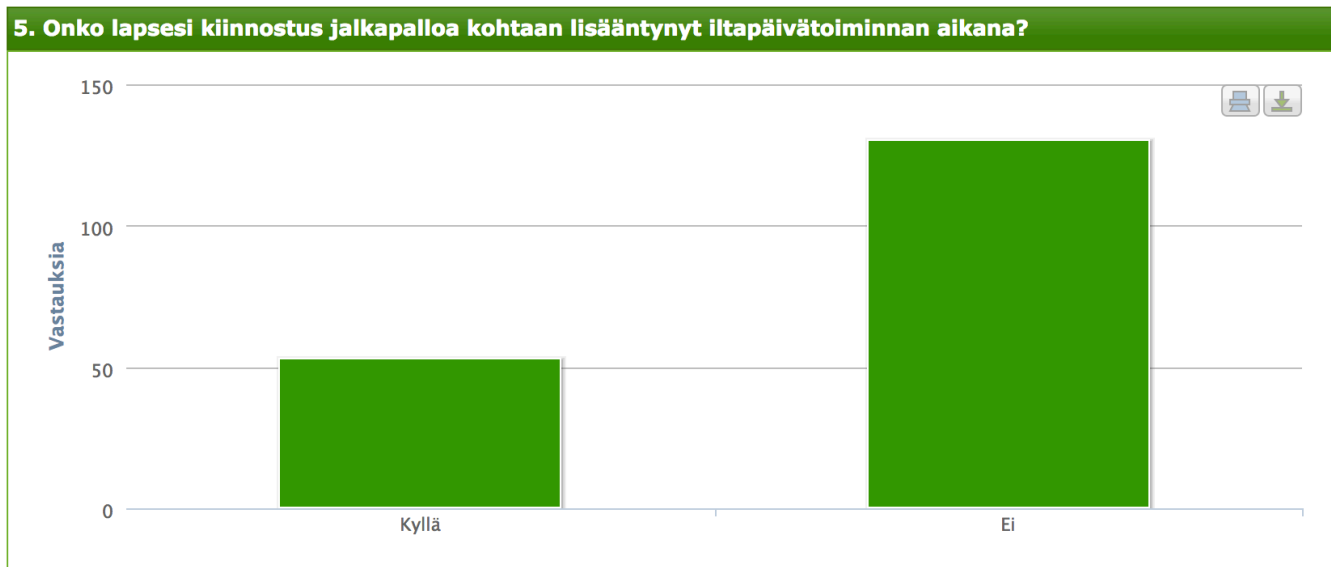
Yes (Kyllä) answers: 106

No (Ei) answers: 77

The graph indicates children's growth in interest towards physical activity. Even though a majority of children have not started football or another hobby during their time at the a.a.c's, majority of children's interest have grown during their time at the a.a.c. I feel this is mainly due to the amount of physical activity, diverse opportunities provided and the amount of time spent outside playing every day at the a.a.c. I feel that when instructors have a sporty background, are generally interested in physical activities and are themselves physically active, this has an effect on the children. When instructors instigate different activities and daily encourage children to join in, that children will eventually become interested in some sort of physical activity.

Question 5:

Has your child's interest towards football grown during their time in the a.a.c? Yes/No



Yes (Kyllä) answers: 53

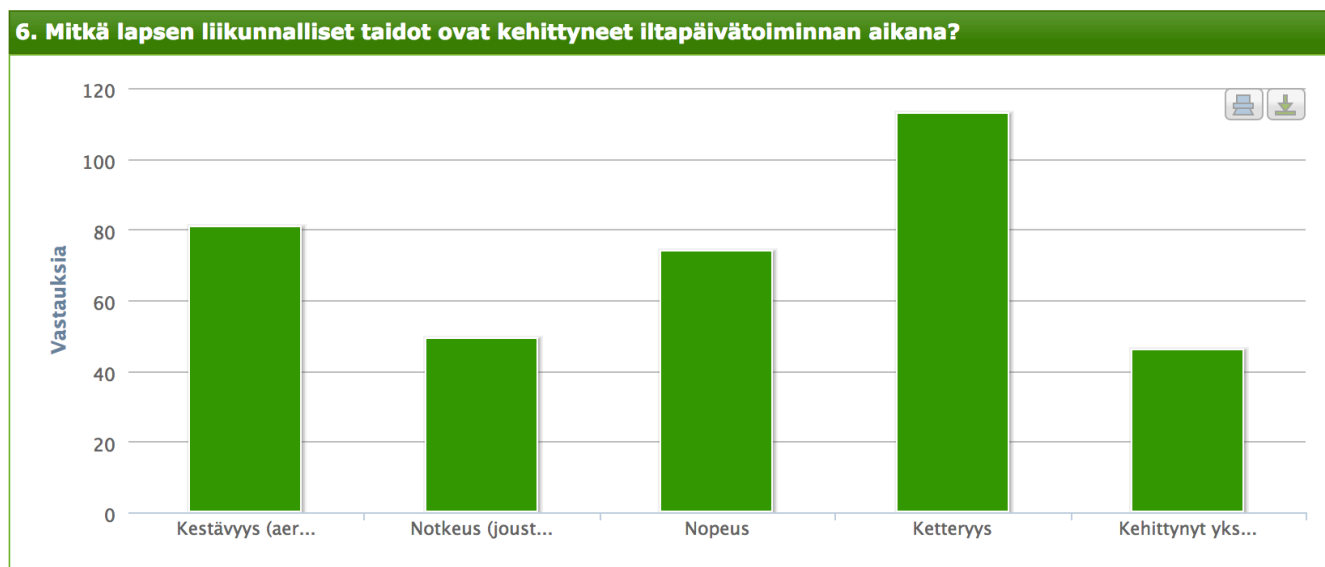
No (Ei) answers: 130

Even though children have not started football as a hobby, as indicated in graph 2, their interest towards football has grown. This might mainly be due to the fact that football is a popular game that is played during the days at the a.a.c and that majority of the instructors are interested in and have a background in football. Most children that have no interest in football during their first days at the a.a.c, have shown interest in some way, towards football later on during their time at a.a.c.

Question 6:

Which physical attributes has your child develop in during their time in a.a.c?

Select from: Endurance, Flexibility, Speed, Agility, Specific sport.



Endurance (Kestävyys): 81

Flexibility (Notkeus): 49

Speed (Nopeus): 74

Agility (Ketteryys): 113

Specific Sport: 46

The graph shows how parents feel their child's physical attributes have developed during their time at the a.a.c. This is the only question where parents had the choice of giving multiple answers. It is nice to see that children's interest towards sports and physical exercises has grown in the a.a.c, but has their physical attributes developed and which specific areas. 113 parents feel that their child's Agility has grown and 81 parents feel that their child's Endurance has grown. I feel that this is due to the fact of diverse activities ran in the a.a.c and due to the fact that most of the day is spent doing physical activities. Not as many parents feel that their child has improved in Speed and Flexibility. This might be due to the fact that running and performing gymnastics in large groups of children and in small spaces can be dangerous. Parents had the option to choose a specific sport that their child had developed in during the a.a.c. Most answered referred to team-based sports, like football and floorball. Some parents felt that development in a specific sport happens due to hobbies.

Question 7:

Has your child developed in football during their time in the a.a.c? Yes/No



Yes (Kyllä) answers: 78

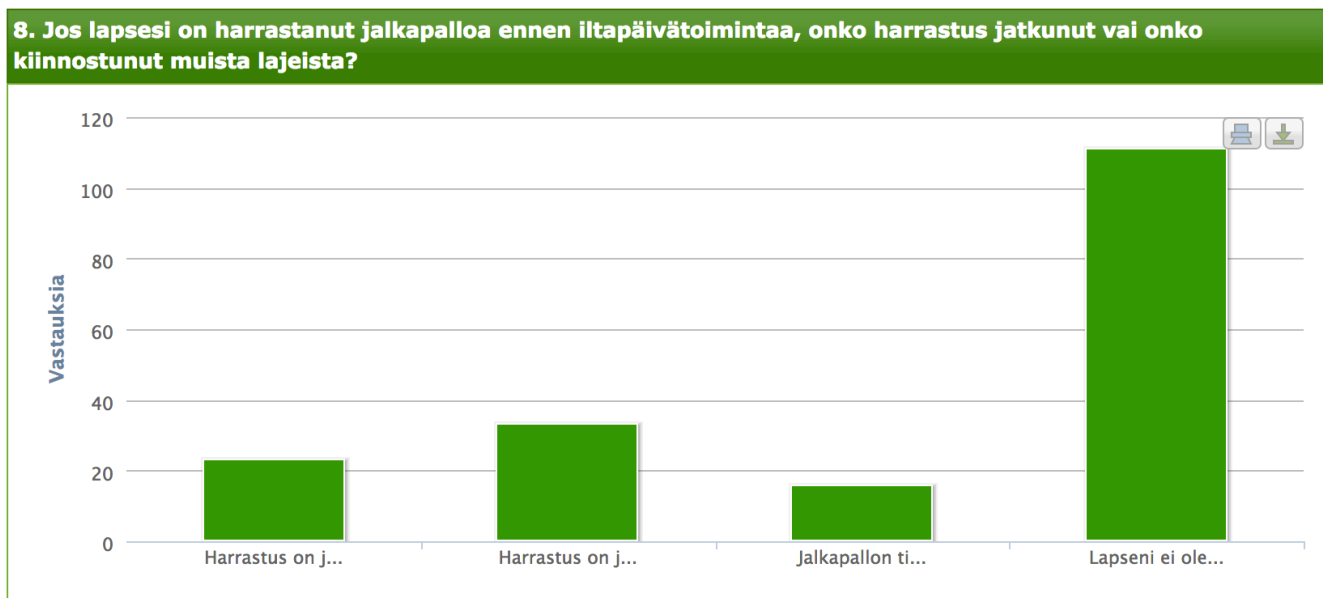
No (Ei) answers: 105

It was interesting to see if children in general have developed in football. Even though children might not play football on a day-to-day basis or have it as a hobby in their free-time, could they still improve in football at a fundamental level? 78 parents feel that their child had improved in football during their time at the a.a.c. This is 25 more, that had shown more interest in football. This shows that even though HJK's a.a.c, is run by a football organization and most instructors have football-based backgrounds, that development in football is possible, even though football is not taken up as a hobby or even if a child is not interested in football on a day-to-day basis. It is fascinating to see, that even if a child has low interest towards something, that they can still develop in it.

Question 8:

If your child has played football as a hobby before joining a.a.c, has football as a hobby continued of have they grown interest in other sports?

- Hobby has continued: 23 answers
- Hobby has continued, but grown interest in other sports: 33 answers
- Other hobby has taken footballs place - what hobby? :16 answers
- Does not play football: 111 answers



It is interesting to see that even though a large majority on children do not play football or have zero interest in it. Is it beneficial as an organizational standpoint, to have diverse activities that give insight to children in to different sports?

23 of children that had football as a hobby before they started at the a.a.c, continued playing football throughout, even though children were introduced to other sports.

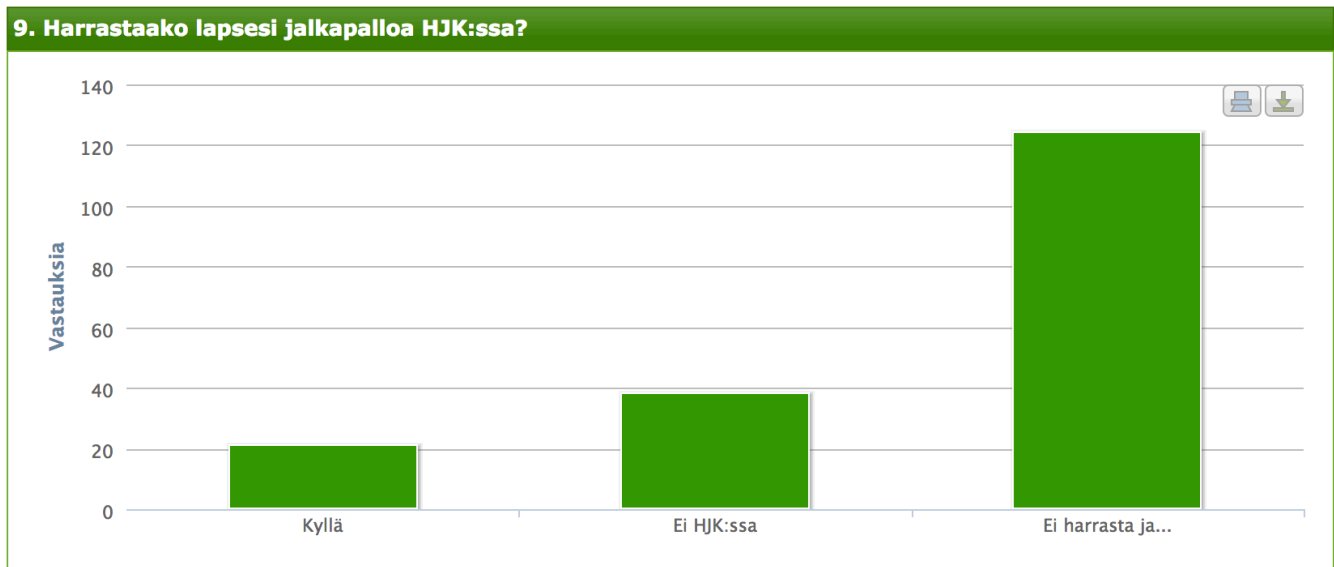
33 of children that had football as a hobby before they started at the a.a.c, continued playing football, but were very interest in other sports and might have taken up other hobbies alongside with football.

In 16 cases of children, football was completely erased and another hobby had taken football's place. Was this due to the fact of diversity of physical activities in the a.a.c or just

that the child got uninterested in that particular sport after a year or two? Or was it based on friends' hobbies?

Question 9:

Does your child play football in HJK? Yes/No/Does not play football



Yes (Kyllä) answers: 21

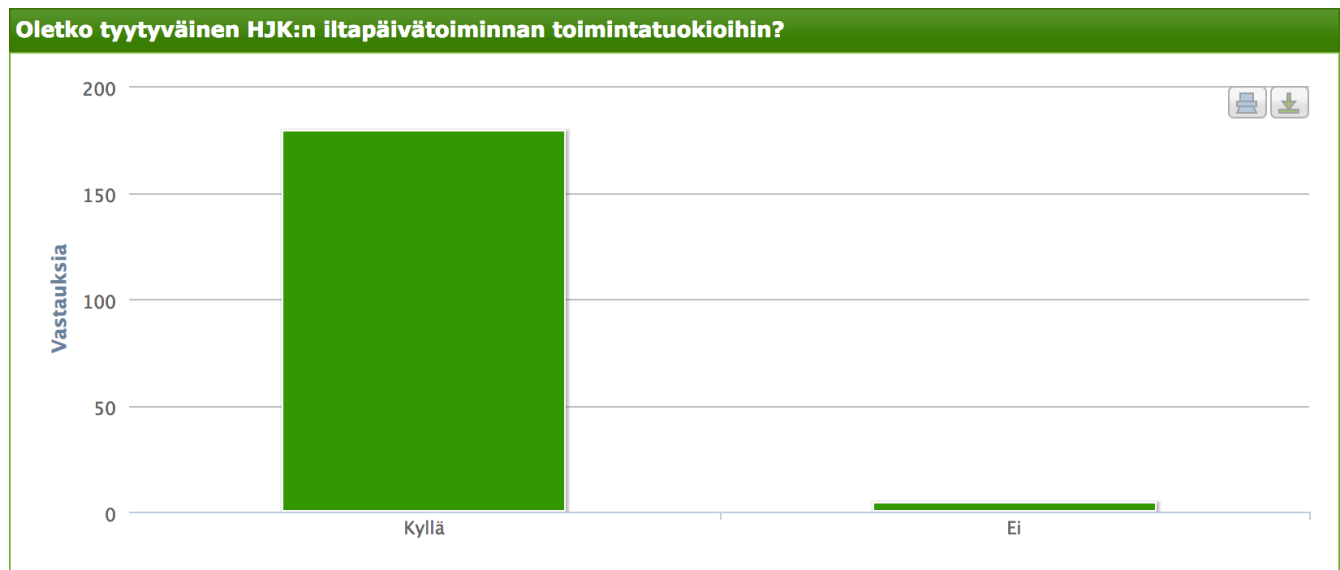
No (Ei) answers: 38

Does not play football (Ei harrasta jalkapalloa) answers: 124

Out of 59 children that play football in a team, in their free time, 21 children play in HJK. 38 children do not play in HJK, but some other football organization. This could be due to the fact of geographical area of residence, cost of hobby at HJK compared to other football clubs or the possibilities that other clubs offer in playing time and skill level. This could also be due to fact of where a certain child's friend, group of friends or classmates play.

Question 10:

Are you satisfied with HJK's a.a.c? Yes/No



Yes (Kyllä) answers: 179

No (Ei) answers: 4

The graph indicates how many parents are overall satisfied with HJK's afternoon activity club. This out of all the questions asked before, I feel is the most important question. Even though a child might not be interested in football, in sports in general or other aspects of physical activities, they enjoy their time at the a.a.c and well looked after. Out of all of the 183 parents that answered the questionnaire, 97,8% of parents are satisfied with the day-to-day structure of HJK's a.a.c. This as an instructor is clear indication that things are done right and the children are given various amount of diverse opportunities during their time at the a.a.c.

7. Conclusions & Recommendations

The hypothesis of this study was to see if a HJK afternoon activity program for children between the ages of 7-9, promotes interest, participation and development in physical activities. How could HJK's a.a.c, with their diverse program and sporty instructors, promote this changes in children and was it visible to their parents, who answered the questionnaire. Looking at the results of the questionnaire I feel that the majority of parents feel that the a.a.c can and does promote these aspects in their own children. The minority that felt that it did not promote these aspects, felt that it was due to their child not having interest in physical activities, and therefore didn't want to give physical activities a chance. For some parents who did feel that the a.a.c promoted these aspects, was due the fact, that they felt that their child was already very physically active before joining the a.a.c, but felt that the a.a.c was maintaining the child's interests in physical activities. Even though there were some parents who felt that their child's interest, participation and development had not been promoted, these parents were still very pleased with the structure of HJK's a.a.c program and the day-to-day life in an a.a.c. The very small percent that were not happy with the structure, were due to facts that the activity hours start to late and their child does not have the opportunity to join in, or due to the fact that the parent feels that there should be more free time instead of structured games and activities.

The parties involved in this thesis were satisfied with this thesis. HJK Ry organization gave me their full support when planning and implementing the different factors the contributed to this thesis. HJK organization gets feedback annually from parents of the children, who enroll that year at the a.a.c's, but wanted furthermore qualitative and quantitative data. When presented with the data collected, HJK RY was pleased to see even more positive data about their a.a.c programs and feel that the organizational part that runs the a.a.c's are working in the right direction. HJK feels they have the possibilities to keep expanding the program, due to its continuous success year in year out. Parents that I spoke to directly about the thesis, where very interested in the subject and were very eager and willing to participate. Maybe

due to the fact that they wanted to see the data or due to the fact that they know me from Meilahti a.a.c and were willing to help.

This study also shows that, even though the a.a.c program is ran by a football organization it does not attract only football players or does not only promote football as a hobby. When run in cohesion with the city of Helsinki, every parent has the opportunity to enroll their children in to the program. This gives a diverse background of children, whom have a wide range of different interest and backgrounds. This is why it is important to provide a diverse and interest program with a wide range of different physical activities and games. The study shows that the program does promote development in football, even though interests in football are not high in children and this is probably due to the backgrounds of majority instructors. With a diverse program, an organization can promote the interest, development and participation in physical activities and therefore promote an active and healthy lifestyle in children at an early age and build the fundamental aspects of being physically active throughout the rest of their lives.

During a day being an instructor at an a.a.c, you can really see the enjoyment in children and how they develop in large scale of different aspects. During the first months at the a.a.c, children can be very shy and undeveloped physically. With the encouragement and wide range in different physical activities, children begin to feel comfortable, enjoy their time at the a.a.c and find to love the different aspects of physical activities. This development is clearly visible after children have finished their first year at school and the a.a.c, and come back the next year when they are in second grade. The development during a full year is immense. Children are much more social with others; their physical attributes have developed and they are eager to come back to a structured program with day-to-day activities.

I feel that it is very important for children to have the opportunity to come to structured a.a.c like HJK provides. Children can blow off steam and energy gathered throughout the day at school. Children have the opportunity to make a lot of friends, have fun every day, give parents the opportunity to work full days and most important develop socially, mentally and physically. With the expertise of the instructors, the well-rounded, diverse and structured program, the locations provided by the city and the equipment funded by HJK Ry, I feel that

the HJK a.a.c's are the perfect places for children to spend time between school finishing for the day and parents picking them up to go home.

8. Further Investigations

In this section I want to reflect on the proceedings of the study, data collection and how things could have been done differently or can be done in the future.

Looking back at the questionnaire and getting feedback from parents, I feel that the opportunity to answer negatively in the questionnaire should have been a possibility. It was very naïve of me to think that all children develop during their time at the a.a.c, therefore in question 6, where I ask the parents how their child's physical development has grown in different aspects, I did not think that some children do not like physical activities and do not develop in aspects such as endurance or speed. Some parents sent feedback via email, giving reasons why they had to answer something, but felt that not having the choice of "no development" was a flaw in the questionnaire.

On the other hand, looking at the questionnaire and where it could have been improved, if the study was different or done at a larger scale. Other developmental aspects could have been looked at, such as social and intellectual development, which are as important to develop as physical education in children. It would be very beneficial to see how parents see their child developing in different aspects and how they are developing outside of school.

I feel I could have given the parents more time to answer the questionnaire. Even though the amount of answers I got from parents was sufficient enough for this study, I, myself personally would have wanted to see more answers and had a larger pool of data. Giving more time to parents to answer might not necessarily mean, that I would have got more answers. My questionnaire was sent a week before a winter holiday for the children and was still open three days after the holiday had ended and school had resumed. Parents had two and a half weeks to answer the questionnaire, which I believe was enough time, but did the holiday have effect on the amount of answers or was it irrelevant.

I feel that this study could be a good base, for a much larger study looking in to the development of children in afternoon activity programs in Helsinki. This study could be expanded to different cities and does geographical areas make a difference. How do children develop in other afternoon activity programs that are not ran by HJK? Programs that a playground based, where a.a.c's do not have as many instructors per group of children. Could this fundamentally be organized by other sports organizations around Finland and the world, to promote children in to physical development at an early age or specify a certain sport and the a.a.c can purely develop in children? Could children in Finland or around the world develop more in a certain sport if they were to attend an a.a.c designed and structured around a single sport?

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10. Appendices

10.1 Invitation Letter

Appendix 1 - Invitation Letter

Hei HJK:n ip-kerholaisten huoltajat!

Olen Patrick Cousins, HJK:n iltapäivätoiminnan ohjaaja Meilahden toimipisteestä ja HJK 03 West valkoisen valmentaja. Opiskelen Vierumäellä liikunnan ja vapaa-ajan valmennusta ja teen parhaillaan opinnäytetyötäni lasten liikkumisesta HJK:n iltapäivätoiminnassa sekä siitä, miten liikkuminen varhaisessa iässä vaikuttaa lapsen liikunnallisuuteen tulevaisuudessa.

Kyselyn avulla selvitämme miten HJK:n iltapäivätoiminta vaikuttaa lapsen liikunnallisuuteen. Kyselyn tuloksia käytetään vain ja ainoastaan opinnäytetyössä, eivätkä tule julkiseksi tiedoksi.

Kyselyn täyttäminen kestää arviolta viisi minuuttia. Kyselyyn pääset [TÄSTÄ](#)
Vastausaikaa on 28.2. asti.

Kiitos jo etukäteen osallistumisestasi!

Ystävällisin terveisin,
Patrick Cousins



Attention by Lyti

Kyselyn tarkoituksena on selvittää lasten liikkumista HJK:n iltapäivätoiminnassa sekä sitä, miten liikkuminen varhaisessa iässä vaikuttaa lapsen liikunnallisuuteen tulevaisuudessa. Kyselyn tuloksia käytetään vain ja ainoastaan Vierumäen ammattikorkeakoulun opinnäytetyössä - Miten iltapäiväohjaaja ja valmentaja pystyy vaikuttamaan lasten liikunnallisuuteen?

Kyselyssä on 10 yksinkertaista kysymystä HJK:n iltapäivätoimintaan osallistuvia lapsia koskien. Kyselyn täyttäminen kestää arviolta viisi minuuttia.

Lisätiedot: Patrick Cousins patrick.cousins22@gmail.com

10.2 Questionnaire

Appendix 2 - Questionnaire

Taustatiedot:

Lapsen luokka-aste: *

Valitse:

Lapsen sukupuoli: *

Valitse:

Lapsen iltapäivätoimintapaikka: *

Valitse:

Lapseni vapaa-ajan harrastukset: *

1. Vaikuttaako mielestäsi iltapäivätoiminta lapsesi liikunnallisuuteen vapaa-ajalla? *

Kyllä
 Ei

2. Onko lapsesi aloittanut jalkapallon harrastamisen iltapäivätoiminnan aikana? *

Kyllä
 Ei

3. Onko lapsesi aloittanut jonkin muun urheilulajin harrastuksen kuin jalkapallon iltapäivätoiminnan aikana? *

Kyllä
 Ei

4. Onko lapsesi kiinnostus liikuntaa kohtaan yleisesti lisääntynyt iltapäivätoiminnan aikana? *

- Kyllä
 Ei

5. Onko lapsesi kiinnostus jalkapalloa kohtaan lisääntynyt iltapäivätoiminnan aikana? *

- Kyllä
 Ei

6. Mitkä lapsen liikunnalliset taidot ovat kehittyneet iltapäivätoiminnan aikana? *

- Kestävyys (aerobinen)
 Notkeus (joustavuus)
 Nopeus
 Ketteryys
 Kehittynyt yksittäisessä urheilulajissa

7. Onko lapsesi kehittynyt jalkapallossa iltapäivätoiminnan aikana? *

- Kyllä
 Ei

8. Jos lapsesi on harrastanut jalkapalloa ennen iltapäivätoimintaa, onko harrastus jatkunut vai onko kiinnostunut muista lajeista? *

- Harrastus on jatkunut
 Harrastus on jatkunut, mutta kiinnostunut myös muista urheilulajeista
 Jalkapallon tilalle on tullut toinen harrastus
 Lapseni ei ole harrasta jalkapalloa

9. Harrastaako lapsesi jalkapalloa HJK:ssa? *

- Kyllä
 Ei HJK:ssa
 Ei harrasta jalkapalloa

Oletko tyytyväinen HJK:n iltapäivätoiminnan toimintatuokioihin? *

- Kyllä
 Ei

Kiitos ajastasi!

Lähetä vastaukset

10.3 Questionnaire Results (Open Questions)

Appendix 3 - Results (Open Questions)

Lapseni vapaa-ajan harrastukset:

Vastauksia 183 kpl , 10 uusinta vastausta:

Koripallo, pianonsoitto, partio, taidekoulu

Muodostelmaluistelu, partio, puano, kuoro, show tanssi

jalkapallokerho

luistelu, partio

legot, sarjiskerho

Ulkoilu, uinti, (ei ohjattua liikuntaa)

Jalkapallo, partio

telinevoimistelu, cheer-tanssi

uinti, baletti

Telinevoimistelu, partio

Näytä kaikki vastaukset

Jos ei, niin miksi?

Vastauksia 31 kpl , 10 uusinta vastausta:

Enpä tiedä, samalla tavalla on liikkunut kuin aiemminkin

Aarni liikkuu muutenkin jo paljon ja tykkää urheilusta

lapsi on keskittymisvaikeuksien vuoksi niin väsynyt koulun ja IP:n jälkeen, että energiaa ei riitä keskittyä oikein mihinkään. Hän saa siis omaehtoisesti touhuta mitä haluaa ja usein se on legoilla leikkimistä, joka on hänelle aina ollut tärkeä keino kierrosten laskemiseen.

Liikuntaharrastukset on kuulunut vapaa-aikaan jo aiemmin

Lapsi on muutenkin hyvin liikunnallinen ja liikkuu vapaa-aikanaan paljon

Ip-toiminta ei ole aiheuttanut muutosta, vaikka toki on hyvä, että kerhossa liikutaan.

Ei käsittääkseni osallistu juurikaan urheiluun ip:ssä. Enemminkin leikkii ip:n aikana.

Koska emme vanhempina ole kovin liikunnallisia

IP on IP ja vapaa-aika on vapaa-aikaa...

Liikkuu muutenkin paljon

Näytä kaikki vastaukset

Minkä harrastuksen?

Vastauksia 57 kpl , 10 uusinta vastausta:

Koripallo

Show tanssi

telinevoimistelu

Telinevoimistelu

salibandyn

Parkour

salibandy

Parkour

Uinti

salibandy (lopettanut)

[Näytä kaikki vastaukset](#)

Kehittyneet yksittäisessä urheilulajissa - missä?

Vastauksia 46 kpl , 10 uusinta vastausta:

Oma laji luistelu, sillä ei taida olla tekemistä ip toiminnan kanssa..

Koripallo, sähly ja muut pallopelit

uinti

Todennäköisesti futis

salibandyssa, mutta kehitys tapahtunut lähinnä lajiharjoituksiin ja otteluihin osallistumisen seurauksena, eikä niinkään iltapäivätoimintaan osallistumalla

Luistelu

säbä

Salibandyssä

Jalkapallo

kiipeilyssä, ei varmaan liity IP:hen

[Näytä kaikki vastaukset](#)

Mikä harrastus/laji?

Vastauksia 16 kpl , 10 uusinta vastausta:

parkour

parkour

Lapsi inhoaa jalkapalloa, pelasi aiemmin, nyt parcouraa

Jääkiekko

Telinevoimistelu

Parkour

Koris

FreeGym ja aiemmin vastaava voimistelu jo ennen iltapäivätoimintaa

Suunnitteilla sekä jääkiekko että koris

Voimistelu

[Näytä kaikki vastaukset](#)

Missä seurassa?

Vastauksia 38 kpl , 10 uusinta vastausta:

Gnistan

FC Pohu

HIFK

Ponnistus

FCPoHu

Ponnistus

Helsingin Ponnistus

HPS

HIFK

PPV

[Näytä kaikki vastaukset](#)

Mitä tulisi parantaa/muuttaa?

Vastauksia 4 kpl :

Enemmän vapaavalintaista liikuntaa. Ip-toiminta on kuitenkin vapaa-aikaa lapselle ja HJK:n iltiksessä on aika paljon erilaisia yhteisiä projekteja. Oma poikani haluaisi enemmän omatoimista ja ohjattua jalkapalloilua.

Ehkä enemmän pelien pelaamista esim jalkapallo, koris, polttopallo

On mukana pilottihankkeessa, ei näin ollen osallistu toimintatuokioihin.

Toimintatuokiot ovat kivoja ja innostavia sekä hyvin suunniteltuja, mutta ne saisivat alkaa aikaisemmin (jo ennen välipalaa) edes osalle porukasta. Useita ekaluokkalaisia haetaan jo kotiin siinä vaiheessa, kun toimintatuokiot klo 15 alkavat.

10.3 HJK Operational Report

Appendix 4 - HJK General Operational Report

ILTAPÄIVÄTOIMINTA

HJK-iltapäivätoiminta rakentuu yhdeksästä toimipisteestä, joissa työskentelee 50 ohjaajaa. Lapsia toiminnassa on mukana 500. Liikuntakasvatuksen lisäksi iltapäivätoiminta on keskittynyt huolehtimaan pienten koululaisten hyvinvoinnista ja kokonaisvaltaisesta kasvusta yhteistyökumppaneiden kanssa. HJK-iltapäivätoiminnan tärkeimmät yhteistyökumppanit vuonna 2017 olivat:

- Helsingin opetusvirasto (nykyinen kasvatuksen ja koulutuksen toimiala) avustuksen myöntäjä ja helsinkiläisen iltapäivätoiminnan organisoija*
- Koulut, joista 1-2.luokkalaiset tai erityisen tuen päätöksellä olevat lapset tulevat iltapäivätoimintaan. Yhteistyöstä vastasivat rehtorit, alaluokkien opettajat sekä moniammatillinen oppilashuoltoryhmä*
- Oppilaitokset, joissa omat oppisopimuslaiset opiskelevat sekä oppilaitokset joiden kautta iltapäivätoimintaan tulee harjoittelijoita ja erilaisia yhteisiä projekteja*
- Helsingin kaupungin oppisopimustoimisto*
- Lastensuojelu, tilanteessa jossa iltapäivätoiminnan lapsen hyvinvoinnissa on merkittäviä puutteita*
- Siviilipalvelukeskus*
- Nuorten työllistämishankkeet, joiden kautta työllistetään nuoria työkokeilijoita*

Perusopetuslain määrittämää lakisääteistä iltapäivätoimintaa järjestetään 1.-2 – luokkalaisille sekä erityisopetuksessa oleville peruskoululaisille. HJK ry on ollut 13 vuoden ajan Helsingin Opetusviraston koordinoiman lakisääteisen iltapäivätoiminnan palveluntuottaja.

Iltaapäivätoiminnan rahoitus muodostui asiakasmaksuista sekä perusopetuslain mukaisen iltapäivätoiminnan toiminta-avustuksesta, jota haetaan vuosittain Helsingin kaupungin opetusvirastolta. HJK-iltapäivätoiminnan liikevaihto oli yhteensä n. 800 000 euroa, josta avustuksen osuus n. 50 %. HJK on osallistunut vahvasti erilaisiin Helsingin kaupungin kehittämistyöryhmiin, mm. Maunula-pilottiin, jossa palvelumuotoilulla kehitetään alueellista yhteistyötä koulun, leikkiuiston ja huoltajien kanssa.

Iltaapäivätoimintaa järjestettiin sekä kevät- että syyslukukaudella 2017 seuraavissa toimipaikoissa.

- Töölö (Telia 5G-areena)*
- Meilahden ala-aste*
- Talihalli (uusi toimipiste elokuusta 2017)*

- *Helsingin ranskalais-suomalainen koulu*
- *Snellmannin ala-aste*
- *Munkkivuori (koulu remontissa syksystä 2017)*
- *Arabia (koulu remontissa syksystä 2017)*
- *Vallilan ala-aste*
- *Hermannin sivukoulu*
- *Nilsiänkadun toimipiste (uusi toimipiste elokuusta 2017)*
- *Maunulan ala-aste*

Iltapäivätoiminta ja jalkapallokoulut työllistivät vuoden aikana noin 60 ohjaajaa. Ip-ohjaaja+valmentaja tai ip-ohjaaja+jalkapallokouluohjaaja työnkuvia räätälöitiin yhteensä 19 työntekijälle. Oppisopimusten (10 kpl) ja aktiivisen opiskelijaharjoittelun kautta vahvistettiin HJK:n imagoa lasten liikuntakasvatuksen ammattilaisia kouluttavana työpaikkana.

Iltapäivätoiminnan laatua tarkkaillaan säännöllisesti. Aiempien vuosien tapaan huoltajakysely tehtiin sekä keväällä että syksyllä. Tämän lisäksi tyytyväisyyskysely tehtiin kaikille toiminnassa oleville lapsille. Ohjaajien kehityskeskustelujen yhteydessä kerättiin jokaiselta ohjaajalta kirjallinen mielipide työssä viihtymisestä ja jaksamisesta sekä oman toimipisteen vahvuuksista ja kehittämishaasteista ja lisäksi vielä ohjaajat saivat arvioida tyytyväisyyttään työnantajan tukea ja toimia kohtaan.

10.4 HJK a.a.c monthly plan

Appendix 5 - HJK Afternoon Activity Club Monthly Activity Hour Plan

			1.3 Lista: I Tullari	2.3 Lista: M P: Jedisoturi S: Leivonta TC: Lelupiiri
5.3 Lista: TM P: Koripallo S: Koulusuunnistus A: Hippaleikit	6.3 Lista: S TALVI- OLYMPIALAISET	7.3 Lista: TC TM: Etsi & Löydä P: Timantinryöstö TC: Uniklubi	8.3 Lista: P Tullari	9.3 Lista: A S: Koulusuunnistus M: Temppurata I: Lelupiiri
12.3 Lista: S TC: Lautapelit I: Linnanvalloitus TM: Jalkapallo	13.3 Lista: M TC: Tornipallo M: Lumifutis I: Vesivärimaalaus	14.3 Lista: TM A: Lipunryöstö P: Salileikit M: Uniklubi	15.3 Lista: I Tullari	16.3 Lista: TC S: Tietovisa P: Ikuisuuspallo A: Lelupiiri
19.3 Lista: P TC: Meikkumies A: Kirkonrotta TM: Maalipallo	20.3 Lista: A S: Tanssi M: Musavisa I: Lipunryöstö	21.3 Lista: S TC: 4 tuulen leikki I: Ikuisuuspallo TM: Uniklubi	22.3 Lista: TM Tullari	23.3 Lista: M A: Koulusuunnistus P: Koripallo M: Lelupiiri
26.3 Lista: TM TM: Luokkaleikit P: Piirtäminen A: Temppurata	27.3 Lista: TC S: Tanssi M: Leivonta I: Sulkapallo	28.3 Lista: P TM: Linnanvalloitus M: Kuvavisa P: Uniklubi	29.3 Lista: A Tullari	30.3 Lista: S I: Aameba A: Jalkapallo TC: Lelupiiri

