

The Extracurricular Experiences of Island High School Students

by

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BBA, Trent University, 2000

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Abstract

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The purpose of my study was to explore the experiences of senior island high school students and their participation in extracurricular activities. I investigated a rural island high school, located on the west coast of Canada, by conducting interviews of senior high school students to reveal their experiences with extracurricular activities available at the school. Using a qualitative case-study design, I provide recommendations for improving access to extracurricular activities. My results support literature finding that voluntary participation in extracurricular activities positively affects student academic standing, and that recognized school excellence improves student culture. I also found that organizational efforts and transparency in programming are needed to entice nonparticipants to become involved. Through comparative reflective analysis, I determined that word-of-mouth was a primary source of extracurricular promotion; however, this was found to create tiers of social groups, which in turn prevented access to the extracurriculum. Participants also indicated that a longer timetabled school day was a barrier to participation, and that active community volunteering efforts in the operation and offering of extracurricular activities were limited. My research is aimed at enabling educational practitioners to improve access to extracurricular activities in an island high school environment.

KEY WORDS: *extracurricular activity, extracurriculum, island community, isolated community, student experience, case study, social development, academic improvement*

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Dedication

To those who share the love of this great profession

A special thanks to my wonderful family - current, past and future

Chapter 1: Introduction

Overview

The effect of extracurricular activities on human development has been the subject of extensive educational research, with documented positive outcomes for student success and achievement. Many studies (Barley & Beesley, 2007; Broh, 2002; Chance & Segura, 2009; Eccles, Barber, & Hunt, 2003; Feldman & Matjasko, 2005; Mahoney & Cairns, 1997; Otto & Alwin, 1977; Spady, 1970) demonstrated significant links between participation in school-sponsored activities and improved student academic achievement. This study sought to provide administrators and teachers in rural and isolated communities with understanding of student experiences in accessing and participating in extracurricular activities at a high school located on an island. I assumed that elevated levels of community involvement helped to enhance participation in the extracurriculum. Thus, this research presented an opportunity to uncover the rationale behind students' choosing to participate or to not participate in extracurricular activities, and what factors contribute to this connectedness and disconnectedness from wider student life.

Purpose of the Study

The purpose of this research was to reveal experiences of secondary school student participation in extracurricular activities, of students living in an isolated island community. I assumed that a net benefit might exist to the academic and social development of high school students who participate in high school extracurricular activities, and that this development or lack thereof had an effect on adult social participation. This research is intended to provide educators and administrators with the lived experience of students accessing and

participating in high school extracurricular activities. This research had three objectives. The first was to provide students with a channel to describe their experiences with extracurricular activities in an island school. The second was to provide educators with awareness of island student perceptions of extracurricular activities. The third as to reveal good practice and improvements in the promotion and offering of extracurricular activities in an isolated community, that could be replicated elsewhere.

Research into rural and isolated schools is needed, not just to reveal and solve resource constraints related to the nature of small schools, but also to highlight models of good practice found often in flexible institutional organizations. Existing information indicates that rural and isolated schools tend to have a tightly knit community environment. Further, participation in the extracurriculum has been found to offer students and parents a means for social interaction. As it will be demonstrated, sense of community has a positive effect on students becoming involved in extracurricular activities, which is found to enhance student academic achievement. The literature review for this study addressed these effects, and oriented this study's relevance by highlighting positive benefits of extracurricular participation, links to academic achievement, and the role of community. It also provided an understanding of the rural and isolated school context. In the literature review, this study identified a gap in the knowledge base of the actual lived experiences of island high school students in relation to their participation in extracurricular activities.

The study contributes specific case evidence of student attitudes, comparing perceptions of students who participate in school-sponsored extracurricular activities with perceptions of those who do not. As an environment where close community relationships have been suggested to foster elevated involvement, an island community provided a setting

in which to study engagement or disengagement from extracurricular activities. The study revealed senior island high school student perceptions of experience with the extracurriculum offered at their school. Writers in the field suggest that student participation in high school extracurricular activities is essential for continuation of participation into adult life, contributing to development of a community's social capital (Eccles & Templeton, 2002; Otto & Alwin, 1977). Initial exploration of the topic revealed limited research on island secondary school experiences with extracurricular activities, and scarcer experiences of island high school students regarding extracurricular activities. However, broader studies indicated that a net benefit exists to the academic and social development of high school students who participate in school activities. By revealing the actual perceptions and experiences of island high school students and their engagement or disengagement in extracurricular participation, this study contributes to educational research. Additionally, teachers, administrators, and other practitioners in the field of education might find this study useful in understanding how student experiences differ between engagement and lack of engagement. This study could help modify or differentiate programmes for improvement of wider school involvement in a student body. Results of this research should provide valuable information to teachers, administrators, community members, and researchers on the perceptions of island high school students regarding participation in the extracurriculum.

Research Questions and Case Delineation

In setting out to reveal experiences of island high school students and their engagement in extracurricular activities, it was assumed that high community involvement and close relationships in rural and isolated communities help to enhance participation in the extracurriculum. Further, rural and isolated schools were reported in the literature to have

more flexibility in offering a range of activities because of increased involvement of staff, parents, and local volunteers. If high academic achievement is related to high involvement in extracurricular activities, why are some students at the senior level failing to engage in the extracurriculum? To uncover this phenomenon, I evaluated the perceptions of two contrasting student groups. This study was guided by the following research questions:

- What are the experiences of senior island high school students with a cumulative average of 80% or above, and who are actively involved in extracurricular activities?
- What are the experiences of senior island high school students with a cumulative average of 70% or less, and who are not involved in extracurricular activities?

This research employed a qualitative approach using multiple-case-study methodology designed to reveal particular phenomena (Gall, Gall, & Borg, 2010; Yin, 1984). This method was chosen because it offered the ability to record and analyse processes, events, individuals, or any other circumstances of interest to the researcher (Gall et al., 2010). This approach was appropriate for a small sample size, characteristic of isolated communities. I was particularly interested in rural and isolated high schools, which were identified in the literature as having exceptional community involvement and social participation (Barley & Beesley, 2007; Chance & Segura, 2009; Masumoto & Brown-Welty, 2009). Using this methodology, this study contributes evidence for island high schools on how to promote, develop, and encourage students to participate in extracurricular activities.

Location of the Study

Literature on the extracurriculum revealed evidence that student extracurricular participation benefits academic achievement. However, research was sparse in identifying why students do or do not participate in extracurricular activities (Lewis, 1989). Most studies

on the extracurriculum were measured using cross-sectional or longitudinal survey methods, which were appropriate for demonstrating student associations to extracurricular activities, but were considered weak in providing evidence on specific features of student experience (Eccles et al., 2003). Holland and Andre (1987) identified that surveys and similar types of research have limitations in understanding reasons for extracurricular participation, and in similar context Lewis (1989) indicated that surveys on participation in the extracurriculum were “scarcely a reliable research base” (p. 4). McNeal (1995) further qualified that extracurricular participation was “rarely addressed because of the weaknesses of available sources of data” (p. 77). More recently, the literature has been added to by Mahoney and Cairns (1997), Feldman and Matjasko (2005), and Fredricks et al. (2002), with progression in understanding the effects of extracurricular participation; however, the literature as a whole still contains gaps in rationale for why students chose to join and to maintain participation. Fredricks et al. (2002) extended the call for further research specifically into the thought processes of adolescents regarding their participation in extracurricular activities.

My study responded to this call for research by revealing island high school student reasons for high and low engagement in the extracurriculum. Hu and Kuh (2001) qualified that “little is known about the characteristics of students who are disposed to disengagement” and called for better understanding of “how student and institutional characteristics interact to encourage or discourage student engagement in educationally purposeful activities” (p. 556). For this purpose, I aimed to reveal reasons why senior students with cumulative averages greater than 80% engage the extracurriculum and why senior students with 70% or less become disengaged from the extracurriculum. Based on this literature review, participation in extracurricular activities is linked to academic achievement. Thus, rationale

for student engagement or disengagement is crucial for enhancing student achievement. Brown (1988) echoed the need for this research, suggesting that a study is necessary to evaluate the influences of participants and nonparticipants in extracurricular activities through the lens of “high school students’ lives” (p. 107). In line with Brown’s request, my study intended to satisfy a need for extracurricular research also suggested by Eccles et al. (2003), who stated that “we need to know more about the interaction between participants and the programme’s characteristics in determining the effectiveness of specific programme characteristics for specific individuals” (p. 886). I set out to collect evidence from two contrasting groups of students, identifying characteristics of participation in a rural island high school’s extracurriculum.

The rationale for the focus of this study may be described in a schema flowing from general to specific. Most broadly, due to the voluntary nature of extracurricular activities, Eccles and Templeton (2002) concluded that existing implementation and evaluation techniques for these activities were inadequate to determine the level of effectiveness that these activities had for students. Then, Mahoney and Cairns (1997) called for future research to “address reasons why some students join extracurricular activities, maintain their participation over time and the possible reasons why they do not become involved or drop out of the extracurriculum” (p. 250), and Lewis (1989) called for research into student perceptions of extracurricular activities, contesting that “no one has bothered to ask the students why they do or don’t participate” (p. 5). The findings of these authors were based on extracurriculum studies that were national in scope. More narrowly, in addressing rural student perceptions of the extracurriculum, Eccles, Barber, & Hunt (2003), Khattri (1997), and Spady (1970) specifically indicated that little research exists on rural student perceptions

and characteristics of their participation. Finally, this study further refined the scope of study, to concentrate on student perceptions of extracurricular participation in an isolated island school. The literature on such schools is very limited in general terms, and is highly incomplete when considering extracurricular participation.

My study contributes to the knowledge base by exposing rationale for further research beyond the island school setting, and provides a conduit for students from different demographics to voice reasoning for their involvement in the developmentally influential extracurriculum. Results of this study are intended to provide teachers, administrators, and educational affiliates with information illustrating how extracurricular activities are perceived by two distinctly contrasting student groups. Guest and Schneider (2003) and McNeal (1998) requested that the research community identify how the extracurriculum is used by schools and the effects that participation or nonparticipation has on the social development of students. Although this study focused on an isolated island school, it provides research methods and findings of student experiences, helping to satisfy this call for further research.

Definition of Terms

For the purposes of this study, the following definitions will be used to understand the parameters of the study and the resulting student experiences:

Extracurricular activities. For the purpose of this study, extracurricular activities will include any activities outside the provincial curricular requirements of British Columbia and that are hosted by a community member or teacher outside of normal class schedules. Broh (2002) identified that extracurricular activities included athletics, intramural sports,

cheer leading, music, drama, student council, yearbook, and vocational clubs. A list of activities offered at Gulf Islands Secondary School is provided in Appendix E.

Extracurriculum. Lewis (1989) identified a school's extracurricular activities as the "extracurriculum" and went on to stipulate that: "[These] activities would offer alternatives; they would provide things to do that were interesting and even uplifting" (p. 3).

Senior students. Students attending grade 11 and grade 12 in a publically funded Canadian high school are considered senior students.

Rural community. Statistics Canada (2010) defines rural communities as having 10,000 residents or less.

Isolated community. For the purposes of this study, communities that are either more than 150 kilometres from urban centres or can only be accessed by ferry or air travel are considered isolated communities. To fit this definition, isolated communities also need to satisfy the rural definition of 10,000 residents or less.

Conversation analysis. Conversation analysis is defined as the analysis of text generated from transcription, and open coding of participant interviews.

Interpretive inquiry. Interpretive inquiry is an analytical methodology that allows the researcher to reflect on events as they unfold from an etic, or researcher perspective.

Purposeful sampling. Purposeful sampling is the process of selecting cases and points of data that are likely to be information-rich, in line with the purpose of the study (Gall et al., 2010).

Significance of the Study

This study contributed case evidence of student experiences in school-based extracurricular participation. A net benefit exists to the academic and social development of

high school students who participate in school activities, and this study provided a needed contribution to educational research by revealing the perceptions of island high school students and the rationale for their engagement or disengagement in extracurricular participation.

In uncovering the need for research on student experiences of extracurricular participation in an island high school, it is necessary to gain understanding on the developmental effects of extracurricular participation. In chapter 2, I explore the high school extracurriculum, its links to academic achievement, rural and isolated schools, and lastly the community support network involved in programme success.

Chapter 2: Review of the Literature

Introduction

This literature review is underpinned by historical works on the extracurriculum, and traces progression of findings into current research. Authors have collectively identified the need to study the lived experiences of students participating in high school extracurricular activities. Literature on extracurricular activities includes a broad spectrum of evidence indicating substantial effects on many aspects of student development. Previous works which highlight benefits of high school extracurricular participation suggested that this type of school engagement leads to academic achievement, social development, and lifelong commitment to community participation. For example, much research had been derived from broad evaluations of studies such as the National Education Longitudinal Study 1988, the National Survey of Student Engagement, the Cooperative Institutional Research Programme, the Alfred P. Sloan Study of Youth and Social Development, the Michigan Study of Adolescent Life Transitions, and reports from the U.S. Department of Education's Office of Educational Research and Improvement, and the National Center for Education Statistics (Broh, 2002; Crain, 1981; Eccles et al., 2003; Guest & Schneider, 2003; Lewis, 1989; Lindsay, 1984; Mahoney & Cairns, 1997; McNeal, 1995; Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2003). Porter (2006) described these studies as having been used as "convenience samples" (p. 522) for studying extracurricular participation. Fredricks et al. (2002) also pointed out this phenomenon in extracurricular research, stating:

Researchers have used cross-sectional quantitative measures to compare participants' and non-participants' scores on academic and psychological measures rather than considering the process by which extracurricular

participation enhances or impedes desirable outcomes. Although it is important to examine the consequences of extracurricular participation, it is also critical to conduct process-oriented research that considers how and why individuals choose to participate in activities or not. (p. 70)

In response to these challenges, Shernoff et al. (2003) based their research on the Sloan Study of Youth and Social Development and collected data using the Experience Sampling Method, which included a log book of questions relating to student experiences of activities, and used statistical tests to analyze these data. This step produced a deeper evaluation of experiences from a student perspective but in structure, confined student input to categorical responses for measurement. Such statistically-based studies have provided significant evidence demonstrating the benefits of high school participation in relation to student achievement. Several comprehensive studies were undertaken in the 1960s and 1970s with Lindsay (1984), Otto (1975), and Spady (1970) producing evaluations which proved linkages between student academic achievement and wider school participation. Researchers have amassed a collection of literature on rural schools highlighting school practices and influences, including methods of enhancing academic achievement in areas where low socioeconomic backgrounds were assumed to limit student progress (Eccles & Templeton, 2002; Hanks & Eckland, 1976; Lindsay 1984). Post-evaluation of longitudinal studies provided insight into rural school organization, performance, participation, and collectively underpinned successes to community links. Enhanced social participation in rural schools provides many opportunities for educational professionals to become involved in the development of their students. Researchers have begun to tap into the characteristics of both rural and isolated communities, where issues revolving around school influences on

academic engagement are complicated by shortages of resources including recruitment of quality teaching staff. Interestingly, community involvement is indicated to fulfil some of these limitations by sponsoring schools through resources, volunteering and external social development. Support networks within rural communities offer multiple opportunities for students to participate, while having participation reinforced in and around school by peers, parents, and community members. In rural and isolated communities, more flexible leadership opportunities exist, helping to initiate extracurricular activities and expand the availability of unique and specialty activities to a high school student body (Masumoto & Brown-Welty, 2009). However, even with these multiple sources of benefit, opportunity, and support in isolated high schools, there are still students who do not engage the extracurriculum. This lack of involvement presented an opportunity to conduct research on reasons behind this phenomenon. Thus, in addition to positioning this study, this literature review served to (1) source evidence of linkages between high school extracurricular participation and student development, (2) clarify the effects and role of community, and (3) identify the differences in social participation in rural and isolated populations.

Research on the Extracurriculum

Despite research focus on extracurricular activities in schools, there was a shortage of information demonstrating student lived experiences with the school-based extracurriculum. Articles reviewed indicate positive developmental outcomes from involvement in athletics, and in arts-based and academically oriented high school activities (Eccles & Templeton, 2002; Fredricks, et al., 2002; Guest & Schneider, 2003; Holland & Andre, 1987; Spady, 1970). The literature clearly defines the extracurriculum as a significant influence in cultivation of student social capital, and in peer relations; ultimately improving engagement

in academics while fostering student self-esteem. As a result, the extracurriculum was shown in research as an effective method for educators to develop students' sense of citizenship and as providing a perpetual process of building community links. Research on the extracurriculum warranted much interest among educational researchers over the past 40 years. Spady (1970) was instrumental in identifying that extracurricular activities offer significant outlets for student social interaction and peer-group relationships, as well as providing opportunities for leadership and specific skill development for students. These rewards have significant influence on student personality and social development, which are essential components in student learning processes, and are ultimately correlated to high academic performance and attainment (Eccles & Templeton, 2002; Guest & Schneider, 2003; Holland & Andre, 1987).

Eccles et al. (2003) indicated that extracurricular participation can aid in prevention of developmental problems arising from student progression through adolescence. The earlier students develop and master interpersonal skills, the greater the development of confidence, setting a better long-term developmental trajectory and making available to them a greater choice of opportunities (Eccles & Templeton, 2002; Otto, 1976). In particular, it was found that through participation students develop interpersonal abilities that have direct impact on improving motivation, which increased opportunity for personal growth and engagement in the wider secondary school curriculum (Rubin, Bommer, & Baldwin, 2002). This was further qualified by Feldman and Matjasko (2005) who identified that the extracurriculum generates "social and human capital" by providing a venue for students to develop skills, discover their preferences, and enhance their abilities to associate with others. With higher student

participation and involvement, school culture is improved, helping create a positive influence on the greater student body (McNeal, 1998).

Participation in extracurricular activities was not only correlated with improving student academic performance, but also laid foundations for other developmental contexts, such as community, family, and peer relationships (Feldman & Matjasko, 2005). In particular, high school extracurricular activities were demonstrated as having a symbiotic relationship with the local community. Eccles and Templeton (2002) described a “sense of agency” (p.121) that drives community members to volunteer and help young people in their extracurricular pursuits. Parents recognized the benefits reported by Eccles and Templeton (2002), whose findings suggested a strong link between adolescents’ extracurricular activities and adult educational attainment, occupation, and income. McNeal (1998) further pointed out that the extracurriculum is a conduit through which parents can bestow learned social and cultural values onto their children. It was found that during high school years, parents’ influence declined as their children progressed through adolescence (Eccles & Templeton, 2002). Participation in school-based activities on the other hand, provided an essential foundation for students to become more independent of their parents by learning to work with peers and develop socially. Crain, Mahard, and Narot (1982) suggested that growth of independence is an opportunity for students to share common interests and a basis for friendship. It can be considered that these components are essential for successful integration into society beyond secondary education, fostering attitudes and skills that Otto and Alwin (1977) considered crucial in the evolution of status goals for future success of the student. These social impacts offer important personal gauges for students, helping to stimulate desires to improve and achieve through a system of recognition (McNeal, 1995; Spady,

1970). Otto and Alwin (1977) found a desire among students to seek further status and recognition in school, that follows them into young adulthood. This desire for success was found to lower levels of depression, anxiety, and problem behaviours in socially active students compared to those of non-involved peers (Eccles et al., 2003; Eccles & Templeton 2002). It also helped to reduce likelihood of adolescent drug or tobacco use (Feldman & Matjasko, 2005). Thus, extracurricular engagement offered students an avenue to integrate socially while participating voluntarily in an activity of specific interest. The skills and values earned while involved in the high school extracurriculum have a distinct effect on student adulthood, leading to continued community participation and social contribution.

In relation to a student's personal growth, participation in wider school activities improved self-esteem, encouraged peer relationships, and significantly contributed to psychological well-being. Rubin et al. (2002) related participation in the extracurriculum as a means for students to learn strong communication, initiative, decision-making, and teamwork skills. These are essential life skills that are learned and improved upon during participation in extracurricular activities (Fairclough, Stratton, & Baldwin, 2002) and are by-products of positive school attitudes, increased student-teacher contact, and parent-school involvement (Holland & Andre, 1987). Thus, Holland and Andre (1987) demonstrated that extracurricular participation fosters student self-esteem, not just in the athletic realm, but across all activities and for both genders. The literature also suggested that the extracurriculum was an essential developmental component in the social context of the student, with multiple benefits.

McNeal (1995) and Mahoney and Cairns (1997) revealed that participation in extracurricular activities minimises chances of school dropout. Shernoff et al. (2003) theorized dropout as a gradual process of disengagement. That said, Mahoney and Cairns (1997) found that

extracurricular participation was associated with better opportunities to engage through leadership, academic excellence, and popularity, which harkens back to Spady's early (1970) rationale that students improve when aspiring to success orientations. Otto and Alwin (1977) qualified that extracurricular activities had a positive effect on attainment and indicated that participation during high school provided a positive effect on individuals' income fifteen years later. Although both these studies date back to the 1970s, they serve a fundamental role in educational literature on the extracurriculum. Student activities have also provided a venue to reinforce learned concepts from mainstream curriculum. Feldman and Matjasko (2005) and Lewis (1989) pointed out that academic skills introduced in the classroom were further reinforced through application in the extracurriculum. Lewis (1989) posited that extracurricular activities represent a "community-like environment" (p. 6) in which students could apply newly learned classroom concepts. Based on analysis derived from the U.S. Department of Education Office of Educational Research and Improvement, Lewis (1989) further demonstrated that "students who ranked high in the number of courses taken, hours of homework, test scores, and grade-point average were also more involved in extracurricular activities" (p. 7). Holland and Andre's (1987) research supported this finding and suggested that "participants in no extracurricular activities were substantially less likely than typical students to achieve goals" (p. 443). Mahoney and Cairns (1997) uncovered that a significant number of adolescents in their longitudinal study were involved in one or no extracurricular activities. Specifically, 59% of girls and 68% of boys were found to fit in this category. Although this finding raises questions on the value of a broad national data set, it also raises questions on the rationale behind this low engagement. Within the parameters of my study, it was assumed that there existed disengagement in rural and island school extracurriculum.

Little research had been done to examine the reasons behind absent or low participation, especially in isolated schools where community involvement is assumed to be high. As extracurricular participation is demonstrated to provide positive benefits to high school student development, this study aimed to reveal reasons for students' engagement and disengagement in the high school extracurriculum.

Benefits of the Extracurriculum on Academic Achievement

Previous research on the extracurriculum suggested that student participation in school activities has a positive effect on improving academic achievement (e.g., Barley & Beesley, 2007; Broh, 2002; Chance & Segura, 2009; Eccles et al., 2003; Eccles & Templeton, 2002; Feldman & Matjasko, 2005; Hanks & Eckland, 1976; Mahoney & Cairns, 1997; Otto & Alwin, 1977; Spady, 1970). For instance, Spady (1970) produced research that linked extracurricular participation to attainment of educational goals, which was demonstrated to carry over to tertiary education. Otto and Alwin (1977) qualified this finding and demonstrated a statistically significant relationship between participation in extracurricular activities and educational aspirations. Studies since have closely examined the relationship between the extracurriculum and student academic attainment, which ultimately leads to continued engagement in adult life. However, some students fail to engage and reap these rewards. It is as if their failure to connect to the extracurriculum leads to a widening gap in secondary school opportunities. 'Burnouts' are a key example. Guest and Schneider (2003) noted that students who became uninvolved in high school extracurriculum turned to peers who were also identified as non-achievers. This group offered a sense of belonging but created a significant barrier to re-engagement in the extracurricular environment. Failure to achieve success in school further exacerbated non-integration and alienated low-achieving

students in the extracurricular environment, particularly in rural and isolated schools where participation among the student body was high (Holland & Andre, 1987).

Social participation resulting from extracurriculum integration was demonstrated in the literature as having a substantial influence on student academic benefit, regardless of social class background. In their research, Hanks and Eckland (1976) originally indicated that schools that offer any increase in social opportunities for students help to reduce disparity between social classes within the school. In efforts to improve opportunities for participation in wider school life, Eccles and Templeton (2002), Feldman and Matjasko (2005), Mahoney and Cairns (1997), and McNeal (1998) built on Hanks and Eckland's research and reported that dropout rates (characteristic of marginalized students) were lower for students who participated in extracurricular activities compared to those who did not. Mahoney (2000) furthered this argument, finding that participation in at least *one* extracurricular activity reduced dropout rates for high-risk students.

In effect, studies suggested a correlation between student academic achievement and participation in the extracurriculum. Much research has been built upon student involvement beyond the classroom and as Hanks and Eckland's (1976) findings suggest, participation in extracurricular activities independent of background factors has direct and beneficial effects on student academic performance. Spady (1970), Holland and Andre (1987), and Lewis (1989) consistently indicated that high educational attainments are positively influenced by engagement in a school's range of extracurricular activities in addition to parent education, student preparation for schooling, and emphasis on scholarship (Hu & Kuh, 2001). Porter (2006) went on to relate that positive student engagement during school and associated

activities were also attributed to positive staff relationships, further enhancing the learning environment.

Located within the context of high school academic influence, relationships, particularly between peer groups, staff, and community, provided opportunities to enhance student engagement through social networks. These connections extended beyond school hours and helped to entice extracurricular participation by providing support networks to recognize efforts and accomplishments of volunteers and participants (Fredricks et al., 2002). Newton (1990) suggested that innovations to school extracurricular programmes were more likely to be accepted and supported when social connections between school administration, staff, community, and parents were reflected in programme or activity development. This was an indication that interpersonal relationships helped facilitate a sense of ownership for programmes and enhance community agency. From the student level, collective cooperation among activity providers enhanced a programme's success by helping volunteers move beyond organizational issues and focus on providing students with challenges that extend their abilities and development of their psychological well-being (Feldman & Matjasko, 2005; Fredricks et al., 2002). Student achievement in the school-affiliated extracurriculum had knock-on effects to other facets of secondary school, particularly academic achievement. An example was provided by Eccles et al. (2003), who found that participants in extracurricular activities achieved better educational outcomes, regardless of social class, gender, or intellectual ability. In some instances, peer status and getting involved with the 'bad crowd' can easily be inferred to affect educational achievement; however Otto and Alwin (1977) showed that this relationship had "no effect whatsoever in mediating the influence of athletics on educational aspirations" (p. 108). By contrast, Feldman and

Matjasko (2005) revisited this conclusion and found that athletes with friends who were socially engaged beyond school actually had lower academic achievement. Their argument indicated that peers played a significant role in influencing participatory experiences of high school students. Due to the contradictory nature of these findings, this area warrants further investigation and my study intended to reveal perceptions of students from a rural, isolated island school setting which neither study addressed.

Literature linking benefits of the extracurriculum to academic achievement demonstrated a positive correlation. However, as my search narrowed to rural and isolated schools and the benefits of the extracurriculum to island schools, I found research on rural areas to be limited. It was suggested that rural schools lack professional teaching talent to develop academic excellence (Reed & Busby, 1985). Highly qualified teachers were attracted to urban centres and it was also assumed that the isolated nature of rural schools affected access to resources, which had a trickle-down effect on student achievement (Gjelten, 1982; Newton, 1990). Porter (2006) verified that school organization substantially contributed to student engagement and found that due to diversity of institutional characteristics found between rural schools, school-specific research is necessary. Khattri, Riley, and Kane (1997) and Newton (1990) discovered that small schools can generate a positive school climate with high levels of student–faculty engagement and better school–community relationships, which confirms the idea that support-networks are enhanced in rural education. Barley and Beesley (2007) and Masumoto and Brown-Welty (2009) validated that successful rural schools benefit from teacher strengths through instruction, high expectations, and multiple support systems. Cumulatively, organizational and instructional support added to positive social networks found in successful rural schools help enhance student academic achievement.

Rural and Isolated Schools and the Extracurriculum

Literature on rural and isolated schools had significant variations in research. For the purpose of this study, rural and isolated schools were similar in that they each had distinctive regional and geographical differences. Some rural schools were portrayed as model organizations for larger schools (Holland & Andre, 1987). Characteristically, rural and isolated schools were indicated as having flexibility, local support networks, and opportunities for students to achieve their fullest potential. Others suffered from insufficient resources, difficulties in retainment and attraction of talented staff, as well as organizational issues. Khattri et al. (1997) noted that research in this area of education lacked focus and presented difficulty in making comparisons across studies. In their landmark study on extracurricular activities, Holland and Andre (1987) found that students from small schools had higher participation rates, experienced more satisfaction in relation to the extracurriculum, and participated in more responsibility-oriented positions than students from larger schools. It could be argued that sense of community in rural and isolated schools helps foster more lateralised leadership, thus increasing participation, whereas larger schools are based on a more competitive system for leadership, which lessens the opportunity to perform leadership responsibilities among students. Newton (1990) touched on this point, suggesting that smaller schools “seem more actively involved in activities that develop leadership qualities and close working relationships” (p. 44). However, if more students were engaged in smaller schools, rural and isolated schools would have better opportunities to demonstrate school-wide academic achievement (Porter, 2006).

As mentioned, research was quite varied on rural and isolated schools, with very little formal research on island schools. However, island schools do fall within the small-school

context, and share problems similar to those found in mainland rural and isolated schools. Kleinfeld and McDiarmid (1986) and Newton (1990) identified that some small schools tended to have problems in staffing as well as in offering a wide variety of curricular options for students. These problems were largely related to lack of resources and availability of experienced personnel to fill those roles. Khattri et al. (1997) added that these isolated communities can be “poor or wealthy, growing or declining” (p. 87), with limitations in subject offerings, staff development, and interscholastic programmes due to great distances from other communities. These constraints narrow choices for participation and opportunities to demonstrate success. This feature of rural and isolated schools was amplified in a tightly knit community environment that Holland and Andre (1987) found to apply great pressure on students to participate and achieve success. Their study went on to identify that “high pressure and failure in activities led to reduced self-esteem and increased alienation” (p. 440). A common feature in small schools was found to be a concentration on athletics. On first look, athletic programmes in schools do offer a channel for students to pursue the extracurriculum, but can equally be a reason for disengagement among the student body. Khattri et al. (1997) pointed out that depending on resources and geographic location, rural and isolated schools can also have limitations within their interscholastic programmes due to large distances from other communities. Expense to schools, students, and parents in travel raised stakes for performance, which influenced the selection process for participation. Further, limited opportunity for events, such as intercity competition, further restricts opportunity for engagement. Communities contributed to a high-pressure environment for students for performance in the extracurriculum. Athletics are particularly valued in rural and isolated populations and thus sought by students. In particular, during the selection process

for sports activities, stakes are raised when competition to achieve membership is added to student pressure for performance within the activity (Holland & Andre, 1987). Further, Herzog and Pittman (1995) recommended that a collective effort is needed in these communities to redesign school organization to prevent students from being disadvantaged due to geography. This requires concrete and continuous help from school administration to construct and operationalize local resources (Huberman, 1983). Recently, Masumoto and Brown-Welty (2009) provided findings that student achievement is enhanced with active parent involvement as well as mobilization of other external and community resources. They also found that successful rural and isolated schools had three common features:

1. Prevalence of strong contemporary leadership practises of distributive leadership, instructional leadership, and transformative leadership;
2. Multiple formal and informal mechanisms of school–community linkages established to accomplish each school’s mission and enhance student outcomes;
3. [. . .] Clear and direct focus on instruction, standards, and expectations, strength of teachers, and multiple support systems for students with various needs. (p. 11)

These features demonstrate application of carefully integrated school management found in small schools, which have capabilities to overcome limitations and offer students opportunities to participate in a greater number and variety of extracurricular activities. Holland and Andre (1987) qualify this unique ability to overcome barriers to participation as an exceptional feature of rural schools, if organizational conditions are satisfied and community opportunities are fully mobilized.

The Extracurriculum and Community Support

Community plays a crucial role in successfully engaging students and improving student educational experience in rural and isolated schools. Community was found to have a significant effect on extracurricular participation. This might come in the form of volunteering, resource provision, or supportive encouragement provided to students beyond the school's physical setting. Herzog and Pittman (1995) suggested that "community is an anchor" with "true value in relationships" (p. 118) relating to the tightly knit social framework present in rural and isolated populations. Literature on social connections within rural and isolated communities is varied and limited at best. Rural areas are easily associated with idyllic perceptions of peace, nature, and the simple life. In Herzog and Pittman's (1995) study, rural residents were depicted as "having a sense of fulfilment, being happy with what they have" (p. 117), with peace, safety, and healthy living being attractive features of a country lifestyle. Porter's (2006) research went on to suggest that the smaller more intimate surroundings in rural areas promote learning communities, which effectively enhance social engagement. This satisfied McNeal's (1995) model of social bonding, which includes attachment to others, commitment to conventional aspirations, and belief in the moral validity of social rules. These connections were ultimately facilitated within the context of community-oriented environments found in rural areas. These linkages were renewed through close familial relations evolving from social bonds, with young people sharing their parents' beliefs and values transmitted in the form of guidance (Otto, 2000).

Along with the variety of rural and isolated communities, there were also a variety of problems associated with the country life. In particular, Reed and Busby (1985) indicated limited facilities as a significant issue. Coupled with fewer social opportunities for both

students and adults to engage in social participation, there was a distinct possibility of isolation and loneliness. They also pointed out that new teachers in these areas develop psychological symptoms of boredom and depression, which perhaps explains findings of teacher resignation after a short term of service. Although many works suggested that enhanced community participation added to procurement of extracurricular activities, there were exceptions. Kleinfeld and McDiarmid's (1986) study on isolated Alaskan schools found that parents did not support educational progression, because subjects and learning did not lead to "productive jobs in the community" (p. 118). This finding opens a paradigm that rural and isolated schools need to be independently assessed to measure success, uncover weaknesses particular to the school and setting, and provide specific evidence to help bridge rural and isolated community needs to provincial curriculum. As Crain (1982) notes, "a good school is a community to which students want to belong and from which they can get help in meeting their need for personal identity" (p. 123). Student personal identities vary greatly amongst Canada's multitude of communities and Lewis (1989) found it essential that schools "offer something for everyone" (p. 6), particularly within the context of academic and social needs, which range greatly amongst rural and isolated communities. Taken together, these findings clarify the reasons for the fragmented research on rural communities.

Several studies showed that adults within many rural areas were passionate about youth in their communities (Eccles & Templeton, 2002; Feldman & Matjasko, 2005; Hu & Kuh, 2001; Masumoto & Brown-Welty, 2009; Newton, 1990). In Masumoto and Brown-Welty's (2009) study, several references indicated that local community members and companies committed substantial financial resources to local school systems. These resources took the form of transportation for students after activities, technological

contributions, and general support. The authors termed this type of support interagency and intercommunity collaboration, and found this support to be essential to promotion of the extracurriculum and thus a component of successful rural schools. Rural areas that were found to support education systems, including afterschool programmes within their communities, demonstrated positive influences on students, including above-average academic achievement, strong sense of identity, and higher college enrolment, compared to their urban counterparts (Khattri et al., 1997). Community support in rural areas was not found to be unidirectional; in fact, communities expected schools and students to engage in greater community functions such as beautification projects, donations, and labour (Masumoto & Brown-Welty, 2009). Extracurricular activities seemed to be the most effective medium for interactions between school and community; they were described in the literature as informal opportunities to generate social bonding and transmission of local values and traditions. Lewis (1989) found that the extracurriculum in rural schools was far more successful in communication efforts between school and community than school board meetings, newsletters, and open houses. Parental participation in school and community activities were found to have a strong influence in promoting the traditional ideals of community participation, with students following a similar orientation of community interaction and support (Feldman & Matjasko 2005). Most extracurricular activities also followed a traditional pattern, with community norms and parental preferences playing a role in school offerings. However, in small communities, school staff who understood student needs were given supportive flexibility by the community to launch activities and fill gaps in student experiences in education (Halpern, 1999). Still, the extracurriculum was found to be largely voluntary and open to the influence of a closely interacting community. Not all

activities received blind support from these communities, a situation which can leave some students without opportunity to engage in the extracurriculum. It is quite possible that influence of traditional desires in rural communities can restrict student involvement. Taken together, these results suggest that community has a significant impact on student extracurricular activities, and as Crain (1982) noted, the school extracurriculum creates bonds among students, between students and teachers, and between schools and parents. Based on smaller populations and physical distance from urban centres, rural and isolated communities tend to share certain features of a tightly knit community, including the members having a specific interest in the development of their young people. Parental traits relating to community contribution were passed on to offspring, creating a perpetual renewal of community traditions, behaviour, respect, and support. Of particular note was the use of school extracurricular activities as a conduit for relationships among rural communities, from peer cooperation and school and parent relationships, to engagement of local populations.

Summary of the Literature

The literature review suggested that participation in extracurricular activities improves academic performance. Participation in activities also seemed to help deepen social involvement by building community and collaboration in adult life. However, the literature also indicated that lack of participation in high school extracurricular activities had a knock-on effect in rural and isolated communities, suggesting that disengagement, particularly at the senior level, was a serious indication of students' future social contribution to their community. Authors in the field further qualified that smaller rural and isolated schools have very close relationships between teachers, students, and community members. This sense of community was demonstrated to have a positive effect on students who become involved in

extracurricular activities, by enhancing student academic achievement and thus future success once students became adult contributors in these tightly knit populations. However, even with existing community organization and positive influence from parents, teachers, and community members, there are still students in small rural communities who fail to engage in broader student life. This indicates a need to understand student experience with the extracurriculum, particularly in a setting where great potential for positive influence exists.

In chapter 3, I document the methodology used to collect data for island high school student perceptions of extracurricular activities.

Chapter 3: Research

Research Design

I used a qualitative case-study approach to investigate the personal experiences of students in extracurricular activities. In this approach multiple cases are compared to one another to form conclusions (Kreager, 2007; Yin, 1987). Supporting the application of this research design, Yin (1992) states: “Case studies permit an investigation to examine complex social phenomena, to gain a richness of detail, to focus on concrete events, and to cover such events as they occur in the field” (p. 353).

In this study, I interviewed four senior students and compared their individual experiences to uncover common and particular themes relating to these students’ engagement or disengagement in extracurricular activities. This qualitative method allowed me to create interpretative reports, which reflect constructions of the data and allow readers to form their own conclusions on what is being reported (Gall et al., 2010). I chose this method because it provided the ability to record and analyze lived experiences of research participants, while revealing contextual understanding of cases through multiple data sources (Yin, 2008). The multiple case-study approach was appropriate for my small sample size because it enabled me to study the social reality of senior students in detail. The procedure required collecting data from multiple sources, including school documents and digital media, researcher observations, and videotaped interviews with students. I sampled documentation and media at points of interest and compiled and catalogued researcher notes. The purpose of multiple sources was to construct validity by establishing a chain of evidence (Yin, 1987). The interview questions used were open-ended and solicited the views of the study participants, exploring the subjective experiences of senior high school students with extracurricular

activities (Creswell, Hanson, Clark Plano, & Morales, 2007; Yin, 2008). Interviews were transcribed and member checks were conducted with participants for accuracy (Roth, 2007). Analysis was generated from the researcher's etic perspective through interpretive inquiry to analyze content (Gall et al., 2010; Roth, 2007). Procedurally, the methods can be replicated by other researchers in different school contexts, allowing further collection of experiential data relating to students and their perceptions of the extracurriculum. Included in the appendices are the tools required to replicate this study. Appendix C contains the student survey used to identify participants; Appendix D, the interview questions applied; and Appendix H, the procedures used for analyzing the data.

Qualitative case-study research permitted me to describe lived student experiences through interpretivism, which constructs student realities. This methodology satisfied my research purpose of revealing reasons for island student engagement and disengagement from extracurricular activities. As little was known about students' actual lived experiences in extracurricular activities, comparative case-study methodology provided results that can be applied to similar settings and thus was deemed most appropriate for this study (Gall et al., 2010). This study provided specific case evidence of extracurricular participation to add to existing literature that indicates that the extracurriculum positively affects academic achievement, especially in rural and isolated communities where exceptional community and social supports exist. This study was designed to provide a voice for students to reveal their feelings towards the extracurriculum and to offer understanding to educators, parents, and administrators for promotion, development, and encouragement of participation in extracurricular activities.

Validity, Integrity, and Replicability

Claims were justified through a chain of evidence where ideas and concepts were identified through constructed notes to formulate conclusions and satisfy the internal validity of analysis (Guba & Lincoln, 1989). To ensure credibility, my analysis was satisfied once significant data evidence was found to support my arguments (Guba & Lincoln, 1989). This was done through rigorous evaluation of data using school documents and digital media, researcher observations, and videotaped interviews. This data, once analyzed, was used to support findings. As a researcher with an understanding of the extracurriculum its delivery and benefits, I assumed that participants would demonstrate both positive and negative experiences. Of particular interest to me as a teacher, I further suspected that my participants would reveal aspects and barriers to their participation in the extracurriculum. These inferences were based on my professional experience and helped to orient my analysis by providing a starting point from which other themes arose. This bias was monitored through researcher constructed notes where inferences were evidenced with significant data to justify claims. This study is not generalizable to a broader educational context and was intended to capture data from a Canadian island high school. However, my research procedures can be replicated and applied to other island high schools which have community participation, senior students, and offer opportunities for extracurricular involvement.

Participants

My study specifically focuses on senior students in an island high school. These students are at the pinnacle of their high school career and are expected to have developed socially and academically. Most studies have concentrated on national, quantifiable data to describe factors of influence on academic achievement, and have identified that participation

in extracurricular activities has a positive impact on grades. However, the purpose of this study was to identify instances of lived experiences of these student participants using purposeful sampling to yield data for factors influencing student engagement or disengagement from extracurricular activities (Gall et al., 2010). Furthermore, island high school students were specifically selected for their assumed experiences with the high community participation and networking usually found in rural and isolated populations. Their disengagement from opportunities to become involved in social cohesion seemed contradictory to this environment and suggested a need to understand what these students actually experience in comparison to those students who fully embrace community integration through social and sports activities offered at the high school. As this study aimed to reveal experiential data, the most appropriate sample was four senior high school students: two senior students with cumulative averages of 80% or more and who consistently participate in extracurricular activities; and two senior students with cumulative averages of 70% or less and who do not consistently participate in extracurricular activities. The students were selected using the Student Volunteer Survey (SVS) identified in Appendix C. Characteristically, island schools are small, and eliciting lived experiences of senior students limited the study to a small group of individuals. The sample concentrated on four selected individuals, and yielded responses with sufficient depth on positive and negative experiences.

Delimitations and Limitations of the Study

This study focused on four selected individuals attending school in a unique island setting, and there were limitations due to a small sample size. Although this study provides experiential data on specific samples, it was not large enough to provide generalizations in a broader educational context. Delimitation of this study was that this research was specifically

intended to capture data from an isolated island school setting. Results and perceptions will be best applied in a similar demographic and isolated school setting.

Methods of Data Collection

Data were collected from multiple sources of evidence to build converging lines of inquiry through the process of triangulation for the same phenomenon (Yin, 1987). The methodology I used for collecting data is procedurally set out in appendix H. Data collection in this study was representative of both the emic perspective, in that participants communicated their views on extracurricular participation, and the etic perspective, where the researcher conceptualized findings within the case evidence (Gall et al., 2010). Data were collected from school documentation (handbooks, hardcopy documentation available to prospective students), digital media (including school particulars from website sources), digital photos of locations for activities (Appendix F), and videotaped interviews with selected and willing participants (Appendices I–L).

I gained entry to my study's locale with multiple visits to Gulf Island Secondary School. I established initial relationships with the Principal of the school and the Superintendent of Schools. By revealing the particulars of my study and my interests as a researcher, I was able to develop good working relationships with administration. This led to introductions to the teaching staff at the school and by taking time to explain my purpose and interest in their students, I was able to develop friendly relationships. This took several trips, but over time I was able to collect data describing personal experiences and observations of the extracurriculum. This approach helped me gain understanding of the school, its culture and organisation. I selected participants by using the Student Volunteer Survey (SVS) that was delivered to senior classes until I accumulated sufficient data to find

candidates fitting participant profiles. Disturbance to classes was minimized by conducting surveys only until sufficient candidates were located. The SVSs were completed at a pre-arranged time and location sanctioned by the school's principal and with the approval of the classroom teachers affected. This survey was completely voluntary and students were not obligated in any way to participate. The surveys were issued and collected by the researcher and the information provided was only made available to the researcher for evaluative purposes. If students decided that they did not wish to participate in this survey, their surveys were destroyed or surrendered to them on request. After surveys were completed, they were organized into two distinct categories: students who had an academic average of 80% and above, indicated participation in one or more extracurricular activity, and agreed to be interviewed; and students who held an academic average of 70% and below, did not participate in extracurricular activities, and agreed to be interviewed. This provided several potential candidates, from whom the participants were selected using a random number generator to ensure a random sample. After two participants from each group were selected, their voluntary information was cross-checked by the key informant, the principal of the school, who indicated whether or not each randomly selected participant fell into the corresponding academic and participation category. Once appropriate participants were selected, students were advised of the study's particulars, including limitations of confidentiality and ethical responsibilities of the researcher. Videotaping of interviews was conducted on school grounds, at locations in which the researcher and participants felt most comfortable, to collect unbiased responses. Concurrently, background information was obtained on school facilities, extracurricular activities, and the catchment area. Data collection was triangulated by collecting data using multiple methods on the same

phenomenon; this allowed me to confirm findings and resolve any discrepancies that arose (Gall et al., 2010).

Interviews followed a semi-structured format introducing issues in student experiences based on open-ended questions that can be found in Appendix F. I deemed open-ended questions to be most appropriate for collecting thick experiential data because this sort of question allowed participants to supply their views, which provided me with a contextual understanding of each student's individual experience (Creswell et al., 2007). Before beginning interviews, participants were reminded that their participation was completely voluntary and that they could choose not to participate on a particular day or cease all involvement in the research project, at which point any data collected would be surrendered to the participant or destroyed at their request. Interviews were recorded by a video camera set on a tripod, freeing me to conduct the most natural and focused conversation with participants. Interviews were transcribed immediately afterwards, and during the transcription process I made notes and identified points of particular interest from which to formulate a case. Data was member-checked by the participants, who agreed that transcriptions of their interviews were accurate and that their responses were true representations of their experiences with the extracurriculum.

Data Analysis Procedures

Data analysis was centred on researcher's etic perspective to build a comparative reflective analysis of student experiences. My step-by-step procedures are included in Appendix H, which specifically identifies this study's analytical process allowing for replication in future research settings. This methodology allowed me to create a conceptual framework for interpreting data that revealed reasons for student engagement or

disengagement in extracurricular activities in the island high school setting (Gall et al., 2010). Procedurally, this study required analysis of collected documentation, observations, and transcription of student interviews using interpretive inquiry to analyze conversation and record specific points of interest in the data (Roth, 2007). For the purpose of my study, the unit of analysis focused on the experiences of senior students in high school extracurricular activities. This meant that interview data formed the basis of my research and was supported by data on school facilities, extracurricular activities, and catchment area, thereby constructing a background assessment while orientating the context of my study. Collected documentation and media were sampled at points of interest that I found relevant to support the purpose of the research. I was able to build a chain of evidence through collating common experiences among participants, helping to ensure reliability and integrity of findings. In so doing, participant interviews were prepared for conversation analysis through transcription and were then analyzed using open coding. Accounts derived from my interviews and that held significant data, were used as evidence to construct my findings. This analysis was constructed from an etic perspective; by using interpretive inquiry to reflect on events as they unfold (Gall et al., 2010; Roth, 2007), I was able to make claims of student experiences where significant evidence was found. Only then were claims deemed to be acceptable to support my arguments. As per Guba and Lincoln (1989) my ideas and inferences were monitored and evidenced through constructed notes tracking the formulation of my conclusions. Validity and integrity of my analysis were supported through this rigorous evaluation of my data and supported by using multiple sources to form a chain of evidence (Roth, 2007; Yin, 1987).

Ethics and Human Relations

Due to its involvement with human participants, this research required Human Research Ethics Board (HREB) approval to be obtained prior to starting my research (HREB, 2010). I applied to the University of Victoria's HREB and received an approval certificate to conduct this study as evidenced in Appendix A. Once approved by the HREB, this study required further permission from British Columbia School District 64, which entailed sending a request to conduct research to the superintendent of Gulf Islands School Board (Appendix B). After satisfying the school board's requirements, I was approved to conduct my study as supported by a confirmation from the Superintendent of School District 64, which is also found in Appendix B. Once the research proposal and the study were approved for commencement, participant selection began.

Once appropriate candidates were identified, they were approached and informed of the study's details, including limitations of confidentiality. Potential participants and their parents were given consent forms approved by the University of Victoria's Human Research Ethics Board, at which point they decided whether or not to participate in the interview process. Through the consent form, students and their parents underwent informed consent highlighting the benefits of the research and the risks associated with the study. Participants and their parents were required to review and sign the consent form, at which point the research commenced. The consent forms were signed by each participant's parents, who authorized me to interview their son or daughter. After research was initiated, ongoing consent was collected before each research session and participants were given the opportunity to withdraw for the day or for the remainder of the study. Before each interview got underway, I reviewed the purpose of my study and ensured that participants received a

copy of the consent form. In recording experiences, participants were invited to review transcribed data, make amendments, or choose to remove sections of their interviews. Throughout the study to protect identities, participants were identified as P1 and P2 for students with academic average of 80% or greater and who participated in more than one school-based extracurricular activity; and P3 and P4 for participants with academic average of 70% or less and who did not participated in school-based extracurricular activities.

Risk to participants was minimal. There was a very small possibility that exposure of identity in conjunction with participation in the study might be considered a risk to participants. However, I was able to minimize this risk by ensuring that both students and their parents were aware of it, and also were aware that their participation was voluntary (HREB, 2010). Participants and their parents each signed a consent form highlighting the risks of participation in the study. If a student and his or her parents agreed to participate, they had the option to decline to answer any questions and were informed that they could withdraw from the study at any time. They were also given the option to have their data destroyed or given to them (HREB, 2010). Participants were also informed that their information was kept confidential, locked up with digital items password-protected, and their identities within the written work of the study protected by pseudonym. After participants were selected and interviewed, each student was compensated in the amount of CAD\$25 by the researcher for time and participation in the study as per ethics application approved by University of Victoria's HREB.

Research for this study was conducted in a manner that minimized risks to participants from involvement in the study. Should any problem have arisen that the researcher felt might compromise participants in any way, research on that particular

participant would have ceased and all records would have been destroyed or returned to the participant.

Chapter 4: Findings

Overview

This chapter begins with a brief background description of the host school and the surrounding communities forming the context of the study. The purpose is to highlight the unique high school and island locations where the selected participants experience extracurricular activities. Locations used for activities are supported by the photographs in Appendix F. Next, I provide a brief orientation for the reader, in which I define extracurricular activities for the purpose of this research, recapitulate the research questions sought to be answered in the study, create alignment with current literature, and provide a summation of the methodology used to perform the study. Following this contextual description, I present the formal findings of extracurricular experiences of four island high school students by exploring five themes that arose from data analysis:

1. Community experiences – relating to extracurricular activities
2. Experiences within the student body – island high school life
3. Experiences with extracurricular promotion – how students find out about activities
4. Aspects of participation – attributes that aid student participation
5. Barriers to participation – attributes that prevent student participation

Context

Background: Gulf Islands Secondary School

This school is located at a short walk from Salt Spring Island's central city of Ganges. The map provided in Figure 1 identifies Ganges on Salt Spring Island and illustrates the surrounding Gulf Islands. The setting is picturesque, being situated on an ocean harbour that benefits from a busy tourist industry throughout the summer and to a lesser extent during the

school year. Gulf Islands Secondary School (Figure 2) draws students from Salt Spring Island, as well as some of the outlying Gulf Islands if students choose to attend Gulf Islands Secondary School over the smaller, localized k–12 schools of Pender, Mayne, Galiano, and Saturna islands.

Local Salt Spring students are serviced by eight school buses with trip durations of 15 to 30 minutes. Students living on the outlying Gulf Islands are serviced by two water taxis (Gulf Islands Water Taxi, n.d.) that deliver students to the town of Ganges at 8:45am and depart from Ganges Harbour at 4:30pm.

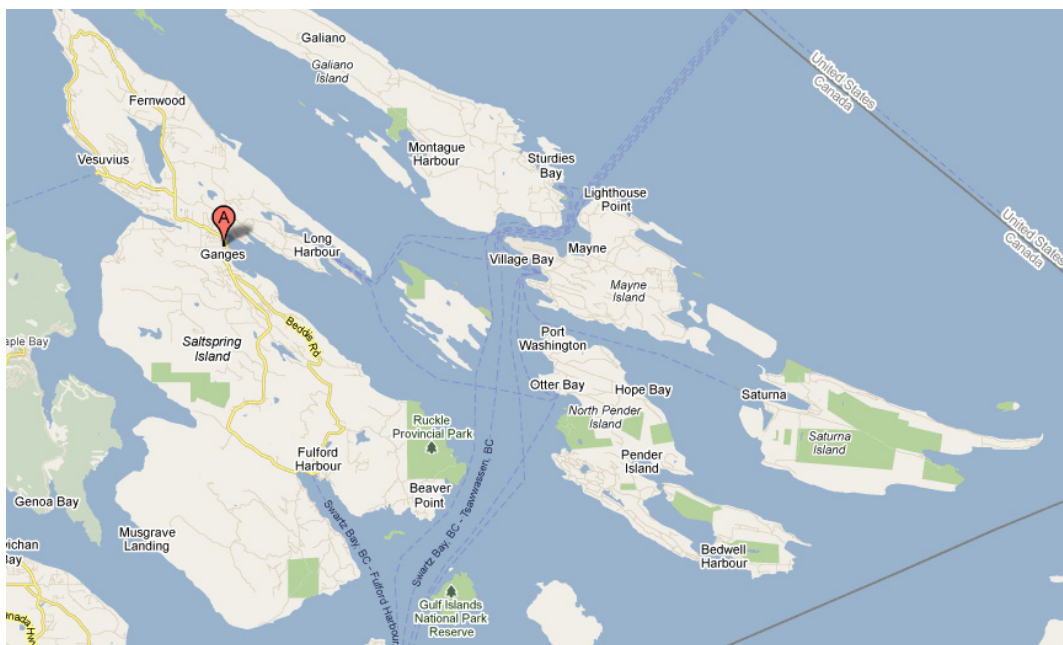


Figure 1. The Gulf Islands, British Columbia, Canada.

At the time of the study Gulf Islands Secondary School was comprised of 639 students and between 30 to 34 full-time teaching staff with an administrative staff composed of two vice principals and one principal (BC Ministry of Education, 2010). The school operated on a four-day weekly schedule with students beginning the school day at 8:55am and finishing at 4:15pm (Appendix G). During the school day, students attended four

curricular classes, a 10-minute homeroom, a 45-minute lunch, and two tutorial classes, which alternated between subject-specific curricular support and general-interest tutorials. The flexibility of tutorials offered students an opportunity to explore interests in a topic they wished to pursue. There was no fixed list for tutorials and this flexibility allowed students to choose or create any topic of interest. Examples of activities included skateboarding, “Texas hold ’em,” preparation for graduation dance, salsa dancing, board games, photography. As stated by the principal of the school, “[the tutorial subject] is truly anything at all” (J. Raddysh, personal communication, November 24, 2010).



Figure 2. Gulf Islands Secondary School, British Columbia, Canada.

Gulf Islands Secondary School offered several notable programmes that allowed students to pursue a particular passion while earning academic credit. Within the unique range of educational organization at Gulf Islands Secondary School was the “Gulf Islands School of Performing Arts” or GISPA. This programme offered talented students who wished to pursue advanced education in music, dance, and theatre the opportunity to receive comprehensive training, and exposure to professional artists and productions, in addition to showcasing their own artistic abilities onstage at the local Island Arts Centre, Artspring (Appendix F). Student performances attracted community members who supported the programme by attending these high-class productions. Due to the nature of this specialty

programming, GISPA-bound students underwent an application procedure which chronicled their artistic abilities and required an additional tuition fee of CAD\$1500 per year to cover the cost of field trips, specialized classes, workshops, professional instruction, supplies, and productions (Gulf Islands School of Performing Arts, 2010).

Classes attended within the GISPA curriculum were counted towards the graduation requirements of the British Columbia Ministry of Education curriculum. In addition, Gulf Islands Secondary School offered a variety of technical-based programmes under the Accelerated Credit Enrolment in Industry Training (ACE-IT) programmes for British Columbia secondary school students. At Gulf Islands Secondary School, this included a renowned cafeteria program. Students enrolled in the programme learned culinary arts firsthand from a professional chef while earning credits to meet British Columbia Ministry of Education requirements. The credits earned in this programme were applied toward a level-one chef training certificate, which was then completed with a six-week follow-up course at Vancouver Island's Camosun College. Examples of the dishes produced in this programme included prime roast dinner, Thai mango prawn curry, and lobster. These dishes were served to the student body at lunch time for the reasonable price of around CAD\$6 per plate. Images of the cafeteria and facilities can be examined in appendix F. Other programmes under the ACE-IT umbrella included carpentry, welding, electrical, plumbing, sheet-metal, automotive mechanics, and horticulture (Gulf Islands Secondary School, 2010).

Of particular note for the purpose of this research, was Gulf Islands Secondary School's Distributed Learning (DL) programme. This programme was oriented toward senior students who pursued independent learning as they completed coursework with teacher supervision and support. Entry into this programme required consultation with the school

counsellor and an interview with a distributed learning teacher who determined the appropriateness of this academic option for particular students and cases. Some courses required a fee; however, many were offered within the realm of the British Columbia provincial curriculum (Gulf Islands Secondary School, 2010). Flexibility was a feature of the programme, and students in conjunction with their teacher had the ability to design specialized courses that allowed them to earn academic credits while pursuing a special interest. Examples included a course designed to learn about the Ukraine while using language software to learn Russian; a tourism course designed to help a student learn about the hospitality industry; and an equine course comprised of a physical education component through horseback riding in conjunction with the biology curriculum. These unique courses allowed students to pursue certain activities that would otherwise fall under the category of extracurricular but had been made curricular through the reward of academic credit.

Orientation

The purpose of noting Gulf Islands Secondary School's unique curricular-based programmes was to provide context for this research project that set out to explore extracurricular activities. Tutorials, DL, ACE-IT, and GISPA were programmes that melded parts of the extracurriculum with the British Columbia Ministry of Education's curricular requirements. However for the purpose of this study, extracurricular activities were considered to be only those activities outside the provincial requirements of British Columbia Ministry of Education that were hosted by either a community member or teacher outside of normal class schedules. Supported by Eccles and Templeton (2002), the authentic benefits of the extracurriculum were found in the voluntary aspects of participating in an extracurricular activity without any formal compensation (academic or monetary). This allowed students to

gain voluntary socialization and interaction with fellow students, which was found to improve student academic performance (Eccles & Templeton, 2002; Guest & Schneider, 2003; Holland & Andre, 1987; Spady, 1970). For this reason, during my participant selection process, I purposely excluded these speciality in-school hybrid programmes (Tutorials, DL, ACE IT, and GISPA) as qualifiers for participation in extracurricular activities, and explained to students this study's definition of extracurricular activities before they completed the Student Volunteer Survey (Appendix C). Although participation in these programmes was a mandatory component of graduation requirements, it was worth noting this creative programming for engaging students during the school day, a feature of the flexibility and creativity found in this island school setting. With this understanding of the organization of Gulf Islands Secondary School, I specifically sought participants who experienced or did not experience the voluntary extracurriculum. To reiterate, the purpose of this research was to explore the following questions:

- What are the experiences of senior island high school students with a cumulative average of 80% or above, and who are actively involved in extracurricular activities?
- What are the experiences of senior island high school students with a cumulative average of 70% or less, and who are not involved in extracurricular activities?

This was done through the selection and interviewing of two participants from each of these two groups. The four students selected for interview demonstrated a true connection to Gulf Islands Secondary School and in two of the four cases, offered a comparison to previous schools attended on Vancouver Island. Student interviews and their corresponding data were derived from each participant's individual perceptions of extracurricular experiences at Gulf Islands Secondary School. Each case portrayed a view from the student's

perspective regarding their realities of participation or lack thereof. These views were transcribed and are included in appendices I, J, K, and L. In-text citations for experiences highlighting relevant themes are coded “App” for appendix and “turn” for conversation point, on the corresponding transcriptions. The student experiences presented convey the lived reality of experiences with the extracurriculum for each of these senior students.

Experiences of Students With a Cumulative Academic Average of 80% or Above, and Who Participate in One or More Extracurricular Activity

Summary. For the purpose of protecting identities, the students interviewed for this category were assigned the pseudonyms Jennifer and Pat. Jennifer was active within the performing arts stream of the extracurriculum, as well as activities involving social responsibility. She had the additional experience of being originally schooled in an urban school on Vancouver Island, then transferring to Gulf Islands Secondary School for her grade 11 and 12 years. Pat, on the other hand, had attended the school for the duration of her high school career and was involved in several aspects of the extracurriculum, including athletics, performing arts, and social awareness. Participants from this category identified benefits resulting from their participation in the extracurriculum as well as aspects that they perceived might hinder student involvement. Attitude seemed to play a role in instigating these students to participate in the extracurriculum. These participants believed that an active and positive school culture persuaded them to excel and that extracurricular activities helped enable motivation, contributing to overall school achievement. The participants believed that Gulf Islands Secondary School created an environment of high standards, which might have contributed to the academic success achieved by both Jennifer and Pat. It was revealed that the community played a supportive role for the school, including volunteering efforts through spectatorship and donations; however, the extent of community involvement within actual

extracurricular programmes was unknown. There seemed to be preference for activities that had some degree of real-life application, particularly if skills were transferrable into adult life.

The most effective form of advertising for extracurricular activities was found to be peer promotion between students. Jennifer and Pat also felt that dropping in to try out an activity of interest, posters throughout the school, and teacher recruitment attracted them to participate. These participants found that coaches and teachers had passion for the activities they hosted and helped to instil their passion in participants. Participants from this category felt that variety, purpose, and knowledge of the abilities needed to participate were also positive influences on their decisions to become involved. Further, successful aspects of accessing the extracurriculum were indicated as the ability to independently seek and find out about activities, exposure to word-of-mouth advertising, and a school culture that allowed flexibility in attending activities.

Jennifer and Pat found that there were some factors that might negatively affect participation in extracurricular activities. For example, some students held a mentality about school that limited their involvement in additional programming beyond curricular obligations. Although Jennifer and Pat saw word-of-mouth advertising as being a successful means of recruiting for extracurricular activities, they also identified that students who did not belong to social groups that actively participate in the extracurriculum might be prevented from accessing word-of-mouth promotion of extracurricular activities. This supported evidence suggesting that three tiers of social networking might exist in the school: students who participate in fee-based programming, students who participate in the normal extracurriculum, and students who do not participate in extracurricular activities at all.

Worldview was identified as a further hindrance for some students, particularly if generational learning about social aspirations influenced a student's decision to become active in the extracurriculum. Similarly, shyness and anxiety were also indicated as barriers to participation. Within the context of educational organization, the school day configuration was found to limit participation in extracurricular activities. With an extended school day, it seemed that participation required significant motivation and logistical organization, which affected home life and other social opportunities.

The following case evidence provides a more in-depth account of Jennifer and Pat's experiences with the extracurriculum. Their experiences are categorized into themes established during data analysis. The following findings are a result of their collective perceptions provided in interview, and demonstrate their experiences as active participants.

Community experiences. Participants from this category found a positive relationship existed between the community and extracurricular activities. When questioned on experiences with the community during extracurricular activities, Jennifer found a positive affiliation to building relationships with the community and provided an understanding that these relationships offered an important aspect to extracurricular participation. From her perspective, community volunteers were generally happy to show what they know, especially at Gulf Islands Secondary School where she believed that passion existed within the student body to pursue extracurricular activities (App. I, turn 163). She rationalized this perception of extracurricular participation by recognizing a mutual benefit for community and teachers to engage extracurricular activities, which she suggested created a two-way positive experience (App. I, turn 163). This suggested that Jennifer believed that community members acknowledge and support the merits of extracurricular participation at

Gulf Islands Secondary School. This was further evidenced by student perceptions of their parents' willingness to volunteer if son or daughter was involved in an extracurricular activity (App. K, turn 152, 166; App. J, turn 80; App. I, turn 137).

Pat held a different view of community volunteerism, explaining that the centralized nature of the island setting for the school helped community members become involved (App. J, turn 22); however, she was unaware of volunteers from the community helping within an extracurricular capacity. As well, she believed there was a lack of opportunities at Gulf Islands Secondary School for community volunteer efforts relating to the extracurriculum. Although she described Salt Spring Island as "such a small community" with "a more personal connection" (App. J, turn 34), Pat felt that the success of extracurricular activities at Gulf Islands Secondary School benefited from the small island community setting:

I guess, because it's a small community, there's not like shopping malls or anything like that. There's not a lot of . . . kind of things like that to do [. . .] there's one movie theatre that has one show at a time for a week and then there's not [. . .] a lot to do outside [. . .] of the extracurricular activities with the school. (App. J, turn 216)

She explained that community sports programmes beyond the high school existed to help satisfy student needs but pointed out that the school's extracurricular programmes provided her with an overall better high school experience (App. J, turn 168). Pat also suggested that Gulf Islands Secondary School's extracurricular activities provided an avenue to develop a closely knit team environment. This was exemplified by a "beating all the odds" attitude instilled among her teammates on the rowing team (App. J, turn 46). Adding to this

sense of performance, she believed that Gulf Islands Secondary School had a positive culture, stating that: “There’s something about the school that just makes [. . .] you want to get involved because everybody is involved” (App. J, turn 108) and that “[There’s] a degree of excellence that you felt you had to attain to” (App. J, turn 98). Within this small school, the extracurricular culture might have channels for positive reinforcement by enhancing pride, which helped to heighten student performance even though programmes were smaller in comparison to larger urban schools. Adding to this perception of small-town success, Pat confirmed that participation in extracurricular activities provided her with transferable motivation for wider school achievement (App. J, turn 168). This response confirmed previous research which found that extracurricular participation improved academic performance (Barley & Beesley, 2007; Broh, 2002; Chance & Segura, 2009; Eccles et al., 2003; Eccles & Templeton, 2002; Feldman & Matjasko, 2005; Hanks & Eckland, 1976; Mahoney & Cairns, 1997; Otto & Alwin, 1977; Spady, 1970).

When talking about Salt Spring Island’s community perceptions of the extracurriculum, Pat was uncertain but believed that Gulf Islands Secondary School extracurricular activities were “fairly well represented in the community” (App. J, turn 14). She mentioned that the local newspaper included write-ups on sports and drama performances, and local shops supported students by putting posters up in their windows for event advertisement (App. J, turn 70). Jennifer, on the other hand, understood that “the community is really supportive of the school and . . . really wanting to help out, but there’s . . . not that many opportunities for that” (App. I, turn 88), an observation that might indicate the desirability of further investigation into school programming needs. As for the variety of extracurricular activities offered at the school, the school was thought to be supportive in

offering activities when students posed a need. Pat provided an example of the local community swim team, which “wasn’t . . . really being paid enough attention to” (App. J, turn 68). Interested students from Gulf Islands Secondary School mobilized and approached teachers to coach the team, which then became a school-based extracurricular activity. Still, volunteering efforts as well as donations by community members to the school’s extracurricular programmes were unknown (App. J, turn 94, 90). Pat explained her experiences with extracurricular activities as being mainly student- and teacher-based (App. J, turn 88); she further qualified that only teachers ran the extracurricular activities (App. J, turn 138). As an exception, Pat recalled a community member who she believed helped out with coaching the football team (App. J, turn 140). Specific perceptions of community-member involvement with the school’s extracurriculum were unclear in this participant category; however, students still considered community volunteers to be a benefit to educational delivery. For example, SWOVA (Saltspring Women Opposed to Violence and Abuse) was highlighted as an extracurricular programme put on by members of the community, but in this instance, Jennifer believed them to be paid staff of the school (App. I, turn 143). When asked how she believed community members felt about Gulf Islands Secondary School, she demonstrated a positive relationship existed, such that community members were happy to share their knowledge and have a positive influence on students. This was assumed to be essential to Gulf Islands Secondary School, particularly for helping support talented and passionate students in the fine arts. Jennifer noted that community and parental support was quite evident at GISPA music and drama performances based on her observations of sold-out shows in the local town. Pat shared a similar view of the involvement of parents and community members through watching competitions and arts-

based performances (App. J, turn 70, 80, 88). Particular to extracurricular music activities, Jennifer recalled volunteer musicians helping students during lunch hour, who would “jam with students” (App. I, turn 112) in the music room. However, Jennifer indicated that during activities, community members who help also tend to be second to the teacher; she defined this relationship as volunteers being treated as a “go-between” (App. I, turn 185). Although it was suggested that volunteers might not hold a lead role in the extracurriculum, community members including parents were considered essential supporters of extracurricular activities at the school.

Experiences within the student body. Jennifer recognized that there was a high degree of respect amongst the student body at Gulf Islands Secondary School. She believed that “people are a lot more involved . . . there’s [. . .] a lot of respect there” (App. I, turn 36). Her experience demonstrated pride in belonging to the student body; she understood this particular school to be a model example for secondary education (App. I, turn 58). Pat also felt that the school held a proactive underlying school culture, which made her “feel compelled to do things” (App. J, turn 108) and that the wider school environment at Gulf Islands Secondary School provided a foundation for a positive and accepting school where the student body were encouraged to help each other learn new skills. She stated that the school had “a really big team aspect and [tried] to make everybody as good as they can be” (App. J, turn 144). Adding to this success model, Pat credited her experiences in both the performing arts and in sports-based extracurricular activities at Gulf Islands Secondary School, to an environment of high standards. She summed her feelings by expressing:

. . . that sort of standard that you feel is here you just feel by [. . .] walking in the doors and [. . .] hearing about things that are going on and how successful

everybody is, it's kind of [. . .] a legacy that you just feel like you need to uphold and continue to strive to do well. (App. J, turn 210)

She felt that the bar was set high at the school and the school culture held “a degree of excellence that you felt you had to attain to” (App. J, turn 98). Jennifer played a direct role in promoting this positive student culture through the extracurricular group SWOVA. Jennifer explained that this club was responsible for promoting the school’s openness and accepting attitude within the school body. In comparison, her prior experiences in a large urban school with 1,300 students revealed a disconnected student body where Jennifer felt unwanted and unwilling to engage extracurricular activities (App. I, turn 207). Altering this perspective, Jennifer found Gulf Islands Secondary School offered a tightly knit and supportive student body that encouraged extracurricular participation:

. . . for a few of them . . . they would just always ask me like: “Are you going to join?” Or like: “What are you doing today after school? If you’re not doing anything you should come [. . .] you’d love it you’d be great at it” so, I just . . . started. (App. I, turn 199)

Jennifer claimed that the change came about by being comfortable with the school (App. I, turn 255), which reduced the fear and intimidation of joining a new group, and helped her develop a desire to try activities. Connected to Jennifer’s comment regarding the size of school for enabling extracurricular activities, she found communication systems for the promotion of extracurricular activities at larger urban schools to be ineffective, and qualified that “it seemed to me like nobody really knew unless you like went and like searched them out” (App. I, turn 207). At Gulf Islands Secondary, Pat highlighted her experience where she was identified by the drama teacher to become a stage manager (App.

J, turn 190). In this role, Pat was given responsibility for stage organization while liaising between the teacher and actors. She learned to deal with power imbalance among her peers, which was created by tension between her responsibilities and the professional opinions of performing arts students (App. J, turn 56). She found this challenging but overall felt that participation in extracurricular activities helped her develop as an individual and transferred into academic achievement. She suggested that the passion brought out in Gulf Islands Secondary School extracurricular activities helped her do her best:

I guess just because that kind of [. . .] encouraging and [. . .] good feeling that you get with extracurricular activities transfers into the school as well [. . .] into the academic side of things and it [. . .] makes the overall experience better because [. . .] when you have a sports team that's really encouraging and doing really well and then you come into school it's just [. . .] a better feeling . . . knowing that you have that to look forward to and you see your [. . .] teammates in the hall [. . .] it makes it an overall better experience. (App. J, turn 168)

She felt that the connection with teachers and community members formed a tight bond in supporting students at the high school. She qualified that “you know these people so well because they're out in the community and they are at the school with you . . . so it's [. . .] a tight bond within the groups” (App. J, turn 34). Her experience of relationships with students essential for participation in extracurricular activities was based upon this tight bond found among the community. Pat provided as an example the situation of one of her teachers who coached the Gulf Islands Secondary School rowing team, serving as her leadership teacher and also hiring Pat afterschool to work with her at a local restaurant (App. J, turn 38).

Keeping with the theme of expanding student involvement in extracurricular activities, Pat found the addition of a drama programme entitled “open auditions” to be a positive change in the school’s ability to expand access to extracurricular activities. She said, “I think that got a [...] way greater range of people involved,” in contrast to the school’s widely known, and professionally oriented arts programme GISPA (App. J, turn 114) that she also believed to be successful. Looking to her sports experience, Pat learned how her team-based extracurricular activities benefited from successful performance. She found that if her sports team was “doing really well . . . you come into school [and] it’s . . . like a better feeling, knowing that you have that to look forward to, and you see your [. . .] teammates in the hall . . . it makes it an overall better experience” (App. J, turn 168). She reported a perceived difference in team-member relationships, between soccer teams. When playing teams from other schools, Pat noticed that players “a lot of the time they’re like yelling at each other and like telling each other what to do” and “bossing people around” whereas her team from Gulf Islands Secondary School was “supportive,” complimenting team members with “encouraging things being yelled” (App. J, turn 160). Pat felt a similar bond in her experiences on the school’s rowing team, which brought students together. She felt that from a small-school perspective, her team “held [its] own,” providing satisfaction to team members in rising up to meet a challenge (App. J, turn 46). It seemed that Gulf Islands Secondary School held the ability and flexibility within a positive student culture to enhance the extracurricular experience of this participant group.

From her experience within the extracurriculum, Jennifer found that activities that included a connection to the real world helped to develop skills relevant to real-life interests (App. I, turn 72). She believed that extracurricular activities provided an important bridge

between the school and real life, and that these skills were transferable into adult life, similar to results found by both Eccles and Templeton (2002) and Otto and Alwin (1977). Jennifer also found it important that extracurricular activities were effective when they were made real, stating that:

I think . . . for me, also it was really effective when . . . when . . . my friend [...] she would say [. . .] “We’re doing this and [. . .] we just applied for a grant” [and] they get like a solar panel and all this jazz and then this [. . .] makes it more exciting [. . .] like: “Whoa! That’s awesome like I want to be part of that.” (App. I, turn 261)

This extracurricular component was helpful in exciting Jennifer’s promotion of extracurricular activities at Gulf Islands Secondary School. Pat identified a similar positive experience in her EAGER (Environmental Action Group Encouraging Responsibility) group and believed its success originated from the school’s high values and excitement of being part of the school. Here, this extracurricular programme integrated real-world activism by engaging government offices to respond to climate change, which became a globally recognized effort. Similarly, Pat’s perception of GISPA, the school’s fee-based curricular arts programming, was that it required a high commitment and demonstration of previous performing arts training but that this helped enhance professional-like aspects of its courses and productions (App. J, turn 116).

Within her commentary regarding the student body experience at Gulf Islands Secondary School, Jennifer suggested that some students might hold a mentality about school in general terms. She related this observation as “wanting to do the least . . . rather than making the most of what they actually have” (App. I, turn 235). This led to a further

qualification that as a student, she made the most of a situation that she had been put into, no matter what the situation was (App. I, turn 237). However, she found that Gulf Islands Secondary School offered open relationships, and stated that as a new student she had been welcomed by many from the student body after transferring from her previous school. After her move to Salt Spring Island, she experienced students introducing themselves to her and offering a sense of belonging. This helped her overcome the loss of her previous friendships during her transition phase to becoming a Gulf Islands Secondary School student (App. I, turn 259). From the perspective of the participants who held an academic average of 80% and above and who participated in one or more activity, it seemed that a positive and encouraging student body culture was experienced at Gulf Islands Secondary School.

Experiences with extracurricular promotion. In attracting this category of participants to the extracurriculum, methods of communication in promoting activities to students might be compromised at Gulf Islands Secondary School. Jennifer suggested that “. . . like I didn’t even know about half the extracurricular activities until the second or third month of school” (App. I, turn 193). As a student transferring from a larger urban high school on Vancouver Island, there might have been a period of adjustment to a new school; however, she did not engage the extracurriculum in her first year at Gulf Islands Secondary. In her following grade 12 year, Jennifer began accessing extracurricular activities offered at the school. She felt peer promotion was the primary reason for sparking her interest in participation. Her friends would offer a casual invitation such as, “Hey you should really come to this” (App. I, turn 197). Jennifer found Gulf Islands Secondary’s inclusive student body a help in increasing her interest and involvement in extracurricular activities (App. I, turn 199). Also of note helping to promote the extracurriculum, a school-wide assembly was

held at the beginning of each school year and provided an introduction to the teachers at Gulf Islands Secondary School, which subjects they taught, and if they directed any extracurricular activities. Jennifer found this assembly “really helpful” in identifying activities, but found it “really long and a little bit tedious” (App. I, turn 209). Another form of promotion identified by participants was a “drop in” (App. I, turn 193; App. K, turn 176). Two participants reported similar experiences with this, separately recollecting that their interest had been piqued in a particular (different) extracurricular activity through random observation. Although this experience was an unintentional method of extracurricular promotion, it nonetheless forms an argument for allowing students to find interest to participate in extracurricular activities. Under this assumption, a situation is created where a student chooses to show interest, while allowing the teacher or extracurricular leader the opportunity to extend a personalized invitation. This point was further qualified by Pat’s experience in extracurricular recruitment. She found that the teachers and coaches at Gulf Islands Secondary School offered an individualized invitation to students to participate as well as encouragement to join. Pat, speaking about her experience of the ways in which teachers promoted certain activities, commented: “I think the teachers really up it a lot” (App. J, turns 110 and 206). When asked directly how a teacher or community member recruited students to participate in extracurricular activities, Pat explained that her drama teacher individually asked her to become involved in the backstage side of performances. However, she also concluded that becoming involved in extracurricular activities has “just been kind of on your own initiative to get involved in things” (App. J, turn 190). Adding to student initiative as a method for becoming involved, Jennifer felt that it wasn’t until her second year at Gulf Islands Secondary School that she knew better what was going on within

the school and how to access extracurricular activities of personal interest (App. I, turn 213). Pat recollected an experience where she and a friend were responsible for the recruitment of grade 10 students who would take over their positions as stage managers for Gulf Islands drama performances, demonstrating peer promotion. Other promotional strategies noted included posters, which were deemed somewhat effective, as well as announcements during homeroom. However, Jennifer found announcements less effective due to late student arrivals and the quantity of announcements delivered within “just five minutes” (App. I, turn 229). From her perspective, Pat felt that the main promotional strategies used to promote extracurricular activities were the daily announcements in homeroom, posters throughout the school, and the social-networking website Facebook. She also believed the announcements to be ineffective as some homeroom classes didn’t read digitized announcements projected in the classrooms (App. J, turn 202). Pat felt that “the posters are a really good thing because people [. . .] react so well to visual things” (App. J, turn 206) and went on to say that teacher promotion in physical education class was a good means for “person-to-person” (App. J, turn 206) word-of-mouth advertising.

Advertising seemed to be an important factor in the success of extracurricular activities, particularly word-of-mouth promotion, which demonstrated personal benefits of participation as well as promoting interest in participation (App. I, turn 217, 229, 251, 261). However, a potential downside to word-of-mouth promotion for extracurricular activities was also identified. Although student groups that participated in extracurricular activities benefited from the word-of-mouth promotional strategy, students who did not belong to these groups might not be privy to the same encouragement to join; and as Jennifer found, this effect might “keep some people completely not knowing what’s going on” (App. I, turn 229).

This limitation might hinder accumulating critical mass of student involvement in activities to ensure sustainability. Pat explained critical mass in this way: “[It] makes you want to get involved because everybody is involved” (App. J, turn 108). These experiences complemented Pat’s attitude about the school’s positive student body culture, which she expressed as: “feel[ing] compelled to do things because it’s just the way the school is” (App. J, turn 108).

Worth noting were the effects of having a fee-based structure incorporated into the curricular programming of GISPA. Although the extra revenue collected for this specialized course offering was focused on professional coaching and activities, it was evident that three tiers of social networking might exist within the school, namely, students who were accepted into the GISPA programme, students who participated in traditionally oriented high school activities that had no cost, and lastly students who chose not to participate in the extracurriculum in any way. The existence of this division among the student body of Gulf Islands Secondary School might have impacted the effects of a word-of-mouth promotional strategy. This would particularly be the case if student social groups were determined by similarities in attitude toward extracurricular programming. Addressing this issue and attempting to satisfy students who were not part of GISPA, the high school opened a parallel programme which allowed access to the performing arts for the wider student body. Pat felt this programme to be quite successful (App. J, turns 114). This may have indicated that students at Gulf Islands Secondary School are very proud to be part of a school that offers professional-grade courses, and look up to the skill that is represented in the school. The use of a parallel programme to allow access for the rest of the student body might be considered a feature of an island school to encourage extracurricular participation.

Aspects for participation. One aspect functioning to attract engagement in the extracurriculum was the creation of relationships with the “participating” student body. Jennifer conveyed extracurricular activities as interesting programmes where her peers could participate with purpose (App. I, turn 191). Pat described her high involvement in extracurricular activities as being able to “sync” with her rowing teammates. This entailed being “so involved with the other person” that you have the ability to argue, resolve the conflict, deepen the relationship, and move forward (App. J, turn 48). Although Pat categorized herself as a perfectionist who sought to do well in things, she was able to develop a passion when she became involved in extracurricular activities. As she claimed, this made it easier for her to transfer passion into school academics (App. J, turn 172). Through participation, she believed that an extracurricular activity “brings passion out in you and you want to kind of do your best” (App. J, turn 172). She felt the variety of extracurricular activities offered at Gulf Islands Secondary School to be satisfying, and further demonstrated that if students wanted to start a particular extracurricular activity, there were teachers willing to support a student-driven extracurriculum (App. J, turn 68). Passion, variety, purpose, and knowledge of the ability to implement programming seemed to be attractive features of Gulf Islands Secondary School’s extracurriculum to this group of participants.

A key access point for extracurricular activities was found to be at the start of the school year. Jennifer found that early participation was an important factor in attracting her to participate, stating: “The beginning of the year [. . .] you can start all of these things instead of jumping in halfway through” (App. I, turn 197). When asked what she believed contributed to the success of extracurricular activities at Gulf Islands Secondary School, Jennifer commented that a teacher or an extracurricular leader’s enthusiasm (App. I, turn

217) was needed to drive the extracurricular activity. This helped in the activity's logistical delivery, while providing demonstration of tangible skills that would be earned through participation (App. I, turns 217, 243). A possible reason for this enthusiasm was suggested by Pat, who found that her coaches and teachers have a passion for the activities that they offer, stating that those "who are involved are really . . . there because that's what they love to do and they're really there to . . . help you and encourage you to go on and continue your passion" (App. J, turn 06). She considered teachers and coaches who are specialized in activities an important element for enticing student participation in the extracurriculum. This element of expertise brought credibility to the programmes, which she felt encouraged the development of her passion for the activity (App. J, turn 06). Jennifer, on the other hand, believed that being flexible in the exploration of creativity and leadership in extracurricular activities added to the success of the activity (App. I, turn 225). This equated to a success model within extracurricular activities at the school and came down to the quality of the coaches and leadership that created conditions for positive student engagement (App. J, turn 132). Pat felt that this quality of leadership created a supportive and encouraging environment among students, and that during sports activities each student got a chance to play. She did note that sometimes "redshirts" or substitute soccer players didn't get to play as often but they still had opportunity play and belong to the team (App. J, turn 166). It can be proposed that among this group of student participants, a supportive relationship existed between teachers and students. The extracurriculum might benefit from being student-driven, which, in these cases, created a deep incentive among student participants to make activities successful. As a student, Pat recognized Gulf Islands Secondary School as a "pretty great place to be able to bring what you want to do and have it be put into action" (App. J, turn 68).

When tested on successful aspects of accessing extracurricular activities, Jennifer found that going out of her way to find out about activities, building relationships to access word-of-mouth advertisement, combined with a school culture where teachers were accepting of flexibility to student obligations, contributed to her participation in wider school involvement (App. I, turns 259, 263, 265). Within the range of extracurricular programming offered, Pat highlighted success stories in student performance upon her entry into grade 9 at the high school. Of influence were the senior girls' and boys' soccer teams making provincial championships, the yearly volleyball competitions in Hawaii, and the well-known drama performances (App. J, turn 96). As she learned about the culture at Gulf Islands Secondary School, word-of-mouth advertising used to promote activities helped her find matching interests and school programming. She articulated that "you'll hear about something [and think] that's so cool, I want to do that" (App. J, turn 108). Participants from this particular group may feel that the general student body at Gulf Islands Secondary School acted as if they belonged to a school which possessed a talent pool of skilled peers and therefore looked to the school with a sense of pride. Summarizing these successful offerings, Pat identified that as an organization, Gulf Islands Secondary School created a culture of "legacy" (App. J, turn 210) and as a student, it was her personal responsibility to uphold this standard while attending this Canadian island school.

Barriers to participation. Participants from this category identified barriers to participating in the extracurriculum that they either personally experienced or felt that other students had experienced. In particular, Jennifer expressed that a "mentality about school" (App. I, turn 233) existed where students resent going to class (App. I, turn 237) and associate any additional programming as further school obligation. This mental barrier

seemingly allowed students to become complacent, such that: “it’s easy to be complaining about everything and not actually doing anything about it . . . and I think it has a lot to do with why people don’t go to extracurriculars [because they think] I don’t have to, why should I?” (App. I, turn 235). Pat related this type of barrier to differing individual worldviews (App. J, turn 182). This might suggest that generational learning about social aspirations and wider community participation are influences upon a student’s decision to engage the extracurriculum. It also appears that a general unawareness of potential benefits in extracurricular participation was a reason for not engaging the extracurriculum at Gulf Islands Secondary School. To counter this perception, Pat held the belief to make the most of a situation that she has been put into no matter what the situation is.

When questioned why some students at Gulf Islands Secondary School still did not become involved in extracurricular activities, Pat described shyness and being “naturally timid” as barriers to participation (App. J, turn 176). Although she found an overall rewarding experience in her environmental group extracurricular, her initial experience was that upon passing by the venue she “[did] not really know what’s going on, but know it was something [about the] environment” (App. J, turn 112). Jennifer conceded that during regular curricular classes “it seemed to me [. . .] nobody really knew unless you [. . .] went and [. . .] searched them out” (App. I, turn 207). Jennifer’s commentary suggested that communications systems for extracurricular activities may not be effective at reaching students (App. I, turn 193), particularly if they are new. Adding to this disconnect between extracurricular offerings and potential student participants, Pat’s experiences in transparency of some activities (App. J, turn 112) could also pose a barrier to other potential participants. Unawareness of extracurricular activities may have hindered student involvement,

particularly if active and interested participants had difficulty in identifying extracurricular activities available at the school.

Time to participate in the extracurriculum was also identified as a barrier to participation for this group of participants. In particular, Gulf Islands Secondary School had a four-day school week that extends the school's daily teachable hours (Appendix G) Monday through Thursday and for the most part leaves Friday without classes (there are a few exceptions throughout the year). This configuration allowed students who lived on outlying islands and boarded on Salt Spring Island the opportunity to return home and extend time with family, a feature of life in the Gulf Islands. Jennifer commented that school-day configuration may have limited student drive to participate in extracurricular activities after school (App. I, turn 257). She seemed critical of having an extended eight-hour school day, commenting that "I'm here eight . . . eight hours a day, then some" (App. I, turn 257). Pat also mentioned that the longer school day was an obstruction to participating in extracurricular activities and didn't leave a lot of time for homework. She felt this feature of Gulf Islands Secondary School was "sometimes . . . hard to deal with" (App. J, turn 62, 64). An increase in time spent at school may have also impacted home life, particularly if students had not been exposed to playing on sports teams to get them involved or interested in the extracurriculum at the school (App. J, turn 176). A possible outcome from this lack of interest was that not all activities were for everybody and, Jennifer felt, "[held] no currency in their heart to be going out of their way to do something that they don't necessarily . . . care that much about" (App. I, turn 243). It was also found that island living provided a barrier for some students who travelled off island to participate in particular community-based

activities; for example, Jennifer “went to Victoria every single Monday to take accordion lessons” (App. I, turn 263) to satisfy a specialized interest not offered on Salt Spring Island.

Although most activities at Gulf Islands Secondary School were run by teachers, teacher promotion of these activities may be limited, as portions of the student body may reject an authoritative figure. This was identified by Jennifer, who thought that: “teachers can tell you a million different things but . . . you know . . . a lot of kids [think] yeah, whatever” (App. I, turn 261). Adding to rejection of the extracurriculum, Pat indicated that GISPA created an exclusionary genre of students. She felt that this programme intimidated students who may have interest to participate in the performing arts. She described that “[GISPA] seemed almost . . . elitist or something” and that some students felt: “I’m not good enough to get into GISPA and do a show like that” (App. J, turn 124). Within the realm of exclusivity, Pat also contrasted the openness found at Gulf Islands Secondary School with stereotypical city schools on Vancouver Island, which she believed had an environment that was “cliquey and not very nice” (App. J, turn 156). Pat’s perception of city schools was further informed by her experiences during soccer games, where she found “[members of other teams were] like yelling at each other,” “telling each other what to do,” “kind of angry,” and “bossing people around” (App. J, turn 160). These perceptions may be considered negative aspects to extracurricular participation in that they may create barriers to engaging hesitant participants within the school body to fully accept the extracurriculum without bias.

Experiences of Students With a Cumulative Academic Average of 70% or Below and Who Do Not Participate in an Extracurricular Activity

Summary. Participants in this category were assigned the pseudonyms Gillian and Jacob. Gillian was aware of some aspects of the school’s extracurricular programming and at times respected the talent found in the school. She experienced some extracurricular-like

activities during her curricular tutorial time; however, she chose not to participate in the school's extracurriculum. Instead, she attended social events surrounding community-based activities. As well, she previously participated in the extracurriculum during her middle school years, and attempted some activities in high school but lost interest and commitment. Similar to Jennifer, Jacob had transferred from an urban school in Vancouver to Gulf Islands Secondary School. In his earlier school years he participated in soccer but lost interest. At the time of interview he was involved in the school's cafeteria programme, in which he indicated having satisfaction. Academically, Jacob seemed to have struggled with mainstream education, but still identified interest in select extracurricular activities. In comparison to other schools, the extracurricular activities offered at Gulf Islands Secondary were regarded as quite good; however, the realities of island living with fewer facilities to host specific events was considered a hindrance. Still, it was revealed that the culture of the student body was positive and promoted friendly relationships.

Participants from this category identified close connections within the community and felt that residents had a wide range of skills and talents. There seemed to be substantial support for students, particularly in fundraising. In particular, it was found that personal attachment to the island and the school by previous graduates helped to strengthen connections and support events put on by the school. Parents were identified to be supportive, buying tickets to events and serving as spectators to help encourage students to perform. Teachers were believed to volunteer their time for extracurricular activities but were sometimes restricted by low participant turnout. Professional skill from community members was seen as a respected component for enticing participation; however, this type of extracurricular organization was unknown by participants. Still, a community member was

preferred over a teacher so long as they held a degree of expertise. In addition, rejection of an authoritative figure and existence of a power-over relationship seemed to affect acceptance of participation in the extracurriculum.

This category of participants observed the school's extracurriculum as exceptional and as such, found that a requirement of participation was the presence of a specific talent. They also seemed to hold stereotypes of what transpired in some extracurricular activities. As a result, students who participated in the extracurriculum were seen as interconnected and academically successful, which may be understood by this group of participants as exclusionary. In order to entice this group of participants, it was found that they required friends from their peer group to be participating, or being able to interact with social skills assumed to be needed for active participation. As well, the activity needed to be of interest, they needed to have the skill required to perform the activity, and finally, they needed the opportunity to achieve some degree of success. Promotion through word-of-mouth was observed as the primary means to attract participants, but students from this category indicated that this may have only been successful in appealing to homogenous groups of motivated and talented participants. In addition, word-of-mouth advertising, posters, school announcements, bulletin boards in the local town, and Facebook were also identified as means of extracurricular promotional strategies. Worthy of mention, a feature of living in a small island community was recognition in the local newspaper for extracurricular updates and highlights.

Intimidation to join activities also seemed to play a role, particularly from integrating into different social groups as well as having to approach teachers for opportunity to participate. Compounding reasons not to participate in the extracurriculum, activities seemed

to cater to the needs of active participants and not interests identified by this category of student participants. It was believed that extracurricular activities required a minimum degree of skill to participate. As a result, these students seemed to be left in an apathetic state in relation to sense of belonging to the extracurriculum. In addition, it was found that trades-based curricular programming offered at the school may have created a credit-reward system for participation in activities. Although this system was seemingly successful from a curricular perspective, it was identified that in some cases, students of this participant category required the award of credit if they were to pursue additional involvement at the school.

In the following analysis, Jacob and Gillian's perceptions and experience with extracurricular activities are elaborated upon. Again, their experiences are categorized into the five established themes found in the extracurricular programming at Gulf Islands Secondary School.

Community experiences. Participants from this category understood that community members of Salt Spring Island formed an audience for extracurricular activities. When comparing Gulf Islands Secondary School to schools in the rest of British Columbia, it was identified that Gulf Islands Secondary School was more community-based. Gillian stated that "everyone's pretty close and it's all connected" (App. K, turn 90); she also mentioned a "wider spectrum of people" (App. K, turn 92) when speaking about the variety of skills among community members on Salt Spring Island. Jacob spoke highly of community support, particularly noting that he himself was reported twice in the newspaper, something he did not believe would have happened in his previous school in Vancouver or "probably anywhere else" (App. L, turn 80). Recalling contributions from the local town, Gillian felt

that the local grocery store was supportive in contributions (App. K, turn 144) but had difficulty in determining what these contributions were aside from selling wares at high school events (App. K, turn 146). However, the community of Salt Spring Island was identified as a source of fundraising for extracurricular activities. Gillian suggested examples of a car wash and bake sale as events where students became involved in something of interest and were able to raise funding, an outcome that was described as “big things happen” (App. K, turn 256). Jacob also shared a positive perception that Gulf Islands Secondary School’s extracurricular programmes were “pretty highly thought of” (App. L, turn 32) in the community. He felt that community spirit was significant even though “it’s such a small community” (App. L, turn 505) and that “if you do something, you know you can get in the paper for being good at soccer” (App. L, turn 507). He also cited newspaper recognition for his curricular cafeteria programme (App. L, turn 166). He felt that this was a “nice” (App. L, turn 509) aspect of going to school in a small island community.

In conjunction with community efforts, Jacob noted that the local banking organization Islands Trust had volunteered its expertise and time to support curricular programming. Participants from this category suggested that the most frequent role played by community members in extracurricular activities at Gulf Islands Secondary was that of supporters, and also mentioned that local businesses provided contributions (App. K, turn 144). In addition, Jacob felt that from a spectatorship perspective, community members were “really interested in the game” (App. L, turn 206) and that their addition to extracurricular activities “kind of makes it more fun [when] more people show up” (App. L, turn 208). Jacob qualified community contributions with an example from his grade 9 year when he participated on the soccer team and was acknowledged by the local paper for being on the

team (App. L, turn 72). Similarly, Gillian observed parents helping out at extracurricular events and found that some played coaching roles (App. K, turn 148). Of particular interest was Jacob's perception of community involvement at Gulf Islands Secondary School. He described that members of the community will come to "luncheons at the cafeteria" as well as taking part in a school "film festival" (App. L, turn 148). He remarked that lots of people from the community came to the film festival and justified that they "know the high school's here," which led him to the conclusion that "it gets a lot of support from the community" (App. L, turn 150). During his curricular-based chef training programme under the ACE-IT umbrella of skilled-trade courses, Jacob described that the local newspaper came "to take a picture for the front page" (App. L, turn 164) and asked him questions about his thoughts on food. Jacob was quite convinced (App. L, turn 170) that the newspaper was supportive of his efforts at Gulf Islands Secondary School.

Beyond the school's realm of activities, Gillian expressed a positive relationship among community members during "May Long" (App. K, turn 30) or the May long weekend. Here, the community participated in a big soccer tournament where mostly older people played soccer, but which was supported by students and parents from the Gulf Islands. This was a large community event (App. K, turn 32) where local Salt Spring community soccer teams came and played teams from the outer islands as well as teams from Vancouver Island (App. K, turn 38). Although this event was outside of the school's jurisdiction, Gillian found it to be "a big event where everyone comes and just hangs out" (App. K, turn 38) and describes that "even students that graduated [. . .] a few years ago they still come by and [. . .] watch the soccer games [. . .] they're still friends with people that still go to the school [. . .] it's all pretty connected and they just come to support" (App. K, turn

46). This statement may support evidence that respect for Gulf Islands Secondary School exists among past graduates. This event seemed to provide a meaningful community interaction among islander communities, providing evidence that extracurricular activities continued into adult life on the Gulf Islands (Otto & Alwin, 1977; Eccles & Templeton, 2002).

Parents were indicated to be supportive of this participant category, buying tickets to events and displaying acts of passion and encouragement, such as cheering and applause at events (App. K, turns 166, 170). This formed an important student perception of spectatorship (App. L, turn 208; App. K, turns 46, 144, 166). Gillian brought to light that parents of students at the high school provided some coaching capacities, but she could not articulate specifics. Although Gillian was not currently active in extracurricular activities she did feel that if she was involved, her mother would be supportive in a voluntary capacity (App. K, turn 152). She described that parents were the main supporters for the extracurriculum and that they came out “to support their kids” (App. K, turn 166). She further identified that some parents played sports on adult teams, forming an underlying reason for the community’s exceptionally high commitment to supporting students. For example, Gillian recollected that parents “even if they're not stoked to be standing out in the rain at a soccer game, they’re still doing it to watch [their] kid get that one goal” (App. K, turn 170).

Within this category of participants, there was indication that teachers really needed volunteers to help them keep extracurricular activities in operation. This was recognized in the commitment required by teachers to recruit students, which was considered a challenging obstacle to overcome. Speaking on teachers who volunteer time with extracurricular

activities, Gillian stated: “there’s not that many students into it and they can’t really do much about it [. . .] they can’t just keep it going by themselves, they need people” (App. K, turn 206). One solution to recruiting this category of participants was indicated by Jacob, who felt that professional skill of people outside the school “definitely entices me” (App. L, turn 308). When asked whether he preferred to have a teacher running an extracurricular activity versus a community member, Jacob responded that “a community member who knew what they’re doing” (App. L, turn 458) was his first choice, and offered a suggestion for “a retired [. . .] person [who] used to direct or something” (App. L, turn 457). He also described that such a person needed to be good at teaching or that they could be a school teacher and that “it doesn’t really matter to me as long as they know what they’re doing” (App. L, turn 465). This category of participants seemed to indicate a need for participation of the community in the extracurriculum. Further investigation is therefore warranted to identify the extent to which members of the community currently volunteer their efforts at Gulf Islands Secondary School.

Experiences within the student body. Gillian found that a fellowship existed among students at Gulf Islands Secondary School but also perceived that you needed to have talent to participate in activities (App. K, turn 02). However, she was supportive of the high school’s sports teams, and speaking as a spectator, she claimed that she would “go and cheer them on and [that] it’s fun” (App. K, turn 26). She mentioned that at Gulf Islands Secondary School, there was an element of connection to previous graduates of the high school (App. K, turn 46). Some of them would return and watch the school soccer games, which offered her an opportunity to socialize and catch up (App. K, turn 50).

Jacob compared his experience at Gulf Islands Secondary School to his previous secondary schooling in Vancouver. He explained that he felt Gulf Islands Secondary School extracurricular activities were “surprisingly good compared to other schools” (App. L, turn 06) and that “it was a pretty good school [for extracurricular activities]” (App. L, turn 08). From his point of view, this school had “really good soccer, really good drama, really good music” and particularly emphasized that “[their] music is pretty spectacular” (App. L, turn 10). Jacob justified his positive remarks about Salt Spring Island by indicating “that the amount of energy people are willing to put into it over here is a lot higher” (App. L, turn 14); he also felt that the school was more personal and provided “a really nurturing environment” (App. L, turn 26) and overall, better experience for students as they seemed to be “happier people” (App. L, turn 20). This may suggest that the underlying culture within a high school is a significant factor in gaining critical mass of the student body to participate in extracurricular activities (App. K, turns 206, 210, 216). Even though Jacob described himself as a nonparticipant of extracurricular activities, he did believe that extracurricular activities at Gulf Islands Secondary School were “pretty highly thought of” (App. L, turn 32).

Within the student body, Gillian found that “a lot of the students belong[ed]” (App. K, turn 84) to extracurricular activity groups that had student leaders (App. K, turn 84). She further observed that students who were “on the soccer team [were] also in [. . .] the math club” (App. K, turn 96) and that it was all interconnected (App. K, turn 102). This grouping may indicate that a closed circuit of student-to-student recruitment exists within Gulf Islands Secondary School, where participating students only recruit other participating students, which might exclude nonparticipants. Adding to this exclusionary process of recruitment in extracurricular activities, Jacob agreed that programming had always been a positive

influence but notes that as a student, he needed social skills, which he defined as “a sense of camaraderie” (App. L, turn 366) in order to participate, and used the example of the school soccer team. Compounding the issue of attracting nonparticipants, Jacob reacted positively when asked if he was more of an individual (App. L, turn 370).

When asked to compare activities offered at his previous Vancouver school, Jacob felt that teachers at Gulf Islands Secondary School were passionate about their work and fundamentally liked to teach (App. L, turn 52). He also provided an example that teachers were caring for their students and “might even go out of their way” (App. L, turn 58). Within this aspect of educational organization, Jacob demonstrated that a community member hosting an extracurricular activity was preferred over a teacher, but qualified that they needed to have some degree of expertise (App. L, turn 457). When asked about the efforts that extracurricular moderators put into their activities, he felt that they tried in an environment where “working with kids in high school can be a bit discouraging . . . a lot of high school kids don’t have a desire to learn” (App. L, turn 178). Still, his experience was that teachers and community members tried to make activities interesting and fun and that their efforts were full of energy (App. L, turn 186). When asked about the differentiation of having a community member come to class, Jacob responded that he did not feel more interested, because “class is class” (App. L, turn 192). However, he particularly enjoyed instances where extracurricular activities were brought into normal curricular classes and provided “a nice little break from school work for a while” (App. L, turn 194). It seemed as though Jacob was unsatisfied with mainstream curricular programming, which might have indicated a reason for his apprehension in accessing the extracurriculum, particularly if moderated by a teacher.

This was further demonstrated by his experience in accessing support which was prevented by his attitude to accepting it (App. L, turn 56).

The workload in his curricular studies and the impact that grading had on his final report were found to be significant pressures that may have prevented him from participating in extracurricular activities (App. L, turn 386). He was also concerned that opting for a lighter workload to take on extracurricular activities might mean that he might need “to be put into a remedial course” (App. L, turn 388) and explained that he had high standards and liked to hand in good work, but qualified with regard to schoolwork that he wasn’t “really capable of good work anymore” (App. L, turn 393). However, he was consistent about his high standards, and qualified that: “I actually like [to] know what I’m doing” (App. L, turn 399). He described his experience in socials where he felt that “I’m just writing about stuff I don’t know about, I don’t really like that . . . I like to know what I’m doing” (App. L, turn 401, 403). His high standards seemed to be derived from his personal competencies, which included his passion “to make good food” (App. L, turn 411). Jacob further demonstrated his passion in a topic that he was comfortable in understanding by describing his favourite dish, “Chicken Cordon Bleu” (App. L, turn 417). When asked about the programmes he was involved in at Gulf Islands Secondary School, he stated that he was only involved in the cafeteria programme (App. L, turn 429). Although this course was curricular, he indicated that he enjoyed it because it was a course where “I don’t really have to use my mind, I just do what I like doing” (App. L, turn 435). This course was taught by a local professional chef and may have indicated a reason for Jacob’s improved interest in the cafeteria programme. When asked whether he would participate if the school put on an extracurricular activity in line with his food interests, Jacob responded that that would help but only if he could get credits

(App. L, turn 443). This may have suggested evidence that utilizing a community member as an extracurricular leader could help attract a student like Jacob to become a participant in extracurricular activities, if the activities fell within his interests. Although necessary to attract Jacob to a curricular-based course, an unfortunate development was the creation of a credit-reward system for pursuing an area of interest. As indicated by authors in the field, a system of enticement may not reap the benefits of voluntary involvement in the extracurriculum and promote development of social capital for a community (Eccles & Templeton, 2002).

Gillian also found the student body at Gulf Islands Secondary School supportive of extracurricular clubs and demonstrated that the Gay Straight Alliance had “a lot [of] students [. . .] that were really supportive [of the club] whether they were straight or not” (App. K, turn 194). Still, she did depict that the student body of Gulf Islands Secondary School held social pressures “to not be gay” (App. K, turn 200), but qualified that there wasn’t that much at the school. She also described a number of students as being highly committed to participating in extracurricular activities and commended them for their level of engagement (App. K, turn 228). In his experience at Gulf Islands Secondary School, Jacob felt that most of the students who participated in extracurricular activities were “kinda successful” (App. L, turn 114) and that they had good grades and were happy (App. L, turn 116). He also distinguished that he didn’t aspire to this type of success, but still felt that he was “fairly happy” (App. L, turn 124). Gillian found participating students to be “go-getters [. . .] all the time” (App. K, turn 290) and said she would rather “curl up” and retreat from the complexities of participation (App. K, turn 290). She was still friends with many students in her grade 12 year, and demonstrated that they had friendly, open relationships (App. K, turn

270), and that Gulf Islands Secondary School had “no cliques” (App. K, turn 276). Adding to this relationship with the senior student body, Gillian felt comfortable enough to bond with other extracurricular-activity participants of Gulf Islands Secondary School such that “it wouldn’t really matter if I had a bunch of friends in there or not [. . .] I’d make friends with people that I’m in there with” (App. K, turn 282). She also held the perception that students on the volleyball team would make her feel valued and she understood that the participating students were all really good friends and had good relationships (App. K, turn 288). While in middle school Gillian had participated in extracurricular activities with friends (App. K, turn 260), she found that since she began high school, “all of my girlfriends have just dropped out of school” (App. K, turn 266). At the time of interview, she still had two or three close friends, but most of them were boys (App. K, turn 264). These friends “skateboard and do all those kind of things [. . .] so [. . .] I just kind of hang out with them” (App. K, turn 266). This could have indicated formation of different social groups found at Gulf Islands Secondary School, with some not being privileged to invitation to participation in school-sanctioned extracurricular activities.

Experiences with extracurricular promotion. Within this category of participants, word-of-mouth advertising was considered a widely used promotional strategy in Gulf Islands Secondary School (App. K, turns 16, 82, 86; App. L, turns 228, 491). Gillian's experience of being on the receiving end of extracurricular promotion, was that the school had a culture of allowing students to choose what they liked to do in regard to extracurricular activities. However, her perception of extracurricular clubs was that “[they’re] just like math and science and they just never have really been my [. . .] strong points” (App. K, turn 128). Admittedly, she wasn’t familiar with most of the clubs (App. K, turn 80), and indicated that

word-of-mouth was her primary perception of promotion for extracurricular activities at the school (App. K, turn 82). It seemed to Gillian that the same students who played on the soccer team also participated in other activities like math club, creating a homogenous group of actively participating students (App. K, turn 96). Gillian recognized announcements and the school newsletter as methods for recruitment for extra help as well as promotion of extracurricular activities (App. K, turn 160). She found that the top three factors in the success of extracurricular activities at Gulf Islands Secondary School were putting posters up throughout the school, getting people excited about an activity, and enticing more people to become involved (App. K, turn 216). She also believed that the school used “bulletin boards downtown” (App. K, turn 244) and that Facebook was a good source of promotion because “everyone’s on Facebook so everyone knows what’s going on” (App. K, turn 244). Gillian considered that “the majority of people in the school” (App. K, turn 246) did have Facebook and that “it’s a good way to get a hold of everyone” (App. K, turn 246).

From his experience, Jacob also qualified that homeroom news, posters, and word-of-mouth were used at Gulf Islands Secondary School (App. L, turn 471, 473). He paid some attention to the homeroom news (App. L, turn 485) but felt the most effective method of promotion for extracurricular activities at Gulf Islands Secondary School was word-of-mouth (App. L, turn 489). Specifically, he favoured a recommendation from a friend over a teacher’s suggestion (App. L, turns 497, 499) and both participants indicated a friend’s recommendation would be their primary consideration (App. L, turn 228, App. K, turn 14). These participants believed that if they accepted a word-of-mouth recommendation, they would then need to approach one of the coaches or teachers for opportunity to join (App. L, turn 230; App. K, turn 08). Jacob noted that posters for theatre were used as methods of

advertisement within the school (App. L, turn 220) but continued to emphasize that his “decisions are based on what others tell me” (App. L, turn 224). Gillian identified her interest in the talent found within the drama and music programmes, and reacted positively to watching practises: “I walk past the dance room and I’ll hear [. . .] the music on and I’ll just [. . .] peek in [. . .] you know there’s practicing and like to see what they’ve been working for [. . .] as a full finished piece of work [. . .] it’s amazing” (App. K, turn 176). Although this experience was incidental, it nonetheless served as an interest point for Gillian and may have indicated that the established arts programming at Gulf Islands Secondary School provided a spark of interest in the extracurriculum for nonparticipants.

Aspects for participation. Although this group of participants were identified as nonparticipants of extracurricular activities, the interviews revealed personal reasons that might help these students accept an invitation to become active in the extracurriculum. It was found that some of the activities offered at Gulf Islands Secondary School made special trips; in particular, the volleyball team had just returned from Hawaii at the time of Gillian’s interview (App. K, turn 08). Gillian felt that this trip “seemed pretty cool” (App. K, turn 10) and added that the improv team also travelled to different places (App. K, turn 76). It was evident that both participants believed the student body contained a multiplicity of talents and skills (App. L, turn 10), with Gillian identifying that Gulf Islands Secondary School held a “wider spectrum of people” (App. K, turn 92). During her timetabled curricular tutorial time she pursued her personal interests in art and photography (App. K, turn 134). These self-selected tutorial directions might therefore provide a means for identifying possible extracurricular opportunities for the school to satisfy. Jacob recognized Gulf Islands Secondary School for its fine soccer and drama programmes, and was particularly fond of the

school's music programming which he described as "pretty spectacular" (App. L, turn 10). He further believed that Gulf Islands Secondary School had a "really nurturing environment" (App. L, turn 26), which had a number of talented people involved in the school (App. L, turn 34). Of note for professional practise, the school's underlying culture seemed to create a foundation that students were proud to be a part of. This was evidenced by Gillian, who described her experience with previous graduates of Gulf Islands Secondary School returning to support sports teams (App. K, turn 50). This development might have suggested a deep respect for the school with positive memories and desires to continue participation in the high school while contributing social capital to the community.

It was also evident that relationships created between students who participated in extracurricular activities were seen to be positive experiences by nonparticipants (App. K, turns 114, 282; 288, App. L, turn 106). For example, Jacob reported his participation in extracurricular activities in middle school as having been particularly positive, and especially remembered being noted in the local paper for playing on the school soccer team (App. L, turn 72). Acknowledgment by the local newspaper for school sporting events and performing arts events provided an element of recognition to these students from the Salt Spring community (App. J, turn 14; App. L, turns 72, 80, and 162). This type of response indicated that community recognition of student activities offered the benefit of valuing student participation and building self-esteem. In comparison to his experience attending an urban school Vancouver, Jacob felt he was unlikely to have received the same recognition in that setting (App. L, turn 78). Although it is improbable that a local community newspaper could provide constant and comprehensive journalism on the high school, Jacob's experience suggested that other media formats could help to deliver recognition of student achievements

related to the extracurriculum. However, such outlets would need to be deemed respectable among students and the community for authentic praise to occur.

In identifying satisfactions related to attending school in an island high school, Gillian believed that “people here just have fun with it” (App. K, turn 20). As mentioned, the school’s weekly timetable configuration made tutorials available, and thus provided Gillian with the opportunity to try out photography. She described that “I would take every chance I get, I’ll go do art [. . .] and yearbook—I’ll take the camera and go take pictures in art; in the art room [and] the environment” (App. K, turn 134). Similarly, when asked about what was most satisfying about the extracurricular activities offered at the school, Jacob felt that students participated because “it might be kind of satisfying, [you will] feel good about yourself [be]cause you’re not just doing work in school but you’re actually working out of school to improve your life” (App. L, turn 106). A possible reason for this positive perspective of Gulf Islands Secondary School’s extracurriculum was that Jacob felt that people who put on extracurricular activities were full of energy (App. L, turn 186). However, it seemed that he did not experience the same optimism about himself when describing how he had been recruited by teachers to participate in extracurricular activities: “they addressed me by my name and asked me to join their team” (App. L, turn 230) but this usually wasn’t sufficient to engage his willingness to participate. Still, he felt that his decisions to participate in extracurricular activities would be based on recommendations provided by his friends and teachers (App. L, turn 228).

Looking at activity aspects that would entice this category of participants into involvement in the extracurriculum, Gillian was impressed with the dedication that students participating in dance and music programmes exerted, particularly in creating “a full finished

piece of work” (App. K, turn 176). She found them entertaining to watch and was impressed with the final production (App. K, turn 184). This indicated that motivation and commitment during the inaugural and preparatory stages of an extracurricular activity were especially important in keeping this category of students attracted to an activity. For Jacob, when asked about things that would help him become more involved in extracurricular activities, he highlighted four ways to become engaged: First, the activity had to look like it might be fun, second was that he wanted opportunity to succeed in the activity, thirdly that he had the skills to perform the activity, and lastly that it must be something he would enjoy learning (App. L, turns 270, 453). One such programme that Jacob suggested he would participate in from 4:15pm until 5:00pm (after school) was a “shop programme” (App. L, turn 286). Assuming that earning credit for extracurricular participation was a product of his involvement in a curricular, skills-based programme (ACE-IT chef training), he also believed that gaining credits was an incentive for him to participate in extracurricular activities (App. L, turn 108). Jacob also added that an important aspect to his participation was having friends in the programmes (App. L, turn 302) and that he needed certain social skills to participate (App. L, turn 362). This comment was related to previously having been a member of soccer team. He defined these skills as being able to have “a sense of camaraderie” (App. L, turn 366). This was further qualified by Gillian who demonstrated that extracurricular activities were divided between students who “belong” (App. K, turn 84) and those who do not. Jacob also described how his friends and teachers were deciding factors for him to join an extracurricular activity (App. L, turns 224 and 489) and further specified that he would take a recommendation from a friend over that of a teacher (App. L, turns 497 and 499). Similarly, Gillian mentioned that “I’ve got my two or three little group of really good close friends [. . .] they skateboard and

do all those kinds of things [. . .] I just kind of hang out with them . . . I don't skateboard" (App. K, turn 266). It may be presumed that this social group does not participate in the school's stream of extracurriculum. Gillian's reliance on her close friends could play a role in determining her participation in an activity, which suggests that those who do engage in extracurricular activities may have more social exposure with students who actively participate and therefore also have greater exposure to word-of-mouth advertisement. This might be evident with active participants who are involved in more than one extracurricular activity, and are therefore exposed to likeminded students who may help to recruit them into additional activities (App. I, turn 04; App. J, turn 190). From a nonparticipant perspective, Gillian further qualified that students who belonged to one extracurricular activity would also belong to others (App. K, turn 96), demonstrating a tightly knit group of "interconnected" (App. K, turn 102) active participants. Those who did not participate in the various social groups created by extracurricular activities might not be exposed to the same invitation to belong. Jacob experienced this divided student body, stating that: ". . . well most of the kids in the programmes are kind of successful" (App. L, turn 114). This may indicate that students who do not participate in extracurricular activities would likely experience a closed-loop information process that might continue to direct these students away from the extracurriculum. It can be suggested that both Gillian and Jacob might belong to inactive extracurricular participant social groups and that a difference existed between social groupings of active and inactive extracurriculum participants. If so, this might indicate that Jacob, Gillian, and their respective social groups were not privy to word-of-mouth advertisement generated by active participants.

Within these nonparticipant peer groups, it seemed that perceptions of extracurricular activities might be inaccurate. For example, Gillian believed that extracurricular clubs were based on science and math, both of which she felt incapable of pursuing (App. K, turn 128), and also didn't have a realistic impression of what transpired within these clubs (App. K, turn 104). She believed that satisfaction from the extracurriculum was derived from preconceived stereotypes such as: "an experiment and it works out" (App. K, turn 104) or "the soccer team goes off island and there's a game and they win" (App. K, turn 104). She also believed that to gain student interest for participating in extracurricular activities, they needed to have a "mind state [and that] they have [to] be into [it] and want it [as well as] helping [to] contribute" (App. K, turn 210). She also believed that aspects to improving participation in extracurricular activities included activity leaders' needing to actually get it going, then follow through with making the activity a reality (App. K, turn 218). Jacob on the other hand, perceived that professional skill of activity leaders enticed participants to become involved in extracurricular activities, and personally respected those who were "skilled about what they do" (App. L, turns 308, 336). This could indicate that Jacob's curricular experience in defying power-over relationships with his teachers meant that a community member who led an extracurricular activity was preferred over a teacher—so long as they held competence in the activity (App. L, turn 457). Jacob expressed much interest in professional skill as a positive influence on his interest to join an extracurricular activity, qualifying that experienced professionals "[might have] it better right now among some students" (App. L, turn 310). For example, he believed that the drama teacher held such respect in that he "is like a really talented guy, he knows what he's doing" (App. L, turn 46). He also reacted positively to Gulf Islands Secondary School's drama programme (GISPA), in which he

believed the school invested much effort and professional skill (App. L, turn 44). It seemed as though this category of participants had difficulty in satisfying personal reasons to become active members in the extracurriculum. Further, this issue seemed compounded for both participants through experiencing lack of extracurricular involvement among their respective peer groups.

Barriers to participation. Students interviewed in this participant category suggested reasons that might prevent them from accessing and participating in the extracurriculum at Gulf Islands Secondary School. It was identified that these participants felt that the school offered some good programmes, but wondered if participating students had fun in them “from being good athletes” (App. K, turn 02) and enjoyed the extracurriculum because they had an advantage of skill. From Gillian’s observation she perceived that the student body had “a lot of good athletes” (App. K, turn 02), which might have been intimidating for nonparticipants who held less developed abilities. Jacob in particular, experienced lack of skill in the school’s extracurricular offerings, which might have led him to the conclusion that: “I don’t have too many [. . .] special talents and I kind of know that, and so it’s hard to motivate myself [be]cause I know exactly what I’m capable and not capable of” (App. L, turn 358). As evidenced (App. L, turns 372 and 443), Jacob does have special talents, particularly in food and woodwork. However without these activities, Jacob might feel alienated to participate in extracurricular programming at Gulf Islands Secondary School. It might be presumed that a sense of hopelessness persisted in Jacob and that current outlets for him to explore his talents were unavailable. As his talents were seemingly unsatisfied, the school’s systemic methods for identifying specific talents might be considered ineffective. The outcome for Jacob was a “sit and wait” attitude that he

demonstrated as “so far nothing’s really come my way” (App. L, turn 360). When asked what would overcome his barrier to participation he felt “nothing so far that I can think of or [. . .] I’ll probably be pursuing it” (App. L, turns 380 and 439). Further, it was difficult for him to come up with ways in which he could help make an extracurricular activity within his realm of interests a success or even a reality (App. L, turn 320). Gillian also held a passive attitude to engaging the extracurriculum, choosing to be kept “warm and safe” (App. K, turn 290) rather than initializing membership as a participant. Within Gillian’s conversation, she demonstrated that as a nonparticipant it was up to her to contact coaches and to initiate inquiry to the extracurriculum (App. K, turn 08). Seemingly, due to her status as a nonparticipant this might be a difficult task. This raises the factors of the school’s ability to provide an unintimidating means to access an activity, transparency in what actually happens in each particular extracurricular activity, what skills are required, and what measure of success will be achieved as an outcome.

When asked about what his parents thought about the extracurricular activities offered at Gulf Islands Secondary School, Jacob felt that “they really don’t have too much knowledge about them” (App. L, turn 36). As parents could be suggested as an additional method of promotion for the school to entice students into participation in extracurricular activities, inculcating relevant knowledge and awareness in parents might serve as a crucial link between home and school to help engage nonparticipants. In conjunction with additional support, Gillian’s perception was that teachers at Gulf Islands Secondary School were highly driven to keep extracurricular activities going, but she believed that “they just can’t keep going on their own” (App. K, turn 206) and “They can’t just [. . .] keep it going by themselves, they need people” (App. K, turn 206, 208), which indicated a call for

mobilization of extracurricular volunteers to help keep programmes running. In addition, Gillian indicated that if a club or activity was cancelled due to lack of student involvement, it becomes more difficult to re-attract students to participate if it was attempted to be run again. Gillian perceived that the student body might believe: “well, last time it didn’t really work out, so it might not happen this time” (App. K, turn 218). These factors could indicate a potential for teachers to be overwhelmed with responsibilities within extracurricular activities and could suggest that additional support through volunteerism might be a significant benefit.

Reflecting on negative aspects of extracurricular delivery, Gillian found that more urban-based schools on Vancouver Island were “really competitive and get strict about [extracurricular activities]” (App. K, turn 20). Similarly, while comparing his experiences of the Vancouver school system to Gulf Islands Secondary School, Jacob’s perception of staff in Vancouver were that they were “kinda working for money, not [. . .] because they’re passionate about it” (App. L, turn 48). Continuing with this comparison, during Gillian’s visits to schools off Salt Spring Island she found them to be “not open-minded” (App. K, turn 72). However, island schooling imposed limitations on the variety of extracurricular activities offered at the high school. Comparing to off-island schools, Gillian found they “definitely have [. . .] a few different sports that they do [. . .] I don’t think we have a hockey team or [. . .] a rugby team [. . .] we have [. . .] soccer and football and volleyball and [. . .] a few other ones but just [. . .] all the basics but just a few of them” (App. K, turn 64). One possible reason for Gillian’s barrier to participation was that she believed the school had “just a few” (App. K, turn 64) of the basic extracurricular activities on offer. In addition, she found that access to some extracurricular activities required a monetary commitment “to buy all the equipment and pay to go off island and pay for the [. . .] outfits or jerseys” (App. K, turn

108). In fact, she thought that with certain activities “some people can’t really afford to be in them” (App. K, turn 108) and found this barrier to be inequitable, claiming that “some people just really want to play but you know families can’t afford it, so it’s pretty unfair” (App. K, turn 114). Her opinion on this barrier was that “it’s wrong” (App. K, turn 116). Once the financial barrier was removed in the interview questioning, Gillian believed that within extracurricular activities there might be “people in there that you [. . .] don’t get along with or [. . .] they do things that you’d just rather not do” (App. K, turn 124) and summed up that “I just don’t belong in those clubs” (App. K, turn 126) and that she wouldn’t spend the extra time to go and participate in these activities because she just wasn’t interested (App. K, turn 130). She also felt that participating in extracurricular activities required a lot of effort and time, and you’ve got to be really serious (App. K, turn 178). As an example of this experience, she had tried a dance class once and remembered it starting off with ballet, which she “wasn’t into” (App. K, turn 184). As Gillian described, the class began “just slowly [with] stretches for [. . .] the first week [. . .] and for weeks and weeks and weeks [. . .] by the end it would probably be worth it [. . .] but it’s just getting there” (App. K, turn 182). Although she said she wasn’t “into” ballet, she found that she became impatient with it and only “stayed in for a little bit” (App. K, turn 182).

In evaluating his reasons for not taking on the extracurriculum, Jacob found that his “obligation to do school work” (App. L, turn 322) was a significant barrier. He felt that he didn’t have enough spare time (App. L, turn 324) to participate in the extracurriculum, and was candid in describing a personal “general lack of motivation” (App. L, turn 332). Seemingly, his work load in curricular courses was indicated as a significant barrier to accessing the extracurriculum (App. L, turn 386). He felt that by giving him a lighter

workload without it affecting his final grade or without his being put into a remedial course (App. L, turn 388), the school might help him engage the extracurriculum. Another difficulty Jacob suggested was his own personal drive to become involved in extracurricular activities and his choosing not to overcome these barriers (App. L, turn 439). However, when asked if there was something that a teacher, parent, or community member could do to help him overcome his barrier to participation, Jacob felt that earning credits for participating in an extracurricular cooking class would be of interest to him (App. L, turn 443). As Jacob may feel incapable of participating in some of the current extracurricular offerings at Gulf Islands Secondary School, he indicated that he wasn't going to become a participant unless an activity within his interests became available. However, he felt: "So far nothing's really come my way" (App. L, turn 360). During the interview, Jacob explained he had previous experience participating in soccer during his earlier school years but decided that he would stop at season's end and then didn't pursue this interest in subsequent years (App. L, turn 525). He qualified that he "just lost interest" (App. L, turn 529) even though he was approached and asked if he would rejoin the team (App. L, turn 535). Jacob declined (App. L, turn 543) and agreed that he made a personal decision (App. L, turn 545) to terminate his involvement. Further investigation may be warranted to understand reasons for student resignation from extracurricular activities.

As mentioned within extracurricular promotion, participation was dependent on Jacob's social group, who could be the key influence in his decision to participate or not participate. It was conceivable that within the school body, separate social groups existed. Jacob found that a barrier to his participation was that he did not have the social skills to participate in the extracurriculum (App. L, turns 362 and 366) and also suggested that he did

not have friends who participated in extracurricular programmes within his realm of interests (App. L, turn 302). As well, the personal invitation from teachers to participate in the extracurriculum might also not be effective with Jacob as he was not readily accepting of support from staff at Gulf Islands Secondary School, which he agreed existed but only “if you’re willing to take it” (App. L, turn 56). Investigation would be required to uncover the mental barriers to accessing support within an island school for curricular programming; however for the purpose of this study on the extracurriculum, it was possible that student denial of an authoritative figure (namely a teacher) through personalized teacher recruitment strategies could have prevented extracurricular participation from nonparticipants. A skilled community member might be a more acceptable candidate to entice this category of participants.

Another possible barrier to participation was the extended school day, which was indicated to impede student ambition to attend extracurricular activities. For example, Gillian felt that:

some people [. . .] they really want to play soccer but they just don’t want to have to get up at 6:45am and be at school by 7:30am in the morning to do an hour and a half practise before they have to go to school for another six hours [and] then they can finally come home. (App. K, turn 226)

Clearly, Gillian’s comment indicated that a school day with the addition of participation in an extracurricular activity was a significant commitment. As a nonparticipant, it was likely that this commitment was difficult and less of a priority for her. Similarly, Jacob felt he did not have enough time or energy to put into the extracurriculum (App. L, turn 88), which was further articulated by diminishment in his physical ability to

perform in sports-based activities (his previous extracurricular participation was in soccer), a decline that he attributed to smoking (App. L, turn 98). He further qualified that even after teachers had attempted individual strategies to attract Jacob to participation he still felt that “I don’t have a lot of energy to put into things” (App. L, turn 236).

With application to extracurricular activities, Jacob found that he struggled with regular classes because he didn’t know what he was doing (App. L, turn 400). He commented that he really didn’t like classes where he didn’t have some degree of competence to give him confidence to produce work to “a high standard” (App. L, turn 394). He further stated his success model in that “I like to actually [. . .] know what I’m doing” (App. L, turn 399). Jacob described this sensation through his ACE-IT cooking programme, and demonstrated his passion for high standards in making “good food” (App. L, turn 411). Jacob reacted positively to a suggestion of working in a wood shop and building things, but when asked if the school put on an activity addressing his skills he claimed that “nothing so far” (App. L, turn 380) had come along to overcome his barrier to participation in extracurricular activities. This might have demonstrated a disconnection from schoolwork and could be derived from Jacob’s mentality on how students become academically competent. Delivering this type of transparency for curricular success for island high school students requires further investigation. However, for the purpose of my research, this provided a key component in attracting students who have academic averages 70% and below who do not participate in extracurricular activities. Within extracurricular activities, it may be suggested that students require a degree of proficiency in order to instil a desire to participate. This can be further qualified by Jacob’s satisfaction in participating in his cafeteria curricular programming (App. L, turn 425, 429, 433), which provided him with an opportunity to continue his

learning in a topic (namely food) where he had some degree of knowledge and competence. He further described that his curricular cafeteria programme had an aspect of automation where he didn't really have to use his mind (App. L, turn 435). It could be possible that Jacob didn't really look at this programme as a discipline of curricular education but instead created a positive school-based experience (App. L, turn 435). In contrast with his traditional curricular programming (such as socials), his cafeteria programme provided him with an opportunity to apply a skill-set learned in his personal life, use these skills while performing tasks within his capabilities, and advance learning in the topic. This finding may contribute meaningful organization in extracurricular activities for attracting nonparticipants from this participant category. Through conducting a survey of personal skills and passions of the student body at this island school, it is possible that extracurricular programming could be aligned to attract a greater number of nonparticipants.

Summary

The participants revealed their experiences with the extracurriculum at Gulf Islands Secondary School, often improvising to best demonstrate their observations. These students indicated differences between their needs and means for accessing extracurriculum. Some organizational aspects of extracurricular activities hindered student involvement; however, this can be adjusted to enhance levels of participation. This gap in correlation between educational organization and student needs represents a missing link in the transmission of extracurricular offerings, their provision, and lastly, their delivery at this island high school. This case study concentrated on revealing the lived student experience constructed by interpreting student realities, and demonstrated reasons for student engagement and disengagement in an island high school setting. The data collected and interpreted here

suggest case evidence of student extracurricular experiences and offer a voice for island high school students. In chapter 5, I provide recommendations to improve extracurricular participation at an island high school.

Chapter 5: Summary and Recommendations

Summary

The participants selected for this study provided a collection of evidence highlighting themes that developed when asked about their perceptions of extracurricular activities. At points they shared similar experiences, indicating issues for practitioners to address and rectify in the organization of Gulf Islands Secondary School's extracurricular programming. At other points, they independently contributed evidence relating to their personal situations, which provided research issues needing further address. The next section will focus on revealing the recommendations for practitioners to help enhance extracurricular programmes at an island high school.

The following recommendations are a result of the perceptions of four students at Gulf Islands Secondary School. To reiterate, this study sought to uncover two research questions, namely:

- What are the experiences of senior island high school students with a cumulative average of 80% or above, and who are actively involved in extracurricular activities?
- What are the experiences of senior island high school students with a cumulative average of 70% or less, and who are not involved in extracurricular activities?

Based on the findings in chapter 4, senior high school students earning a cumulative average of 80% or above and involved in extracurricular activities found that school culture played a role in their involvement, specifically that excellence was expected of them. They believed that participation in the extracurriculum provided transferable motivation for wider school involvement. Community members were noted as being respected and necessary to support activities; however, opportunities for hands-on involvement in the instruction and

function of activities were found to be limited. However, in audience and fundraising capacities, community members were identified as essential to the promotion and success of the extracurriculum. Passion, variety, purpose, and ability to successfully operate an activity seemed to be the most attractive features of Gulf Islands Secondary School's extracurricular programming. In particular, coaches and teachers were found to have a passion for the activities they offered and were seen as sources of encouragement. In accessing the extracurriculum, participants identified that they needed to go out of their way to find out about activities, build relationships to access word-of-mouth advertising, and remain aware of in-school methods of promotion such as posters, dropping in to try an activity, and accepting personalized teacher invitation to participate. It was believed by this group of participants that a mental perspective prevented some students from accessing the extracurriculum. In particular, an inclination to be unmotivated towards aspects of education was presumed to be caused by rejection of teacher influence. For students who did participate in the extracurriculum, word-of-mouth seemed to be the most effective means for becoming aware of potential extracurricular interests. However, it was also conceded that this promotional strategy might prevent students who do not participate in activities from being aware of opportunities to become involved. School-day configuration was identified as a limitation to engage the extracurriculum. An extended school day was believed to be an obstacle to becoming motivated to participate in after-school activities. These comments form a summation of the experiences of students who hold an academic average of 80% or above and participate in one or more extracurricular activity.

The next segment responds to the experiences of senior island high school students with a cumulative average of 70% or less and who were not involved in extracurricular

activities. This category of participants identified a positive community culture that supported students in their extracurricular endeavours. They perceived island living as a developmental environment that seemed to be comprised of happy people. Being part of a small community local made recognition of their efforts available to students. This interconnected community was reinforced by previous graduates returning to the island to support students at extracurricular events and for this category in particular, this served as an opportunity for socialization. Parents were identified as contributors to the extracurriculum, buying tickets to events and providing spectatorship. This was observed by participants and may serve as an indication of roles needed to be fulfilled at events. Volunteers were needed to support teachers in hosting extracurricular activities and the evidence may suggest that certain activities do not have the degree of support necessary for their continuation. Skilled trades, certain arts programmes, and activities that were logistically challenging from an island perspective were found to be missing from the extracurriculum. Further research is required into the historical offerings at Gulf Islands Secondary School, including an evaluation of reasons for cessation of past extracurricular activities. Professional skill of activity hosts was understood to be enticing to this group of participants and a community member was preferred over a teacher. Accessing the extracurriculum was more difficult for this category of participants, as word-of-mouth advertising for the extracurriculum seemed concentrate amongst those who actively participated in activities. As such, this category of participants may have held preconceived notions of success, such as good grades and being a self starter being requirements for participation in activities. Further, current offerings in extracurricular activities seemed to be intimidating to this category of students, particularly if they did not share a similar advantage in skill. Compounding this anxiety, a nonparticipant

would need to approach a teacher for admission to the activity, which could be a daunting task with an authoritative figure for underperforming students. In addition, it was identified that other promotional media for the extracurriculum were known, including posters, announcements, bulletin boards in the local town, and Facebook. In order to attract this category of participant, it was indicated that friends needed to be participating in an activity, that as a participant one held some skill and interest in the topic, and finally that there was potential to succeed. Without a reason to engage the extracurriculum, it was found that this category of student may have become apathetic toward participation. This may have contributed to a lower self-esteem and self-worth. In addition, a lower psychological perception of self and monetary barriers to participation were also indicated. The longer school day and workload in curricular education affected the perceived amount of spare time available, but lack of personal motivation was defined as a reason for not accessing the extracurriculum. These comments form a conclusion for the experiences of students holding an academic average of 70% or less and not participating in any extracurricular activities. The next section provides implications and recommendations for professional practise, and calls for further research on the extracurriculum.

Recommendations

This case study provided an inquiry into the extracurricular experiences of island high school students and as such, the implications and considerations in this section suggest possible application for other island high schools in present-day education. This section identifies six recommendations for practitioners to assess and address in the offering of extracurricular activities.

Recommendation #1

The methodology used in this research forms a structure for other educational practitioners to apply to other educational settings. The student perceptions revealed in this study suggest that this type of research approach may be effective for evaluating extracurricular programming at an island high school. As such, this study can be replicated in other schools to evaluate student perceptions of their own unique extracurricular organization. Using this particular case-study method provided a student-based evaluation. This offers opportunity for replicability in evaluation of other school extracurricular programming, which may help to uncover potential barriers to access for students. The methodology used in this study satisfies the literature as per Lewis (1989), who rationalized that “no one has bothered to ask the students why they do or don’t participate” (p. 5). This was also indicated by Eccles et al. (2003) and Mahoney and Cairns (1997). Although this study had limitations to its findings in that they most closely correlate to an island high school setting, the methodology used to evaluate island high school student perceptions can be transferred to other school settings.

It may also be logical that further research be performed into the evaluation of other facets of extracurricular organization, including the perceptions of extracurricular activity leaders, teachers, community members, and administrators. In conjunction with this research, this type of evaluation may provide island high schools with deepened understanding for engaging students with the extracurriculum while improving academic standings, as confirmed by Eccles and Templeton (2002), Guest and Schneider (2003), and Holland and Andre (1987). Using the data collection and analysis methods applied in this study and procedures listed in Appendix H, the methodology provided evidence to uncover several

findings of student perceptions of the extracurriculum. This methodology can be replicated and applied to other contexts of an island high school as well as other educational organizations, providing a measured evaluation of perceptions revealed during interview. Furthermore, this methodology is transferable to other aspects of educational research and is particularly relevant in assessing student perceptions, particularly for 21st-century learning where student voice is becoming increasingly relevant in the restructuring of educational organization (Ontario Education Research Panel, 2010). It is recommended that the methodology used in this study be replicated in other school settings to capture the student experience in extracurricular activities and address barriers to participation.

Recommendation #2

This research confirms that with participation in the extracurriculum, the culture of the student body was improved. Each of the participants selected for interview provided evidence that their underlying school culture had a positive impact on the student body. The sense of legacy and excellence intertwined into the school culture provided students with a positive school environment. Although nonparticipants chose not to participate in extracurricular activities, they identified a positive school environment that enabled them to form respectful relationships. The school was noted for having a nurturing environment, which was found to be a significant factor for gaining critical mass of the student body to participate in extracurricular activities. This confirms research provided by McNeal (1998), who found that higher student involvement improves school culture and creates a positive influence on the student body. For practitioners, this suggested evidence that an island school's underlying culture creates a foundation that students were proud to be part of and, as

demonstrated in this research, leads to community school support with students returning to the high school and contributing socially.

Recommendation #3

Within this study, it was revealed that word-of-mouth advertisement for the extracurriculum was the most prominent means for students to learn about events and activities. Although word-of-mouth provides a personal recommendation between students, this method seemed to prevent nonparticipants from obtaining information on existing extracurricular activities. This was attributed to segregation of social groups within the high school, creating closed loops of information between participants and nonparticipants. As a result, nonparticipants experienced a misunderstanding of what actually transpires in an extracurricular activity and in some cases unawareness that certain activities existed. Investigation into organization and transparency of the extracurricular programmes is needed to help nonparticipants gain access to becoming informed of the particulars and availability of programmes at this island high school. This could be done with a current and accessible list of extracurricular programming in conjunction with a promotional description for each activity offered throughout the school year. The list should be accessible by each student at any point during the year and may benefit from use of a social-networking communication system. As identified by participants in the study, Facebook provides such means and offers the capacity to include promotional video material. However, the application of such promotional methods would require a moderator to help encourage access, identify areas of interest, and protect against possible misuse.

Recommendation #4

During the study, it was assessed that differentiation in extracurricular activity offerings was needed. Among island high school students, current activity offerings were not able to attract students who were not willing to become engaged in traditional extracurricular activities. Within this island high school, a multiplicity of talents and skills existed within the student body. Without activities of interest for nonparticipants the result was a barrier to participation created by a passive attitude to initializing membership in activities that held little relevance. With a mismatch in student interest, reasons for not engaging the extracurriculum were compounded. An island high school would benefit from a survey evaluating student interests and creating an organizational plan assessing available talents among staff and community members to address student needs within the extracurriculum.

Recommendation #5

As this research was set in a small rural island community, it was assumed that volunteerism drives community members to offer their time in the extracurricular pursuits of the school, as identified in the literature by Eccles and Templeton (2002). However, the findings of this study demonstrated that there was an unclear perception of active community volunteerism in the operation of extracurricular activities among the student body. A barrier may exist in utilizing the professional skill available in the community and offering positions or duties where these skills may be applied to make meaningful contributions to extracurricular activities. Students seemed to view volunteerism from the island community in spectator and audience capacities, supporting student productions and sports events. Students selected for the study identified that the local community held a spectrum of skills relevant to the extracurriculum; however, it was unknown to what extent community

members became involved with extracurricular activities offered at the school. This indicates a need to create transparency and recognition of the efforts provided by community members to the school's extracurriculum. It was evidenced by the students of Gulf Islands Secondary School that community members and teachers who engaged in extracurricular activities found the experience to be positive and rewarding, similar to the culture found among the student body. This echoes research from Feldman and Matjasko (2005) who found that student and community relationships provided foundation for developmental contexts among community, family, and peers. It was evidenced in this study that transparency was needed between school and community, highlighting the merits and benefits that community participation plays in the development, attraction, and interest of island high school student participation in the extracurriculum.

Recommendation #6

This study also identified implications to the extracurriculum from an elongated school day. The students selected for interview in this study provided evidence that the configuration of the school timetable based on a longer school day was found to limit student drive to participate in extracurricular activities after school. It was revealed that a six-hour school day (excluding lunchtime) impeded participation in extracurricular activities because they required extra time and a deep commitment to participation. This was perceived to be a setback for students who wanted to participate in the extracurriculum, but did not have the drive or commitment to take on an extracurricular activity in addition to performing regular curricular duties such as attending class and completing homework. It is recommended that further research be undertaken on the effects and implications of an elongated school day for island high school students.

These final recommendations bring an end to this study, “The Extracurricular Experiences of Island High School Students.” The perceptions provided by participants in this study provide an inaugural investigation into student voice, helping orient educational practise toward addressing 21st-century learning needs. It was indicated that educational change was a feature in the development of the extracurriculum, and this study indicates a necessity to consult the views of the students who will be experiencing these changes. It is my hope that research of this type will continue in our schools and will provide practitioners and stakeholders with an accurate interpretation of the effects our systems have on our students.

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Appendix A

Ethics Waiver



University
of Victoria

Human Research Ethics Board
Office of Research Services
University of Victoria
Administrative Services Building B202
Tel 250-472-4545 Fax 250-721-8960
Email ethics@uvic.ca Web www.research.uvic.ca

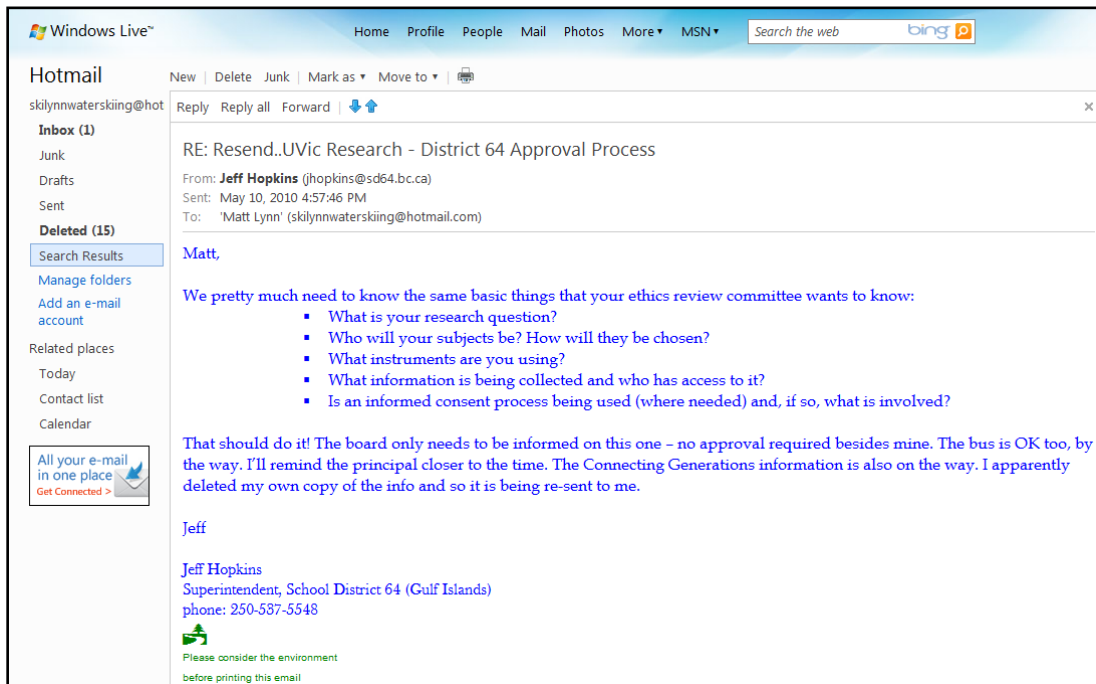
Human Research Ethics Board Certificate of Approval

<u>Principal Investigator</u> Matthew Lynn Master's Student	<u>Department/School</u> EPLS	<u>Supervisor</u> Dr. Carolyn Crippen	
<u>Co-Investigator(s):</u>			
<u>Project Title:</u> The Extracurricular Experiences of Island High School Students			
<u>Protocol No.</u> 10-245	<u>Approval Date</u> 23-Jun-10	<u>Start Date</u> 23-Jun-10	<u>Expiry Date</u> 22-Jun-11
Certification			
This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Participants.			
<p>This Certificate of Approval is valid for the above term provided there is no change in the protocol. Extensions and/or amendments may be approved with the submission of a "Request for Annual Renewal or Modification" form.</p>			
<p>_____ Dr. Afzal Suleman Associate Vice-President, Research</p>			

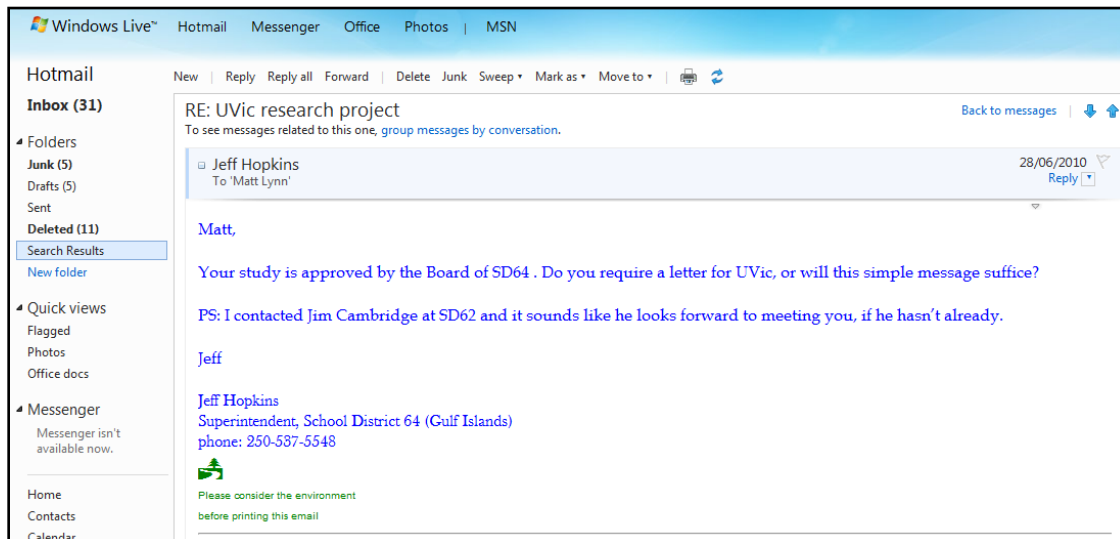
10-245 Lynn, Matthew

Appendix B

Request for Permission and Approval to Conduct Research



Request for permission



Approval to proceed

Appendix C

Student Volunteer Survey

You are being invited to participate in a survey on behalf of the University of Victoria. I Matthew R. Lynn, a graduate student researcher of the University of Victoria will be conducting this survey and can be contacted at mlynn@uvic.ca or 250 XXX XXXX. This survey is completely voluntary and you are not obligated in any way to answer the questions presented below. The purpose of this survey is to locate participants for an important study on education and extracurricular activities. This survey will be issued and collected by the above researcher and the information you provide on this survey will only be made available to the researcher for evaluative purposes.

The survey will take approximately 10 minutes to complete. If you later decide that you wish not participate in this survey, it will be destroyed or given back to you at your request.

Instructions: For questions 1 and 2, place a checkmark in the box which you feel most appropriately describes your situation or experience. For questions 3 and 4, complete in short answer format.

Name: _____ Age: _____ Grade: _____

1. Which of the below best describes your involvement in school sponsored extracurricular activities? (eg. Athletics, Clubs, Groups, Councils or Societies, or Intramurals)

- I regularly participate in one (1) or more school sponsored extracurricular activity.
 I really don't participate in extracurricular activities.
 I participate in extracurricular activities outside of the school.

2. Which of the below best describes your overall academic average?

- 80% or above
 70% to 80%
 60% to 70%
 50% to 60%
 50% or below

3. If a friend from another school asks you why students participate in extracurricular activities at this school what would you tell them?

4. If a friend from another school asks you why students *do not* participate in extracurricular activities at this school what would you tell them?

Thank you for taking the time to complete this survey.

Appendix D

Participant Interview Questions

- (1) If a friend from another town asks you about this school,
 - (a) How would you describe the extracurricular activities at this school?
 - (b) What do other people outside your school think about the extracurricular activities offered at this school? (others – other community members or area residents outside the school)

- (2) What makes the activities offered at this school different from other schools in your area? In British Columbia?

- (3) Current and past satisfactions/dissatisfactions
 - (a) What do you find most satisfying about the extracurricular activities offered at this school?
 - (b) What are you most dissatisfied with at this school in activities offered?

- (4) Community aspects
 - (a) What is the role of the community with extracurricular activities at this school?
 - (b) How do people from the community help out with activities at this school? (prompt for specifics if necessary)
 - (c) How would you describe their attitudes and efforts?

- (5) Past history of change efforts
 - (a) Has this school always had success in their extracurricular programs?
 - (b) As you think back over the last several years, were changes made that were important to the current success or unsuccessful aspects of this school's extracurricular activities?

- (6) Important aspects/barriers
 - (a) What important aspects of this school's extracurricular activities contribute to its success?
 - (b) How do you think these aspects have helped make your school successful?
 - (c) What gets in the way of improving student participation in extracurricular activities in this school?
 - (d) What have you done to overcome these barriers?
 - (e) How do students become aware of the extracurricular activities offer at this school? (prompt for specifics if necessary)

- (7) What other things make extracurricular activities at this school successful?

- (8) Is there anything we haven't discussed that you feel is an important element to the success of extracurricular activities at this school?

- (9) Is there anything anyone would like to add before we end our recording?

Questions modified and derived from: Barley, Z. A., & Beesley, A. D. (2007). Rural School Success: What Can We Learn? *Journal of Research in Rural Education*, 22(1), 1-16.

Appendix E

Extracurricular Activities Offered at Gulf Islands Secondary School

Basketball	Homeroom Representatives
Better Than Glee Club	Improv Team
Connecting Generations	Intramurals
Crazy Cos Players (Anime Club)	Jazz Band
Cross Country	Luncheons
Crystal Growers	Pass It On for Girls
Cuba Trip for Vocals and Jazz	Permaculture
Dances	Rowing
Documentary Dave	School Newspaper
EAGER (Environmental Action Group Encouraging Responsibility)	Science Club
Europe Trip	Soccer
Film Festival	Student Government
Flash Mob Dance	Swimming
Floral Choral Technique for Choir	SWOVA (Saltspring Women Opposed to Violence and Abuse)
Football	Tennis
French Class Trip to Ottawa	Track and Field
Gay Straight Alliance	Volleyball
Global Awareness	Who Wants to Be a Mathematician
Golf	

Appendix F

Facilities for Extracurricular Activities on Salt Spring Island



Parc Field and Tennis Courts, Salt Spring



Salt Spring Golf Course, Salt Spring



Artspring Island Arts Centre, Salt Spring



Gulf Islands Secondary, Pitches



Gulf Islands Secondary, Gymnasium



Rainbow Road Indoor Pool, Salt Spring



Gulf Islands Secondary, Cafeteria



Gulf Islands Secondary, Cafeteria Kitchen



Gulf Islands Secondary, Music Room



Gulf Islands Secondary, Art Room



Gulf Islands Secondary, Multi-Purpose Room



Gulf Islands Secondary, Media Arts Lab

Appendix G

Gulf Islands Secondary School, Daily Timetable

	Day 1	Day 2	Day 3	Day 4
8:55 – 10:05	A	B	C	D
10:05 – 10:15	Homeroom	Homeroom	Homeroom	Homeroom
10:20 – 11:30	B	C	D	A
11:35 – 12:40	C	D	A	B
12:30 – 1:30	Lunch	Lunch	Lunch	Lunch
1:35 – 2:50	D	A	B	C
2:55 – 3:35	a	X	c	X
3:35 – 4:15	b		d	

Gulf Islands Secondary School (2010)

Appendix H

Data Collection and Analysis Procedures

A. Data Collection

1. Create case-study database
 - a. Collect student survey data and catalogue.
 - b. Raw data from student interviews, conversations with staff and community inquiry, government and public data, website sources and hard-copy material.
 - c. Compile researcher notes and observations.
 - d. Collect digital photo bank of facilities and local community venues.
2. Using random number generator, identify potential subjects for interview.
3. Cross-check suitability of selected subjects with key informant.
4. Have transcriptions member-checked by participants for validity and reliability of data.

B. Data Analysis

1. Through open coding, identify patterns of similarities using interpretive inquiry.
2. Define coding and analyze transcriptions for responses that fall into identified categorizations using visual codifiers:
 - a. Point of Interest
 - b. External Perceptions +
 - c. External Perceptions -
 - d. Positive Experience Extracurricular
 - e. Negative Experience Extracurricular
 - f. Differences
 - g. Satisfactions
 - h. Dissatisfactions
 - i. Community
 - j. Changes
 - k. Important Aspects to Student Participation
 - l. Important Barriers to Student Participation
 - m. Methods for Promotion
3. Holistically review interpretations and make adjustments as necessary to maintain analysis integrity.
4. Create researcher-note database for each participant at identified categorizations.
5. Codify researcher notes into categories for which substantial evidence is found and correlate with codified transcripts to ensure accuracy. Further reduce assumptions found in notes using the following codes:

- a. Community Experiences
 - b. Student-Body Experiences
 - c. Experiences Related to the Real World
 - d. Experiences With Education Organization
 - e. Experiences With Extracurricular Promotion
 - f. Important Aspects to Participation
 - g. Barriers to Participation
6. Collate each codified note into corresponding categorizations for each participant to generate support for claims, forming chain of evidence.

C. Presentation of Data

1. With chain of evidence, formulate initial construction of participant experiences. Review and further identify case similarities.
2. Generate findings based upon participant experiences, interpreting similarities from resultant chain of evidence. Provide supporting documentation analysis constructed from researcher notes on both hard- and soft-copy raw data.
3. Review and apply theoretical linkages to triangulate data.

D. Formulation of Findings for Reliability and Validity

1. Create collection of findings supported by substantial evidence.
2. Consider and address limitations of study.
3. Document analysis procedures of data triangulation to demonstrate validity of data.
4. Offer recommendations for application of findings from this study.

Appendix I

Transcription Participant 1: Jennifer

- 01 M: Okay . . . So we're on . . . So you're participant number P1 and ah . . . so I'm going to go through your extracurricular experiences at Gulf Islands Secondary School.
- 02 P1: Okay . . .
- 03 M: Um . . . So if a friend from another town okay . . . asks you about this school, how would you describe the extracurricular activities at Gulf Islands Secondary School?
- 04 P1: I would say that it's really amazing . . . it's really . . . inclusive it's not like, it's not like "oh those are the drama kids" like at other schools that I've gone to . . . I'm relatively new at this school. . . . Like I've been here a year, so . . . like at other schools . . . it's like the Drama kids . . . no oh the math kids . . . and they, they do that at lunch . . . and it's like some club or something . . . but here it's so inclusive it's kind of . . . it's, it's really . . . everyone is like: "Hey you should come to this at lunch it's awesome" and like "We . . . do environment stuff and it's wonderful" and then you just check it out and there's not a lot of pressure either to be like you like have to do this or like if you come once, then whatever, and when you do go everyone's like: "Oh, wow a new person wow! Wonderful!" it's really like welcoming and you just feel really comfortable.
- 05 M: Mmm . . . Okay, um . . . okay so that said, so what do other people outside of your school okay . . . so that don't go to this school um . . . what do they think about the extracurricular activities offered at this school say in . . . think of it from an outsider perspective . . . it's like okay what's . . .
- 06 P1: Of, of this school what do they think they . . . ?
- 07 M: Yeah, of this school yeah . . . if somebody from the out . . . so you're from the inside . . .
- 08 P1: Yeah . . .
- 09 M: . . . and so now think about it from the outside what would . . . what do they think?
- 10 P1: People are really impressed with um . . . with the Gulf Islands Secondary and the amount of involvement and like respect I would say like I've . . . I don't think I've ever heard anyone say anything other than that they're really impressed with this school so . . .

- 11 M: Think of like maybe a, a . . . um . . . {community member}
- 12 P1: {Uh hmm}
- 13 M: . . . and say somebody working {locally?}
- 14 P1: {Uh hmm. . . }
- 15 M: What do you think they would think about this school . . . ?
- 16 P1: Um . . .
- 17 M: . . . from an extracurricular perspective . . . sorry . . .
- 18 P1: That we . . . we do a lot that other schools probably wouldn't . . . like we have an . . . a lot more involved too like students carry the extracurriculars to other parts of their lives more . . . it's like if you're in the environment club then you're still kind . . . you might look something up and like afterschool or you might be talking to somebody to like build a relationship with someone in the community that you're gonna want to come into the environmental club . . . class or extracurricular class at lunch time and things like that.
- 19 M: So you try to bring a resident, somebody who lives on the island to come in to help out.
- 20 P1: Yeah . . .
- 21 M: So as a student you would do that?
- 22 P1: Yeah.
- 23 M: Right, you've done that in the past?
- 24 P1: I . . . I haven't done that . . . But I have a friend who does that very often . . . I just joined the environmental club actually.
- 25 M: Ok, so you're really excited about that one?
- 26 P1: Yeah [laughs].
- 27 M: Okay, okay. Um how about ah . . . let's say ah let's say ah . . . just a . . . a resident who just lives here, that's not working here or maybe is retired or . . . or something like that . . . what do you think they think about the extracurricular activities at Gulf Islands Secondary School?

- 28 P1: Hmmm . . . um . . . I . . . I don't know . . . like I don't know anything else than . . . than what I've just told you . . .
- 29 M: Okay nope that's fair enough . . . Okay so if we're thinking about activities at the school . . . um what with the activities that are offered here . . . ah . . . how are they . . . how are the activities different . . . um, from other schools in the area so let's think about the outlying islands how would you say the activities are different from Gulf Islands say to the outlying islands?
- 30 P1: I would say they're more in depth.
- 31 M: Here?
- 32 P1: Uh hmm . . .
- 33 M: Okay . . .
- 34 P1: and um . . .
- 35 M: Expand on "in-depth" . . . What do you mean by that?
- 36 P1: People, people are a lot more involved then say . . . people are more like when you go to an extracurricular activity like I have choir and like environmental club and global awareness and stuff and when you go there it's not like there's people sitting around like talking about their weekend like looking at their nails, like they're . . . everyone's really into what's happening and if someone's like I don't know talking or something, everybody's like: "Shhhh . . . they're trying to say something" you know there's like a lot of respect there . . .
- 37 M: . . . Right . . . and so how about say compared . . . So that's compared to the outlying islands would you say?
- 38 P1: Um . . .
- 39 M: Or are you just talking in general?
- 40 P1: The outlying islands?
- 41 M: Yeah compared to Pender and Mayne?
- 42 P1: Oh Okay . . . um do, do they have schools there?
- 43 M: Yeah.
- 44 P1: Oh . . . I don't . . . [laughs] I don't know about them.

- 45 M: Okay, okay.
- 46 P1: But um I'm thinking more like . . .
- 47 M: Vancouver Island?
- 48 P1: Yeah, Vancouver Island.
- 49 M: Okay, okay . . . So okay . . . how about for the rest of BC . . . see you've been in another school already . . .
- 50 P1: Yeah.
- 51 M: Was it on . . . in Vancouver Island?
- 52 P1: Yeah it was on Vancouver Island.
- 53 M: Okay . . .
- 54 P1: . . . Courtney.
- 55 M: Okay, so you gave a comparison I guess for Vancouver Island how about for the rest of BC . . . how do you think the activities at this school compare to the rest of BC?
- 56 P1: Umm I don't know that well from like personal experience . . .
- 57 M: Okay . . .
- 58 P1: . . . but from what I've heard other people different teachers and stuff we're kind of like considered an example.
- 59 M: I see . . .
- 60 P1: Like a like a good place to be to work towards.
- 61 M: Wow . . .
- 62 P1: . . . I guess . . .
- 63 M: Okay, like an example for BC really?
- 64 P1: Yeah . . . and, and yeah like experimental too because we're such a like different school we do things a lot different than most other schools so . . .
- 65 M: Experimental, so expand on experimental . . .

- 66 P1: Um, well for example a friend of mine just went to the school board and she was like giving them an idea of what um . . . what education . . . she thinks education should be like . . . like her perfect education would be like that and um, and they and they're going to start trying it out at this school and it's 40 of your credits it would be a like self chosen and directed.
- 67 M: Huh, wow how interesting . . .
- 68 P1: I know, I know . . . that'd be . . . I wish I was still in school for that [laughs].
- 69 M: Yeah, that seems very interesting um . . . okay this next question goes onto . . . about your current satisfactions or dissatisfactions with extracurricular engagement at this school so you might have like a positive you might have a negative I mean, we're all working towards something right? So this could be a . . . a plus or a negative um . . . so what do you find is most satisfying about the extracurricular activities offered at Gulf Islands secondary school . . . Most satisfying . . . what do you find that's just like: This I love?
- 70 P1: Like an aspect of the extracurricular activities?
- 71 M: Yeah to part . . . yeah with, with your participation what you find is like: "You know, I just love doing this, I love going to this because of. . ."
- 72 P1: Hmmm . . . um I would say because we have extracurricular activities that are really relevant to . . . to like the world . . . the real world and also just like issues that are happening around like we have . . . or things that can help you throughout your life too?
- 73 M: Yeah . . . okay so it's . . . you find it really makes a personal connection to your life it's . . .
- 74 P1: Yeah it's . . . it's not like school and then like life it's . . . it's more like coming together [laughs].
- 75 M: Okay, okay I like that . . . So what would you say . . . is there anything that you find . . . that you're dissatisfied um, with regard to extracurricular activities at {Gulf Islands?}
- 76 P1: {Um I haven't really thought about it . . . um}
- 77 M: And you're just like ah I wish it was . . . I wish we could have done this or . . . this . . . we could improve it like this. . .

- 78 P1: Um . . . I think it would be cool to be . . . even more in the in the community and like in . . . Like having other people come in and going out to go into the community doing things for, for people from the community not only just the teachers . . .
- 79 M: Right so do you find a lot of activities are then primarily teachers from the school and students and not so much on community members?
- 80 P1: Yeah, yeah I would say um, in my in my glo . . . In my environmental group they're, we were going to a farm like next Friday I think and um . . . someone's going to come in and like start helping us with the garden by the caf' but so that's kinda like more but in the other ones it's usually just teachers and students, not anyone else.
- 81 M: Yeah, yeah not a lot of volunteering from . . .
- 82 P1: [interrupts] Which is really helpful when there's like more variety and . . . in, in the adults and like the type of roles too.
- 83 M: Yeah, yeah so there's not volunteering from community members to the school from your experience?
- 84 P1: Yeah . . . no, no I don't think so.
- 85 M: All right so it's very teacher driven um . . . so the next goes into . . . we're going to talk about community aspects . . . um, so what do you find then is the role of the community with regard to extracurricular activities at the school . . .
- 86 P1: Hmm. . .
- 87 M: So they may not participate directly from your experience but do they play a role? Do they play a role somehow, do they fund things, do they know . . . do they donate things? What is, what is their role?
- 88 P1: Hmmmm . . . I . . . I . . . I don't really know, actually . . . um . . . I mean I know to my experience the community is really supportive of the school and like really wanting to help out and everything but there's . . . there's not that many opportunities for that.
- 89 M: So what kind of things do they want to help out with? Like what kind of things do they want to do?
- 90 P1: Um . . . Mostly like . . . give us, the student body a more . . . like rounded education I guess . . . a well rounded education.
- 91 M: How would they do that . . . how would they help you do that? How would they help to provide a more rounded education?

- 92 P1: Um . . . well for us anyway, tutorial space is a really cool time for that sort of thing, so maybe like invite someone in from the community and give like a, a . . . a . . . I remember we were talking about this in my SWOVA group like how to change a tire . . . like have a community member, come from the community to the school in a tutorial session which is long time, it's like an hour 45 minutes I think . . . And show us how to change a tire and like all the little details about it because that's a really good life skill you know . . .
- 93 M: Alright . . .
- 94 P1: We're not . . . it's good to know how to do that sort of thing . . . Or . . . And there's so many little things like that you know like even just . . . healthy . . . healthy lifestyle . . . Or something like that . . . Just a tutorial . . . like a small amount of time not like a huge commitment like a whole class of it . . .
- 95 M: Okay . . .
- 96 P1: You know . . .
- 97 M: Okay, yeah . . .
- 98 P1: I think that would be really cool.
- 99 M: Yeah okay so that's something . . . you've seen this happen or is that something you think would be a good thing?
- 100 P1: I think that would be a good thing . . .
- 101 M: So it should start . . . it's something you'd like to see start . . .
- 102 P1: It might . . . um well it hasn't happened that I know of . . . [pause] but, but yeah . . . and a few people have been talking about that lately too so . . .
- 103 M: Okay . . . do they do any um . . . just curious is there any ah . . . like say performances or activities at football games or anything like that where you see community members come out and maybe support that way?
- 104 P1: Mmmm . . . hmm . . . ummm.
- 105 M: . . . or is it just mainly student based and teacher and school based . . . do you know what I mean?
- 106 P1: Yeah . . .
- 107 M: . . . Contained within the school . . .

- 108 P1: I'd say . . . it's . . . it's pretty contained within the school but um . . . I . . . haven't really been involved with sports here . . . but um . . . I've been more like the performing arts and, and like art and this kind of thing like that . . . but in . . . um . . . such that . . . in my theatre class there was a guy who came out for some pyrotechnics for play things and . . .
- 109 M: Yeah . . .
- 110 P1: . . . and um . . . I dunno know . . . I don't know if we paid him or anything but he was a guy from the community.
- 111 M: Uh huh . . . Okay . . .
- 112 P1: . . . and um . . . let's see . . . my music teacher sometimes will bring in like . . . ah . . . there's a few jazz guitarists that are really good on island . . . and sometimes they'll come in at lunchtime and then like . . . show . . . Show the guitarists and stuff . . .
- 113 M: Oh wow cool . . .
- 114 P1: . . . licks . . . and licks and things and . . .
- 115 M: So he just comes in and . . .
- 116 P1: Yeah, yeah . . .
- 117 M: . . . and plays with you guys . . .
- 118 P1: Yeah, actually that . . . that was really often last year.
- 119 M: Cool
- 120 P1: Yeah . . .
- 121 M: That's really interesting . . .
- 122 P1: . . . with music
- 123 M: Um . . . all right so this next question is sort of still priming on that and, and the question is how, how do you find people from the community help out with the school and what capacity do they help out with the school and I know you said that it's sort of kind of contained but can you think of any other ways that the community helps out with the school?

- 124 P1: Um . . . I know . . . one of my mom's friends is like a teacher aide or something like that so she comes in sometimes helps out like that and um . . .
- 125 M: Like from a teacher aide perspective or doing something additional and voluntary for the school?
- 126 P1: I don't know . . . like I got the feeling that it was voluntary . . . Because it's, it's pretty random and it's sort of like . . . it's more her choosing rather than like a job but yeah I'm pretty sure it's voluntary.
- 127 M: Yeah . . .
- 128 P1: . . . and um . . .
- 129 M: What was she . . . what was she doing? wh . . . what kind of things? Just helping out?
- 130 P1: Yeah.
- 131 M: Like student, like . . . like ah . . . student supported study?
- 132 P1: Yeah, and . . . And like I don't know, the students who were sitting in the back of the class sleeping and stuff she'd be like "Hey how's it going?" And kind of try to get them more . . . a bit more involved in things . . . and paying attention [laughs].
- 133 P1: Uh . . . um . . . I dunno really . . .
- 134 M: Think about maybe some of your performances . . . that you . . . that you've done who do you perform in front of? Mostly students and teachers . . . Or?
- 135 P1: Oh yeah . . . um . . . well we have like really good school spirit so . . . Like the entire school came for sure [laughs].
- 136 M: Right . . .
- 137 P1: And um . . . all the parents and all of them . . . and then . . .
- 138 M: Oh so the community members coming out for that . . .
- 139 P1: Yeah, big time, it's super supported like it's really incredible than like it's usually sold out . . . All the shows . . . all the like major shows that we do. . . they're usually sho . . . sold out.
- 140 M: So participant P1 October 18 interview number two . . . and so we're talking about community aspects of the extracurricular participation at Gulf Islands

Secondary School so I can ask you again, what's the role of the community with extracurricular activities at this school?

- 141 P1: Um . . . I'm not really that aware of . . . how community participates with any um . . . performances that I've been in . . . I'm pretty sure there's a few around they're . . . like doing things but I don't really know and in extracurricular activities um . . . like volunteer work you mean or being paid?
- 142 M: Um . . . it could . . . they could be being paid . . . they could be volunteering . . . let's say being paid for you know . . . community interaction with the school . . .
- 143 P1: Yeah, okay . . . um . . . there's two people who run SWOVA, and they're not teachers or anything they're . . . they're members of the community . . . they are paid though and I'm not sure . . . I'm pretty sure.
- 144 M: Tell me more about SWOVA . . . what were their . . .
- 145 P1: SWOVA is um . . . a group . . . I just joined . . . today's the second day ever . . . that I've . . . that I'll be in it . . . but it's afterschool Mondays until six and it's um . . . promoting healthy relationships and um . . . mostly in the beginning you just kinda of like talk and like how you feel and you get into little groups and it's like "Yeah . . . I've kinda had like a funny day" or like: "I've had a great day" or like whatever and then but eventually we're building up skills and then eventually we're going to go to the middle school and give workshops on . . . on . . . healthy relationships . . . like . . . don't hit your wife [laughs] and . . . other such . . .
- 146 M: Great and how about . . . so that's from ah . . . I guess those are you know . . . pai(d) . . . community members . . . voluntary or paid?
- 147 P1: Paid.
- 148 M: They're paid to come in . . . okay can you think of any other paid ah . . . positions from the community that come in to help out at Gulf Islands Secondary School . . . with relation to extracurriculars?
- 149 P1: Um . . . hmmm, hmmm . . . um . . . nope . . . ah, there's some guys who come to the music room but I'm not sure if they're paid or not . . . I thi(nk) . . . I'm pretty sure it's voluntary though . . .
- 150 M: Okay so those guys would be from the voluntary crowd um . . . can you elaborate on people . . . community members who just volunteer in the school with extracurricular activities so with guys that come in for music at lunch hour which we talked about um . . . can you think of any other voluntary . . .
- 151 P1: Um . . .

- 152 M: . . . positions . . . from community members?
- 153 P1: I know we're planning on some in my environmental club . . . but it hasn't happened yet.
- 154 M: Okay . . .
- 155 P1: Yeah . . .
- 156 M: Okay . . . um, okay so how would you describe in the people that you do know, how would you describe their attitudes . . . or their efforts um . . . with the ex . . . you . . . with their . . . with their voluntary ah . . . voluntary positions in extracurricular activities how do they . . . how do they um . . . you know . . . how do they . . . how do they feel . . . you know approach with you guys do they have an open rapport with you? . . . are they excited? {What are their attitudes like?}
- 157 P1: {Uh hmm. . .} Um . . . well . . . for the, for the music guys I'm not actually sure if they get paid or not but um . . . they . . . they're . . . they are pretty casual and like really good though and like really showing you what they think, like what they have to offer but um . . . yeah it's, it's a pretty nice dynamic but I think that's more of a like personal like wh . . . how each person will interact in any situation rather than like community members as a whole reacting . . .
- 158 M: Yeah . . .
- 159 P1: 'cause I haven't really experienced enough of it I don't think to give like a broader answer . . .
- 160 M: That's okay . . . so how . . . how would you say that they . . . when they come in to do something like this voluntarily ah . . . at the music point . . . How do you think they feel volunteering their time with students?
- 161 P1: Oh I . . . they like it . . . yeah.
- 162 M: In what way?
- 163 P1: They're . . . well they're happy to show what they have to know and um . . . for the music program there are a lot of like really talented younger people and who are really passionate about it so it . . . it's nice to teach someone who's passionate . . . you know.
- 164 M: And their efforts? Their efforts when they do . . . when they . . . when they when they when they come in to volunteer what other efforts like? Are they . . . you know 100% or sort of . . . take a . . . ahhh . . .

- 165 P1: They're . . . they take like a more . . . well Mr. Smith is the one who's like 100% like and he's directing everything and he's even directing the person who's coming in . . . like: "Can you play this lick and can you show these people this . . ."
- 166 M: And he's the teacher?
- 167 P1: Yeah, and he's the teacher.
- 168 M: Okay, so think of maybe ah outside of music now . . . other people who volunteer let's say at . . . you know to help out with ah . . . a football or soccer game or help out with a . . . a performance downtown who are community members how would you describe their attitudes towards ah . . . towards supporting extracurricular activities associated with Gulf Islands Secondary School?
- 169 P1: Mmmmmmm . . . I, I've never seen it at a, at a football game any . . . like people from the community . . . I . . . I'm not sure if I understand your question.
- 170 M: Ah . . . think about maybe a good example; maybe that's coming out to a soccer game or coming out to drive a h . . . soccer players or you know . . .
- 171 P1: Yeah . . .
- 172 M: . . . Or students going on the drama trip or you know or coming out to volunteer in that capacity what are their attitudes like when they come to help out with the school . . . like say do a field trip to . . .
- 173 P1: Yeah . . .
- 174 M: . . . Vancouver or what not . . . what are their attitudes like?
- 175 P1: Um . . . well those that want to come out and actually make the time and, and come are always like really eager to like be helping out and . . .
- 176 M: How are they eager?
- 177 P1: Um . . . like "Hey do you need anything? Do you want anything?" Um . . . "Are you almost ready to go?" Like "Do you need a minute? Un nah na . . ." like really . . . facilitating
- 178 M: . . . right. . . and their . . . how about their efforts when they're on these . . . when they're at extracurricular activities?
- 179 P1: Mmmmm . . .
- 180 M: They're eager . . . how are their efforts?

- 181 P1: They're eager . . . but like . . . their efforts are . . . hmmm . . . it'ssss hard to like put into words I guess . . .
- 182 M: It's okay you can think about it . . .
- 183 P1: . . . their efforts are um . . . like they wanna . . . want to help out but they're so usually taking like a . . . a backseat from the teacher you know so the teacher's like the supreme dictator and then . . . [laughs] . . .
- 184 M: Okay . . .
- 185 P1: And then they're kind of like a go-between like helping . . .
- 186 M: Right . . . okay um, the next question is going to focus on the past history of changes within the school and the effects of the changes . . . um so has the . . . has this school as far as you know. . . I know you've only been here for a year but as far as you know . . . um . . . has the school always had success in the extracurricular programs?
- 187 P1: As far as I know yes . . . and I know some people who graduated before I even started going here and they . . . they are always talking about . . . you know this is . . . wow such a great high school and there's so much to do . . . and. . . so, it seems to me like yes but I'm not really that sure and I wasn't as involved with extracurriculars last year . . .
- 188 M: Yeah . . .
- 189 P1: . . . 'cause I had . . . I don't know I had stuff after school and . . . and um . . . yeah, I didn't really live as close as I do now so I can't . . . but . . .
- 190 M: Why didn't yeah . . . I'm just curious . . . so you had other things after school . . . what other reasons um . . . did you not . . . what other reasons did you not participate in extracurricular activities . . . can you . . .
- 191 P1: Why? . . . 'cause I was . . . scared a little bit . . . like . . . only a little bit but . . . just from my experiences with like my old school it was like "I don't even want to try" [laughs] but I mean as I got to know people more and it seemed kind of interesting and like you were actually doing something it wasn't like . . . a half an hour every lunch that you just kind of sat around.
- 192 M: Yeah . . . great so what, what really changed between last year and this year . . . 'cause now this year you're really into them . . . what was the spark? That . . .
- 193 P1: I think it's um . . . well last year I was always like in support of them that I dropped by like occasionally but it was more like I didn't really . . . cause it was a new school, like a new place new island, new everything so I . . . like my headspace

was kind of busier and I was like not really wanting . . . like I didn't really know that well what was going on . . . I didn't know the school that well and like the teachers and what they do and all of that so it was kind of I . . . like I didn't even know about half the extracurriculars until like the second or third month of school and it was like: "Oh okay" [laughs].

194 M: Right . . . so was there a spark? . . . That when you came back this year . . . was there something that . . .

195 P1: Hmmmm . . .

196 M: . . . or did you just all the sudden . . .

197 P1: . . . probably also . . . like grade 12 I wanted to really . . . experience the . . . the school as much as I could . . . and . . .and also just um . . . yeah just people with friends . . . saying "Hey you should really come to this" [laughs] and it's the beginning of the year it's like you can start of all these things instead of jumping in halfway through.

198 M: Yeah . . . what were the ah . . . the students that you got to know a little bit better and better from last year how did they help you . . . ah . . . you know . . . makes you feel more comfortable this year . . . how did they help make you feel more comfortable at this school to participate in extracurricular activities?

199 P1: Um . . . well for a few of them . . . they would just always ask me like: "Are you going to join?" Or like: "What are you doing today after school? If you're not doing anything you should come d d d da . . . like you'd love it you'd be great at it" . . . so, I just . . . started.

200 M: Great . . . were there any teachers or community members or anyone else that impacted . . . or only students?

201 P1: Students . . . a little bit outside . . . but not like super specific anything . . . my, my stepdad was really . . . like all gung ho about the global awareness group and all that but um . . . nope it was mostly a personal decision like really . . . just kind of . . . decided that I wanted to be more into that.

202 M: Great . . . um . . . okay so the next ah . . . because you have a unique situation um . . . the next question goes into ah . . . changes that were made within say your past school or this school that ah . . . that were important to developing the extracurriculum and the extracurricular activities in the school . . . so did you notice any changes . . . let's say from your first school that were made . . . and made extracurricular participation better . . . in your last school?

203 P1: Changes between my last school to this school?

- 204 M: Let's just think about your last school . . . any changes that that school made . . . to help students get . . . become more engaged with extracurricular participation . . . like was there a . . . a, a you know huge advertisement campaign that went on . . . or something that changed to help get students more and more engaged?
- 205 P1: No, I don't . . . I don't know of anything like that . . . my school was really big too . . . was like 1,300 kids I think . . .
- 206 M: Wow . . .
- 207 P1: So . . . like I . . . I didn't know . . . and I didn't have really much interest in any of the extracurricular activities . . . like I . . . I wasn't aware of any of them . . . it seemed to me like nobody really knew unless you like went and like searched them out like if you're into acting, you would probably like, go and look for that but it wasn't like it was there . . . like being offered to everyone.
- 208 M: Okay . . . And how about now that you're at Gulf Islands and over the past couple of years um . . . last year you weren't quite engaged but did you see any changes um . . . within Gulf Islands Secondary that happened that ah . . . that . . . that . . . that led to the successful . . . like the successfulness of extracurricular activities at this school . . . or on successfulness . . .
- 209 P1: Yeah . . . I'd say the . . . the um . . . the assembly at the beginning of the year . . . we had this assembly either the first week or the second week and it said . . . it was a choosing all the teachers . . . 'cause we have a bunch of new grade 9 students who don't know anything about this school so it was all . . . all of the teachers and what they teach . . . and if they did any extracurriculars then they'd . . . say talk about that and so every single teacher went through that and a few students did too I guess . . . and that was really helpful . . . it was like . . . kind of like sitting there and . . . I mean . . . it . . . it was really long it got a little bit tedious . . . but . . . um, 'cause there's so many teachers and a lot of extracurriculars but um . . . it was really helpful . . . all in all I think is really good idea . . . we didn't have that last year.
- 210 M: Right . . . so that's a big change . . .
- 211 P1: Yeah.
- 212 M: . . . any other changes that you can think?
- 213 P1: Um . . . for me personally probably just like . . . I got to know people more so . . . so like at the beginning when everything's starting I, I didn't really . . . there were a few times last year when I kind of wanted to join these groups but I . . . didn't really feel like I had much to offer because I'd just be sort of like dropping in, you know . . . so this year I . . . I was more on top of it and I knew better like what was going on and . . . and how to get in there so . . .

- 214 M: With any changes that you know that might've been unsuccessful? With regard to helping students become more engaged with extracurricular activities?
- 215 P1: Mmmm . . . no, not that I know of.
- 216 M: Um . . . the next question leads in from that and it's important aspects or barriers to extracurricular participation . . . with students at Gulf Islands Secondary School so . . . um, what important aspects of the school's extracurricular activities contribute to the success . . . their success? So, what kind of things make these successful . . . say a top three?
- 217 P1: Okay . . . I would say . . . willingness of the teacher . . . or even just a leader like someone who's going to be like the leader is going to be like every Wednesday at this time . . . um . . . like . . . getting the word out there like advertising it well that's really important . . . and . . . um . . . something that you're doing in the extracurricular not like . . . that you can actually have a tangible like I went to this extracurricular and I did this and now that like . . . these are effects because of that and it's wonderful . . . you know.
- 218 M: Oh great . . . okay so something that's contributing to something really great . . .
- 219 P1: Yeah . . .
- 220 M: Makes you really proud to be . . .
- 221 P1: Yeah exactly, so if you, you're like getting somewhere, you're working toward something . . . rather than like . . . I don't know. . .
- 222 M: Interesting . . .
- 223 P1: [little laugh]
- 224 M: That's okay interesting . . . um . . . so I guess from those three aspects . . . um . . . how do you think they've actually ah . . . they've actually helped make that . . . make this school successful so, um . . . you know think about ah . . . so the teachers how do they help make this successful . . . extracurricular participation . . . um . . . successful?
- 225 P1: Um . . . enthusiasm for sure is key . . . but also like, definitely giving space to the students to be like "This is your . . . this is you guys, I'm facilitating this . . . this is you guys" so being really enthusiastic but really like really receptive to what others have to say otherwise it's just like okay [laughs] "There goes miss whatever . . . on her rant" and um . . . yeah . . . that's about it.

- 226 M: How about the advertising . . . how does that help . . . how does that help . . . how does the advertising help make extracurricular activities successful at this school?
- 227 P1: Um . . .
- 228 M: What kind of advertising do you find most effective?
- 229 P1: Okay . . . for me word-of-mouth, like other people but definitely that would keep some people completely not knowing what's going on . . . um . . . posters are effective . . . I've like checked out a few posters in the hallway and be like "Oh okay, I'm going to go do that on Tuesday at lunch" and um . . . the announcements 'cause we have announcements every homeroom they are . . . they're pretty good but it's in my homeroom people are kind of coming late in the late and then going there's so many announcements for just five minutes . . . like we barely ever get through them all so it's . . . not really that effective . . . and the assembly like I said was really effective . . .
- 230 M: Right . . . really effective . . . ummm . . . so that said um . . . what ah, what gets in the way of improving student participation in extracurricular activities at this school . . . what gets in the . . . I mean you participate well, but last year you didn't really get engaged . . . so what kind of barriers . . .
- 231 P1: Mmm . . .
- 232 M: You can even think about other students as well . . . what are the barriers . . .?
- 233 P1: I think a lot of students . . . think . . . have like a mentality about school . . . I did a bit but not as much . . .not that much but I don't . . .
- 234 M: Describe that . . .
- 235 P1: A men . . . a mentality about school of like wanting, wanting to do the least like "Ah dude, I have like . . . biology . . . it sucks" rather than making the most of what they actually have and . . . 'cause it's easy, it's easy to be complaining about everything and not actually doing anything about it . . . and I think that has a lot to do with why people don't go to extracurriculars 'cause it's like I don't have to . . . why should I [laughs] . . .
- 236 M: Yeah . . .
- 237 P1: But it'ssss . . . has nothing to do with that really . . . you don't have to . . . you know like making the most of what the situation that you've been put in no matter what the situation is, is really important.
- 238 M: Yeah . . .

- 239 P1: So yeah I'd say that's probably a big thing for people who don't go to extracurriculars.
- 240 M: Yeah . . . think about ah . . . not everybody that becomes involved in extracurricular activities right . . . and you see different groups of students do things like for example, like there's a skate park and some of those students . . . don't really participate or choose not to participate . . .
- 241 P1: Yeah . . .
- 242 M: And there's other students that just that we don't even know . . . you know don't even engage in the curriculum what do you think stops them from joining into extracurricular activities at Gulf Islands Secondary School?
- 243 P1: I think maybe . . . people don't see . . . that it . . . would be like, worth anything to them . . . like it holds no currency in their heart to be going out of their way to do something that they don't necessarily . . . care that much about or something like that . . . which isn't necessarily a bad thing I mean . . . you know skating at the skate park is . . . this a skill and that's like a fun thing to do so . . . it's . . . it's probably not for everyone . . .
- 244 M: Um hmm . . .
- 245 P1: . . . extracurriculars it's . . . I don't think everyone has . . . needs because that's extracurricular too . . . you know like skating around is extracurricular doesn't have to be like through the school . . .
- 246 M: Yeah . . .
- 247 P1: And I think . . . it would probably be pretty hard to get some of those people to . . . actually enjoy it.
- 248 M: What do you think . . . okay, think about maybe another group that's not engaged in extracurricular activities . . . what kind of things do you think ah . . . would provide them with a currency you know . . . find a value in extracurricular activities what kind of . . . what kind of aspect would help them understand the currency the extracurriculars have?
- 249 P1: Ummm . . .
- 250 M: . . . On their life maybe . . .?
- 251 P1: Yeah . . . pro . . . probably just other students telling them like . . . that's a tough one I . . . I . . . don't know . . .

- 252 M: Yeah . . . it's a . . . it's a hard question.
- 253 P1: Yeah . . . it is.
- 254 M: I'll just rephrase sort of . . . a . . . a little bit um like wh . . . what, what . . . you know as a person who wasn't engaged, right, in your previous school and say last year what have you done to overcome those barriers to participation?
- 255 P1: Ummm . . . I just wanted to try it out really . . . that was probably the first . . . thing . . . and like now that I'm more comfortable with this school with like the fear wasn't there anymore and and then . . . um . . . I dunno . . . I joined extracurriculars obviously that I enjoy so . . .
- 256 M: How did you get over that fear?
- 257 P1: Um . . . just familiarizing myself more with my surroundings and the people that I'm here eight . . . eight hours a day then some.
- 258 M: Yeah . . . okay so did you . . . you know . . . did you start talking to people some more or . . . or did you have . . . teachers that help to or just a few key students that sort of helped you . . .?
- 259 P1: Yeah . . . I started . . . I started . . . like going more out of my way to . . . keep building relationships probably . . . rather than . . . dwelling on the past like "Oh my friends from my old school" or whatever . . . I mean people here were so . . . like everyone was introducing themselves to me . . . it wasn't like . . . it wasn't like day one at my old school which was like so much different but . . . Uh huh . . .
- 260 M: . . . okay . . . um . . . so . . . um, we went through . . . we've . . . we've gone through how students . . . you think students become aware of extracurricular activities at this school . . . um . . . how would you . . . what kind of things would you say . . . would help make students who are not participating . . . um . . . become more aware?
- 261 P1: Hmmmm . . . I think . . . for me, also it was really effective when . . . when . . . like my friend [name omitted] she would say . . . "Yeah . . ." and like "We're doing this and . . . and we're going to get like . . . we just applied for a grant and that . . . what do they get like a solar panel and all this jazz and then this . . . and it makes it more exciting was like: "Whoa! That'd awesome like I want to be part of that" . . . so . . . yeah so it's probably most effective through peers because teachers can tell you like a million different things but . . . you know . . . a lot of kids are like yeah, whatever [laughs].
- 262 M: Yeah . . . so it took a few key friends to really motivate you to . . . to really get you know . . . get involved in . . . and, and become part of extracurricular activities here . . .

- 263 P1: Yeah . . . yeah . . . and also I had . . . um . . . like I went to Victoria every single Monday to take accordion lessons last . . . I play accordion . . . last um . . . last year so I couldn't do SWOVA which . . . so it wasn't like a big change it was more just that I was just familiar with everything, I felt more comfortable and I felt like I understood more of what was going on so I could like . . . sort of lay it all out in my head and then choose which . . . which ones I wanted to start off with.
- 264 M: Okay . . . um . . . is there anything else that you can think that . . . ummm makes extracurricular activities at Gulf Islands school successful . . . is there anything else that you can think that can help make them successful?
- 265 P1: Hmmm . . . they're not that demanding either . . . they're really like . . . everyone's pretty understanding . . . like if you can't make it on time then they're like "Oh, that's totally fine" or if you were supposed to do something and you didn't because you're really busy it's, it's not like . . . like there . . . there definitely is like, pressure but it's not like . . . too intense to be like "Oh, I better just like drop it altogether because I'm too busy" or something like that . . .
- 266 M: Okay . . .
- 267 P1: That's helpful . . . and teachers are really ummm . . . understanding like . . . being late for class or something they're like "Oh, I had a really good reason, [laughs] I was out in the garden" and like "Oh, okay."
- 268 M: So flexibility . . . I guess?
- 269 P1: Yeah . . . there's a flexibility . . . which comes with having a smaller school . . . like I said before . . .
- 270 M: Such an interesting difference between the two . . .
- 271 P1: Oh yeah . . . like black-and-white.
- 272 M: Um . . . so is there anything that we haven't discussed that you feel will be an important element . . . to the success of extracurricular activities?
- 273 P1: I don't think so . . .
- 274 M: Okay . . . is there anything else you'd like to add . . . before we, ah . . . wrap up?
- 275 P1: Mmmm . . .
- 276 M: . . . about Gulf Islands Secondary School . . . living on the Island . . . participation in extracurricular activities?

277 P1: Uh hmm . . . ummm . . . nope don't think so.

278 M: No? Perfect! Okay I'm just in a switch it off then and um okay . . .

Appendix J

Transcription Participant 2: Pat

- 01 M: So you're participant number P2 . . . okay and I'm going to ask you some questions on your extracurricular participation at Gulf Islands Secondary School.
- 02 P2: Okay.
- 03 M: Um . . . so my first question is: If a friend from another town asks you about this school, ah . . . how would you describe the extracurricular activities at this school?
- 04 P2: Um . . . they're good [laughs] . . .
- 05 M: Okay . . .
- 06 P2: Um . . . it's like they're really . . . I think everybody all the coaches who are involved are really like . . . there because that's what they love to do . . . and they're really there to like help you and encourage you to go on and continue your passion with whatever you're doing . . . and um . . . yeah, just the coaches are really specified and they know what they're . . . what they're doing . . . yeah.
- 07 M: Great . . . so that's from a sports perspective?
- 08 P2: Yeah.
- 09 M: Um . . .
- 10 P2: Does leadership count . . .
- 11 M: Sure . . . yeah . . .
- 12 P2: . . . does it? Yeah . . . oh okay . . . yeah, yeah same thing . . . same thing I guess they're really just there to help you continue with what you're doing.
- 13 M: Okay . . . um . . . so, that said what do other people from outside the school think about the extracurricular activities offered at the school . . . so people outside of Gulf Islands Secondary maybe other community members or residents in the area . . . outside the school what do they think about the extracurricular activities at this school . . . what do you think?
- 14 P2: Um . . . well there's a lot of stuff in the paper about the sport stuff and every time there's like the drama performance that always gets written up so I think it's

. . . a fairly well represented in the community so . . . and . . .hmm . . . can't really think of any other way that they would . . . be . . . recognized. . .

15 M: Okay . . .

16 P2: Yeah . . .

17 M: The paper . . .

18 P2: Yeah . . .

19 M: Okay that's good . . .

20 P2: The paper . . .

21 M: Um . . . and it's . . . so what do you think makes the activities at this school different from . . . other schools in the area? So let's think about . . . first let's think about the outlying islands in Pender and Mayne, Saturna . . . what makes the activities here different from the activities out there?

22 P2: Um . . . obviously there's a lot more people . . . and so I think that and this kind of more centralized so there's a wider range of people involved . . . and then umm . . . I guess the . . . not the better coaches or leaders but like . . . hmmm . . . like I think you would need a . . . better coach to teach a . . . like at a bigger school or stuff like that.

23 M: Okay . . .

24 P2: Yeah . . . [little laugh].

25 M: Okay . . . and how about maybe if we compared Gulf Islands Secondary School to the school on Vancouver Island. How would the extracurricular activities compare between Gulf Islands Secondary and maybe a school on . . . Vancouver Island?

26 P2: Hmm . . .

27 M: Do they . . . Are they different?

28 P2: I couldn't . . . I couldn't really tell because I've only ever done stuff . . . here . . .

29 M: Okay . . .

- 30 P2: Yeah . . . I wouldn't really know [laughs].
- 31 M: Okay . . . fair enough or maybe had a friend or someone that . . . you know . . . given a little explanation . . .
- 32 P2: {no . . . not really . . .no . . . don't really know}.
- 33 M: Okay . . . how about for the rest of BC? How are . . . how do you find the extracurricular activities at Gulf Islands compared to the rest of BC? From your experience may be talking to other people or what you think?
- 34 P2: Hmm . . . well I guess again I just say that because it is such a small community it's like . . . this kind of a more personal connection because you're like . . . you know these people so well because they're out in the community and they are at the school with you and so it's like a tight bond within the . . . within the groups kind of. . .
- 35 M: Right . . . right . . .
- 36 P2: Yeah . . .
- 37 M: In . . . interesting . . . so it's a tight bond in this community . . .
- 38 P2: Like my . . . um . . . (teacher, name omitted) who's my rowing coach is also tea . . . is also my leadership teacher and then I also work with her . . . at the restaurant so it's like I see her all the time.
- 39 M: Ohh . . .
- 40 P2: Yeah . . .
- 41 M: Interesting, so community members, teachers, so there's a real integration between them . . .
- 42 P2: Uh hmm . . .
- 43 M: Interesting . . . um . . . okay . . . what I'm going to move on to are current and past satisfactions or dissatisfactions, okay . . . with extracurricular activities, so the first question is: What do you find is most satisfying about the extracurricular activities offered at this school? What do you feel is just like . . . I feel really good about . . . this makes me feel really good . . . {what is most satisfying . . .}

- 44 P2: {like which program} kind of? Or like what aspect about the program?
- 45 M: Yeah, let's go into aspects . . . I don't need sp . . . ah specifics on programs but what aspects about the programs that you participate in, make you feel most satisfied about things like: "I love these extracurricular activities . . ."
- 46 P2: Um . . . I guess rowing would have to be one of them because like . . . we practise on island on the . . . on St. Mary's Lake and then we go to like three or four regattas that are just huge that are like mostly private schools there and so they have these big lakes or they're on the ocean and we come from this small little town to this big thing and we like, we kind of hold our own and that's really . . . it's satisfying to be able to go out and do that and just like . . . represent our school.
- 47 M: What about your relationships maybe with students while you're at rowing practise?
- 48 P2: Um . . . well you . . . I'm usually with (friend, name omitted) and we did the double last year and she . . . like . . . we definitely got closer because of it because you have to really like . . . rowing is such a . . . like . . . a team sport like because you have to be so involved with the other person and so in sync with them and so you like you argue but in the end that . . . brings you closer because you have to get over it and you have to keep going because that's the whole point is to move forward.
- 49 M: So satisf . . . satisfying {aspect . . .}
- 50 P2: {Yeah}
- 51 M: . . . would be that {persistence . . .}
- 52 P2: {Yeah}
- 53 M: . . . that you get?
- 54 P2: Yeah.
- 55 M: Interesting. Um . . . okay so, anything else that you can think most satisfying about maybe another extracurricular activity . . . maybe relationships with students or . . . teachers or community members?
- 56 P2: Hmmm . . . Well . . . the . . . drama . . . um . . . group I guess . . . is like . . . is really . . . taught me a lot about kinda . . . dealing with people and like . . . having to

. . . because I'm sort of . . . below the . . . (teacher, name omitted) is the teacher 'cause I'm stage manager and but kind of above the actors but not really so this kind of power imbalance that you have to get used to and 'cause sometimes you'll have a suggestion to make but then the actor won't like it or . . . or the teacher won't like it but the actor will and so you kind of have to learn to deal with things like that.

57 M: Wow . . . okay, so you really have . . . you kn . . . you . . . I guess you have a relationship both with your teacher and {and the actors?}

58 P2: {um hmm . . . and the actors?}

59 M: . . . so you're almost like a bridge.

60 P2: Yeah.

61 M: Wow . . . really interesting . . . um okay so the next question goes into, what would you find that you'd be most dissatisfied about the extracurricular activities at this school?

62 P2: Hmmm . . . I guess it's not . . . hmm . . . it's not really to do with it but I guess the amount of time that it takes just because the school goes so late and then and starts fairly early and then you have . . . either something before school or after and so it doesn't leave a lot of time for homework when you get home . . . so sometimes that can be hard to deal with.

63 M: Yeah . . .

64 P2: . . . is the . . . just the . . . just the amount of time that it takes up . . . but nothing really . . . I can't think of anything with . . . like any particular thing that's happened that I would be um . . . unhappy with.

65 M: Okay . . . what's the . . . how about the variety of extracurricular activities are you {satisfied?}

66 P2: {Yeah . . .}

67 M: . . . with the amount?

68 P2: Yeah . . . definitely . . . I think so . . . I think that while I've been here, a swim team has been started just because people felt the need like . . . that, that wasn't happening there's a swim team outside of the school during the summer but I think people felt like that wasn't . . . really being paid enough attention to so they just

started it and they found teachers who are willing to support it and just started up all on their own and so I think that . . . that's pretty . . . it's a pretty great place to be able to bring what you want to do and have it be put into action.

- 69 M: Wow great . . . um . . . okay so the next question that I'm going to go into is going to be about community aspects . . . and the support the community has for the school . . . um . . . so what are you . . . what is the role of the community with extracurricular activities at the school . . . so think about the community think about the shopkeepers maybe your parents . . . um, retired residents . . . what is, what is, what is, what is the role of their . . . what is, what is their role . . . with regard to extracurricular activities at Gulf Islands Secondary School?
- 70 P2: I guess just to support, they come out and like watch the games or especially the performances I think get a lot of community involvement in them and so like if you've a dance performance or a theatre performance you'll go around to like the local shops and ask them if they'll put up a poster in their window and they probably say yes [laughs] and then I think that brings the communities to the shows and to see, to see what we have to offer.
- 71 M: Wow, cool . . . and so . . . okay so you've gone through sort of how they help out . . .
- 72 P2: Uh hmm . . .
- 73 M: . . . which is good um . . . how would you describe their attitudes and their efforts . . . when they come out to these events?
- 74 P2: I think they're . . . usually . . . pretty impressed with what we're doing . . . I know my . . . my parents only because I'm usually involved with them there, always just like "Oh that was so great" but that's maybe because they're my parents I dunno [laughs] . . . but um . . . I think . . . that they really . . . they appreciate it . . . what we do.
- 75 M: Yeah . . . so when they're . . . think about maybe when they're at . . . a sporting event . . .
- 76 P2: Uh huh . . .
- 77 M: Um . . . what kind . . . what are their efforts like when they're at a sporting event um . . . like are they very supportive?
- 78 P2: Yeah.

- 79 M: Like . . . yeah.
- 80 P2: Like cheering us on and sometimes they get a little too involved and like get mad at the ref's calls or stuff like that like just . . . parent . . . parenty type things [laughs] . . .
- 81 M: Okay . . .
- 82 P2: . . . that would happen.
- 83 M: Okay . . .
- 84 P2: Yeah.
- 85 M: And how about for the dramatic side, the arts side?
- 86 P2: Um . . . I don't really know . . . like what do you. . . what do you mean, how do you mean . . . like support or help?
- 87 M: Just like their . . . yeah their, their efforts in helping make your productions a success maybe . . . when they're there are they . . . are they there sort of to . . . um . . . help out a little bit, do they get really involved, in depth, do they really get their hands on . . .
- 88 P2: I wouldn't . . . no I wouldn't say so, in all the performances I've . . . like the dance performances and theatre things that I've been involved in . . . it's always really student and I just guess teacher based and . . . the community just comes out and like supports it by coming and watching.
- 89 M: Um . . . hm. . . Can you think of any other ways that they would support . . . like think about maybe . . . donations or . . .
- 90 P2: Not really . . . not that I know of at least as far as donations go.
- 91 M: Okay . . . fair enough um . . .
- 92 P2: Oh, unless it's like the . . . there's Terry Fox run going on which this school has like a relay for life team ah . . . when there's the Terry Fox there's like a . . . there's a Terry Fox team that goes out and so the community like comes to support that way by giving donations but . . .

- 93 M: How about before like ah . . . think about ah . . . building construction and things or volunteering efforts . . .
- 94 P2: [Whispers] volunteering efforts . . . as far as the community goes? I couldn't think of anything . . . really.
- 95 M: Okay . . . the next question we're going to um . . . focuses on around past history of change efforts so um . . . I want you to think about since you been at the school for a while and you've seen maybe, seeing changes happen through the school and within the community has the . . . has the school always had success in their extracurricular programs here?
- 96 P2: Yeah . . . I would say so . . . like coming into the school in grade 9 I think the . . . the senior girls made it to provincials and the senior . . . for soccer . . . and the senior boys made it to provincials for soccer too and every year the volleyball teams go to a Hawaii and like . . . yeah and the . . . like the drama performances always had a good . . . ummm . . . reputation [laughs] . . . Yeah.
- 97 M: . . . Great.
- 98 P2: Yeah . . . so coming into it there was really like . . . a degree of excellence that you felt you had to attain to.
- 99 M: Mmm . . . that's great.
- 100 P2: Yeah.
- 101 M: So you've wanted to hit . . . you want to do . . .
- 102 P2: Yeah.
- 103 M: . . . your best off the bat because it's like. . . you're becoming a part of a really successful program and . . . you want to add to it?
- 104 P2: Yeah.
- 105 M: Yeah . . . in what ways did you want to add. . . did you feel like you wanted to add to it?
- 106 P2: Well I'm . . . in the extracurricular way?
- 107 M: Yeah . . .

- 108 P2: Um . . . just like . . . there's something about this school that just makes . . . like makes you want to get involved because everybody is involved and so you just like you'll hear about something, you'll be like: "Oh that's so cool, I want to do that" like I don't even remember how I got started with the helping the theatre performances I think (teacher, name omitted) just asked me once and I was like: "Yeah of course". . . like you just . . . you want to do things you feel compelled to do things because it's just the way this school is . . . I don't know.
- 109 M: Why do you feel like you want to do things . . . think about that feeling why do you have that feeling here?
- 110 P2: I guess the teachers and the coaches have a lot to do with it because they're so passionate about it . . . they're not just kind of like: "Ok, this is soccer practise, let's pass the ball". . . like they're . . . they're very committed to . . . kind of making sure that the students . . . feel like, like this is something they want to be doing and like this is something that is important and fun and like . . . yeah I think the teachers really up it lot.
- 111 M: Wow . . . great . . . ummm . . . so now I want you to think back over these past several years throughout your high school career, um . . . were changes made ah . . . that were important to the current success, success of their extracurricular activities or unsuccessfulness . . . aspects of their extracurricular activities were there any changes that . . . you know . . . you know switched into high gear and just like whoa . . . it just went off the deep end . . . you know . . . just became really, really great or was there a change made that maybe you know . . . dropped some of the extracurricular activities?
- 112 P2: Not that I can think of really just that there's been sort of . . . new things that have come up like the swim team I said and then um . . . EAGER which is the environmental group here sort of started up and like now it's . . . at first it started sort of started slowly and like . . . you would see a group of kids in Ms. Robinson's room at lunch and not really know what's going on but know it was something environment . . . and now last year there was this day where we all called up the government offices to talk to them about climate change and it's like this big thing that went on around the world and that group started it here and um . . . kind of just like posters in the bathroom . . . like compost your paper towels . . . oh and they got compost bins in the hallway just little changes like that I think are more . . . like I'm more aware now than I was before for environmental things around the school.

- 113 M: Okay . . . so thinking back um . . . from grade 9 when he came into this school did you . . . did you find anything that was like maybe an unsuccessful initiative that sort of curbed the amount of participation in extracurricular activities?
- 114 P2: Not really . . . no . . . not that I could think of . . . oh another thing that sort of I think brought things up was this year, at least as far as I know the . . . there's a play that's . . . open audition because usually it's for the GISPA kids or the people who are in the acting classes and this year's just an open audition and I think that got a . . . way greater range of people involved and so that was a change that I saw . . . a lot as well . . . that was successful.
- 115 M: Mmm . . . can you explain the difference between the open audition and the auditions for GISPA and the music program? What's the difference between those?
- 116 P2: Well GISPA's like . . . it's a full year program it's the performing arts program and so people who are . . . involved in it are like REALLY, really committed to it and really like . . . you know how actors kind of get when they're . . . they've been doing it a long time like stage actors they get really like . . . "They talk like this" [Acts out, laughs] what's that word . . . they enunciate and they overact kind of and so like . . . like theatre and big deal and then with . . . ah . . . open auditions it was kind of like . . . opened it up to . . . to the rest of the school and got people who were maybe kinda thinking of it but not sure to come in and try it and it kind of brought it like . . . like down a notch to a more . . . like earthy level and so it's . . . I guess . . . less intense but not in a like . . . not in a lazy kind of way like . . . but it's . . . I don't . . . it's like . . . less kind of high, up-ity kind of thing.
- 117 M: Okay . . . and so did you find participation . . . on the whole . . .
- 118 P2: Mmm . . .
- 119 M: Um . . . was better in that setting compared to say a GISPA and . . . and music program setting?
- 120 P2: I wouldn't say better but just different like just a new way of doing things, that was . . . better and . . . that has been better in some ways and I . . . it hasn't like I haven't seen the production hasn't fully gone on yet we're still like working on it and doing rehearsals and stuff like that but . . . it just fee(ls) . . . it just is different for some reason.
- 121 M: Okay . . . do you think it . . . do you . . . which do you think impacted students more positively . . . like. . . um . . . more students . . . more students more pos . . . more positive manner?

- 122 P2: I guess the open auditions one . . . just because like seeing people who aren't really classified as like the drama . . . like a kid who does drama . . . um . . . doing it kind of inspired me to kinda think of like: "Oh, what if I wanted to do something like that . . . like I . . . it looks like fun, I should do something like that."
- 123 M: Wow . . . great.
- 124 P2: Whereas before when it was GISPA it seemed almost like . . . elitist or something like: "Oh, I'm not going to be good enough to get into GISPA and do . . . do a show like that."
- 125 M: Wow . . .
- 126 P2: Yeah.
- 127 M: Great . . . um . . . okay the next, question were going to go into important aspects or barriers for people to participate in extracurricular activities . . .
- 128 P2: Okay . . .
- 129 M: . . . at the school . . . so what I'd like to ask what important aspect of the school's extracurricular activities contribute to its success?
- 130 P2: What important aspects . . .
- 131 M: Yeah, of the extracurricular activities at Gulf Islands Secondary School contribute to the success of the school?
- 132 P2: I get . . . I hat(e) . . . I hate to repeat myself over and over but the coaches really . . . I think . . . the coaches and the people who lead the groups really and . . .
- 133 M: Can you tell me more about . . . oh . . .
- 134 P2: [Laughs] sorry . . . go ahead.
- 135 M: Just I . . . I'm just going to inter . . . intercept there . . . can you tell me more about the coaches, do you have teachers, do you { have} . . .
- 136 P2: {Yeah, teachers}
- 137 M: { . . . community members do you have} . . . just all teachers?

- 138 P2: Ye . . . yeah . . . as far as I kn(ow) . . . yeah.
- 139 M: Okay . . .
- 140 P2: I think . . . except I think the . . . ah . . . football team has somebody from the community who comes in . . .
- 141 M: Great . . .
- 142 P2: . . . and does that.
- 143 M: Okay . . . anything else you can think about . . . from . . . ah . . . contributing aspects . . . contribute to the succ . . . success?
- 144 P2: I think the students as well probably, really encourage each other and try to help each other out like I . . . I'm not the best at soccer, so like my friend (name omitted) who's a lot better . . . well she's better than me [laughs]! . . . will come and like help me and try and show me how to do it then like it's a really . . . like a really big team aspect and trying to make everybody as good as they can be and not like bringing people down because they aren't as good.
- 145 M: So you have a great relationship even with your . . . your teammates?
- 146 P2: Yeah.
- 147 M: . . . that's very supportive . . .
- 148 P2: Yeah.
- 149 M: How does . . . how does ah . . . is it just natural between students or is there something that your coaches do to help that, help that team bond come around . . . can you think of . . .
- 150 P2: . . . mmm
- 151 M: . . . anything?
- 152 P2: Not really I think it's just . . . the way . . . things happen . . .
- 153 M: Yeah?
- 154 P2: Yeah.

- 155 M: Would you say it's different here than on say . . . Vancouver Island?
- 156 P2: . . . maybe I mean not having been there . . . but like you hear kind of stereotypical like city schools stories like everybody's really cliquey and not very nice but I don't know if that's true or not.
- 157 M: Um . . . when you go to say a game . . .
- 158 P2: Uh . . . hmm
- 159 M: . . . that's off island and you see the way that students interact from another school compared to Gulf Islands . . .
- 160 P2: Yeah . . . actually I do . . . I . . . a lot of the time they're like yelling at each other and like telling each other what to do . . . and like . . . I don't know they're just like: "Move up!" Or like: "Pass the ball!" Like kind of angry and I find that when . . . when we play soccer we're really like supportive and like: "Good job!" and like there's a lot of like . . . encouraging things being yelled as opposed to . . . as opposed to bossing people around.
- 161 M: Does everybody get a chance to play? Or . . .
- 162 P2: Yeah.
- 163 M: Yeah?
- 164 P2: Yeah.
- 165 M: Okay . . .
- 166 P2: Actually there's like . . . there's redshirts who don't play as often because they're not quite as good but they still get to play as well.
- 167 M: Okay . . . um . . . so how do you think some of these aspects have made Gulf Islands Secondary School a succ . . . a successful school?
- 168 P2: Um . . . I guess just because that kind of . . . like encouraging and like a good feeling that you get with extracurricular activities transfers into the school as well and like into . . . the academic side of things and it just kind of makes the overall experience better because like . . . when you have a sports team that's really encouraging and doing really well and then you come into school it's just a . . . like

a better feeling . . . knowing that you have that to look forward to and you see your like teammates in the hall it's just . . . it makes it an overall better experience.

169 M: So how does that make you feel . . . ah . . . feel . . . to perform like in the classroom?

170 P2: Um . . . well, I've always been a really big perfectionist [laughs] . . .

171 M: Okay . . .

172 P2: . . . and like really have this need to like do well in things . . . but I think for . . . like a lot of the time when you do develop a passion for something and then you do get involved in extracurricular stuff . . . you can find that in you easier and it's easier to transfer into your academic stuff or if you have a job you want to try harder at that too . . . it just sort of . . . brings like . . . brings passion out in you and you want to kind of do your best.

173 M: That's great . . . ummm . . . okay . . . so this next question is sort of going down the other side . . .

174 P2: Uh . . . hmm.

175 M: . . . what gets in the way of improving student participation in extracurricular activities at this school . . . so, so not all kids get involved in extracurricular activities so what gets in the way from . . . some of those other kids who are not currently involved in all the great programs that are here . . . what stops them?

176 P2: Hmmm . . . I guess . . . shyness would stop it . . . if you're just naturally timid maybe you wouldn't be as inclined to or if . . . um . . . if that's just the . . . kind of like your home life hasn't been that great or you haven't been raised where like . . . you know . . . you go out and play on sports teams and you get involved I would say that would be the main thing but I can't really think of anything that the school is doing that wouldn't be . . .

177 M: Uh . . . hmm.

178 P2: . . . encouraging that . . .

179 M: Okay I wanna think about, um . . . give you an example like . . . the skate park, I see a lot of kids hanging out in the skate park who are not necessarily involved in extracurricular activities associated with the school.

- 180 P2: Yeah.
- 181 M: What would prevent maybe a . . . a student like that or a student who . . . um . . . just isn't engaged in the school at all what would prevent them from coming into Gulf Islands to participate in some of these great programs in . . . you know getting the passion that you mentioned . . . what would stop them from doing them?
- 182 P2: I guess just a . . . like . . . an unawareness . . . like they just don't know what they're missing because this is what they've known for their whole life and so they don't really . . . feel inclined to . . . to do anything out of their . . . outside of what they know . . .
- 183 M: Uh hmm . . .
- 184 P2: . . . maybe?
- 185 M: Okay . . . getting out of their comfort zone.
- 186 P2: Uh hmm.
- 187 M: Okay, so thinking about all of these barriers that we've talked about whether it's family life or not really knowing or not being aware or shy . . . shyness . . . what has been done or what have you seen that might have been done to overcome some of these barriers and engage some of these students back into Gulf Islands Secondary School extracurricular activities?
- 188 P2: I couldn't . . . hmm . . .
- 189 M: . . . like what do you think maybe a teacher or the school or a community member has done to help get these students . . . more actively participating in the high school here?
- 190 P2: I couldn't really thi(nk) . . . except for when I was in grade 9 and I was really shy and like . . . like . . . just terrified [laughs] of everything and then . . . um . . . (teacher, name omitted) is the drama teacher . . . kind of came to me and asked me if I wanted to get involved in the . . . backstage . . . like helping . . . side of things and . . . I guess it's umm . . . unless (teacher, name omitted). . . no I think it's always . . . just been kind of on your own initiative to get involved in things other than the . . . um . . . the drama thing . . . oh and this year because I'm graduating we needed to find um . . . some people who would kind of carry on and take on the performances for the coming years of being stage managers and stuff . . . um. . . I had to . . . well me and my friend (name omitted) would do it had to go out and sort of find some

grade 10s who we thought would be good for those positions and kind of like bring them in . . . so, this year we're showing them how to do it so that when we graduate they can carry on and continue.

191 M: Wow.

192 P2: Yeah.

193 M: So you're like recruiting . . . you recruit them.

194 P2: Yeah.

195 M: Within the student body.

196 P2: Uh hmm.

197 M: That's great um . . . now how do you, how would you say that a . . . students become aware of the extracurricular activities offered at this school some kids don't know a lot of . . . like as you mentioned . . . some kids don't know where they don't have that awareness . . .

198 Yeah.

199 M: . . . so how would they become aware of the activities offered at this school?

200 P2: How do they or how could they?

201 M: Um . . . Let's go with how do they . . .

202 P2: Okay . . . um . . . there's the announcements that are out every day and we are supposed to be read them in homeroom but I've heard that some home rooms don't read out the announcements . . . they always say like: "Today after school there's the soccer tryouts" or this tryout or whatever and then with um . . . they're like . . . they're starting a Glee club right now [laughs] and there's posters everywhere for that and they made um . . . a Facebook event for it too and usually all the drama performances are . . . are posters everywhere . . .

203 M: Great.

204 P2: Yeah.

- 205 M: . . . and how could they . . . of the second part of that . . . how could they engage more students or make more students aware of what's happening in the school?
- 206 P2: I guess the posters are a really good thing because people like react so well to visual things or . . . um . . . like going into a PE class and just kind of telling them like these are the sports that are starting up if you're interested in any of them and like going talk to us and we'll tell you when the tryouts are and stuff and just make it more accessible like that, by person-to-person kind of thing.
- 207 M: Mmm . . . okay.
- 208 P2: Yeah.
- 209 M: Great . . . um . . . so is there anything else that you can think, that makes the extracurricular activities successful at the school this is sort of a wrap up . . . is there anything else they can think of that make the activities here a success?
- 210 P2: Hmm . . . not really just kind of like that, that sort of standard that you feel is here you just feel by like walking in the doors and like hearing about things that are going on and how successful everybody is it's kind of like a legacy that you just feel like you need to uphold and like continue to strive to do well.
- 211 M: That's great. How about . . . how about in the island . . . on the island? You know being . . . living on this island on Salt Spring Island?
- 212 P2: How is that . . . make the . . . what are you . . .?
- 213 M: Yeah, how does it make extracurricular activities more successful let's say just living on the island not including the school?
- 214 P2: I guess the community aspect . . . definitely does a lot because like . . . you know people who are involved with things or who like . . . I [laughs] . . .
- 215 M: Yeah.
- 216 P2: Can I think for a second? Um . . . hmmm . . . I guess . . . because it's a small community . . . there's not like shopping malls or anything like that there's not a lot of . . . kind of things like that to do like there's one movie theatre that has one show [laughs] at a time for a week and then there's not . . . like a lot to do outside of . . . thing . . . like outside of the extracurricular activities with the school . . . I mean there's community stuff like community soccer I mean . . . um . . . so yeah just like . . . there's not a lot to do so it's like okay we'll go do the rowing team or the soccer

team or the volleyball team because it's what's . . . what there is [laughs] to have happen.

217 M: Okay . . .

218 P2: Yeah.

219 M: Um . . . so is there anything that we haven't discussed that you feel is an important element to the success of extracurricular activities?

220 P2: Nope.

221 M: Nope?

222 P2: . . . no, not really.

223 M: Okay, is there anything else that you'd like to . . . that you'd like to add with regard to Gulf Islands Secondary School and extracurricular activities . . . of the school? Is there anything you'd like to . . . add?

224 P2: No, I don't think so.

225 M: No?

226 P2: . . . I think we've pretty much covered all.

227 M: [laughs] Okay . . . okay that's wonderful, thanks . . . I'm just going to flick this little guy off.

Appendix K**Transcription Participant 3: Gillian**

- 01 M: Okay . . . alright . . . so . . . if a friend from another town asks you about this school how would you describe the extracurricular activities, ah . . . at this school?
- 02 P3: Um . . . ah . . . I don't know too much about them because I'm not really involved with most of them but from what I see like all my fellow students and stuff everyone seems pretty into it and they're all pretty good like teamwork and they're all pretty good team players and they just . . . seem to have fun with it and that really . . . they're good programs for sure like a lot of good athletes in our school and I don't know if it's just . . . from being good athletes or you know . . . also the help from . . . the . . . you know the activities that they give you?
- 03 M: Yeah . . . yeah so like I guess . . . ah . . . if you're trying to be recruited for extracurricular activities how would you . . . how would you . . . how would you hear about them?
- 04 P3: Um . . . Like if you want to get into it?
- 05 M: Yeah . . . how would you . . . how would you . . .
- 06 P3: Um . . .
- 07 M: . . . sort of find out what's available . . . or?
- 08 P3: Probably go to one of the coaches or . . . Yeah also just talk to other people at the school because there's a lot of people that are really into it . . . like all the volley . . . ball people just went to Hawaii and they just got back from the islands . . .
- 09 M: Wow . . .
- 10 P3: . . . seemed pretty cool, yeah.
- 11 M: Wow . . .
- 12 P3: Mm . . . hmm . . .
- 13 M: So, you speak to friends . . . and . . .
- 14 P3: Yeah.
- 15 M: It's . . . it's . . . it's I guess there's a lot of word-of-mouth . . . would you say?
- 16 P3: Yeah, definitely.

- 17 M: Yeah?
- 18 P3: Um . . . hmm . . .
- 19 M: Great. Um . . . so . . . what do you think other people outside of this school think about the extracurricular activities at Gulf Islands? . . . so if there's somebody from another school on Vancouver Island what do you think they would think about the extracurricular activities at this school?
- 20 P3: Um . . . I kind of . . . it all depends I guess but . . . they probably seemed pretty interested and like things are pretty good . . . you know like . . . some places are really competitive and get like . . . I don't know . . . like strict about it but people here just have fun with it and you know . . . like if you win you win if you don't at least you tried and . . .
- 21 M: Wow . . .
- 22 P3: . . . and you had fun with it.
- 23 M: So it's a posit . . . is it a positive experience . . .
- 24 P3: Yeah . . .
- 25 M: . . . for most, for most students do you think?
- 26 P3: Yeah, and there's all the games like . . . people go and they paint scorpions on their face and all this . . . and spectators just go and cheer them on and it's . . . it's fun.
- 27 M: Have you . . . have you gone to do that?
- 28 P3: Um . . . I've gone to a few . . . soccer games that have been here . . . like off island people . . .
- 29 M: Yeah . . .
- 30 P3: . . . like off islands . . . but . . . I ah . . . I go to . . . for May Long . . . all the big soccer tournaments to happen here but it's not really students that are in it . . . more older people that play soccer but . . .
- 31 M: Okay . . .
- 32 P3: . . . a lot of the students come and it's like parents and students too . . . out playing soccer games . . . it's just like a big event.

- 33 M: Oh wow . . .
- 34 P3: . . . for May Long.
- 35 M: So like local . . . like local people come and play in the games?
- 36 P3: Um . . . hmm.
- 37 M: Oh, okay . . .
- 38 P3: We have like our local soccer teams and then they play other people from outer islands and another teams on the island . . . and it's like. . . there's food like hotdog stands . . . and like beer gardens and just . . . just like a big event . . . where everyone comes and just hangs out and . . .
- 39 M: . . . and that's totally . . . that's outside of the school right?
- 40 Yeah.
- 41 M: So how would you say that's different from . . . like an activity . . . within the school?
- 42 P3: . . . within the school?
- 43 M: You know like a soccer game that's put on by the school?
- 44 P3: Um . . . it's probably kind of . . . a bit the same but just no beer gardens [laughs] and not as many people [laughs] . . .
- 45 M: Yeah . . .
- 46 P3: . . . I guess . . . but yeah there . . . there's like . . . even students that graduated like a few years ago they still come by and come and watch the soccer games and . . . there's even . . . like they're still friends with people that still go to the school even though they graduated a few years ago it's all . . . pretty connected and . . . they just come to support. . . I guess.
- 47 M: How do you . . . do . . . do you . . . do you talk to those people when they're out at the games . . . like how do you . . . how do you find your relationship with those people who come back to see games . . . like GISS games?
- 48 P3: Um . . . Yeah certain . . . Yeah there's . . . a few of them not like . . . I'm not like really close friends with all of them . . .
- 49 M: Yeah . . .

- 50 P3: . . . but there's a few of them, yeah . . . it's good to see them just like: "Hey where . . . what have you been up to?" . . . you know . . . some moved to Vancouver . . . travelled around and . . . come back to . . . watch the high school soccer game [little laugh].
- 51 M: So it's very welcoming . . .
- 52 P3: Yeah, definitely . . . mm hm.
- 53 M: Wow . . . okay. . . um . . . okay so what makes activities offered at this school different from the other schools in the area . . . just in this area . . . say compared to . . .
- 54 P3: . . . like the middle school or like?
- 55 M: Ah . . .
- 56 P3: . . .off island?
- 57 M: . . . I want to say off . . . I want to say off island . . . so off the island um . . . some of the other high schools on the outlying islands and then we'll compare to Vancouver Island . . .
- 58 P3: Um . . . how are . . .do the sports like . . . di . . . differ I guess?
- 59 M: How . . . how, how do, how do you, how do extra . . . how do the, the activities at this school . . . how are they different than say other schools from outside the area . . . so um . . . there's . . . there's lots of unique activities at this school . . .
- 60 P3: Um . . . hmm . . .
- 61 M: . . . how would you say that they . . . do they . . . do they differ from . . .
- 62 P3: Oh . . .
- 63 M: . . . some of the activities at high schools on . . .
- 64 P3: I think a little bit . . . um . . . they have . . . definitely have like a few different sports that they do . . . like here in school I don't think we have a hockey team or . . . like . . . a rugby team or you know we have like soccer and football, and volleyball and like a few other ones but just like kind of . . .mmm . . . all the basics but just a few of them.
- 65 M: . . . just a few of them . . .

- 66 P3: Yeah, other ones I think they have more choices but then again they have a lot more people to . . . participate in them.
- 67 M: . . . draw from, {there's more students at those} high schools.
- 68 P3: {yeah . . . yeah. . . um hmm . . .}
- 69 M: Um . . . how about for arts? So that was the athletics, how about for like say . . . you know arts and ah . . . other kinds of . . . and, and other clubs outside of athletics?
- 70 P3: Um . . .
- 71 M: . . . how would they be different?
- 72 P3: Um . . . not exactly sure because I'm . . . you know I don't go to school off island I don't know that many people that do but I think . . . like I've gone to a few schools off island . . . like when I was younger and . . . it . . . here it's . . . I don't know just so much more like . . . not open minded, but kind of . . . and just we have like a lot of . . . and we've got like just the normal visual arts and then we have GISPA which is the Gulf Islands School of Performing Arts . . .
- 73 M: Um hmm . . .
- 74 P3: . . . and we have . . . I don't know like the music classes and choir and all of those . . . you know . . .
- 75 M: . . . great . . .
- 76 P3: . . . and they're all really good at like . . . and they go different places . . . and like the improv team goes and does their thing [little laugh].
- 77 M: That's a really neat one . . . that one . . . how about clubs?
- 78 P3: Clubs?
- 79 M: So say like a chess club or a computer club {or} something that people just you know . . . lunch hour or after school is like . . . I'm just going to . . .
- 80 P3: { Mmm} . . . lunch. . . I'm not that familiar with most of the clubs here but I'm sure we have like . . . the math club and like a science club and . . . those kind of things but . . . I'm not sure . . .
- 81 M: How would students find out about those?
- 82 P3: Ummm . . . probably talk to other students . . .

- 83 M: { . . . other students? }
- 84 P3: { . . . Because } . . . yeah a lot of the students belong . . . you know . . . because . . . they . . . they like . . . there's like leaders of the groups I guess and . . . just talk to them and . . . maybe just go . . . s . . . sit in for a little bit and see like, what happens there and then . . . take it from there if you wanted to join in and . . .
- 85 M: So it's . . . it's really word-of-mouth driven eh?
- 86 P3: Um hmm . . . yeah.
- 87 M: Yeah . . . great . . .
- 88 P3: Yeah.
- 89 M: Um . . . okay so the next question pertains to British Columbia um . . . if you are thinking about activities at this school, arts and athletics, clubs how would you say maybe this differs from the rest of the schools in British Columbia, like outside of the island community?
- 90 P3: Um . . . I don't know . . . how I'm . . . I think that here's a lot more like community-based and everyone's like . . . pretty close and it's all connected kind of. . .
- 91 M: . . . right.
- 92 P3: . . . but then it could be anywhere else you know . . . but maybe . . . I think it's like a wider spectrum of people and things so it's all kind of like spread out a little bit more.
- 93 M: Right . . .
- 94 P3: . . . you know?
- 95 M: Okay . . .
- 96 P3: . . . because. . . maybe people here that would be like some of the people that would be in the soccer . . . on the soccer team are also in like the math club or so it's . . . you know they get a spectrum of different people . . .
- 97 M: . . . it's all sorts of different . . .
- 98 P3: Um . . . hmm . . .
- 99 M: . . . clubs that one person will become attached to?

- 100 P3: Yeah.
- 101 M: All right . . . example.
- 102 P3: . . . so it's all interconnected right [laughs].
- 103 M: They're altogether . . . interesting um . . . how about um . . . okay this question focuses around um . . . your satisfactions and dissatisfactions with extracurricular activities . . . okay so um . . . what do you find or what do you think that a student from the school would find most satisfying about extracurricular activities offered at this school? What do you think would be most satisfying for people who are really engaged in . . . here?
- 104 P3: Um . . . probably what they get out of it . . . like . . . I dunno if you're . . . in . . . science club and you discover you make like an experiment and it works out and you're probably really excited about that or the soccer team goes off island and there's a game and they win, they sing the whole way back of the bus . . .
- 105 M: Wow . . . cool.
- 106 P3: It's just you know . . . kind of fun if you're into it I guess.
- 107 M: Yeah . . . so I mean on the other side of it what do you think would be most . . . what do you find most dissatisfying you know as a student of this school what you find most dissatisfying about the extracurricular activities offered . . . at the school?
- 108 P3: Um . . . with certain ones like some people can't really afford to be in them . . . because you have to buy all the equipment and . . . pay to go off island and pay for the um . . . outfits or jerseys or whatever . . .
- 109 M: Yeah . . .
- 110 P3: It's . . . just yeah.
- 111 M: Expense is a big thing eh?
- 112 P3: Yeah. . . definitely.
- 113 M: Yeah . . .
- 114 P3: It's like some people just really want to play but you know families can't afford it . . . so it's . . . pretty unfair. . . for them anyways . . .
- 115 M: Yeah . . .
- 116 P3: . . . it's wrong . . .

- 117 M: Yeah . . . okay how about, how about if . . . if say, say money wasn't ah . . . you know . . . wasn't an objection to that . . .
- 118 P3: Um . . . hmm . . .
- 119 M: . . . um . . . would you say that . . . what would you say about that if money wasn't an issue?
- 120 P3: Um . . .
- 121 M: What would be most diss . . . if money wasn't an issue what's most dissatisfying . . . because I mean we have clubs that you can . . . participate in for free . . .
- 122 P3: Yeah . . .
- 123 M: . . . right?
- 124 P3: Um . . . I don't know. . . maybe . . . um . . . I don't know . . . maybe there will be people in there that you . . . um . . . don't get along with or you . . . they do things that you'd just rather not do or . . . mmm.
- 125 M: Yeah . . . okay . . . alright that's . . . it's, it's, it's a tough question [laughs].
- 126 P3: Yeah . . . the problem is . . . part of me wants . . . like a few of the clubs or something you'd have a better . . . you know like . . . idea of what's going on in there and what could be but . . . I just . . . I don't belong in those clubs.
- 127 M: Yeah . . . how come . . . why, why don't you go into them?
- 128 P3: Um . . . I don't know . . . just, I've never really . . . it's not really my thing I guess like . . . like it's awes . . . awesome . . . like . . . the school that we have that was . . . that people can choose to do that but it's just like math and science and they just never really been my . . . like my strong points so . . .
- 129 M: Yeah . . .
- 130 P3: So and going to look for . . . you know . . . extra time to go do those things . . . because it's just [little laugh] . . . not my thing . . .
- 131 M: Yeah. . .
- 132 P3: . . . not my thing . . . but I'm really into . . . like the arts . . . and . . . stuff . . .
- 133 M: Yeah . . .

- 134 P3: So it's like every tutorial . . . I would take every chance I get I'll go . . . do art or . . . and year book—I'll take the camera and go take pictures in art . . . in the art room . . . like the environment and . . . and . . .
- 135 M: . . . right.
- 136 P3: Mmm . . .
- 137 M: So you find that maybe some of the activities aren't offered here aren't totally in line with what you're interested in?
- 138 P3: Yeah . . . that's just one person . . .
- 139 M: Yeah . . .
- 140 P3: You know . . . but . . .
- 141 M: . . . see more activity-based . . . okay . . . um . . . the next question centres around community aspects, and ah . . . from, from what you said . . . Gulf Islands has a big community ah . . . community support group right? From parents and people in the community ah . . . so what do you think . . . what's the role of the community with extracurricular activities at the school? So if there's a community member what is their role with extracurricular activities at this school?
- 142 Um . . .
- 143 M: . . . or is there one?
- 144 P3: I think . . . yeah . . . like for some of the events that ha . . . put . . . be put on . . . like um . . . we need lots of like . . . ah . . . supporters and like . . . and you know, people . . . like Thrifty's and stuff they . . . help, you know like, contributions and stuff too . . .
- 145 M: Um hmm . . .
- 146 P3: . . . make it all happen and like the tents, they can sell food under it or they, you know donate stuff . . .
- 147 M: Yeah . . .
- 148 P3: . . . and like, parents and stuff come . . . in . . . and help like some of them are even the coaches and they come and help like . . . just helping, they're just . . .
- 149 M: Yeah . . . do your, your parents come in to, to support these?

- 150 P3: Um . . . not really . . . I only live my . . . I only live with my mom on Salt Spring, my dad lives in Victoria. . .
- 151 M: Okay . . .
- 152 P3: But . . . um . . . no . . . 'cause I'm not really involved in any of them . . . any of the, like, extracurricular activities so . . . if I was then she would but . . .
- 153 M: Okay . . .
- 154 P3: . . . it's just . . .
- 155 M: Okay, so if you were involved in like say . . . in arts-based project . . .
- 156 P3: Yeah . . .
- 157 M: . . . or something like that, your mom would come along?
- 158 P3: Yeah.
- 159 M: Mmm . . . interesting. So, um . . . can you give me some examples I guess of some of the . . . like you gave some examples of selling hotdogs, and . . . and, and giving food and providing a little bit of support . . . can you go little bit more in-depth on how parents or community members outside of the school help?
- 160 P3: Um . . . like if there's an off-island basketball trip or something . . . they'll be announcements or like in the newsletter that we need like extra parents or extra drivers to like carpool the kids to go off island and . . . or . . . I'm not sure the amount in . . . a few parents that went to Hawaii and helped out . . .
- 161 M: Wow . . .
- 162 P3: Um . . . yeah just like whenever you know like because there's so many teachers but they're teaching in the class you know and they need extra support to do things like that.
- 163 M: Yeah . . . to, to make these things really happen . . .
- 164 P3: Yeah.
- 165 M: Wow, that's really good. Um, so I mean obviously, so, so with that support . . . ah . . . how would you describe their attitudes? Like I mean if you've seen at some of these things . . . some of these things-functions how would you describe their attitudes and their efforts . . . like do they put a lot of effort into it . . . {are they really committed?}

- 166 P3: {Yeah, a lot of them . . . do} like the ones, like if you're not going to put your effort into it why even . . . you know . . . like they . . . a lot of parents come . . . and . . . just to support their kids a lot and even some of them play sports and like the older . . . like adult teams that we have on island so they're really into and they come . . . yeah they, they give it their all if they're going to do it.
- 167 M: Great . . . have you ever, have you seen any kind of . . . you know . . . efforts maybe not so much down the other side . . . do you know what I mean? Maybe not as engaged into . . . in, in the activities . . . you know from the other view?
- 168 P3: Yeah . . . um . . . I haven't really . . . se . . . like seen any or experienced any but I'm sure there is at there too . . .
- 169 M: Okay . . .
- 170 P3: . . . like even if they're not stoked to be standing out in the rain at a soccer game they're still doing it, you know . . . to watch the kid get that one goal [laughs].
- 171 M: That's really good. Um . . . okay the next question deals with ah . . . a historical perspective um . . . because you're, you're a senior student, so you've seen some developments happen through high school. Um . . . so has the school always had success in their extracurricular activities? Now success can mean many things . . . success can mean like that ah . . . clubs are you know . . . overfilled or maybe, maybe ah . . . you know um . . . it, it . . . there . . . they went on to do a production or something that was very well received by a community um . . . something where you felt that ah . . . it was . . . that it's very successful like who . . .
- 172 P3: Yeah . . .
- 173 M: Yeah?
- 174 P3: . . . definitely um . . . like for the drama teams and the . . . the dance classes and stuff . . . like they put on . . . I don't know how often they do it but they put on shows at Artspring . . .
- 175 M: Yup . . .
- 176 P3: . . . to like . . . and I've gone to a few of those and just like . . . I'm blown away by like some of the stuff 'cause like . . . I walk past the dance room and I'll hear like the music on and I'll just like peek in and . . . you know there's practicing and like to see what they've been working for you know . . . like as a full finished piece of work . . . it's . . . it's amazing.
- 177 M: Yeah . . . would you ever want to join into something like that?

- 178 P3: Um . . . I've thought about it a few times but . . . um . . . yeah, I don't know . . . I, I'd love . . . I would like to but I just haven't been . . . haven't really . . . got around to it I guess? It's . . . 'cause it's . . . you gotta, you know . . . you gotta put in a lot of your effort and it's gotta to be like . . . all of your time and you've got to be really serious about it . . . and not that I wouldn't be but . . . um . . . I don't know . . .
- 179 M: What do you, what do you, what would you say is the biggest road block to you . . . because you like the arts . . .
- 180 P3: Um . . . hmm . . .
- 181 M: . . . what was . . . what is your biggest road block into engaging in to the arts and becoming part of it?
- 182 P3: Um . . . I think it's just getting started with it you know . . . like I was in the one . . . I was in dance class once, and I stayed in for a little bit but it was just like . . . we started off with doing ballet and then just slowly like stretches for like the first week . . . and for weeks and weeks and weeks it was just like . . . huh and by the end it would probably be worth it but . . . you know it for the whole dance . . . but it's just getting there . . .
- 183 M: It's a slow start, it's a slow build . . .
- 184 P3: Yeah . . . like I don't know, I just wasn't into . . . I'm not into ballet and all that . . . you know . . . it's like cool to watch, it's really amazing to watch but it's just . . . I get impatient with it [laughs] {I just wanna . . .}
- 185 M: {Okay. . .}
- 186 P3: . . . start doing something, you know.
- 187 M: You just wanna get right into it, yeah?
- 188 P3: Yeah.
- 189 M: Okay, that's, that's cool . . . um . . . so, I guess ah . . . this next question is sort of thinking over the last sev . . . the past several years of being in high school, um . . . what are the changes made that were important to the current success or unsuccessful aspects of the extracurricular activities at the school . . . so. . . um . . . if they've made any changes to the programs like, they started a new program up because I'm noticing like a lot of different streams in the school here . . .
- 190 P3: Um . . . hmm . . .
- 191 M: They started a new program up, um . . . do you think, do you think ah . . . what were, what were what was important to the success or not success of those programs

. . . you might have seen some programs that didn't work very well and maybe you've seen programs that have been really, really successful what do you think was behind them to make them successful or what do you think was behind them to make them unsuccessful?

192 P3: Um . . . the like GSA, like the Gay Straight Alliance . . .

193 M: Right . . .

194 P3: Um . . . it was, it was very successful at first because there's a lot students in this school that were really supportive of it and like whether they were straight or not they still . . . you know like it didn't matter, they want to support it and they went in and did it . . . um . . . over the past . . . over the few years though it's been kind of . . . going down a little bit because there's less people that are into it . . . like there's still a few of them that are try . . . like keeping going and stuff . . .

195 M: Yeah . . .

196 P3: . . . but I don't know if it's just people don't want to come out and be like supportive of that . . . or if . . . I, I don't know . . .

197 M: Yeah . . .

198 P3: . . . what it's about but . . .

199 M: What do you think, why do you think they just . . . why you think it's sort of tapered off like that?

200 P3: Um . . . I don't know maybe it's just like . . . the pressure . . . of . . . nowadays to not be gay or you know . . . if you are then you'll be like pushed out or like put in a certain category and you know, name called and just . . . there's not that much at this school but some people . . . you know . . . it's just the whole of it, kind of like: "I don't know if I want to be . . ." you know . . .

201 M: Yeah. . .

202 ". . . With you."

203 M: It's a, it's a tough issue . . .

204 P3: Yeah.

205 M: Yeah . . . how about . . . think about the. . . you know, you know the teachers that help run that, that particular club . . . um . . . how, how do they contribute to the success or the unsucc . . . 'cause I mean you're talking about a decline, how would

they either contribute to the success maybe initially and then sort of the unsuccessful, unsuccessful aspects of it?

206 P3: Um . . . well probably with the successful part it's just . . . they're really supportive and like want to get everybody into it and they want to keep it going but it's . . . they just can't keep going on their own . . . so there's not that many students into it and they can't really do much about it you know . . . 'cause they can't just . . .

207 M: Yeah . . .

208 P3: . . . keep it going by themselves, they need people to building blocks you know.
..

209 M: Yeah . . . how, what would you think it's a good way to keep people coming keep that, you know keep that energy high?

210 P3: Hmmm . . . I don't know I just . . . I guess it's just what . . . it's just their mind state they have to be, you know be into that and want it, like helping contribute or sss . . .

211 M: Yeah . . .

212 P3: You can't really force anyone to . . .

213 M: {Yeah . . .}

214 P3: {. . . contribute}

215 M: Yeah, it's hard, yeah . . . okay, um . . . all right. Now, now we're looking at important aspects or barriers to becoming involved in extracurricular activities, um . . . so what important aspects of this school's extracurricular . . . extracurricular activities, so important things about these extracurricular activities at the school contribute to their success . . . so what are the . . . what do you think are the number . . . top three things that contribute to the success of their . . . of the activities here?

216 P3: Um . . . I guess probably like . . . I guess kind of advertising it, like putting posters all over schools and getting people psyched about it and . . . um . . . I dunno, probably . . . um . . . just the more people getting involved and then everyone kind of wants to get involved and like: "That seems interesting, like what's everyone doing out there?" And then go check it out and kinda just, wanna be a part of everything that's going on, you know . . .

217 M: Right, and how about a third one?

218 P3: Um . . . [whispers, "aspects"] . . . probably just to actually get it going . . . like when you say to them to do something, to get everyone hyped about it and then just,

doesn't happen and then "Oh, it will happen again" and then you advertise it again and try and get everyone excited again and like: "Well, last time it didn't really work out so . . . {it might not happen this time} . . . follow through-ing}.

- 219 M: {Wow . . . it's like persistence.}
- 220 P3: Yeah.
- 221 M: . . . try to keep it going.
- 222 P3: Um . . . hmm.
- 223 M: Okay . . . um . . . all right so, what do you think gets in the way of improving student participation ah . . . in extracurricular activities at this school?
- 224 P3: Um . . .
- 225 M: . . . what do you think stops students from wanting to get involved improving this . . . the participation?
- 226 P3: Um . . . I'm not sure, probably a big part it's just, them, like if they want to or not and I don't know like some people like they really want to play soccer but they just don't want to have get up at 6:45 and be at school by 7:30 in the morning to do an hour half practise before they have to go to school for another six hours then they can finally come home . . .
- 227 M: Yeah . . .
- 228 P3: . . . or maybe there might be an afterschool practise too, so it's just like . . . I mean it's awesome when you're that committed like a lot of people are but it might be . . .
- 229 M: Yup . . .
- 230 P3: . . . kind of a setback for some people {at the school}.
- 231 M: {Okay} can you think of another barrier . . . that would . . . ?
- 232 P3: Um . . . I'm not really too sure . . .
- 233 M: 'cause I mean you, you indicated that you don't participate in school sponsored extracurriculars so there's barriers there obviously . . .
- 234 P3: Um . . . hmm . . .

- 235 M: . . . so part might be personal but can you see any other rea . . . any other barriers from the school's perspective that's really sort of preventing you from really jumping in . . . with two feet?
- 236 P3: Um . . . not really, I mean, they're really into it and really want to get everyone going and it's you know, they support everyone who wants to get into it . . . it's a big thing putting your time into it . . .
- 237 M: Just not into it?
- 238 P3: . . . not into it.
- 239 M: Okay . . . um all right, so um . . . you mentioned that students ah . . . become aware of extracurricular activities through advertising and posters um . . . and word-of-mouth was another thing that came up . . .
- 240 P3: Um . . . hmm.
- 241 M: . . . can you think of any other ways that students would ah . . . would get to know about them . . . like are there advertisements in this community do you have somebody from outside of the school saying hey you should try this or?
- 242 P3: Um . . .
- 243 M: Is there any other fff . . . any other factors you think would help?
- 244 P3: Maybe there's um . . . like all the bulletin boards downtown, there's probably some things postered up . . . just I don't know in the midst of the rest of the bulletin boards you know and all those things but . . . or like online like Facebook and like that kind of stuff . . . and that's . . . everyone's on Facebook so everyone knows what's going on.
- 245 M: Ah . . . so do you find that there are a lot of advertisements from other you know, other classmates for . . . to join an activity? Or would you say other students . . . I mean you're not fully involved in extracurriculars at the school here but would you say other friends um . . . use Facebook as a, as a means to . . . ah . . .
- 246 P3: Um, yeah definitely . . . it's a good way to get a hold of everyone, 'cause you know that, like the majority of people in the school do have it . . .
- 247 M: Yeah . . .
- 248 P3: . . . and you knew . . . and you're not friends with them on Facebook other people can see like this person is attending this or they joined this group too . . . and yeah . . . {do this}.

- 249 M: {Wow, cool.}
- 250 P3: . . . just a big stream of them.
- 251 M: So you're Facebook as well?
- 252 P3: Yeah.
- 253 M: Okay so you're on Facebook so you're able to see some of these groups that are being joined in the school?
- 254 P3: Um . . . hm.
- 255 M: Yeah . . . I see, okay. Great, um . . . all right what other ah . . . what other things make extracurricular activities . . . this is a recap . . . extracurric, extracurricular activities at the school successful . . . what other things is there anything else that you can think of that really make this ah . . . a successful place for extracurricular activities?
- 256 P3: Um . . . there's a lot of fundraising . . . big things happen . . . like through the carwash or like, I dunno like a bake sale or something just . . . you know, and it's always you know, kids that do it and involved because it's something they really want to . . .
- 257 M: Yeah . . .
- 258 P3: You know, go and actually bring it new jerseys or . . .
- 259 M: Yeah . . . have you been involved in the bake sale . . . carwash?
- 260 P3: Um . . . not in high school . . . I was, I did bake sale in the middle school for tsunami basketball team thing . . .
- 261 M: Cool . . .
- 262 P3: . . . one time.
- 263 M: What changed?
- 264 P3: Um . . . I don't know . . . ah probably in middle school I had like a lot of friends that were all into that kind of stuff too and it just kind of you know, we'd just all go but since I got into high school a lot of my friends have just dropped out of school and so I have like, I still have like my few close friends but most of them are boys because . . .
- 265 M: Yeah . . .

- 266 P3: . . . I don't know just, you just think that the boys would drop out and the girls with . . . would you know, stay in school . . . all of like my girlfriends have just . . . dropped out of school, that's why you just have to like . . . I've got my two or three, little group of . . . really good, close friends but it's . . . they skateboard and do all those kind of things . . . so it's . . . I just kind of hang out with them . . . I don't skateboard.
- 267 M: Yeah . . . you just sort of hang around with that kind of group?
- 268 P3: Yeah.
- 269 M: Yeah . . .
- 270 P3: Yeah . . . I mean, yeah I'm still like friends and acquaintances with all the people in my school because I mean we're all in the grade 12s together so we're all like sort of like: "Hey, what's up?"
- 271 M: Hmm . . .
- 272 P3: . . . but it's just {"Whoa. . ."}
- 273 M: {So you know} all you others students . . . like you're, you're, you have a good relationship with other students in your classes . . .
- 274 P3: Uh . . . hmm.
- 275 M: . . . no matter what group they belong to?
- 276 P3: Yeah, no . . . there's no cliques or any . . . anything like that.
- 277 M: Yeah, there's no cliques or anything like that . . .
- 278 P3: No . . .
- 279 M: So if they're advertising for say . . . you know something that was . . . is interesting to you say photography and ah . . . you know . . . they're like: "Oh, you . . ." through word-of-mouth . . .
- 280 P3: Mmm . . .
- 281 M: Do you, do you would, would you want to join in with that {or would still find . . .}

- 282 P3: {For certain things yeah}, like if I was really intrigued and really interested of the ga . . . it wouldn't really matter if I had a bunch of friends in there or not, just like . . . you know I'd make friends with people that I'm in there with . . .
- 283 M: Yeah . . .
- 284 P3: . . . but just like certain things I wouldn't want to join because I wouldn't be . . . I'm not like totally positive about it . . . I'd want to join in and like not show up and let down everyone else just because I wasn't really sure about it . . . you know and something like that.
- 285 M: Yeah . . . is there anything that would sort of, like make you feel more certain that was . . . that would be, you know that you'd be valued? Is there anything that say, a teacher or another student could do to say you know: "Come along, we really value . . . you know, what you're going to contribute" is there anything they can do?
- 286 P3: Um . . .
- 287 M: . . . to make you feel really {valued?}
- 288 P3: {I'm sure that} they, they would make me feel really valued and like . . . 'cause when I like . . . I dunno friends with a few people that are on . . . like in the volleyball team and stuff and they're all really good friends they all like, have a really good relationship . . .
- 289 M: Yeah . . .
- 290 P3: . . . but it's just, I don't know sometimes it's just that you're not in the mood to just be like "go-getters" like all the time, just you know sometimes "Ohhhh" I just want to put my hoodie on and curl up you know what I mean? [laughs] . . .
- 291 M: Yeah . . .
- 292 P3: . . . go out kicking soccer balls in the muddy rain . . . I mean, it's awesome sometimes but . . .
- 293 M: Yeah . . .
- 294 P3: I didn't . . . it's not that I don't play sports, I just do them, I go out for fun like whenever I'm feeling it um . . .
- 295 M: Yeah, okay . . . it's about getting in the mood a little bit?
- 296 P3: Mmm . . .

- 297 M: Yeah, okay I guess the, the last question is or is . . . is there anything that we haven't discussed that you feel's important to the element ah . . . for the success of activities at the school is there anything we haven't really talked about ah . . . really helps you know, improve the extracurricular activities, success of extracurricular activities at this school?
- 298 P3: Um . . . not really, and not that I can think of . . .
- 299 M: Nothing else outside . . . okay . . . yeah . . .
- 300 P3: {[Inaudible]} . . . nothing I can think of.
- 301 M: Okay um, and . . . so is there anything else you'd like to add . . . before we end?
- 302 P3: Um . . . no . . .
- 303 M: No?
- 304 P3: . . . not really, no.
- 305 M: You think we've covered the bases?
- 306 P3: Yeah, um.
- 307 M: All right, that's great. Well thank you very much I'm going to turn off the camera now.
- 308 P3: Okay.

Appendix L

Transcription Participant 4: Jacob

- 01 M: Okay, this is participant number P4 October 18th 2010 . . . and . . . okay so, I'm going to go through questions similar to what you answered on your student volunteer survey . . .
- 02 P4: Um . . . hmm . . .
- 03 M: . . . and I'm going to ask you about ah, extracurricular activities at Gulf Islands Secondary School. So the first question is: If a friend from another town asks you about this school, how would you describe the extracurricular activities offered at this school?
- 04 P4: Like such as soccer or sports?
- 05 M: Yup, soccer could be drama, it could be . . . ah, an eco-club, it could be anything that's outside of the class.
- 06 P4: I would say they're actually surprisingly good compared to other schools . . . I used to go to school in Vancouver so . . .
- 07 M: {You used to go to school in Vancouver?}
- 08 P4: {Yeah, I compare the two . . . yeah, I came here two years ago so, it's kind of easy and it's a pretty good school for that actually.
- 09 M: Yeah . . .
- 10 P4: . . . really good soccer really good drama, really good music—music is pretty spectacular . . . yeah.
- 11 M: Right . . . so you'd say they're pretty good?
- 12 P4: Yeah, they are.
- 13 M: Okay, so what was the . . . what was the difference between the schools in Van . . . the extracurricular activities at the schools in Vancouver compared to the extracurricular activities offered at Gulf Islands what do you find the difference is?
- 14 P4: I'd say like, I don't know . . . just like the amount of energy people are willing to put into it over here is a lot higher . . .

- 15 M: Yeah . . .
- 16 P4: 'cause . . . I don't know . . . it's a lot more personal . . .
- 17 M: Yeah . . .
- 18 P4: . . . so it's a lot . . . I don't know it's . . . more . . . I don't know . . . better for kids.
- 19 M: Yeah . . . in what way, how is it better for kids here?
- 20 P4: Like happier people I guess . . .
- 21 M: Happier people?
- 22 P4: Yeah.
- 23 M: Okay, what do you think makes them happier?
- 24 P4: Ah . . . it's just a really nice place.
- 25 M: Yeah . . .
- 26 P4: It's got a really nurturing environment.
- 27 M: Yeah . . .
- 28 P4: Yeah.
- 29 M: Okay, so um . . . leading on from that, what, what do other people from outside the school think about the extracurricular activities offered at this school?
- 30 P4: Like friends that don't go here?
- 31 M: Yeah, like people who are living on the island that might be a friend who's living on the island or someone . . . someone who is retired or a community member or . . . someone outside of this school?
- 32 P4: Right [Thinking, ffffst] . . . it's kind of hard to say . . . 'cause I don't really . . . know anybody I guess my grandma she . . . ah they're adequate . . . if they know anything about them then . . . actually . . . I'd say they're pretty highly thought of.

- 33 M: Yeah. . .
- 34 P4: 'cause there's a lot of good people, talented people working . . .
- 35 M: Okay, what do parents think about the extracurricular activities . . .
- 36 P4: My parents? Um . . . they really don't have too much knowledge about them . . .
- 37 M: Oh really . . .
- 38 P4: Yeah.
- 39 M: Why do you think that?
- 40 P4: 'cause I don't partake in any.
- 41 M: Okay, fair enough. Um . . .okay, so there's obviously a big difference between the activities offered here and compared to the activities that . . . that you knew about in Vancouver . . . um . . . so what makes activities offered at this school different from . . . schools like in Vancouver compared to here?
- 42 P4: Ssss . . . ah . . . it's kind of a difficult question . . .
- 43 M: Yeah . . .
- 44 P4: What makes them different? . . . well there's no like drama program to speak of in Vancouver and at this school they seem to put a lot into it . . .
- 45 M: Yeah . . .
- 46 P4: . . . there's a guy working in the drama room, (teacher, name omitted) is like a really talented guy . . . he knows what he's doing . . .
- 47 M: Yeah . . .
- 48 P4: Over there, nobody really . . . I don't know . . . people are kinda working for money not for like . . . because they're passionate about it, I would say.
- 49 M: Yeah, so you'd say a lot of the teachers or . . .
- 50 P4: . . . they're passionate about what they do.

- 51 M: They're passionate about what they do, great. How . . . how are they passionate can you {describe that?}
- 52 P4: {They like} kids, they like to teach.
- 53 M: Yeah . . .
- 54 P4: Yep.
- 55 M: They give you lots of support . . . or . . .
- 56 P4: Um . . . yeah . . . if you're willing to take it.
- 57 M: Yeah? How do they offer their support?
- 58 P4: Ah . . . they might, they might even go out of their way to print you off documents or you know . . .
- 59 M: Okay . . .
- 60 P4: Yep.
- 61 M: Kind of hard . . .
- 62 P4: Yeah . . .
- 63 M: Okay, that's fair enough how about . . . how do you think that the extracurricular activities . . . um . . . in Gulf Islands differ maybe from not just Vancouver, but let's say the rest of BC?
- 64 P4: Well it's like a small island community so if there's any kids here, they're going to the high school . . .
- 65 M: Yeah . . .
- 66 P4: Any kids of age . . .
- 67 M: Yeah . . .
- 68 P4: Unless they're in a special program like Phoenix so, this is all the kids on . . . Salt Spring that are old enough to go to high school so it's . . . sorry was the question again?

- 69 M: Yup, no it's, it's ah . . .
- 70 P4: . . . I'm not sure what I was talking about there.
- 71 M: . . . no problem, how, how do the extracurricular activities on Gulf Islands um . . . how do they compare to say the extracurricular activities maybe offered across British Columbia?
- 72 P4: Okay, well I was actually on the soccer team in grade 9 when I got in the paper just for like being on the team . . . That kind of stuff wouldn't happen in Vancouver right now.
- 73 M: Yup, what's, what's this called a . . . soccer team?
- 74 P4: Soccer, yeah I was on the soccer team . . .
- 75 M: Oh, soccer team, sorry . . . yeah . . . for the school?
- 76 P4: I got in the paper like twice just for being on the soccer team . . .
- 77 M: Wow . . .
- 78 P4: So it's . . . something that wouldn't happen in Vancouver.
- 79 M: Yeah . . .
- 80 P4: Or probably anywhere else.
- 81 M: So you use to participate in extracurricular activities?
- 82 P4: I did, yeah.
- 83 M: Oh okay . . .
- 84 P4: I fell out of practise . . .
- 85 M: Yeah? How come, why . . . how come you . . . ah . . . you stopped?
- 86 P4: Ah . . . [little laugh] I dunno know, just the way things go I guess . . .
- 87 M: Yeah . . .
- 88 P4: Not enough time, or energy.

- 89 M: Yeah . . . the way things go . . . ?
- 90 P4: [Little laugh]
- 91 M: Yeah . . . okay, so not enough time, you know not enough energy . . . is . . . any other reasons to, to . . . ?
- 92 P4: [Distracted] Huh? Sorry.
- 93 M: Any other reasons?
- 94 P4: [Laughs] maybe like my lungs are not as good as they used to be . . .
- 95 M: Okay . . .
- 96 P4: Yeah.
- 97 M: All right . . .
- 98 P4: . . . from smoking.
- 99 M: Okay . . . um, so . . . this next question I'm going to go into current . . . ah satisfactions or current satisfactions or dissatisfactions that you've had maybe with the extracurricular activities at this school . . .
- 100 P4: . . . right.
- 101 M: Okay, so, asking that what, what do you find is most satisfying or you think is most satisfying about the extracurricular activities offered at this school . . . So say there's somebody participating in something what do you think is most satisfying for them?
- 102 P4: . . . I wouldn't really know.
- 103 M: No?
- 104 P4: No.
- 105 M: Okay . . .

- 106 P4: Because it might be kinda satisfying, feel good about yourself 'cause you're not just doing work in school but you're actually working out of school to improve your life.
- 107 M: Yeah . . .
- 108 P4: Get credits . . .
- 109 M: So, how, how does it improve your life do you think . . . how are you thinking: what is {"improve your life"}?
- 110 P4: {[cracks knuckles] just like a health,} healthier way to live your life.
- 111 M: Yeah . . .
- 112 P4: . . . the school's a good place.
- 113 M: Yeah . . . school's a gre . . . school's a good place and there's . . . you know . . . do you have any kind . . . anything about relationships or anything . . . do . . . what do you find extracurricular activities . . . you know you've seen other people participating in them right? What do you find the difference is between, you know their . . . you know . . . level of enjoyment from doing them, versus not?
- 114 P4: Um . . . well most of the kids in the programs are kinda successful . . .
- 115 M: Like how?
- 116 P4: Ah . . . just good grades, happy.
- 117 M: . . . good grades and happy?
- 118 P4: Yeah.
- 119 M: Yeah . . .
- 120 P4: Yeah.
- 121 M: . . . and so is that something that you would aspire to or . . . are you happy?
- 122 P4: Not necessarily . . . Oh no, no I didn't mean I'm not happy I mean . . .
- 123 M: Yup . . .

- 124 P4: . . . it's not necessarily something I want to aspire to but . . . yeah, I would say . . . I'm . . . fairly happy.
- 125 M: Yeah . . . so why wouldn't you aspire to that . . . to you know, say . . . participating in extracurricular activities and good grades and why, why do you not feel like you'd like to {participate?} . . .
- 126 P4: {I dunno, it's a lot of} . . . that's kind of like psychological so . . .
- 127 M: Oh, okay . . .
- 128 P4: . . . could be a lot of answers to that.
- 129 M: Sure . . .
- 130 P4: Yeah.
- 131 M: Okay, okay. Um, so ah . . . is there anything that you're most dissatisfied with . . . with regard to extracurricular activities being offered at this school, is there anything that you're just like you know: "I really . . . I would get involved but I really don't like this I really don't like that" and you know: "I would if it was there . . ." . . . is there anything that you can think?
- 132 P4: Ah, no.
- 133 M: No? There's nothing you're dissatisfied with . . . {with extracurricular activities?}
- 134 P4: No, it's all working just fine.
- 135 M: Yeah, but you're not participating in them?
- 136 P4: No.
- 137 M: Okay . . .
- 138 P4: Yeah.
- 139 M: Okay. Um . . . the next goes into community aspects, okay? And so, what would you think the role is of the community . . . with regard to extracurricular activities at this school . . . now community could be like your parents it could be like ah . . . you know a local store owner, it could be like a retired resident, it could be . . . could be

a number of people outside of the school . . . so, um . . . what do you think the role of the community is for these extracurricular activities offered at Gulf Islands?

140 P4: Like . . . do you have an example?

141 M: Yeah . . . like um . . . a role, a role would be like a, a community member might come to a soccer game like say, say one of the, the um . . . store owners down, downtown come to a soccer game and um . . . maybe cheer on or donate ah . . . soccer balls or what do you . . . that would be a role of the community member . . . is . . . providing support to ah . . . an extracurricular activity at the school or a chef that would come in and cook for students at Gulf Islands—voluntarily right? . . . So what do you think the role of the community ah . . . the community is with extracurricular activities?

142 P4: The role of the community? Um . . . I don't know . . . it's not really something that I spend too much time thinking about.

143 M: Yeah . . .

144 P4: I don't really have an opinion on it . . . but, ah . . . I'd say the community's actually pretty involved in ah . . . the goings-on of the high school . . . yeah.

145 M: In, in what way?

146 P4: Um . . .

147 M: How are they involved?

148 P4: Well there's been like luncheons at the cafeteria, people have come to . . . there was like a little bit of ah . . . film festival . . .

149 M: Yeah . . .

150 P4: With like films going on in each room, lots of people came in so people . . . ah . . . know the high school's here . . . and . . . ah . . . it gets a lot of support from the community.

151 M: Yeah . . .

152 P4: Yeah.

- 153 M: So they come in and . . . community members will come in and help out with some of these events?
- 154 P4: Ah. Yeah actually Island's Trust came out to my math class once.
- 155 M: Really?
- 156 P4: Yeah.
- 157 M: What do they do for that?
- 158 P4: Ah . . . they taught us about banking.
- 159 M: Oh, neat.
- 160 P4: Yeah.
- 161 M: Great . . . is there anything else that . . . anything. . . any other experiences like that?
- 162 P4: Nope. Actually the newspaper came into my caf class once . . .
- 163 M: Ah . . .
- 164 P4: . . . to take a picture for the front page.
- 165 M: Yeah . . . what did they talk to you about?
- 166 P4: Ah, they just asked me a few little questions about my . . . ah . . . my thoughts on the food.
- 167 M: Yeah?
- 168 P4: Yeah.
- 169 M: Yeah . . . so and, and they supported . . . I guess they supported, you know they supported you . . .
- 170 P4: Definitely.
- 171 M: . . . by putting your, your picture in the paper and then giving you a write up . . .
- 172 P4: Yes . . .

- 173 M: Can you think of anything . . . like that's a great example for support . . . um, from the community . . . can you give any other examples of support from the community?
- 174 P4: Um . . . no.
- 175 M: No?
- 176 P4: Nope.
- 177 M: Okay, the next one goes on to ah . . . we're going to . . . I'm just going to go in . . . a little bit more um, in-depth um, so you gave some examples on how people help out with activities at the school . . . um . . . so how would you describe their attitudes and their efforts . . . so we'll start with the attitudes—so how do you, how do you find the attitudes when they come in to help out at the school?
- 178 P4: Ah . . . well I think work . . . working with kids in high school can always be a bit discouraging . . . 'cause they're . . . I don't know . . . a lot of high school kids don't have a desire to learn . . . it seems . . . so their attitude is . . . I don't know, they try . . .
- 179 M: Yeah . . .
- 180 P4: . . . try to make it interesting and fun.
- 181 M: Yeah . . .
- 182 P4: Yeah.
- 183 M: How do you find their efforts when they come in . . . like are they full of energy and they're {trying. . .}
- 184 P4: Usually, yeah they try pretty hard so . . .
- 185 M: Yeah . . .
- 186 P4: Yeah they are full of energy.
- 187 M: How does that make you feel when, when, when you get someone from the community come in how does that make you feel?
- 188 P4: Ah . . .

- 189 M: Are you more interested or?
- 190 P4: No . . .
- 191 M: No?
- 192 P4: Class is class.
- 193 M: Yeah, no matter who's there?
- 194 P4: Maybe if it gives us a nice little break from school work for a while, like SWOVA when they come here . . .
- 195 M: Yeah . . .
- 196 P4: I don't have to do class.
- 197 M: . . . right . . .
- 198 P4: . . . but, yeah . . .
- 199 M: Okay . . . how about ah . . . if you think of maybe . . . have you seen a soccer game or a baseball game or anything like that in the school?
- 200 P4: Yeah, I have.
- 201 M: Yeah? So what . . . how do you find, so there's community members that might come to that . . .
- 202 P4: Yeah . . .
- 203 M: . . . how do you find their attitudes are for the extracurricular activities at this school?
- 204 P4: Oh, they're definitely positive.
- 205 M: In what way?
- 206 P4: Ah. . . [little laugh] they're really interested in the game . . .
- 207 M: Um . . . hmm . . .

- 208 P4: Kinda makes it more fun, more people show up . . .
- 209 M: Yeah . . .
- 210 P4: I don't know . . . yeah.
- 211 M: Great, okay so . . . um . . . the next question sort of goes into . . . um . . . past history, I mean you've had . . . you've been here for a while, right?
- 212 P4: Yes.
- 213 M: . . . So . . . and what I'm looking at are the changes that have taken place . . . within extracurricular activities at ah, Gulf Islands so has the school always had . . . has the school always had success with extracurricular activities?
- 214 P4: Well, ah . . . the last two years, yeah.
- 215 M: Yeah? How about before that?
- 216 P4: Ah, I have no prior knowledge.
- 217 M: No?
- 218 P4: Nope.
- 219 M: Okay, so mostly, mostly they haven't changed . . . have they changed anything to make a, make a program more successful and make you want to think about maybe I'll, I'll try this a little bit? There's more . . . ah more of a . . .
- 220 P4: They've put up posters for like theatre.
- 221 M: How do they make them feel?
- 222 P4: How to the posters make me feel?
- 223 M: . . . about maybe thinking: "Well maybe I would try that out one time."
- 224 P4: Ah . . . usually my decisions are based on what others tell me, so . . .
- 225 M: Okay . . .
- 226 P4: Yeah . . .

- 227 M: And who, who would, in who would you listen to . . . by others who do you mean?
- 228 P4: . . . like friends, teachers . . .
- 229 M: Teachers? Okay . . . what do teachers tell you if they're trying to recruit you for extracurricular activities?
- 230 P4: They address me by my name and ask me to join their team.
- 231 M: Yeah?
- 232 P4: Yeah.
- 233 M: But you decided not to?
- 234 P4: Usually not.
- 235 M: Yeah. And why not?
- 236 P4: Ah, well I don't have a lot of energy to put into things.
- 237 M: Okay . . .
- 238 P4: Yeah.
- 239 M: Okay . . . um . . . have, have you thought about anything the school's done that is changed or anything like that . . . that's made maybe extracurricular participation in the school unsuccessful?
- 240 P4: No.
- 241 M: They've never changed anything and it just hasn't like worked out and you're like: "Ah, I'm right out."
- 242 P4: I don't think so, no.
- 243 M: It's always been a positive influence?
- 244 P4: Yesss.
- 245 M: Okay . . . um . . . okay the next question is just drawing over the last ah . . . how many years have you been here?

246 P4: Two.

247 M: You've been here for two, okay so over the last couple of years um . . . have you, have you seen any changes that have been made that are important to the . . . that are important to the success or unsuccessfulness aspects of extracurricular activities here?

248 P4: I have not.

249 M: You haven't seen any kind of ah . . . any . . . anything that ah . . . any changes that, that made any kind of impact?

250 P4: No.

251 M: Um . . . Okay . . . um . . . the next question goes into important aspects or barriers to extracurricular participation . . . okay so I mean what are . . . what important aspects of the school's extracurricular activities . . . okay . . . important things that make the school's extracurricular activities, what contributes to their success? What kind of aspects contribute to the success of the extracurricular activities . . . in your opinion?

252 P4: Sorry ask again . . .

253 M: Um . . . What, what important aspects contribute to the success of the extracurricular activities at Gulf Islands Secondary School? So what kind of things make the extracurricular activities successful here? Maybe three things that would make it succ . . . make extracurricular activities successful?

254 P4: Um . . . I don't know . . . just, ah . . . I'm really fascinated by the people walking around up there . . .

255 M: Yup?

256 P4: Yup.

257 M: That's okay, you can look over here.

258 P4: Ah . . . [little laugh].

259 M: Yeah . . .

- 260 P4: Three things well . . . well three, that's a lot for me to think of 'cause I don't really involve myself with . . . extracurricular activities or have an opinion on them so, this whole time it's just been kind of hard to like think of . . . I don't know . . . what I should say.
- 261 M: Yeah . . .
- 262 P4: Yeah.
- 263 M: Well it's, it's . . . I'm really looking for . . . I'm looking for your opinion so it could be things what you think . . .
- 264 P4: I don't think very much of it.
- 265 M: Yeah, why not?
- 266 P4: I don't have any to do with it.
- 267 M: Yeah . . .
- 268 P4: Yeah.
- 269 M: Okay, what would help you ah . . . if, if there was something, sometimes there's a spark . . . sometimes there's something that just turns . . . turns you and says: "Yeah okay I would like to get involved" what kind of things would make you want to become more involved in extracurricular activities at Gulf Islands?
- 270 P4: Well, something looks like might have fun with it and I might actually be able to succeed and . . . I don't know . . . something that looks like I have the skills to do.
- 271 M: Can you give me an example of something that's not currently offered here that would interest you?
- 272 P4: Um . . . maybe a . . . a free block.
- 273 M: A free block?
- 274 P4: Yeah.
- 275 M: Okay . . .
- 276 P4: So I can do what I want.

- 277 M: Okay . . . how about from a . . . I understand from an academic perspective . . . let's say something that's afterschool . . .
- 278 P4: Maybe a . . . I, I don't know, I really don't. I mean what did other people answer? Just out of curiosity?
- 279 M: Um . . . it . . . this is, it's purely your opinion . . . it's a . . . it has . . . I don't want to influence you either way {so. . .}
- 280 P4: {I wouldn't} be influenced I just kind wondering like how this question is answered . . .
- 281 M: Yeah . . .
- 282 P4: . . . and like . . .
- 283 M: Well if you want examples, it's like what kind of . . . ah . . . if, if there was something that was preventing you from doing it . . . say there was a . . . you know you wanted, you needed a . . . um a specific community member to come in to help out or you had, you know . . . there was a certain teacher or there's a certain group of friends or there was a certain activity . . . um offered . . . would that improve your ah . . . your want to join in to extracurricular participation afterschool so for example . . .
- 284 P4: Oh, yeah . . .
- 285 M: . . . like if you're a skateboarder right. . . say they had a skateboarding program from 4:15 'til 5 and you were interested in skateboarding . . . do you see what I mean?
- 286 P4: If they had maybe a . . . afterschool like shop program going . . .
- 287 M: A shop program?
- 288 P4: . . . I'd definitely participate.
- 289 M: Okay . . .
- 290 P4: Yeah . . . if they actually got a skateboard tutorial or whatever after school I would also participate probably.
- 291 M: Yeah, why would you participate in that?

- 292 P4: Ah. . . 'cause I skateboard.
- 293 M: Okay, and why would you participate in the shop?
- 294 P4: Um 'cause I like to build things out of wood.
- 295 M: Right . . . okay . . . um so that's a program is there anything else ah . . . anything else that would, would interest you? Like say, it was something that was ah, maybe not exactly in your interests but you wanted to . . . you wanted to expand meeting people and talking to people . . .
- 296 P4: Ah . . .
- 297 M: What other kind of aspects would help you want to become more involved afterschool?
- 298 P4: [Sniffs] Sorry, I'm just a little sick right now . . .
- 299 M: That's okay . . .
- 300 P4: Doing a lot of [ahem] what sort of aspects?
- 301 M: Mmm . . .
- 302 P4: Ah . . . having friends . . . in the programs.
- 303 M: Yeah . . .
- 304 P4: [Inaudible] is that fair enough?
- 305 M: Okay, anything else?
- 306 P4: No.
- 307 M: Would you ah . . . think about maybe um . . . other people that could be involved . . . like say somebody from outside the school . . . let's say, what was . . . you know a skate pro or something like that . . . um . . . does the level of professional, professional ah, professional skill entice you more to join in or do you just need somebody there to put it on?
- 308 P4: Oh, professional skill definitely entices me . . . somebody skilled about what they do, then yeah.

- 309 M: Yeah . . .
- 310 P4: . . . and maybe they've got it better right now amongst the students.
- 311 M: Yeah . . . and how about, ah say if there's . . . if there was a teacher or a community member that came in that had enough skill to help put it on but wasn't particularly a pro would you still be interested in doing it?
- 312 P4: Probably, yeah.
- 313 M: Yeah . . . and would you do anything to help contribute to making it a success?
- 314 P4: Uh . . . if I could.
- 315 M: Yeah . . .
- 316 P4: Yeah.
- 317 M: What kind of things would you try to help make it a success?
- 318 P4: Um, people can use my printer.
- 319 M: They can use your printer? Okay, offering services, this is good . . .
- 320 P4: Yeah . . . ah, other than that um . . . I don't know.
- 321 M: Yeah . . . okay. Um. . . all right so the next question goes . . . this is going to be . . . this is opinion based . . . okay, and so what I'm going to ask you is about what ah, what kind of things are . . . what kind of things are improving . . . ah . . . student partic . . . what kind of things gets in the way of improving student participation at Gulf Islands Secondary School . . . what kind of things do you think get in the way of improving your chances of participating in an extracurricular activity at Gulf islands?
- 322 P4: Ah . . . obligation to do school work . . .
- 323 M: Yeah . . .
- 324 P4: Not enough spare time . . .
- 325 M: Yeah . . .

- 326 P4: There's a lot of homework and stuff like that . . .
- 327 M: Yup. Anything else?
- 328 P4: No.
- 329 M: Nothing else would improve, so take that take it the homework and you would be doing extracurricular activities five days a week?
- 330 P4: Ah, no definitely not! [laughs]
- 331 M: Okay, so what kind . . . other things are barriers to improving your participation?
- 332 P4: I just . . . maybe general lack of motivation . . .
- 333 M: Yeah . . .
- 334 P4: Yeah.
- 335 M: How would you, how would you, if you saw someone in your position and you're trying to entice them what would you do . . . say there was someone . . . a double of you and you were . . . ah you are charged with trying to motivate this clone of yours to become involved in extracurricular activities what would you do for them?
- 336 P4: Ah, probably talk about . . . you know the more interesting things like what there is to gain . . . I don't know . . . ah . . . if there's a professional working . . .
- 337 M: Yeah . . .
- 338 P4: Like talk about their work they can do for you.
- 339 M: And with that interest, now you as a person to become involved?
- 340 P4: Probably a bit, I'd consider it.
- 341 M: Yeah . . .
- 342 P4: Yeah.
- 343 M: Okay, um . . . all right so have you . . . and this sort of leads on to the same thing, have you done anything to overcome these barriers that you, that you've expressed?

- 344 P4: No.
- 345 M: No?
- 346 P4: No.
- 347 M: . . . and why not?
- 348 P4: Uh . . . [laughs] Um . . .
- 349 M: It's hard question . . .
- 350 P4: Well . . . [asks self] why not? I'll have to think for a minute . . .
- 351 M: That's okay . . .
- 352 P4: Can you tell me the question again?
- 353 M: Yeah, sure. What have you done to overcome your barriers to participating in extracurricular activities?
- 354 P4: I haven't done much in the way of good . . .
- 355 M: Okay, why not?
- 356 P4: Ah. . . 'cause I know who I am and I know what I'm capable of.
- 357 M: So who, so who are you in, in a nutshell?
- 358 P4: Ah, just ah . . . I don't have too many like, special talents . . . and I kind of know that . . . and so it's hard to motivate myself 'cause I know exactly what I'm capable and not capable of . . .
- 359 M: Okay . . .
- 360 P4: Yeah . . . so if I'm not capable of doing something than I'll just . . . you know I'm not going to do that and so far nothing's really come my way.
- 361 M: So capable as in like, the skill in doing something?
- 362 P4: Yeah . . . or just you know . . . like the social skills required to say, even be on the soccer team.

363 M: Yeah . . .

364 P4: Yeah.

365 M: What kind of social skills do you need to be on the soccer team?

366 P4: Ah . . . I don't know you just got to be kind of like . . . a sense of camaraderie.

367 M: Yeah . . .

368 P4: Yeah.

369 M: You're more of an individual?

370 P4: Yes.

371 M: Okay . . . so you have some skills because you like working in the workshop and building things right?

372 P4: Yes.

373 M: So you have . . . that's a, that's a fantastic skill to have.

374 P4: Yeah . . . I would say so.

375 M: Yeah . . . so if they put on something that was more in line with your skills . . . you'd be more interested in . . . becoming involved or helping put it together or . . .?

376 P4: Are those two of my options?

377 M: They could be any options I'm probing you . . . I'm just giving you examples . . .

378 P4: Ah . . . what's the question again?

379 M: I'm looking for things to overcome your barriers . . . what would overcome your barrier to participation?

380 P4: Nothing so far . . . that I can think of . . . or like I said, I'll probably be pursuing it.

381 M: Yeah . . .

382 P4: Yeah.

- 383 M: Okay, um . . . is there anything else the school could do to help you?
- 384 P4: Ah . . . except . . .
- 385 M: You don't have, you don't have any barriers?
- 386 P4: They could, they could give me maybe a lighter workload except not have it affect my . . . my ah . . . my . . . you know . . . the way the final grade looks.
- 387 M: Okay . . .
- 388 P4: I don't want to be put into a remedial course . . . but I know that's too much to ask . . . I mean I'm not just going to get easier work because I feel like it.
- 389 M: Yeah . . .
- 390 P4: So, yeah.
- 391 M: So, P4 October 18, 2010 interview number two.
- 392 M: Okay, so . . . um we're talking about improving student participation to extracurricular activities . . . um . . . I want you just ah . . . go through some of the . . . ah . . . the barriers that you personally face . . . um . . . to becoming, you know, becoming a . . . part of an extracurricular activity at this school. So think about some of the barriers that you face . . . you, you're independent, you have individual interests . . . what other kind of barriers do you think?
- 393 P4: Ah . . . just kind of . . . around myself and how I feel about doing things and I don't know . . . kind of like ah . . . I've got high standards but . . . I don't really . . . I don't know . . . I like to hand in good work but . . . I'm not really capable of good work anymore . . . so . . .
- 394 M: Yeah . . .
- 395 P4: Yeah.
- 396 M: So you have really high standards for yourself?
- 397 P4: Yeah, I do.
- 398 M: Why, ah . . . can you describe your high standards what . . . what are, what's . . . what's a high standard . . . for you?

- 399 P4: I don't know . . . I don't . . . I . . . I like to actually like . . . know what I'm doing
. . .
- 400 M: Yeah . . .
- 401 P4: Like if it's like socials whatever . . . you know I'm just writing about stuff I
don't know about, I don't really like that . . . so . . .
- 402 M: Yeah . . .
- 403 P4: I like to know what I'm doing but ah . . . I don't know . . .
- 404 M: Can you give me an example of maybe, in you know . . . your life outside of
school where you, you can apply your high standards?
- 405 P4: Mmm . . . no.
- 406 M: Is there something that you do like at home that you apply your high standards
to, because you're really interested in it?
- 407 P4: Food [smile].
- 408 M: Food . . .
- 409 P4: Yeah.
- 410 M: You like to cook?
- 411 P4: I like to make good food.
- 412 M: All right . . .
- 413 P4: Yeah.
- 414 M: So what's a high standard food?
- 415 P4: Like what's a dish?
- 416 M: Yeah, sure.
- 417 P4: Chicken Cordon Bleu.

418 M: Yeah?

419 P4: Yeah.

420 M: And how do you make that to a high standard? What do you do?

421 P4: Um . . . I just . . . ah . . . make it taste good.

422 M: Yeah?

423 P4: Yeah.

424 M: Okay, so what goes through . . . is there anything that goes through your mind when you're making something . . . {that's really good?}

425 P4: {Yeah}, I really enjoy cooking.

426 M: Yeah?

427 P4: Yeah.

428 M: You really enjoy cooking. So, have you been interested in any ah . . . activities outside of ah . . . you do a program here in the school?

429 P4: I'm in the cafeteria program but that's about it.

430 M: Yeah?

431 P4: Yeah.

432 M: And when you're in that, when you're in that program, what . . . how do you feel, how do you feel about ah . . . participating in it?

433 P4: Good, I like it.

434 M: Yeah?

435 P4: Yeah, it's a course where, I can just you know . . . I don't really have to use my mind . . . I just do what I like doing.

436 M: Yeah . . .

437 P4: Yeah.

- 438 M: Okay, um . . . so this next question goes into how do you, how do you overcome your personal barriers to becoming involved in extracurricular activities or . . . other things at the school?
- 439 P4: I don't.
- 440 M: Yeah . . .
- 441 P4: Yeah.
- 442 M: Is there anything that could help you overcome these barriers? Is there something that a teacher could do, is there something that a community member can do, is there something a parent can do . . . to help you become more engaged . . . like say put on a cooking, ah, ah extracurricular cooking school, say sushi cooking?
- 443 P4: That would help a lot, yeah if I could get credits for cooking sushi . . .
- 444 M: Yeah . . .
- 445 P4: . . . that might help me a little.
- 446 M: Okay . . .
- 447 P4: Yeah.
- 448 M: Is there anything else that would . . . ah . . . outside of cooking is there any other activities that would help you . . . that would just really be interested in . . . to . . . and help you become more engaged in the {extracurricular . . .}
- 449 P4: {I would say,} I would say a course in videography.
- 450 M: Yeah?
- 451 P4: Yeah.
- 452 M: How would that help you overcome the barrier?
- 453 P4: Ah . . . well it's something where I can just kind of like . . . you know . . . well, something I would enjoy learning and that would overcome a barrier 'cause I would feel like participating . . . and so, yeah.
- 454 M: Would ah . . . would a teacher have an effect versus a community member?

- 455 P4: Definitely.
- 456 M: Okay, so how? Do you think a teacher would be better or do you think a community member would be better?
- 457 P4: I'd say a community member who knew what they're doing . . . like maybe a retired like . . . person used to direct or something . . .
- 458 M: Yeah . . . okay.
- 459 P4: Yeah.
- 460 M: So, to what degree do they need to know what they're doing? For you to get the respect . . . {to want to participate?}
- 461 P4: {Well, they} just have to be a good teacher.
- 462 M: Yeah . . .
- 463 P4: Yeah, be good at teaching it . . . basically.
- 464 M: But they can't be a teacher?
- 465 P4: Ah, well they could be a retired teacher . . . or they could be a teacher . . . you know, actually now that I think about it doesn't really matter to me as long as they know what they're doing . . .
- 466 M: Yeah, so you'd like a good teacher?
- 467 P4: Yeah . . .
- 468 M: . . . but you'd also like somebody with a lot of skill?
- 469 P4: Yeah.
- 470 M: Hmm . . . that's really interesting. Um . . . Um the last question that we, that we sort of hit on was how the students become aware of extracurricular activities offered at this school?
- 471 P4: I'd say posters and word-of-mouth . . .
- 472 M: Posters, word-of-mouth?

- 473 P4: Homeroom news . . .
- 474 M: Um . . . hmm . . .
- 475 P4: Yeah, there's a homeroom block everyday . . . I'm sure you know that.
- 476 M: Yeah . . .
- 477 P4: Yeah, and there's always . . . a news of the day . . . like if RON meeting's cancelled or not . . . stuff like that.
- 478 M: Yeah . . . and . . .
- 479 P4: Yeah.
- 480 M: In the homeroom . . . can you explain ah . . . the homeroom's at . . .
- 481 P4: Ah . . . you . . . every student has a homeroom class would they go after first block . . . and . . . just hang out in there for 10 minutes . . .
- 482 M: Yet . . .
- 483 P4: The homeroom might brief them on . . . any . . . extracurricular activities . . . to partake in.
- 484 M: Do you pay attention to those?
- 485 P4: Yeah, sometimes.
- 486 M: Yeah?
- 487 P4: Yeah.
- 488 M: Which one of those three that you described; the homeroom, ah . . . the announcements, um . . . the ah posters, word-of-mouth . . . What is most effective to you?
- 489 P4: Probably word-of-mouth.
- 490 M: Yeah, you hear more things through word-of-mouth?

- 491 P4: Yeah.
- 492 M: From who?
- 493 P4: Friends and acquaintances.
- 494 M: Yeah . . .
- 495 P4: Yeah.
- 496 M: And will you be more interested in joining something when, when somebody gives you a recommendation? A friend gives you a recommendation {versus. . .}
- 497 P4: {Definitely, yeah}
- 498 M: . . . something a teacher said?
- 499 P4: Yes, for a friend, yes.
- 500 M: Yeah? Okay, um . . . so the last ah . . . the last question goes into what other things make extracurricular activities ah . . . at this school successful?
- 501 P4: Um . . . community spirit.
- 502 M: Community spirit?
- 503 P4: Yeah.
- 504 M: How, how about community spirit, in what way?
- 505 P4: Well, just 'cause it's such a small community . . .
- 506 M: Yeah . . .
- 507 P4: . . . that if you do something, you know you can get in the paper for being good at soccer.
- 508 M: Right . . .
- 509 P4: Which is nice.
- 510 M: That's great. And how about, how about the area?

- 511 P4: What do you mean the area?
- 512 M: Say this is, this is Gulf Islands, the geographic area . . . does that . . . does that help you in anyway?
- 513 P4: Like that it's a scenic place?
- 514 M: Yeah . . .
- 515 P4: I would say so.
- 516 M: Yeah . . . in what way?
- 517 P4: Ah . . . there's a lot more room and stomping grounds.
- 518 M: Yeah . . .
- 519 P4: If you're soccer player . . .
- 520 M: Yeah. . .
- 521 P4: . . . lots of nice big fields.
- 522 M: Okay, do you play outside of the school?
- 523 P4: Yeah, or I did.
- 524 M: Oh yeah . . . and why did you stop?
- 525 P4: Ah, just like stopped because the season was over and I didn't get back into it.
- 526 M: Yeah . . .
- 527 P4: Yeah.
- 528 M: You just . . . did you just lose interest or was there a rea . . . {specific reason} you stopped . . .?
- 529 P4: {Yeah . . .} I'd say just lost interest.
- 530 M: Yeah . . .
- 531 P4: Yeah.

- 532 M: Did anyone try to get you readjusted in it?
- 533 P4: Yeah . . .
- 534 M: Yeah? And what did they try to do?
- 535 P4: Ah . . . told me to join the team again . . . basically.
- 536 M: Yeah?
- 537 P4: Yeah.
- 538 M: And what did you do?
- 539 P4: I did not.
- 540 M: Just point blank, nope.
- 541 P4: Yeah.
- 542 M: All right, is there anything that they could have done differently that would've interested you to keep it going?
- 543 P4: No, not that time, no.
- 544 M: Nope? You just made a personal decision . . .
- 545 P4: Yeah . . .
- 546 M: . . . that's it.
- 547 P4: . . . pretty much.
- 548 M: Um . . . so is there anything that we haven't discussed that you'd like to add in here . . . this is your time, to add anything that's ah . . . an important element . . . do you think . . . in the extracurricular activities at this school?
- 549 P4: I don't think so.
- 550 M: No, you don't think there's anything else? Um . . . is there any . . . is there anything you'd like to add before we stop?

551 P4: No.

552 M: Nope?

553 P4: No.

554 M: Okay, no problem.