

OHIO STATE BUCKEYES



LiFE *sports*
LEARNING IN FITNESS AND EDUCATION

**Teaching Social Skills through Sport:
The LiFE*sports* Curricular Model**

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Dawn Anderson-Butcher, PhD

Tarkington J. Newman, MSW, MS

Samantha Bates, LMSW

Lauren Paluta, MSW, MPH



THE PEOPLE. THE TRADITION. THE EXCELLENCE.

Get to Know Our Audience



- Please describe your role or affiliation with a school?
- Why were you interested in attending this presentation?



Session Objectives



- Theory of *LiFEsports*
- *LiFEsports* Model
 - Social Work
 - Athletics
- Teaching social skills through sport
- Curriculum demonstration
- PYD Principles
- Snapshot: *LiFEsports* Research



Theory of LiFE*sports*



Evident Need



- 20% youth have psychological, social, emotional, or behavior problems
- 5-10% classified as having persistent, severe emotional disturbance
- 20% youth have not developed age-appropriate social skills
- As a result, 1 in 3 youth are at increased risk for school dropout and engagement in other risky behaviors
- Poor developmental outcomes disproportionately prevalent among youth living in poverty in urban settings

LiFE*sports* Mission



“To foster social competence among youth through their involvement in sport, fitness, and education activities.”

Primary Objectives

- Increase social competence among youth participants
- Increase self-control, effort, teamwork, and social responsibility
- Youth will demonstrate a sense of belonging and connection to the LiFE*sports* program and its staff

Secondary Objectives

- Increase participants’ perceptions of athletic competence and confidence
- Increase participants’ exposure to university/college life and interest in higher education
- Increase participants commitment to lifelong fitness and healthy nutrition

The Theory behind LiFE*sports*



- Many youth development programs seek to enhance and develop **positive youth assets**. These qualities, also called **protective factors**, are shown through research to reduce the presence of risk factors, deter youth problem behaviors, and enhance overall well-being. One important protective factor is social competence.
- Social competence is the ability to adapt with the social environment and get along with others.
- Poor social competence is predictive of a host of negative outcomes:
 - School failure,
 - Substance use, &
 - And other related problem behaviors.

Who Wants To Go To Social Skills Class?



- The answer to that question is probably **no one**.
- Youth participation in PYD programs is associated with improvements in:
 - Emotional,
 - Intellectual,
 - Physical,
 - Psychological, &
 - Social development for youth.
- Youth participation in PYD programs is associated with reduced:
 - Behavioral problems,
 - Delinquency, &
 - Substance abuse.
- Despite the positive effects of sports, research has also shown that sport involvement can lead to less-desirable outcomes as well. In some studies, sport has been linked to increases in risky behavior, such as substance abuse and aggression/violence in the sport context.
- **LiFE*sports* was intentionally designed to focus on improving youth's social competencies through detailed curricula and lesson plans.**

Sport as Medium for Social Skill Interventions



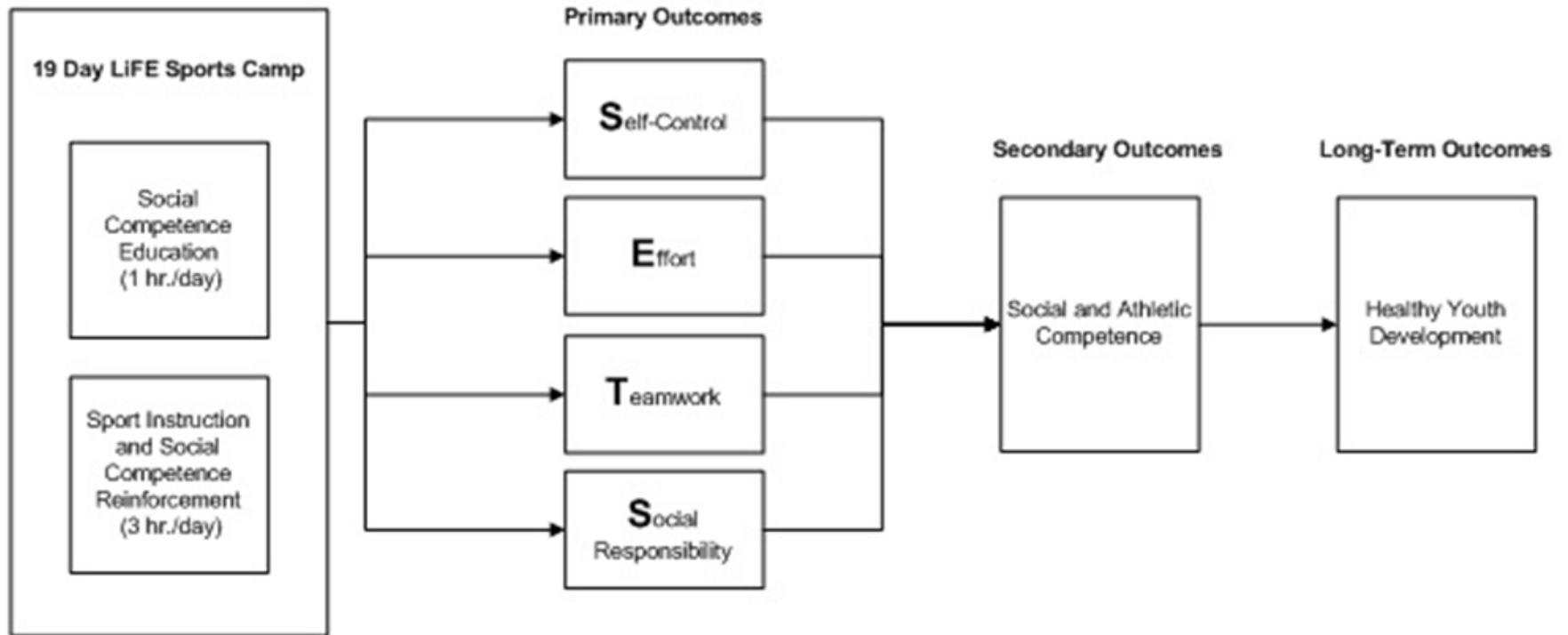
- When used intentionally, research supports use of sport, recreation, and play to facilitate youth developmental outcomes such as social skills
 - “Sport-Based PYD”
- Increase youth outcomes such as: social competence, prosocial behaviors, social skills, life skills
- Increased transfer of skills to other situations and contexts such as with peers, at home, within school, and throughout the community

LiFE*sports* Model



- LiFE*sports* Summer Camp (4 weeks; ages 9-14)
 - Completely free of cost for youth and their families (600-650 youth per camp)
 - Youth are bused in from local community sites (e.g., B&G Clubs, YMCAs, schools)
 - Provided breakfast and lunch daily as well as given free health physicals and screenings
- Year-round sports clinics
 - LiFE*sports* hosts approximately 8-10 clinics to engage youth in sport-based PYD activities (average attendance: 80 youth)
 - Hosted and facilitated with various partnerships with OSU varsity and club sport teams
- Youth Leadership Academy (YLA; ages 15-18)
 - Works with approximately 60 high school youth throughout the academic school year
 - Youth attend 10 monthly sessions focused on skill-building and college/career readiness training
 - YLA youth serve as Junior Counselors during the LiFE*sports* Summer Camp

LiFE*sports* Theory of Change



LiFEsports Video Overview



Teaching S.E.T.S. through Sport



Intentional Programming



Why?

- Provides the greatest benefit for all youth – maximizes impact
- Ensures youth are more than “busy, happy, good”
- Maximizes time
- Enhances program credibility and sustainability

How?

- Backwards mapping
 - What outcomes are you trying to achieve?
 - What activities lead to these outcomes?
- Lesson planning
 - Progression, sequencing, & scaffolding
- Intentionality
- Repetition of skills & knowledge

Key Concepts of the LiFEsports: S.E.T.S.



- Self-Control
- Effort
- Teamwork
- Social Responsibility



S.E.T.S. Curriculum



- **Self-Control**
 - Control of one's self and own actions
- **Effort**
 - Self-directed behavior and initiative
- **Teamwork**
 - Working together as a group to achieve a common goal or outcome
- **Social Responsibility**
 - Helping others and having an understanding of how one's own behavior impacts others



Introduction

Session 1: Introduction to LIFE Sports
Understand the camp schedule and expectations
Meet assigned LIFE Coach, Recreational Leaders and Chalk Talk Leaders
Meet other team members and begin to develop a social network

Session 2: Overview of S.E.T.S. & Establishing a Team Culture
Understand how one's actions impact and affect others
Be able to introduce themselves and start a conversation
Be able to identify group norms and expectations

SELF-CONTROL

Session 3: Recognizing Emotions
Be able to name six common human emotions.
Be able to identify basic body language and social cues associated with common emotions.
Be able to distinguish between good and bad intentions.

Session 4: Understanding Your Body's Reaction to Emotions
Understand how the body responds to emotions.
Be able to identify a time when they felt a particular emotion and felt a physical response in their body.
Understand that they can control how their body and mind reacts to emotions.

Session 5: Controlling Your Emotions
Understand how one's internal thoughts affect one's emotions
Be able to identify positive and negative self-talk
Be able to identify strategies that help them regulate their emotions.

EFFORT

Session 6: Self-Motivation
Understand how one's individual effort affects their personal achievement
Understand how individual effort affects team and group achievement
Be able to identify one's own personal level of effort

Session 7: Goal Setting
Understand how to set personal goals
Understand how goal setting relates to future achievement
Demonstrate an ability to set personal goals

Session 8: Persisting When the Going Gets Tough
Understand the importance of persistence when working toward goals
Be able to identify potential problems to reaching a goal
Demonstrate the ability to brainstorm possible solutions to overcome barriers to reaching a goal

TEAMWORK

Session 9: Building a Team & Valuing Diversity
Understand how self-control and effort are used within the setting of a team
Understand the characteristics of a team
Be able to identify what qualities and talents one brings to a team

Session 10: Listening & Communicating Effectively
Understand how to use non-verbal and verbal communication effectively when listening
Understand the importance of listening to others
Demonstrate the ability to listen and follow the guidance of others

Session 11: Group Problem Solving
Understand the problem-solving steps
Be able to apply the problem-solving steps in a group
Demonstrate the ability to find a group resolution.

SOCIAL RESPONSIBILITY

Session 12: Demonstrating Sportsmanship
Understand the qualities of good sportsmanship
Know how to demonstrate good sportsmanship
Understand how their behaviors impact others in their community and/or team

Session 13: Showing Appreciation
Understand the importance of saying thank you and showing appreciation to others
Begin to value other people's helping behavior
Show appreciation for others' helping behavior

Session 14: Giving Back & Helping Others
Understand the importance of giving back
Understand one's contribution to the large LIFEsports community
Be able to explain S.E.T.S. to other and how they will use it outside of the program

Session 15: S.E.T.S. Recap
Understand the importance of using S.E.T.S. in athletic competitions, school, and in life
Understand expectations for the LIFE Sports Games
Create team goals and expectations for the LIFE Sports Games

Application & Transfer of Skill

Session 16, 17, & 18: The LIFE Sports Games
Understand the importance of using S.E.T.S. in athletic competitions, school, and in life
Demonstrate the ability to use S.E.T.S. while engaged in athletic competition
Begin to engage family and community in LIFE Sports and healthy lifestyles

Year-Round Health, Fitness & Sports Clinics
Understand the importance of using S.E.T.S. in a community setting
Demonstrate the ability to use S.E.T.S. while engaged in athletic competition
Continue to engage family and community in LIFE Sports and healthy lifestyles

Career Day
Understand the importance of continued education
Explore career interest
Be introduced to a college campus and potential majors.

- The LIFE*sports* Education curricula is progressive, so that skills continue to build upon one another.
- As campers progress through camp, staff reinforce and support all skills focused on in previous weeks with particular attention paid to given topic or skills being addressed during that particular day.

Curriculum Format



- *LiFEsports* Curricula
 - 8 Sport-specific curricula
 - 1 Chalk Talk curricula
 - 1 LiFE Coach curricula
- Each curriculum includes a daily lesson plan for each of the 15 days of social skill and sport activities.
- Each lesson plan includes the specific S.E.T.S. of that day, a brief description of the specific S.E.T.S., helpful hints, intended outcomes, activities (including amount of time needed), a supply list, and debriefing questions.

Staff Roles & Responsibilities



- **Chalk Talk Leader:** The primary role of the Chalk Talk leaders is to implement the Chalk Talk curriculum as it is designed to promote and facilitate social competence development. The Chalk Talk leader guides campers through the structured curriculum by providing quality instruction and maximum opportunities for participation.
- **Recreation Leader:** The primary role of the recreation leaders is to implement the curriculum as it is designed to promote and facilitate sport (i.e. Health & Fitness) and social competence development. The recreation leader is responsible for assigning roles within the session to other staff members and volunteers as needed to implement the curriculum. For example, the recreation leader may ask the nursing student interns to lead small group discussions about the topic of the day.
- **LiFE*sports* LiFE Coach:** The primary role of the LiFE Coach is to promote and facilitate social competence development while serving as the youth participants' main role model and mentor. LiFE Coaches are responsible for reinforcing the daily SETS lesson through active facilitation and debriefing. They are also responsible for constant supervision of youth between activities.

Positive Behavior Supports

- Youth can earn “Buckeye Leaf Buttons” by demonstrating S.E.T.S.
- Each button has one of the S.E.T.S.
- Each session the Recreation Leaders (Chalk Talk) and LiFE Coach will be given buttons to distribute.



Curriculum Demonstration



Example Lesson Plan



Utility in Other Settings



- After School All-Stars Ohio
 - Uses curriculum in after school model
- Pickerington Local School District
 - Afterschool service-learning component
- Recreation programs
- Physical education



Enhancing the Curriculum: Integrating Key Youth Development Principles to Maximize Youth Impact



Positive Youth Development Principles



- Understanding individual differences
- Providing feedback
- Creating belonging and relationships
- Motivating and engaging youth



Key Sport Design Principles



1. Organize Activities that are Structured, Focused, & Intentional
2. Teach Both Sport & Life Skills
3. Promote a Master Motivational Climate
4. Foster Initiative
5. Be Youth-Centered
6. Engage School, Family, & Community Partners
7. Provide Physical & Emotional Safety
8. Use Data to Drive Decision-Making
9. Create Opportunities for Connectedness & Belonging
10. Be Enjoyable & Fun

LiFEsports Research and Evaluation



Research and Evaluation



- Program evaluation
 - Pre- and post-test measures with youth
 - Self-efficacy of “S.E.T.S”, college and career readiness
- Intervention research
- Self-assessment measures for implementation research
 - Fidelity to curriculum (i.e., site observation tools)
 - Staff oversight and support (i.e., rec leader logs)



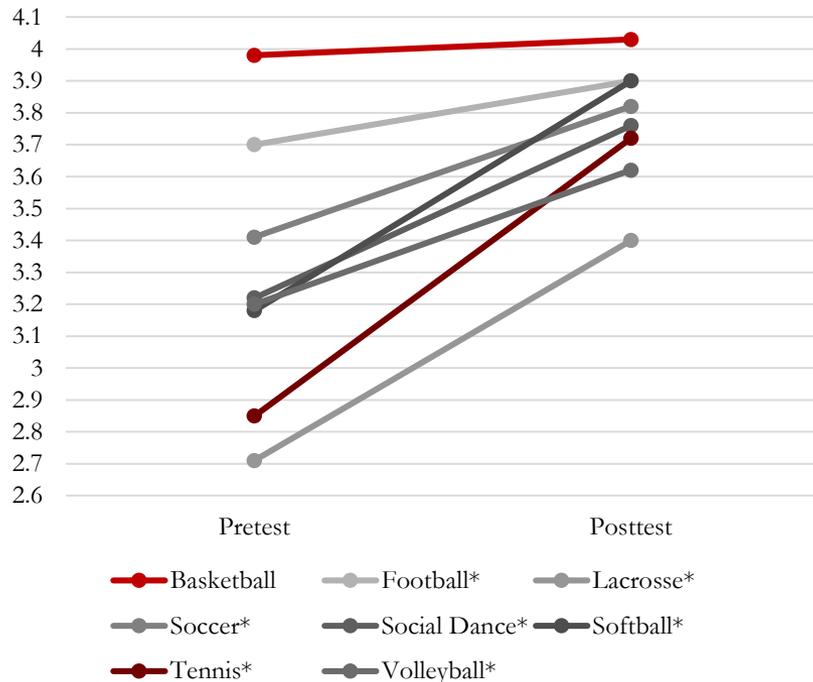
2016 LiFEsports Camp Results



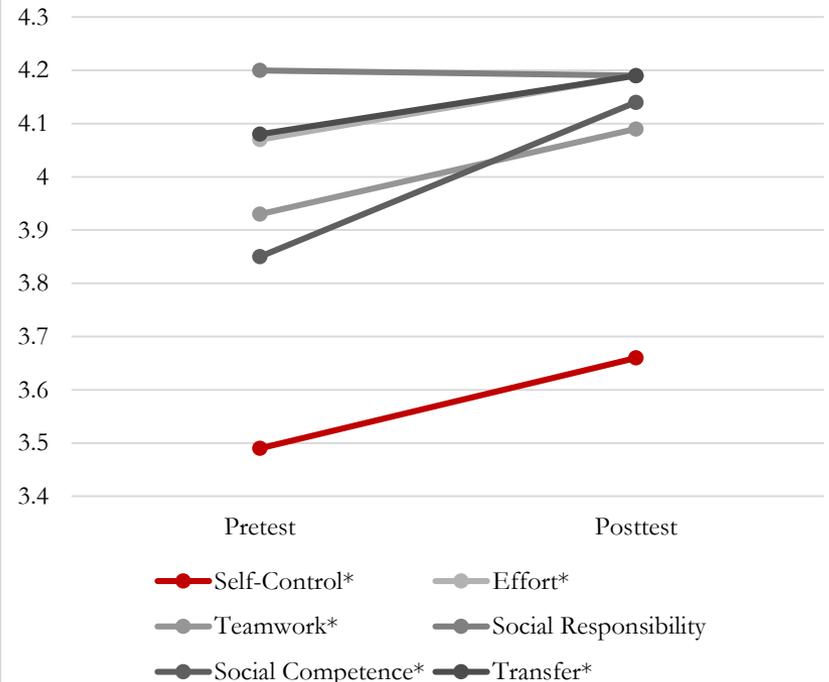
Athletic Competencies

Social Competencies (S.E.T.S.)

Sport Competence Growth

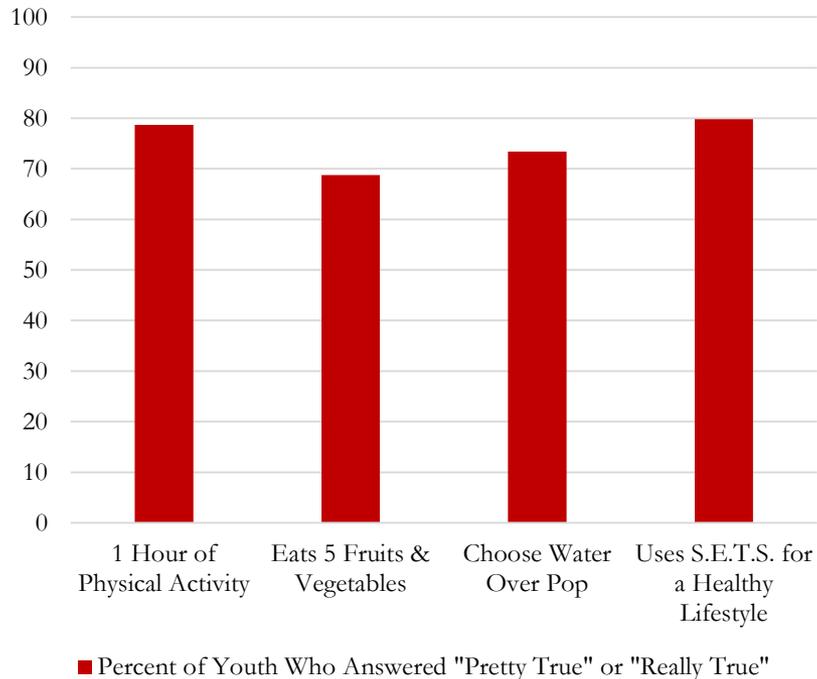


Social Skills Growth

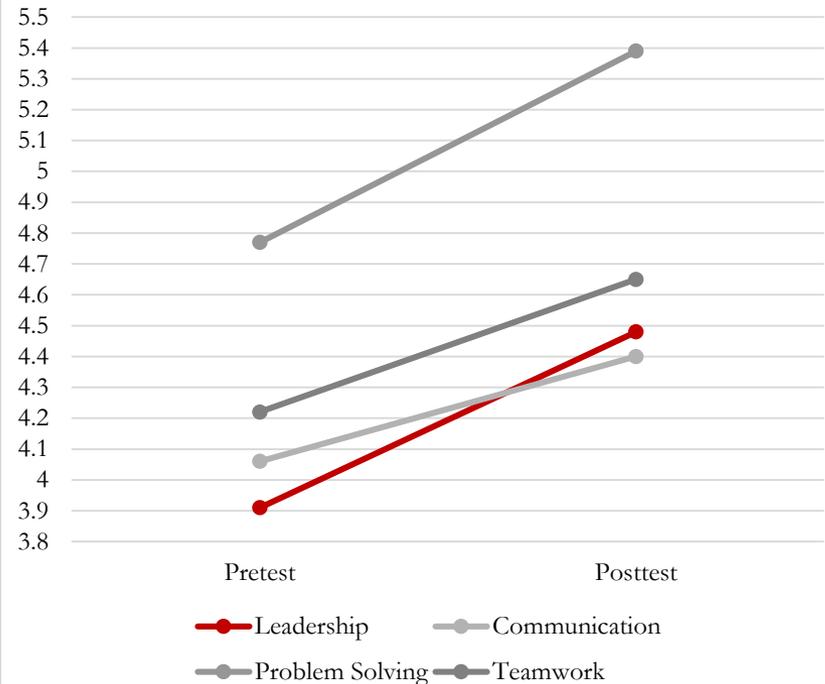


2016 LiFEsports Camp Results Cont.

Healthy Lifestyle Choices



Youth Leadership Academy



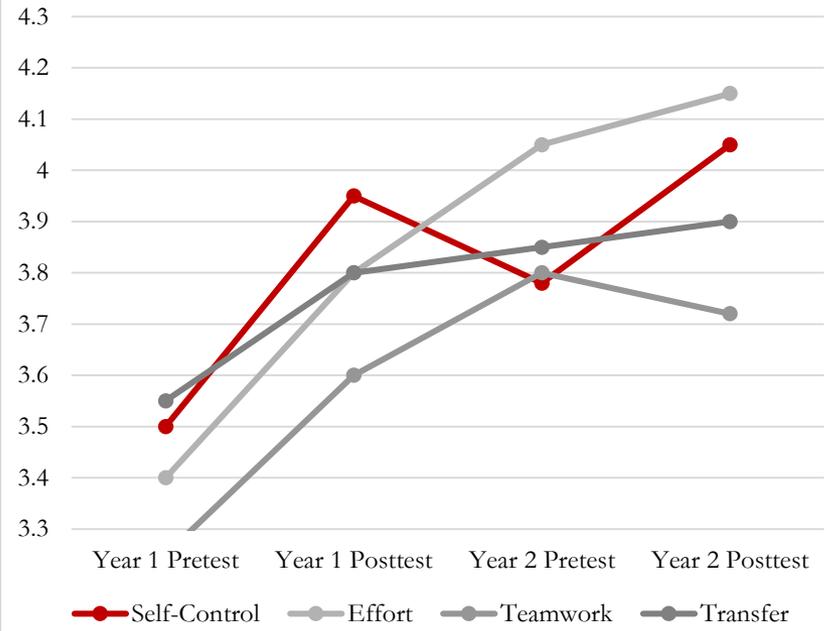
2016 LiFEsports Camp Results Cont.



LiFEsports Longitudinal Growth



LiFEsports Longitudinal Growth



Learn More About LiFE*sports*



Please visit our website: www.osulifesports.org



Or Contact:

Dawn Anderson-Butcher, PhD
Professor, The Ohio State University
anderson-butcher.1@osu.edu

Becky Wade-Mdivanian
Director of Operations
wade-mdivanian.1@osu.edu

Luke O'Quinn
Service & Outreach Coordinator
oquinn.6@osu.edu