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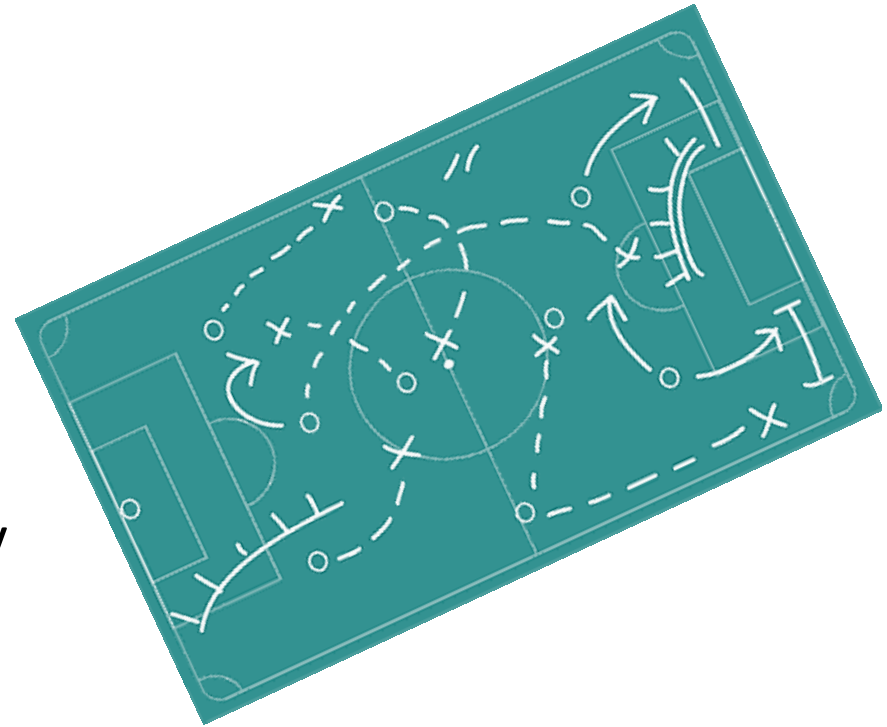
Power of Sport in the Promotion of Student Achievement and Well-Being

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Tasha Henderson, MSW; Samantha Bates, PhD; and Dawn Anderson-Butcher, PhD



Today's Game Plan

- Welcome
- Objectives
- Context and Value of Sport
- Example Programs:
 - LiFEsports Program
 - Youth Leadership Academy
 - Early College Academy
- Evidence-Based Strategies
- Brainstorm, Share, Questions





Objectives

- Increase knowledge of the power of sport for promoting student academic outcomes, school climate, and connectedness, and broader health and well-being outcomes.
- Improve confidence and competence in using sport-based interventions to support school mental health agendas.
- Identify key best practices and evidence-based strategies related to using sport to support youth outcomes.



Status of Youth Today

Globally:

- 385 million children worldwide live in extreme poverty, and
- 250 million live in countries affected by conflict
- 41% of youth experience food insecurity
- More than 50% of youth are not engaged in schooling
- 7% of youth have mental health disorders

United States:

- 16% never graduate from high school
- 1 in 4 are victims of child abuse and neglect
- Over 1 million youth are involved in gangs
- 1 out of 5 youth lack age-appropriate social and/or life skills
- 20–30% of youth experience some type of behavioral mental health challenge



Value of Youth Sport

- Promote health, mental health, fitness, and overall well-being
- Increase academic achievement
- Foster social skills, friendships and social supports
- Build community identity, social capital, belonging and connectedness
- Provide “relief” or “timeout” from stressors (i.e., FUN)
- Address social exclusion
- Promote socio-economic benefits





The Power of Sport

- **Sport is powerful**
A globally accepted and known construct
- **Sport is broad and wide-reaching**
51 million youth participating in the U.S.
7.6 million high school student-athletes
Consistently increasing over last 22 years
6.5 million youth sport leaders
- **Sport as a social medium**
Sport cuts through cultural, racial, religious, gender, & economic barriers
- **Sport is multidimensional**
As a “hook”
As a medium where interventions are implemented
As mechanism and tool for fostering development





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What are we doing in Columbus, Ohio to combat these social issues and support youth with sport based PYD?



LiFE *sports*
LEARNING IN FITNESS AND EDUCATION

ECA

Early College Academy



As we are discussing PYD programs
please refer to the two tables on
your hand out ...

- 1. Specific strategies Supporting references
Social- and/or Life-Skill and Sport Priorities**
- 2. Strategies for Fostering Social Development Through
Sport: Addressing Social Problems Through Sport**



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LiFE*sports* Summer Program



LiFEsports is a sports-based, positive youth development program offered at The Ohio State University in partnership with the College of Social Work, Department of Athletics, Department of Recreational Sports, OSU Extension, and Outreach & Engagement. Each summer, approximately 600 youth, ages 9-15, are served in a tuition free sport program. Nearly 100% of LiFEsports campers come from low-income families, live in disadvantaged neighborhoods, and attend poorly resourced schools in Central Ohio.





The LiFEsports Initiative

Flagship Summer Camp (4 weeks; ages 9-14)

- Tuition free; youth are bused in from local community sites (Community recreation centers, B&G Clubs, YMCAs, schools)
- Provide daily breakfast and lunch
- Free physicals, including dental and eye checks at camp registration

Year-Round Sports Clinics (i.e., Boosters)

- In partnership with OSU Athletic teams and clubs
- 10 clinics during academic year (average attendance: 80 youth)



The LiFEsports Summer Camp

- Over 600 youth ages 9-15 attend camp on The Ohio State University's campus each summer
- 78% of LiFEsports families are currently living at or below 200% the poverty line, with 43% living below the poverty line
- 49% live in single parent homes
- 61% male; 39% female
- 87% Black or African-American; 8% were multi-ethnic; 3% White/Non-Hispanic; 2% Other
- 44% were classified as overweight or obese
- 15% involved in behavioral issues at camp





Primary Objectives

Increase overall social competence

Increase **S**elf-Control, **E**ffort, **T**eamwork, and **S**ocial Responsibility (S.E.T.S.)

Promote sense of belonging to *LiFEsports* and tOSU

Secondary Objectives

Increase perceptions of athletic competence

Increase commitment to lifelong fitness and healthy nutrition

Increase exposure to university/college life and interest in pursuing a higher education

Refer to other resources



LiFE sports™

at The Ohio State University®



4 week summer camp offered to economically disadvantaged youth ages 9-15

Free to participants

15 hours social competence curriculum focused on **S.E.T.S.**

15 days of sport curricula (5 hours of each sport)

5 hours healthy lifestyle curriculum

2 meals a day, free transportation, and health and dental physicals (n=340/year)



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





Chalk Talk Curriculum

- Structured curriculum focused on self control, effort, teamwork and social responsibility (**S.E.T.S.**)
- Practice and application
- Debriefing
- Reflection through journaling
- Positive behavioral supports
- Transfer
- Parent/family reinforcement



FIGURE 2. LIFESPORTS CHALK TALK LESSONS

INTRODUCTION			
SESSION 1: INTRODUCTION TO LIFESPORTS <ul style="list-style-type: none"> ★ 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 <ul style="list-style-type: none"> ★ 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	EFFORT	TEAMWORK	SOCIAL RESPONSIBILITY
SESSION 3: RECOGNIZING EMOTIONS <ul style="list-style-type: none"> ★ 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 6: SELF-MOTIVATION <ul style="list-style-type: none"> ★ 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 9: BUILDING A TEAM & VALUING DIVERSITY <ul style="list-style-type: none"> ★ 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 12: DEMONSTRATING SPORTSMANSHIP <ul style="list-style-type: none"> ★ 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 4: UNDERSTANDING YOUR BODY'S REACTION TO EMOTIONS <ul style="list-style-type: none"> ★ Understand how the 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 7: GOAL SETTING <ul style="list-style-type: none"> ★ Understand how to set personal goals ★ Understand how goal setting relates to future achievement ★ Demonstrate an ability to set personal goals 	SESSION 10: LISTENING & COMMUNICATING EFFECTIVELY <ul style="list-style-type: none"> ★ Understand how to use non-verbal and verbal communication effectively when listening ★ Understand the importance of listening to others ★ Demonstrate an ability to listen & follow the guidance of others 	SESSION 13: SHOWING APPRECIATION <ul style="list-style-type: none"> ★ 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 5: CONTROLLING YOUR EMOTIONS <ul style="list-style-type: none"> ★ Understand how one's internal thoughts affects one's emotions ★ Be able to identify positive and negative self-talk ★ Be able to identify strategies that help them regulate their emotions 	SESSION 8: PERSISTING WHEN THE GOING GETS TOUGH <ul style="list-style-type: none"> ★ Understand the importance of persistence when working towards 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 	SESSION 11: GROUP PROBLEM SOLVING <ul style="list-style-type: none"> ★ Understand the problem-solving steps ★ Be able to apply the problem-solving steps in a group ★ Demonstrate the ability to find a group resolution 	SESSION 14: GIVING BACK & HELPING OTHERS <ul style="list-style-type: none"> ★ Understand the importance of giving back ★ understand one's contribution to the large LIFEsports community ★ Be able to explain S.E.T.S. to others and how they will use it outside of the program
APPLICATION & TRANSFER OF SKILL			
SESSION 15: S.E.T.S. RECAP <ul style="list-style-type: none"> ★ Understand the importance of using SETS in athletic competitions, school, & life ★ Understand expectation for the LIFEsports Games ★ Create team goals and expectation for the LIFEsports Games 		SESSION 16, 17, & 18: THE LIFESPORTS GAMES <ul style="list-style-type: none"> ★ Understand the importance of using SETS in athletic competitions, school, & life ★ Demonstrate the ability to use SETS while engaged in athletic competition ★ Begin to engage family and community in LIFEsports and healthy lifestyles 	



Sport Curriculum

- 5 hours of 8 sports (varies each year)
- Sport curriculum: soccer, lacrosse, tennis, dance, football, basketball, running/agility, recreational games, baseball, volleyball, ultimate frisbee, and swimming
- 5 hours of healthy lifestyle curriculum.
- Lesson outlines include preview, overview, instruction, practice, games, and debriefing
- Incorporates SETS



FIGURE 3. LIFESPORTS SOCCER LESSONS

INTRODUCTION			
SESSION 1: DRIBBLING & BALL SKILLS <ul style="list-style-type: none"> ★ Understand the importance of ball skills and dribbling in soccer ★ Be able to dribble the ball with their eyes looking forward ★ Be able to maintain control of the ball and keep it close to their body while in motion ★ Be able to describe the cues of dribbling 		SESSION 2: PASSING & RECEIVING <ul style="list-style-type: none"> ★ Be able to use the inside of their foot when striking the ball for a pass ★ Be able to accurately pass the ball 10 yards ★ Be able to gain control of a flighted soccer ball using a head, chest, thigh, or foot trap ★ Be able to describe the cues of passing and receiving 	
SELF-CONTROL	EFFORT	TEAMWORK	SOCIAL RESPONSIBILITY
SESSION 3: DEFENDING <ul style="list-style-type: none"> ★ Be able to demonstrate the proper defensive stance ★ Be able to effectively channel oncoming offensive players to the outside of the field ★ Understand the defensive concept of "containment" and be able to effectively contain an offensive player for 20 seconds ★ Be able to describe the cues for defending 	SESSION 5: DRIBBLING & BALL SKILLS <ul style="list-style-type: none"> ★ Understand the importance of ball skills and dribbling in soccer ★ Be able to dribble the ball with their eyes looking forward ★ Be able to maintain control of the ball and keep it close to their body while in motion ★ Be able to describe the cues of dribbling 	SESSION 9: FINISHING <ul style="list-style-type: none"> ★ Be able to use proper form when striking the ball for a long and short distance shot ★ Be able to locate target and keep their eyes on the ball while shooting ★ Be able to describe the cues for finishing 	SESSION 12: PASSING & RECEIVING <ul style="list-style-type: none"> ★ Be able to use the inside of foot when striking the ball for a pass ★ Be able to accurately pass the ball 10 yards ★ Be able to gain control of a flighted soccer ball using a head, chest, thigh, or foot trap ★ Be able to describe the cues for passing and receiving
SESSION 4: FINISHING <ul style="list-style-type: none"> ★ Be able to use proper form when striking the ball for a long and short distance shot ★ Be able to locate target and keep their eyes on the ball while shooting ★ Be able to describe the cues for finishing 	SESSION 7: PASSING & RECEIVING <ul style="list-style-type: none"> ★ Be able to use the inside of foot when striking the ball for a pass ★ Be able to accurately pass the ball 10 yards ★ Be able to gain control of a flighted soccer ball using a head, chest, thigh, or foot trap ★ Be able to describe the cues for passing and receiving 	UNDERSTANDING THE GAME <ul style="list-style-type: none"> ★ Understand the rules of the game for soccer ★ Be able to utilize the fundamentals of soccer within a soccer scrimmage ★ Be able to demonstrate self-control, effort, teamwork, and social responsibility in the sport of soccer 	SESSION 13: DEFENDING <ul style="list-style-type: none"> ★ Be able to demonstrate the proper defensive stance ★ Be able to effectively channel oncoming offensive players to the outside of the field ★ Understand the defensive concept of "containment" and be able to effectively contain an offensive player for 20 seconds ★ Be able to describe the cues for defending
SESSION 5: UNDERSTANDING THE GAME <ul style="list-style-type: none"> ★ Understand the rules of the game for soccer ★ Be able to utilize the fundamentals of soccer within a soccer scrimmage ★ Be able to demonstrate self-control, effort, teamwork, and social responsibility in the sport of soccer 	SESSION 8: DEFENDING <ul style="list-style-type: none"> ★ Be able to demonstrate the proper defensive stance ★ Be able to effectively channel oncoming offensive players to the outside of the field ★ Understand the defensive concept of "containment" and be able to effectively contain an offensive player for 20 seconds ★ Be able to describe the cues for defending 	SESSION 11: DRIBBLING & BALL SKILLS <ul style="list-style-type: none"> ★ Understand the importance of ball skills and dribbling in soccer ★ Be able to dribble the ball with their eyes looking forward ★ Be able to maintain control of the ball and keep it close to their body while in motion ★ Be able to describe the cues of dribbling 	SESSION 14: FINISHING <ul style="list-style-type: none"> ★ Be able to use proper form when striking the ball for a long and short distance shot ★ Be able to locate target and keep their eyes on the ball while shooting ★ Be able to describe the cues for finishing
APPLICATION & TRANSFER OF SKILL			
SESSION 15: S.E.T.S. RECAP <ul style="list-style-type: none"> ★ Understand the rules of the game for soccer ★ Be able to utilize the fundamentals of soccer within a soccer scrimmage ★ Be able to demonstrate self-control, effort, teamwork, & social responsibility in the sport of soccer 		SESSION 16, 17, & 18: THE LIFESPORTS GAMES <ul style="list-style-type: none"> ★ Understand the importance of using SETS in athletic competitions, school, & life ★ Demonstrate the ability to use SETS while engaged in athletic competition ★ Begin to engage family and community in LIFEsports and healthy lifestyles 	



LiFEsports Design: Other Parts

LiFE*sports*[™]

at The Ohio State University®



- LiFEsports Olympic Games
- OSU Campus Tour
- Parent/family Involvement
- Behavior mental health supports
- Tickets to Ohio State games
- Referrals and linkages



Follow-Up Sports Clinics



- 10 “booster sessions” per year (average of 65 youth at each)
- Hosted by OSU Athletic teams and clubs
 - Gymnastics, track/field, rugby, basketball, etc.
- Parent/family component
- Incentive for next year’s registration
- 48% of campers participated in three or more clinics



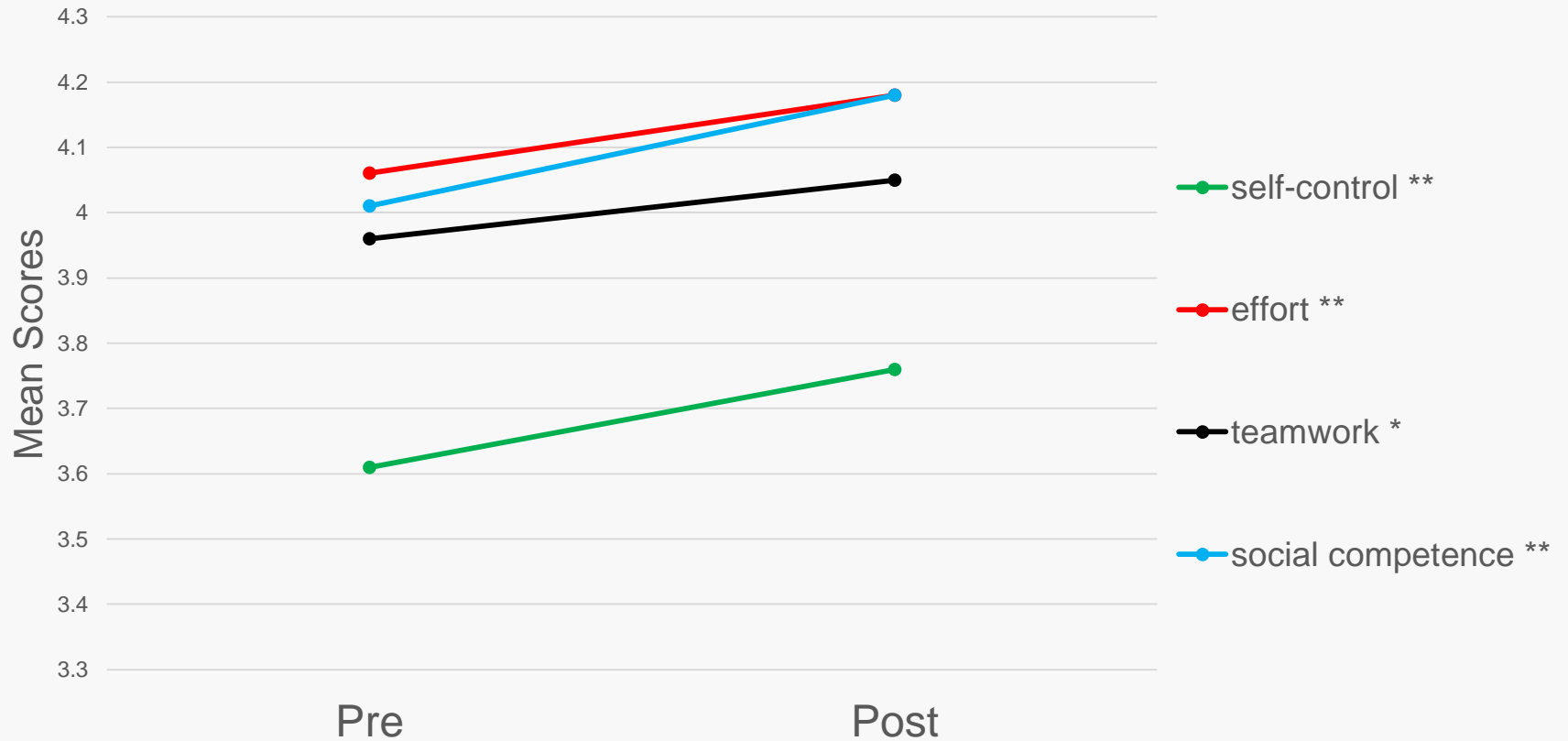
How are We Making a Difference?

- **79%** of youth participants reported they “can control my feelings” because of LiFEsports.
- **82%** reported they know how to use the skills learned at LiFEsports outside of camp.
- **64%** of campers increased in their perceived social skills over the course of the summer camp.
- **74%** increased in their perceived sport ability over the course of camp.
- **80%** reported their involvement in LiFEsports made them want to go to college.





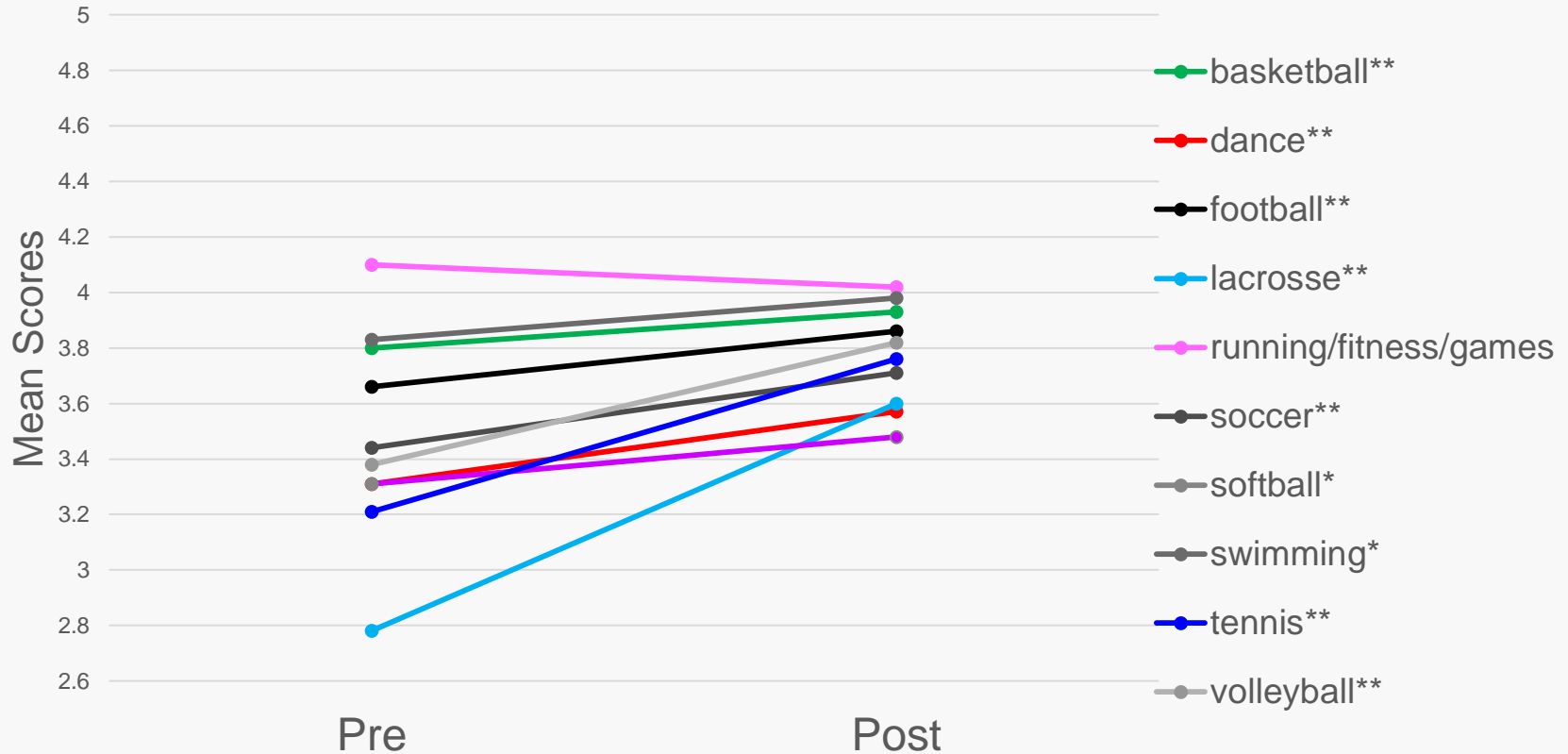
Change in SETS



Note. Significant Differences: * = $p < .05$, ** = $p < .001$.



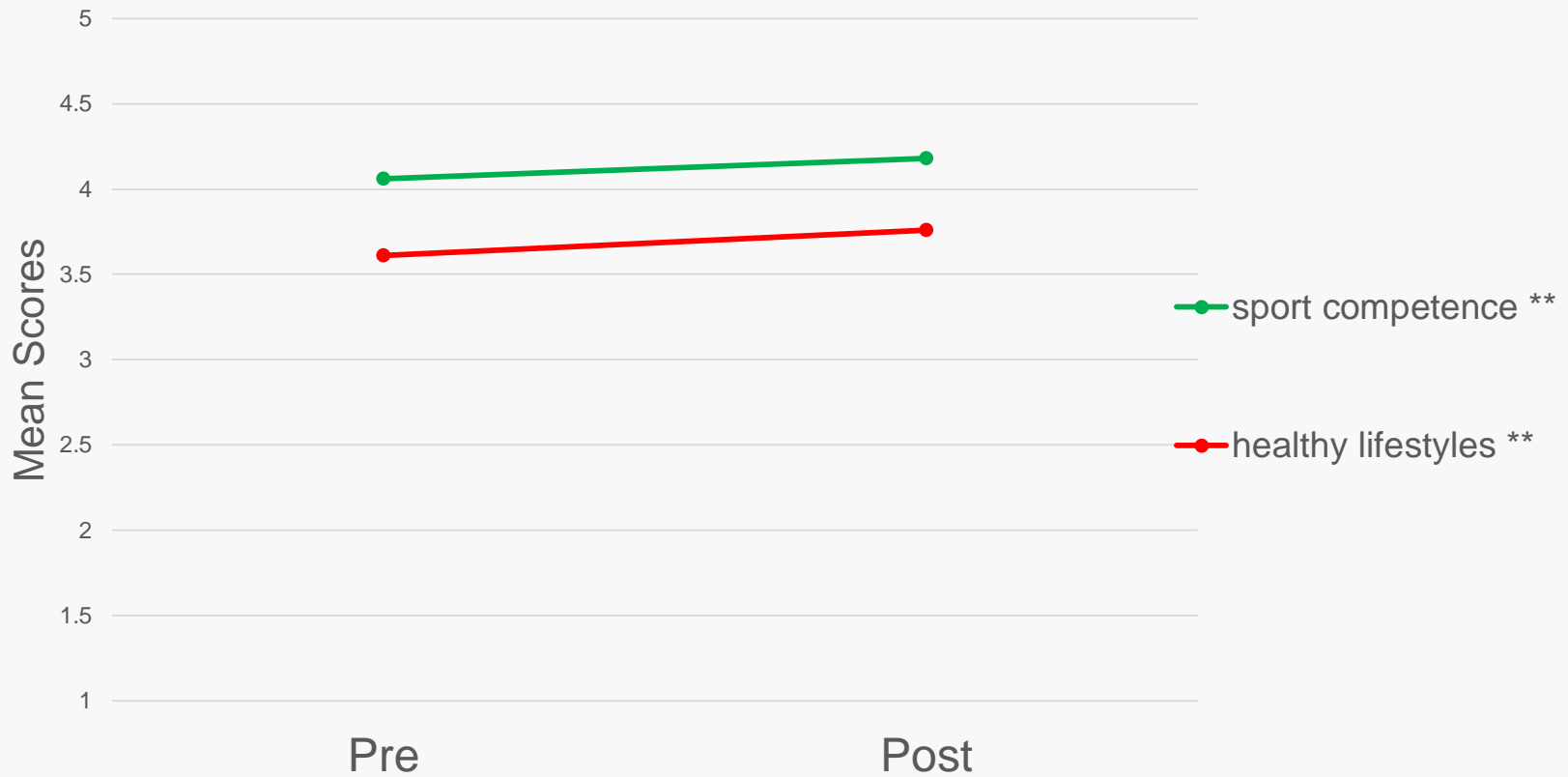
Change in Sport-Specific Competence



Note. Significant Differences: * = $p < .05$, ** = $p < .001$.



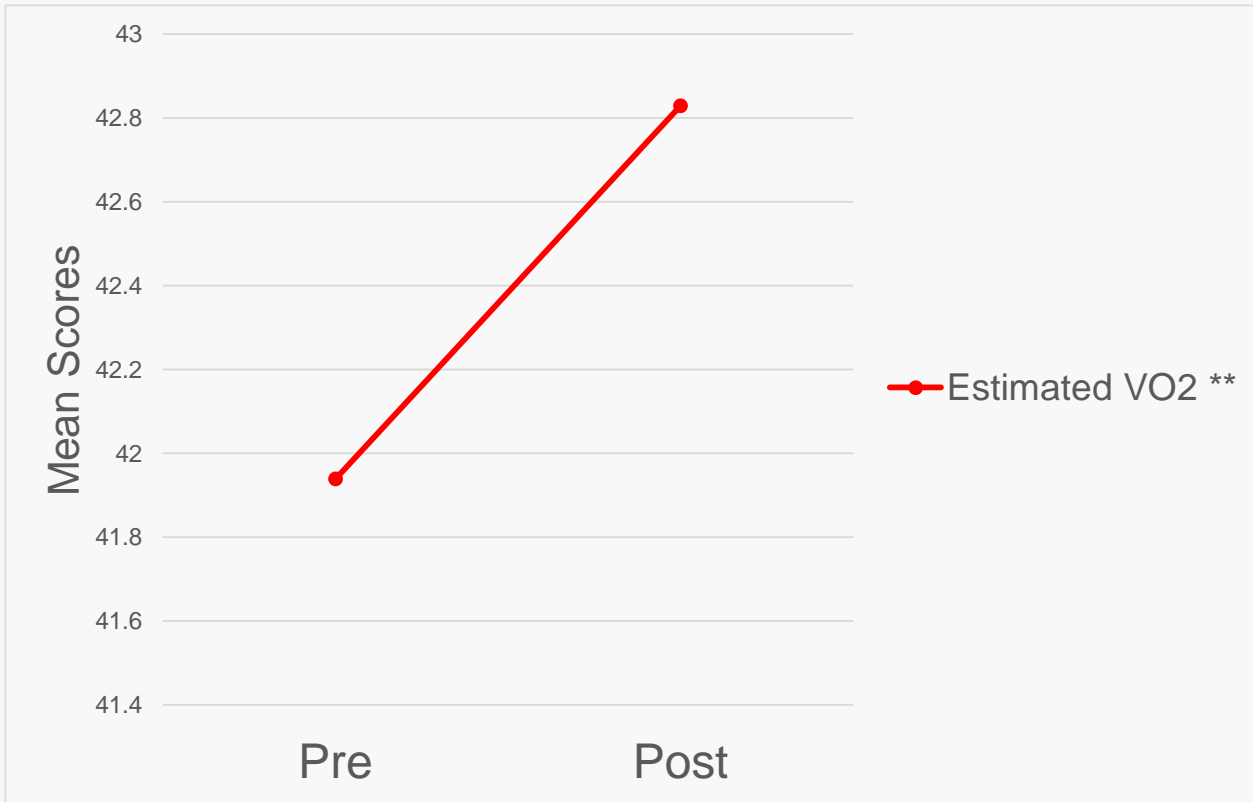
Change in Healthy Lifestyle Behaviors and Sport Competence



Note. Significant Differences: * = $p < .05$, ** = $p < .001$.



Change in Fitness Level

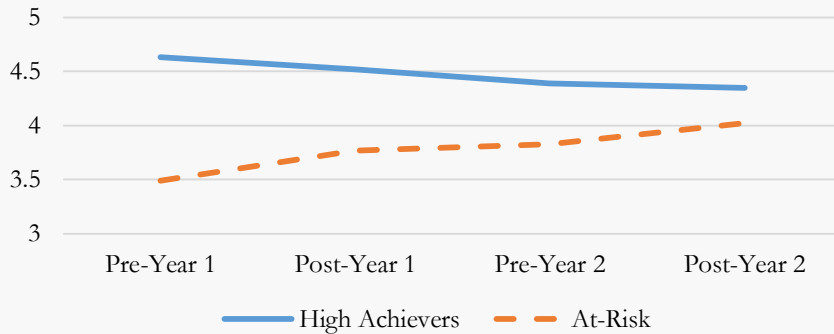


Notes. N=40; Significant Differences: * = $p < .05$, ** = $p < .001$.

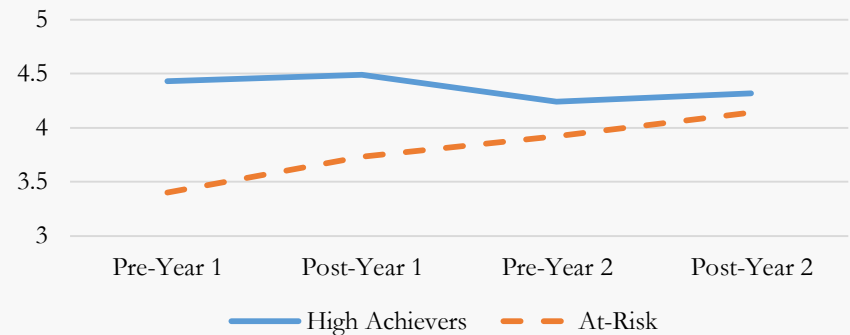


Youth Perceptions of Sport Competence Growth Over Time

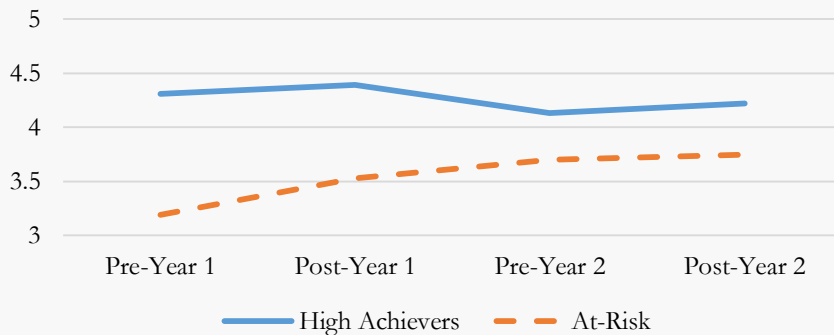
Self-Control



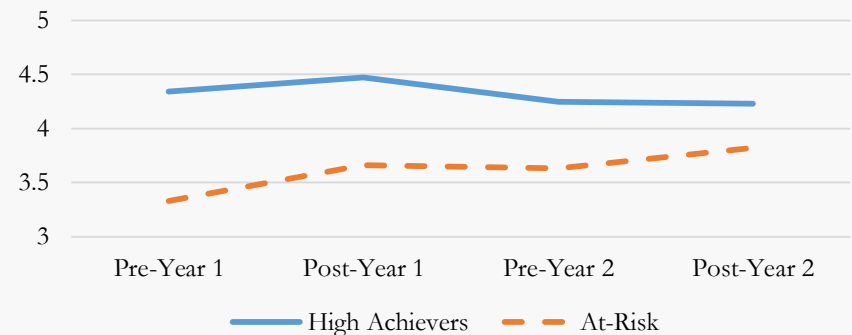
Effort



Teamwork



Transfer





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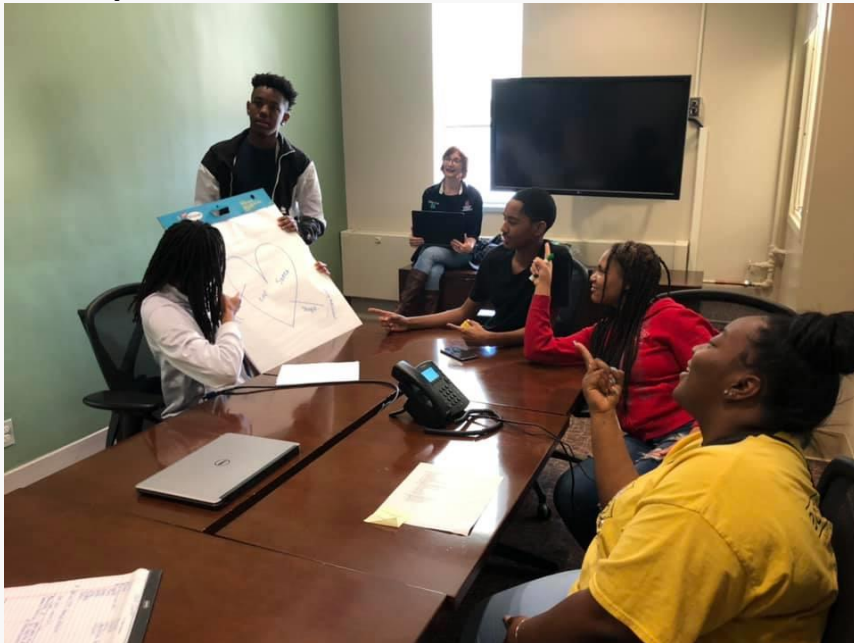


Youth Leadership Academy



Youth Leadership Academy Overview

- High school youth (ages 14-18) who have previously attended at least one year of LiFEsports Summer Camp.
- Prepares youth for college and post-secondary educational opportunities, expands on SETS taught at LiFEsports Camp and sports clinics, enhances leadership skills.





Youth Leadership Academy Overview

- 2019-2020 marks our six year offering YLA
- 60 youth are accepted into the program
- Meetings are twice a month throughout the school year on tOSU campus





Snapshot of Youth Leader Journey

Year 1: Plan- Essential leadership & communication skills

Year 2: Prepare- Introduction to college & career readiness

Year 3: Practice- College & career readiness activities

Year 4: Perform- One-on-one action towards college/post-secondary education





Executive Board

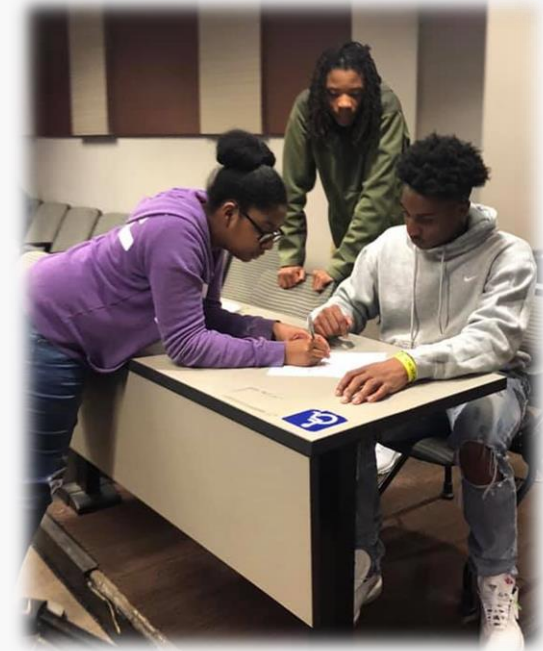
Advocacy/Community Service

Communications

Finance

Health

Social Activities Planning



Each committee is in charge of a planning aspect for YLA to run smoothly throughout the year and completing a career experience. The career experience gives the youth an opportunity to interact with and learn from a professional who is in the occupation related to their committee.



Executive Board



- President, Vice President, Secretary, Treasurer, Historian
- Identify an issue that Youth Leaders have during summer camp and come up with a plan to implement solution.



Executive Board



- Provide support to all committees
- Represent the Youth Leaders to visitors at summer camp
- Career Experience:
Councilman Shannon Hardin



- Presentation on Suicide Prevention Week
- Ronald McDonald House
 - Packed care packages
 - Toured Ronald McDonald House
 - Delivered care packages and cookies to families





- Help write YLA updates for LiFEsports newsletter
- Career experience with 49Degrees
 - Sports facility design company
 - Sports related career exposure





- Present to YLA about finance
 - Saving money, how to open a bank account, etc.
- Career experience: Huntington Bank
 - Tour of the bank
 - Spoke to employees about their position
 - Panel





- Pick a health related topic to do a research project and presentation
 - Effects of marijuana and vaping





- Responsibility to plan two social gatherings and end of the year gala
- Career experience: how to plan an event





- College visit

- Bowling Green State University
- University of Toledo
- Ohio University
- HBCU: Central State
& Wilberforce University



- Tour, attend a sporting event, talk to college students





Experiential Activity: Camp Mary Orton

- Adventure based team building
- Trust exercises
- Reward for end of the school year
- Team bonding before summer camp



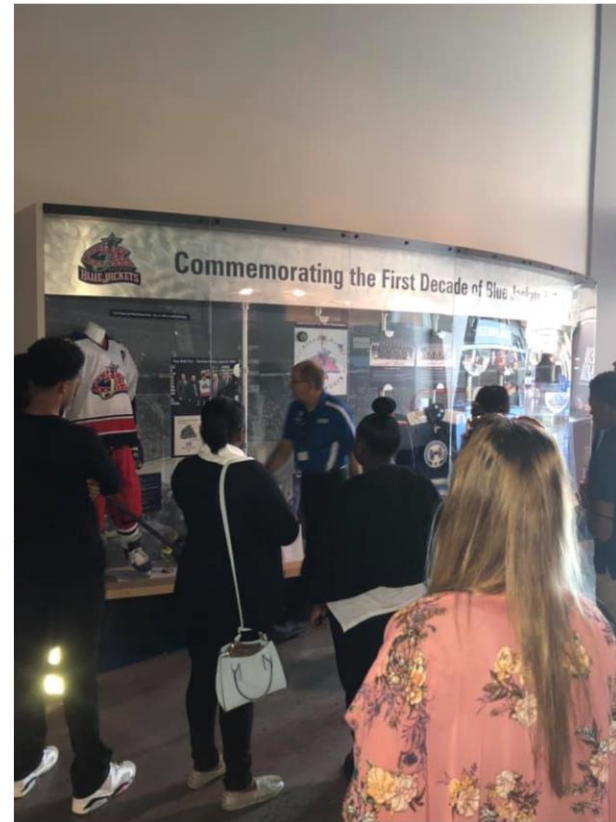


- gain exposure to the legal profession
- how the legal community should look to support first-generation students to help promote diversity





NHL Columbus Blue Jackets' Attorney Greg Kirstein





Experiential Activity: Youth Leader at Summer Camp



- Assist counselor with managing group
- Apply leadership skills gained through the year
- Build connections with campers
- Act as a peer mentor
- Bridge age gap between campers and counselors



- Harvested with UNITY Fridge.
- Crops donated to a local food pantry to reduce the impact of food deserts in the Columbus community!





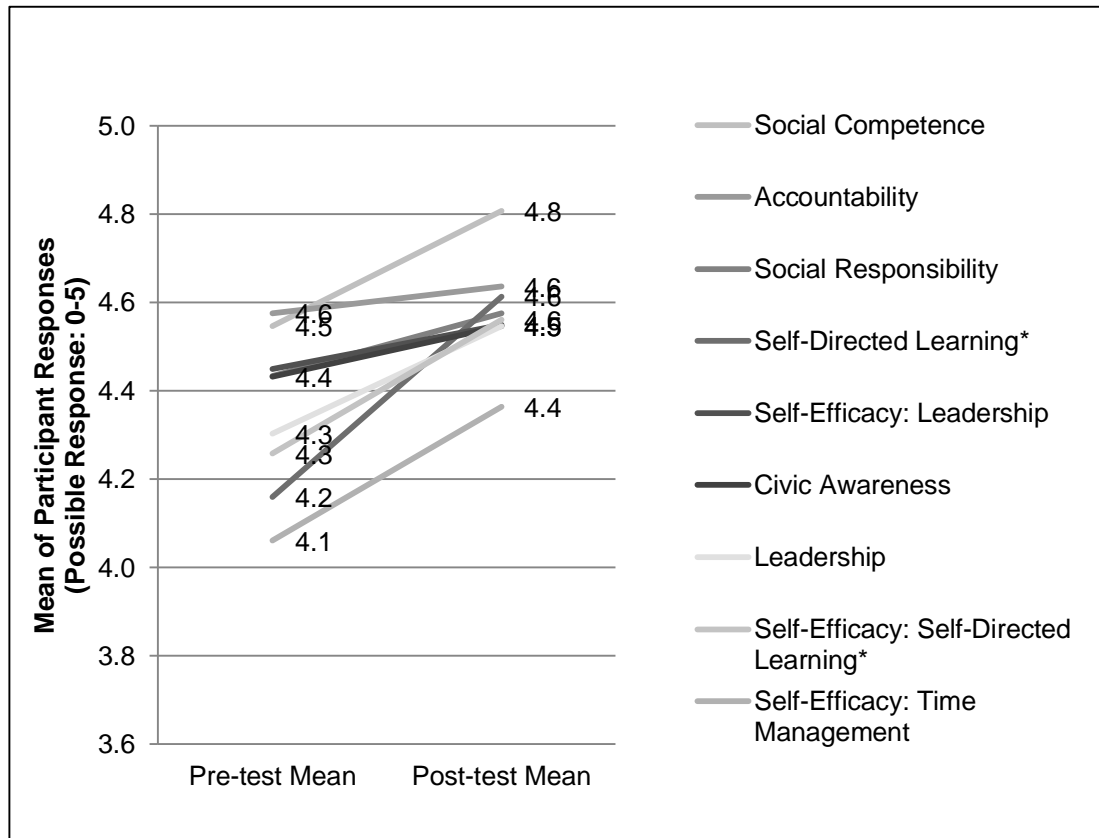
Partnership with OSU Athletics: Spring Game

- Football clinic and family style lunch
- Tickets for youth and family
- Meet athletes and alumni
- LiFEsports Initiative highlighted at game





Youth Leadership Academy Data





How are We Making a Difference through the Youth Leadership Academy?

- **74%** of Youth Leaders (YL) increased in their perceived leadership, teamwork, and problem-solving skills over course of program.
- **64%** of YL felt they could identify their strengths as a result of the program.
- **64%** of YL reported feeling confident they could get accepted to a good college.
- **58%** YL increased in their communication skills over course of the YLA.
- **92%** of students from YLA reported that the skills they learn are useful to them in other areas of their lives.





Youth Leaders who previously attended YLA (those involved in the second year) had statistically significant enhanced growth in broader leadership outcomes as compared first year YL.





How does this apply to sport?

Each summer, the YLA members return to LiFEsports summer camp to assist a counselor in leading a group of campers; this provides the opportunity for them to participate in sport, as well as apply the leadership skills they have gained throughout the school year during the YLA sessions.





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Early College Academy (ECA) is a dropout recovery high school for students ages 16-22 in Columbus, Ohio.

Students are either one cohort age behind or have experienced crises that have interfered with their academic progress.

All students have either dropped out of high school or at risk of not graduating high school



ECA's Student Population

- 90% minorities (81% African American)
 - 14% reported they were homeless
- 37% qualified for free and reduced lunches
- 310 students enrolled during the 2018-2019 year with a 36% attendance rate





ECA created a basketball team in 2017. This sport based intervention addresses school connectedness, school climate, student mental health, positive adult interaction, and attendance.



ECA Basketball Team 2018-2019 School Year Attendance

	Pre- Basketball Season	Basketball Season	Post- Basketball Season
Team's Average Attendance	58%	64%	64%



- Basketball games have become a source of school pride for the student body, improving overall school climate and sense of belonging.
- Partnership with local recreation center
 - Safe place for after school
 - Community partnership





2017 and 2018 Ohio Charter School Athletic Association Champions



- Increase of school pride and connectedness
- Pep Rally
- Recognizing team captains
- Leadership opportunities



- School pride days
- Winning and earning ECA t-shirts



From the table Social- and/or Life-Skill and Sport Priorities

Positive Relationships

- Develop strong caring relationships with youth.
- Foster social interactions so youth have opportunities to use social and/or life skills.
- Create a sense of belonging and identity among the team or group.
- Foster prosocial relationships among peers, teammates, parents/caregivers, adult leaders.

Positive Behavioral Supports

- Create rules/boundaries and have high expectations for the display of positive behaviors.
- Encourage and reinforce the use of both social and/or life skills and sport skills in sport.
- Consistently reinforce and encourage youth when they demonstrate prosocial skills.

Youth Leadership, Empowerment, Goal Direction, and Support

- Enable youth to take on leadership roles

Did you see other examples?



From the table Strategies for Fostering Social Development Through Sport: Addressing Social Problems Through Sport

Social Inclusion

- Create opportunities to allow for social interactions.
- Foster community pride and cohesion.
- Foster sense of belonging, community, and collective identity.

Comprehensive Services

- Provide wraparound supports and health/social services to address multiple, co-occurring needs among youth.
- Offer consistent, regular contacts over an extended period of time.
- Promote fun and enjoyment, especially for those who are exposed to violence and trauma.

Social Relationships and Social Capital

- Build relationships with key figures, mentors, and/or role models.
- Promote social supports and friendships and the adoption of prosocial norms.

Did you see other examples?



Conclusion

Sport-based positive youth development programs can teach life- and/or social-skills development, and positively influence academic achievement, mental health, well-being, prosocial behaviors, and other positive youth outcomes.





At your table ...

How can you use sport based positive youth development in your own programming and school mental health practice?





- Share ideas
- Questions?
- Comments?





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THANK YOU!





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