

ATHLETICS SUPPLEMENTARY ARTICLE 1 - EXCERPTS

Here's an interesting article. While its style is a little academic, it's quite readable: "Framework for Youth Development Through Sport" by Petitpas, Cornelius, Van Raalte, and Jones.

<http://journals.humankinetics.com/AcuCustom/Sitenam/Document/DocumentItem/4659.pdf>

Here's a quote, for instance:

"[Some programs] strive to provide participants with a sport based physical activity, a healthy outlet for their emotions, and a positive forum for interactions with adult mentors. Howard and Peniston (2002) provided numerous examples of sport-related intervention programs, including Project Payoff in Buchanan County, MO; the Community Intensive Supervision Project (CISP) in Pittsburgh, PA; and the Success Through Academic and Recreational Support (STARS Objective) in Ft. Myers, FL.

"Quite different from programs that have a primary focus on teaching sport skills or that strive to intervene with or prevent health endangering behaviors are those youth sport programs that are designed to make a direct connection between the skills and attitudes that can be learned through sport and academic, personal, or career development. These youth sport programs make an effort to teach sport skills and life skills concurrently and they contain clear expectations for achievement and learning. Although relatively few in number, these programs promote academic, social, and personal development as their primary focus and not only teach sport and life skills directly, but also engage participants in non-sport roles or other activities through which they can test out their skills in different domains. The First Tee (Petlichkoff, 2004), Play It Smart (Petitpas, Van Raalte, Cornelius, & Presbrey, 2004), Personal-Social Responsibility Model (Hellison & Walsh, 2002), and SUPER (Danish, Fazio, Nellen, & Owens, 2002) are examples of youth sport programs that fit this description.

"In general, programs across the entire spectrum of youth sport involvement provide important activities and experiences for participants. Whether simply for fun and exercise or part of a systematic strategy to help young people acquire important skills for use in adult life, sport is an important element in the lives of millions of young people throughout the world. Some youth sport programs are designed to help participants develop assets and skills that enable them to function effectively in sport and/or other life domains. There are also programs that are structured to use sport participation as a vehicle to prevent or remediate health-compromising behaviors. A visual representation of the spectrum of youth sport programming can be seen in Figure 1.....

"Youth sport programs that promote psychosocial development are those that use sport as a vehicle to provide experiences that promote self-discovery and teach participants life skills in an intentional and systematic manner. In addition, these programs have clearly defined goals and strategies to enhance the generalizability and transfer of life skills to other important life domains. This definition serves as the cornerstone of our youth development through sport framework....

"Youth development programs may have wide reaching effects on participants that extend far beyond their intended outcomes. For example, an after school sports program may be focused on helping individuals develop communication and teamwork skills, but participants also may

increase their levels of self-esteem or improve their leadership abilities as a results of their experiences. ...”