Physical Education: Applications to Youth Sport

Jim Ressler, Ph.D.
Northern Illinois University
Physical Education Teacher Education (PETE) Program
Associate Director, NIU Physical Activity Life Skills (PALS) Group

Belizean Youth Sport Coalition (BYSC)
Mission: To promote youth development and social change through sport and physical activity

National Association for Sport and Physical Education (NASPE) Standards

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NIU PETE Program

• Informed by Models Based Instruction (Metzler, 2011) – The NIU PETE Program includes courses focused on
  • Direct Instruction
  • Fitness Education
  • Adventure Education
  • Lifetime Sports
  • Sport Education
  • Teaching Games for Understanding

• Rationale for Models Based Instruction – An Instructional Model
  • Provides an overall plan
  • Clarifies learning priorities
  • Provides an instructional theme
  • Distinguishes between developmentally appropriate and inappropriate practices for physical education
  • Is validated through research, craft knowledge, and intuitive knowledge
Creating the Ideal Learning Environment

What is Adventure Based Learning?

- Adventure Based Learning: The deliberate use of sequenced activities for personal and social development (Cosgriff, 2000).
- Adventure Based Learning encourages fun and challenging ways to experience a series of life skills that de-emphasize a win-at-all-cost mentality.

What is Adventure Based Learning

- Learning environment that is physically and emotionally safe for ALL.
- Processing/Debriefing is as important as the activities.
- Two relationships are important in experiential education:
  - Interpersonal (i.e., how people get along in a group).
  - Intrapersonal (i.e., how an individual gets along with him/her self - the idea of self-perception).

Sport Education

- Six key features of Sport Education
  - Seasons
  - Affiliation
  - Formal competition
  - Culminating event
  - Recordkeeping
  - Festivity
- Softball
  - The Hand of Fair Play
  - Strategically selected teams
  - Roles and responsibilities
  - Small sided games
  - Celebrations
  - Daily Score Sheets
  - Assessment
- Soccer
  - World Cup Countries
  - Computer Lab research time
  - Rotating Head Coaches, Assistant Coaches, and Fitness Trainers
  - Small sided games
  - Peer Feedback
CRMS
FIVE FINGER CONTRACT

1. Safety
2. Commitment to let go and move on
3. No Put Downs
4. Take responsibility, don’t blame
5. Agreement to work towards group goals

Components and Themes

• Activities within Adventure Education (Adventure Based Learning) Curriculum
  – Build Community (Cooperation and Communication).
  – Establish Classroom Norms (Full Value, Full Inclusion).
  – Empower students to establish Trust.
  – Cultivate Problem Solving.
  – Challenge students to take risks and further responsibility.
  We will be covering, experiencing and facilitating all of these types of activities at some point this quarter.

Further Benefits of Adventure Based Learning

Intrapersonal
• Increased confidence
• Willingness to take risks
• Improved self-concept
• Enhanced leadership skills
• Greater reflective thinking skills
• Positive experiences

Interpersonal
• Enhanced cooperation
• More effective communication skills
• Greater trust in others
• Sharing of decision making
• Conflict resolution skills
• Improved problem-solving skills
• Enhanced leadership skills

The Affective Domain

• Focuses on
• Includes elements of
• Concerned with
  • IS:
    – Sensitive to diverse learners
    – Promotes teamwork and cooperation
    – Creates a safe, nourishing environment
Examples of “Developing Youth” in Physical Education

- Perspective Sharing
- Active Listening
- Assuming and Filling Sport Education Roles
- Self Evaluation
- Peer Evaluation

CRMS SPORT EDUCATION

FAIR PLAY CONTRACT

THE HAND OF FAIR PLAY

A. Be a good teammate
B. Full and appropriate participation
C. Win and lose with grace

WORLD CUP INFORMATION

CRMS WORLD CUP SOCCER

CANADA

Location (Continent): ___________________  Population: ___________________
Capital City: ___________________________  Current Leader: ______________
Official Language: ______________________  Size in square miles: __________
Name of Currency: ______________________  National Anthem: ____________
Popular Food(s): _______________________
Fun Facts (3): _________________________

Team Captain: __________________________
Key Players: ___________________________
Head Coach: __________________________
Final standing in the last World Cup: ________________
Total Goals Scored: ___________________
Total matches won: _________________
Role Rotations

<table>
<thead>
<tr>
<th>Teams of 6</th>
<th>Monday 11/5</th>
<th>Monday 11/12</th>
<th>Monday 11/19</th>
<th>Monday 11/26</th>
<th>Thursday 11/29</th>
<th>Tuesday 12/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRMS Softball</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
</tr>
<tr>
<td>CRMS Softball</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
</tr>
<tr>
<td>CRMS Softball</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
</tr>
<tr>
<td>CRMS Softball</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
<td>Assistant Coach</td>
<td>Head Coach</td>
</tr>
</tbody>
</table>

CRMS SOFTBALL UNIT TEST

Match the phrases below with the letters and numbers on the Hand of Fair Play (1 point for each correct answer):

Safety _______
Be a good team mate ________
Commitment to let go and move on ________
Win and lose with grace ________
No put downs _______
Take responsibility, don't blame ________
Full and appropriate participation ________
Agreement to work toward group goals ________

Please answer these questions by writing True or False after each one (1 point for each correct answer):

1. In throwing, if you throw with your right hand, you should step with your right foot _____________________
2. In our CRMS softball unit, the bases must be cleared after 3 outs _____________________
3. In catching you should absorb the force of the ball _______________________
4. In batting it is important to bring your hands towards the ball _____________________________

Name: ______________________
Period: _______

On the diagram, please write where the following players should stand (2 pts for each correct answer). Use example for Pitcher.

- Pitcher - P
- 1st base person – 1B
- Shortstop – SS
- 2nd Base person – 2B
- 3rd base person – 3B
- Home plate

A   B   C   P

1 2 3 4 5

Back

Front
Modified Game Performance Assessment Instrument (GPAI)

<table>
<thead>
<tr>
<th>9th HOUR</th>
<th>146-230</th>
<th>7th GRADE</th>
<th>MONTAVON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Decision Making</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Skill Execution</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

Procedures: observe game play segment; record score in one category for player(s).

Scoring Key:
1 (very weak), 2 (weak), 3 (moderate), 4 (effective), 5 (very effective).

Components/Criteria:
- **Base**: appropriate return to a “base” position between skill attempts.
- **Decision Making**: makes appropriate decisions with the ball during game play and practice.
- **Skill Execution**: efficient execution of selected skills (throwing, catching, hitting).
Objectives of this presentation

- Introduce the after-school context
- Highlight a very productive partnership
- Describe a multi-component youth development program
- Assess initial success of this program and the broader partnership

CRMS Population

- 644 6th-8th graders
- 63% White
- 13% Black
- 19% Hispanic
- 2% Asian
- 46% Low income
- 3.5% Chronic Truant
- 21% Mobility

Belizean Youth Sport Coalition (BYSIC)

Mission: To promote youth development and social change through sport and physical activity

Paul Wright & Jenn Jacobs, Physical Activity and Life Skills (PALS) Group at NIU
With Brooke Condon, Assistant Principal at Clinton Rosette Middle School
Northern Illinois University

- NIU is a comprehensive research institution with a student enrollment of over 22,000
- Partnership between District 428 and NIU began last year, involving collaboration with 30 NIU faculty members and 566 teacher candidates
- Partnership model expanded at CRMS
- Professional Development School (PDS) model created with NIU's physical education program

PDS programs at Clinton Rosette

- PE partnership model
- Co-teaching model induction
- Wellness Fair
- Teen Summit
- STEP collaboration
- Taft fieldtrip
- Advisory
- Incentive KNPE trip
- Athlete Mentoring Program
- Curriculum work
- In-service instruction
- Guest lecture series

The Need for an Afterschool Program:

- Students not involved in any type of club or sport after school but expressed a desire to remain connected after school.
- Lack of connections to school
- Behavioral challenges
- Lack of stable peer group

The Solution:

1. The Assistant Principal sought out Professors from NIU who were involved in an existing partnership program
2. They brainstormed ideas for a structured after school program
3. Project Leadership was developed by NIU KNPE faculty and grad students in cooperation with the school social worker, administration and teaching staff

Identification of participants

- Data team structure
- Lead by Assistant Principal, grade level teams meet every 6 weeks
- Examined and discussed behavioral data, truancy and grades
- Developed interventions and assess progress of students currently receiving interventions

- Individual Problem Solving
- Formal multi-disciplinary teams that convene to discuss student concerns and develop individualized plans

- Teacher/Counselor Recommendation
Program Description

4 components
- Afterschool club
- Service project
- Summer leadership retreat
- College campus visit

Goals/ Evaluation of Afterschool Club

Which of these Teaching Strategies was used in this lesson?
- Modeling respect
- Setting expectations
- Providing opportunity for success
- Fostering social interaction
- Assigning management tasks
- Promoting leadership
- Giving choices and voice
- Involving students in assessment
- Addressing transfer of life skills

Which of these Student Behaviors could be seen in this lesson?
- Participating
- Engaging
- Showing respect
- Cooperating
- Encouraging others
- Helping others
- Leading
- Expressing voice
- Asking for help

Afterschool Club

• Attendees & Coaches
  • Class format (Hellison, 2011)
  • Informal relational time
  • Awareness of goals
  • Physical activity
  • Group meeting
  • Reflection time
• Unique aspects
  • Student voice
  • Decision-making
  • Peer coaching
  • Leadership roles

Service Project- Family Wellness Night

• GOAL: To provide an opportunity for club members to exercise leadership in their larger school communities
• Family Wellness Night
  • Evening program for school families
  • Conducted needs assessment with students and parents to help frame event
  • Organized fundraising for a local food shelter
  • Designed and led fitness activities that are conducive to a family environment
  • Spearheaded logistics (supplies, event format, community donations)
Summer Leadership Retreat

- Summer overnight adventure learning retreat at NIU’s Lorado Taft field campus
- Focus: Team building & utilizing the goals of the leadership club
  - Low Ropes Course
  - Obstacle Course
  - Night hike
  - Campfire
  - School event planning discussion

Campus Visit

- GOAL: To give exposure to students and help them envision a possible future
- Sat in as an expert panel in a PE undergrad class
- Got a tour of campus and got Huskie t-shirts
- Went bowling at student union
- Visited a dining hall**

Spotlight Stories

- Justice - natural leader, started out with many behavioral problems, kids followed him, turned that leadership into a positive trait, made the basketball team, NO behavioral referrals this year
- Jeremy - attentional issues, switched schools in the middle of the year, still showed enough interest to come back
- Armando - almost never missed a class, shy but totally in tune with the lessons we teach, student representative on Family Wellness night council, wants to come back as a coach next year when he starts high school
- DJ - attentional issues and impulsivity are struggles, very bright, thrives on problem solving and leadership opportunities
- Nathan - articulate and highly committed to the program, has reported feeling bullied and not belonging before this program, states that he has made friends here with kids that in other situations probably would have bullied him

Data examining changes in disciplinary infractions over 1 year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use/Sale/Poss/Alcohol</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Arson/Combustible/Use</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Bully</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Def/Disrespect/Insubordination</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>Disruption/Horseplay</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Fighting</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Unacceptable Language</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Missed Consequence</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>PDA</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Property Damage</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Tardy</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Theft/Possession of Stolen Property</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Threat Student/Staff</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>29</td>
</tr>
</tbody>
</table>
Disciplinary Data reveals...

- Something is working...
- Infractions down in 8th grade (also in 6th & 7th)
- Teacher anecdotes
- School morale
- After school program engagement

Take - Aways

- Foster a relationship between local schools and higher education institutions
- Win-win relationship
- Collaboration is key
- Create problem solving teams within school to assess student needs and place students in appropriate targeted program
- Consider social-emotional learning an important factor in student growth
- Create programs with a deliberate focus (leadership, school engagement, fostering peer relations) and regularly evaluate those programs

Acknowledgments

- Tim Vincent, Principal at Clinton Rosette Middle School
- C. Charles Jackson Foundation
- Program Coaches
  - NIU staff: Chanel, Yara, & Mike
  - GRMS staff: Sharon, Erin, Allie
Sport Psychology: Applications to Youth Sport

JENN M. JACOBS, M.S.

Belizean Youth Sport Coalition (BYSC)

Mission: To promote youth development and social change through sport and physical activity

What is the secret to winning?
Is this the question we should be asking?

Basics
- Where did sport psychology come from?
- What is sport psychology?
- What do sport psychologists do?
- How can sport psychology inform youth programming?

Origins

Definition
- **How psychological factors influence sport & exercise**
  - The effect of pre-competition anxiety on a golfer’s performance
  - How self-confidence influences a child’s ability to learn to swim
  - How coaching style affects a basketball team’s cohesion

- **How sport and exercise influence psychological factors**
  - How walking 30 minutes a day can affect mood
  - How participation in school sports increases self-esteem
  - How youth football can influence aggressive behavior
Sport psychologist professions

- University/Professional sports setting - team & individual counseling
- Private practice - individual consultations
- Teaching and research in a university setting
- Youth sports??

Techniques

- Goal setting
- Imagery
- Self-talk
- Emotional/Arousal regulation
- Pre-performance routines

Goals

- Enhance performance
- Cope with pressures of competition
- Recover from injuries
- Work through non-sport problems
- Keep healthy (nutrition, exercise, psychotherapy)

Goals & Hot Topics in Youth Sport

- Benefits and drawbacks of youth sport participation
- How parents and coaches influence sport enjoyment

Practical Applications: Coaches

1. Sports are for fun!
   - Enjoyment is the largest predictor of future sport participation

2. Building life skills
   - Use sport to build leadership, self-control, perseverance, personal and social responsibility

3. Avoid burnout
   - Causes: perfectionism, boredom, injuries, excessive pressure, and overtraining (Gould & Whitley, 2009)
Practical Applications: Parents

1. Teach supportive behaviors
   - Give supportive feedback but not on technical skills
   - Give a good role model
   - Discuss winning and losing
2. Increase opportunities for transfer of life skills
3. Keep the pressure off

Program Spotlight:

Rogers Park, Chicago

Community Snapshot

- Host School (Public School):
  - 83% low income, 38% English learners
  - 40% Hispanic
  - 16% Black
  - 18% White
  - 23% Asian

- Jordan School:
  - 97% Low-income students, 38% English learners
  - 54% Hispanic, 40% Black, 2.5% Multi-Racial, 1.7% White

- Neighborhood Private School:
  - $7,400/year
  - 50% White
  - 18% Asian
  - 14% Hispanic
  - 10% Black
Mission

From on our website

A day at Camp PAL...

Sample day curriculum with youth development principles highlighted
Activity: Trust walk
Goals:
- Teach respect
- Provide opportunities for interaction
- Practice leading
- Practice following

Benefits of YD focus at a summer camp

1. Kids are motivated to be there
2. Attendees are not segregated by schools (greater potential for diverse backgrounds in ethnicity, class, social circles)
3. More opportunities for diverse learning methods (adventure-based learning, experiential learning, field trips)

Challenges of YD Focus at a summer camp

1. Lack of consistency in attendance
2. Short duration of exposure time to curriculum
3. Pressure from parents and kids to keep it “fun” and “non-academic”
Take-aways:

Resources


http://www.tpsr-alliance.org/