

Session 4: Developmental Experience

Appropriateness for Developmental Stage and Positive Youth Development in Youth Sport Programs



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DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS:

A Conceptual Framework and Examples from the Field

LiFE*sports*TM

at The Ohio State University®

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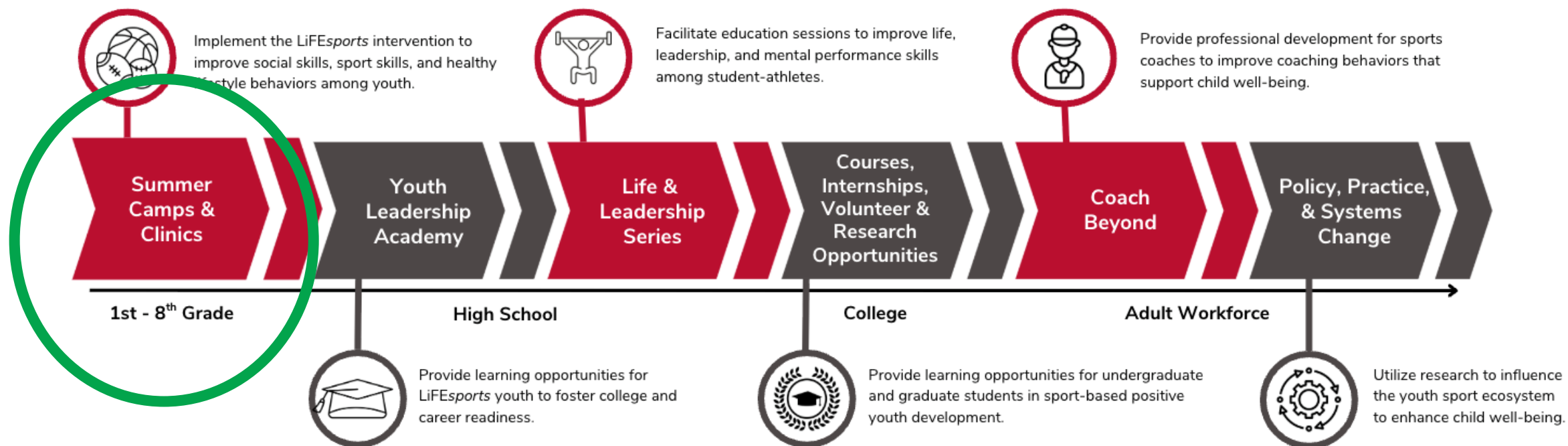


Initiative Overview

"Preparing youth for life and leadership through sports."

LiFEsports[™]

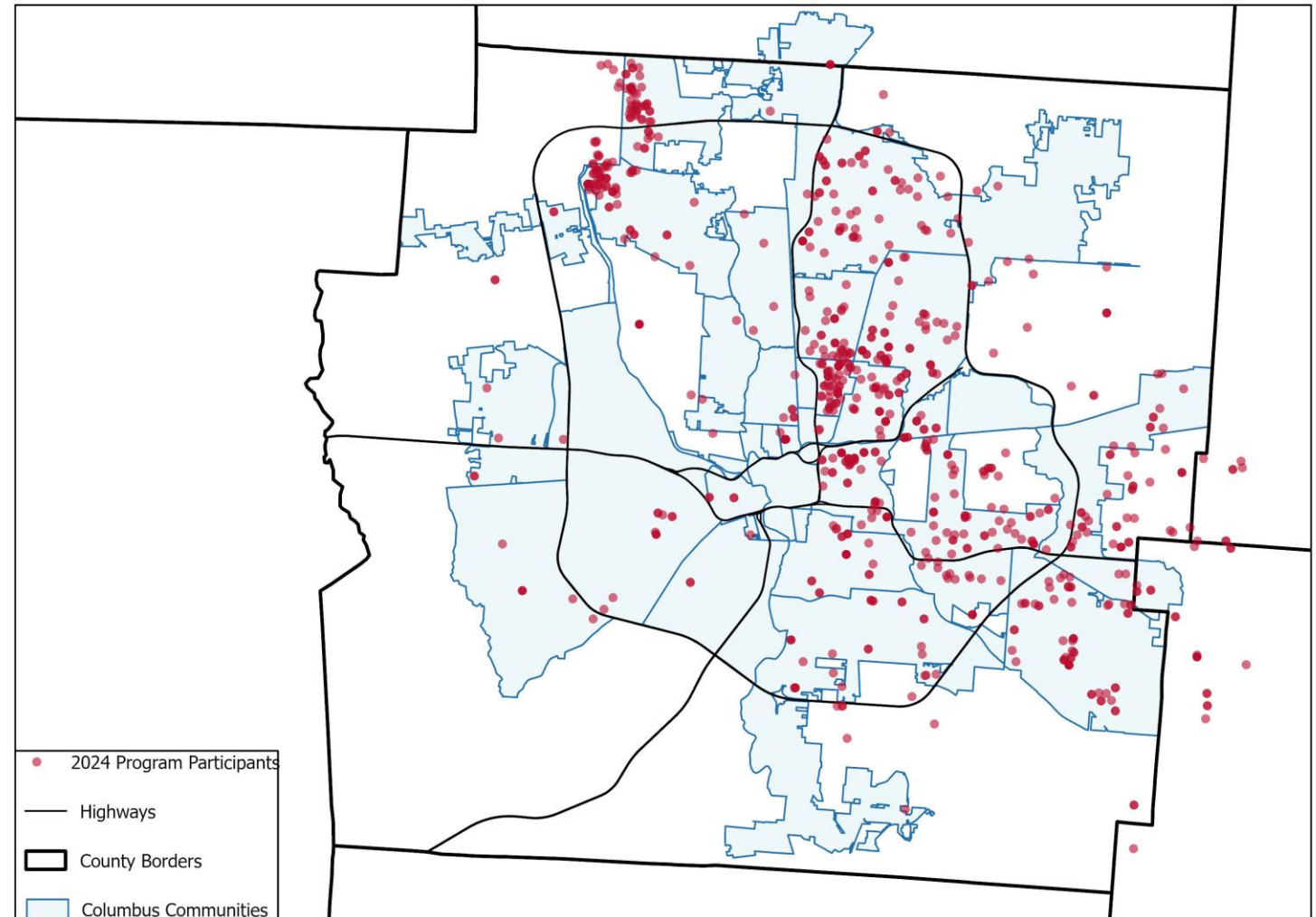
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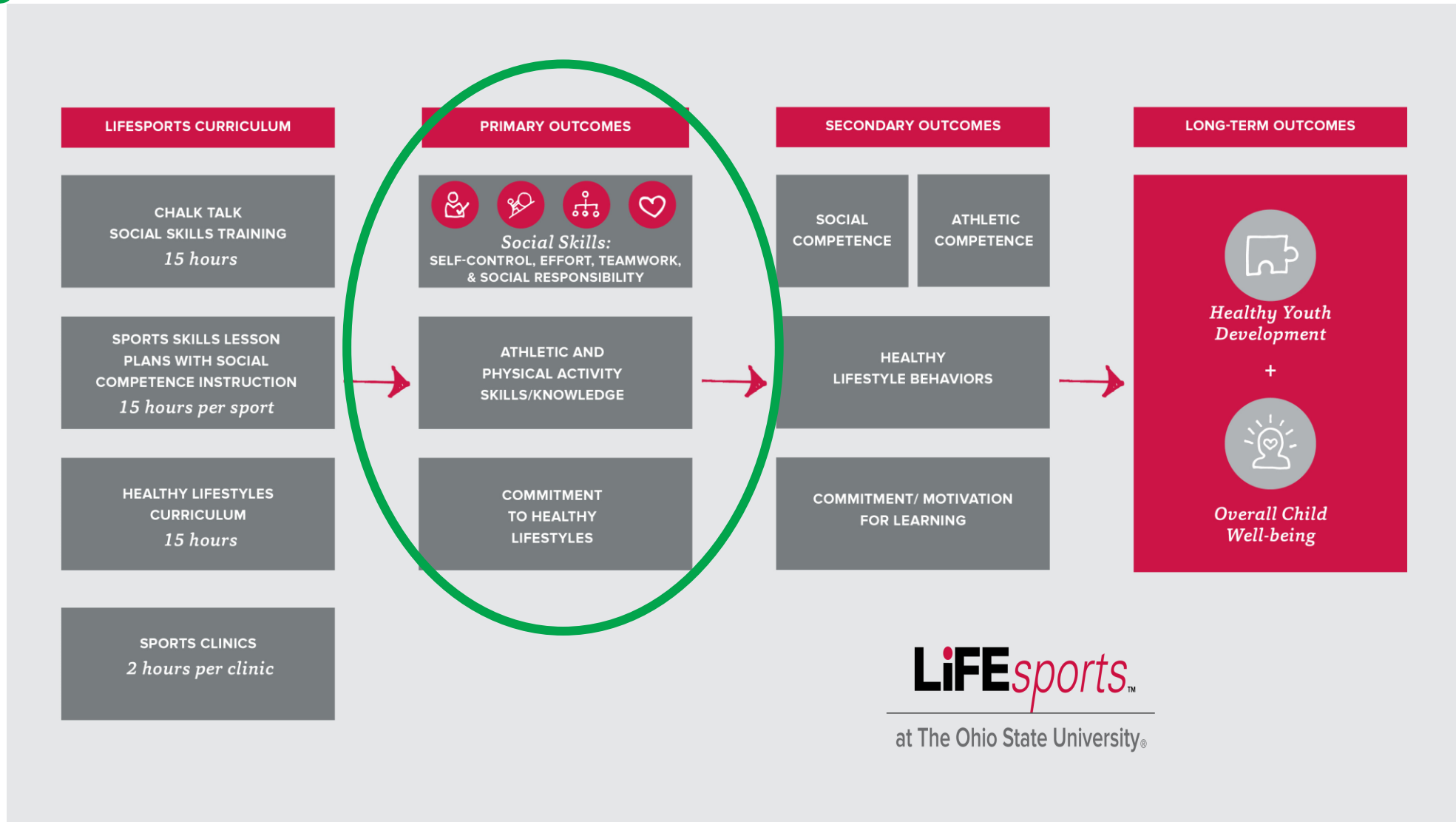
Initiative Overview

- **856 youth** across 5 Central Ohio sites
- 78.4% living in poverty
- 60% male; 40% female
- Ages 8–14
- 25% with behavioral symptomology

2024 LiFEsports Program Participation



Program Overview



Program Overview

Chalk Talk

15 lessons of play-based social skills instruction that teach 4 critical social skills: Self-control, Effort, Teamwork, and Social Responsibility. Every youth receives a journal in Chalk Talk to reflect on S.E.T.S. taught at camp.



Behavior Supports

LiFEsports uses Buckeye Leaf pins (based on OSU Football Team Helmet Stickers) to reward positive social skills throughout the programs.



LiFEsports Games

Culminating event involving team-based competitions in sports, Chalk Talk, and S.E.T.S. demonstration.



Clinics

18 sport clinics/boosters hosted during the academic year afford opportunities for transfer, long-term relationships, and connections with families.



Sports

8 different sport curricula teach the techniques and tactics. Sports include soccer, lacrosse, tennis, dance, football, basketball, diamond sports, running/plyometrics agility, ultimate frisbee, volleyball, hockey, and swimming.



Healthy Lifestyles

Lessons focus on active lifestyles, nutrition, safety, hygiene, resilience, and healthy choices.





Framework Dimension: Appropriateness for Developmental Stage



FRAMING



Review of Previous Sessions | ⌚ 5 minutes

To review the previous session, ask the youth: How have they come together as a team since the beginning of LiFEsports. Review the teamwork skills discussed in session nine, including communicating both verbally and non-verbally and listening. Have the youth discuss how they have demonstrated these skills in different LiFEsports settings. Also, follow up on the last session's daily challenge: how do different members of the group contribute in unique ways?

Overview

In session ten, youth learn about the importance of listening and communicating effectively on a team. These skills are critical: "Listening is the first part of communicating effectively, in fact it is the first language skill of a baby. Youth must first learn to listen effectively, before they can effectively communicate using words."

KNOWLEDGE/SKILL



Knowledge | ⌚ 5 minutes

Explain that when we talk with someone else, there are two key roles: (1) the communicator or the person speaking, and (2) the listener. Good listening skills include a number of key behaviors that indicate to the communicator that we are listening:

- ★ Make direct eye contact with the person who is speaking – this does not mean a constant stare.
- ★ Use non-verbal communication to imply that you understand the conversation, such as nodding your head or making a facial expression to appropriately react to what they are saying.
- ★ Use verbal communication such as "really?" or "wow!"
- ★ Be still – whether you are standing or sitting.

Ask the group: "What does a good listener look like?" or "What does a good listener do?" to help them to distinguish the difference between a good listener and a bad listener.

PRACTICE



ACTIVITY 1 | ⌚ 20 minutes

SEARCH & RESCUE FOR 9 TO 10 YEAR OLDS

For this activity, divide the group into five teams. Assign each team a particular color beanbag. Then, scatter the beanbags throughout an open field. Have each team start about 10 feet away from the field. Each team will blindfold one person on their team and help the blindfolded person find their team's beanbags. The non-blindfolded teammates can direct their blindfolded teammate by using only their voices (no physical contact or guidance). The first team to collect all of the beanbags of their color wins the game. Replay the game with a different teammate blindfolded, if time permits.

CHICKEN MACHINE FOR 11 TO 12 YEAR OLDS

For this activity, you will need a long jump rope. Assign two of the youth to swing the jump rope. Explain that the goal of the game is to get the whole group under the swinging rope to the other side. Each teammate must go one at a time under the rope. If the rope hits a group member, the whole team must start over. The youth will naturally begin to give each other advice about how to get under the rope successfully. You can speed up or slow down the jump rope, depending on whether you think the group is getting through the activity too quickly or too slowly. Be sure to point out when the youth are successfully communicating and listening.

DEBRIEF



Group Processing | ⌚ 5 minutes

Take a few minutes to discuss both activities with the group. Ask the following key processing questions:

- ★ **WHAT:** Do you think you communicated effectively with your teammates? In either game, were you able to follow the directions without any problems? Why or why not? Was it easier to listen during the first or second activity? Why?
- ★ **SO WHAT:** Did communicating effectively help your ability to work with your teammates? What were some of the activities or behaviors that hurt your team's ability to understand correctly in either game? Did you use nonverbal and verbal skills?
- ★ **NOW WHAT:** Why do you think it's important to communicate effectively when you have a disagreement with a friend or sibling? Did you learn something about listening and communicating today that will be helpful later? If so, what?

Framework Dimension: Appropriateness for Developmental Stage

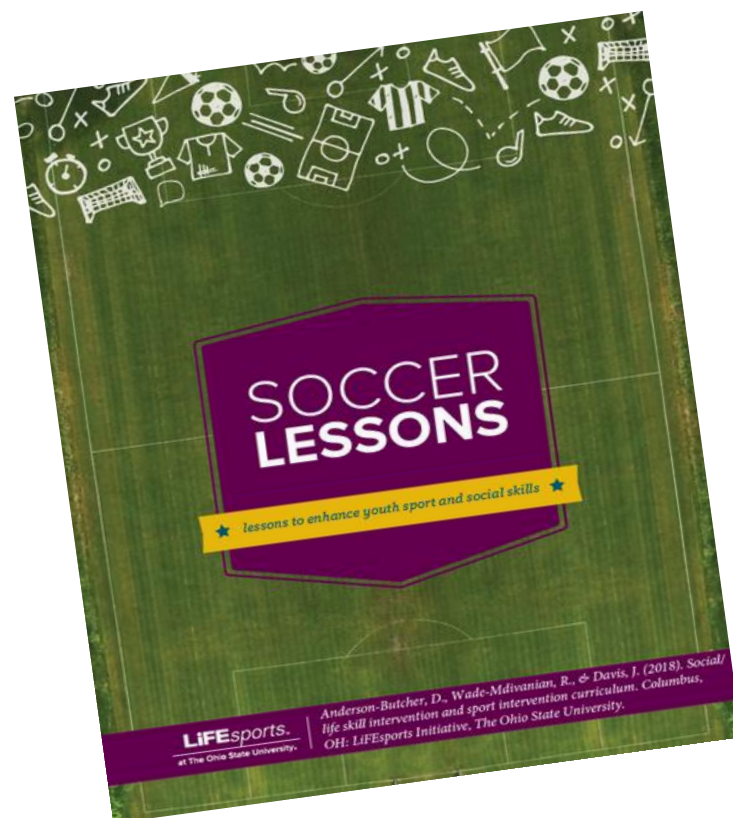


FIGURE 3. LIFESPORTS SOCCER LESSONS

INTRODUCTION			
SESSION 1: DRIBBLING & BALL SKILLS ★ 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 ★ 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 ★ 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 6: DRIBBLING & BALL SKILLS ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 10: UNDERSTANDING THE GAME ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ 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	

Framework Dimension: Appropriateness for Developmental Stage

Rotation 1: June 9-15

	Groups 1,2	Groups 3,4	Groups 5,6		Groups 7,8	Groups 9,10	Groups 11,12
8:45–9:45	Diamond Sports	Dance	Soccer	8:45–9:45	Running	Volleyball	Basketball
10:00–11:00	Soccer	Diamond Sports	Dance	10:00–11:00	Basketball	Running	Volleyball
11:15–12:15	Dance	Soccer	Diamond Sports	11:15–11:45	Lunch	Lunch	Lunch
12:30–1:00	Lunch	Lunch	Lunch	12:00–1:00	Chalk Talk	Chalk Talk	Chalk Talk
1:15–2:15	Chalk Talk	Chalk Talk	Chalk Talk	1:15–2:15	Volleyball	Basketball	Running

	Groups 13,14	Groups 15,16	Groups 17,18		Groups 19, 20	Group 21, 22	Group 23, 24
8:45–9:45	Football	Lacrosse	Health & Fitness	8:45–9:45	Chalk Talk	Chalk Talk	Chalk Talk
10:00–11:00	Chalk Talk	Chalk Talk	Chalk Talk	10:00–11:00	Football	Lacrosse	Health & Fitness
11:15–11:45	Lunch	Lunch	Lunch	11:15–12:15	Basketball	Volleyball	Running
12:00–1:00	Health & Fitness	Football	Lacrosse	12:30–1:00	Lunch	Lunch	Lunch
1:15–2:15	Lacrosse	Health & Fitness	Football	1:15–2:15	Dance	Diamond Sports	Soccer

Plus: LiFEsports Games



Framework Dimension: Appropriateness for Developmental Stage

Youth Leadership Academy

Who?

High school-aged youth (ages 14–18) who previously attended at least one year of LiFEsports Summer Camp (each year about 50 enrolled)

What?

Youth Leadership Academy preparing youth for college and post-secondary educational opportunities; expands on important skills taught at LiFEsports to enhance leadership skills

How long?

Lasts four years, meeting two Tuesdays a month during the academic year; Youth Leaders serve as Junior Camp Counselors at Summer Camp and volunteer at sport clinics

Why?

To prepare youth to succeed at work and in life; increase exposure to new experiences; engage in the community; gain hands-on experience working with younger youth



Framework Dimension: Positive Youth Development

- **Self-Control:**
 - Regulating emotions and control of one's actions
- **Effort:**
 - Self-directed behavior, persistence, initiative, and trying your best
- **Teamwork:**
 - Working together as a group to achieve a common goal or outcome (i.e., problem solving, communication, etc.)
- **Social Responsibility:**
 - Being a leader, "doing the right thing when no one is looking," and having an understanding of how one's own behavior impacts others



FIGURE 2. LIFESPORTS CHALK TALK LESSONS

INTRODUCTION			
SESSION 1: INTRODUCTION TO LIFESPORTS ★ 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	EFFORT	TEAMWORK	SOCIAL RESPONSIBILITY
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 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 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 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 4: UNDERSTANDING YOUR BODY'S REACTION TO EMOTIONS ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ 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 ★ Understand the importance of using SETS in athletic competitions, school, & life ★ Understand expectation for the LIFEsports Games		SESSION 16, 17, & 18: THE LIFESPORTS GAMES ★ Understand the importance of using SETS in athletic competitions, school, & life ★ Demonstrate the ability to use SETS while engaged in athletic competition	

Framework Dimension: Positive Youth Development



- Positive behavioral intervention supports
- S.E.T.S. buttons
- Behavioral support staff
- 18 sport clinics/boosters hosted during the academic year to support application and transfer of S.E.T.S., as well as foster long-term relationships and connections with families



Framework Dimension: Positive Youth Development

Debrief: What? So What? Now What?



FRAMING



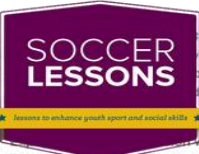
KNOWLEDGE/SKILL



PRACTICE



DEBRIEF



minutes to review the skills from the previous session. Discuss the techniques and ball with the inside of the foot, keep your eyes looking forward, keep the ball within use both feet when dribbling) and ask if anyone would like to demonstrate these.

Will focus on passing and receiving the soccer ball. Being able to receive the soccer ball and keep it close to you is critical in the game of soccer in order for your team to maintain possession of the ball. Additionally accurate passing allows your team to move the ball around the field and toward the goal. Communicate the value and need for passing and receiving to the youth to set the stage for the activity.

Passing Cues

- ★ Look up to locate the target, then eyes on ball.
- ★ Non-kicking foot planted next to ball.
- ★ Open up the knee and hip 90 degrees so the flat side of the passing foot is open towards the ball
- ★ Pass with inside of foot with locked ankle.
- ★ Strike the center of the ball and follow through toward target.
- ★ Use both feet to pass.

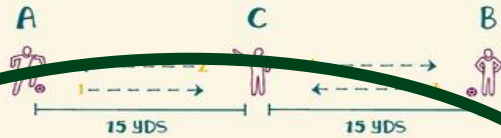
Receiving Cues

- ★ Keep your eye on the ball as it approaches you.
- ★ Move your feet quickly to get your body in front of the ball as it comes to you (i.e., "square up").
- ★ Soften and relax foot and leg on impact to cushion the ball.

ACTIVITY 1 | 15 minutes

TRIPLET TRAPPING

Divide the group members into smaller groups of three people. Have each group line-up according to the diagram below (with fifteen yards between each person). Both of the outside group members should have a ball. Person A passes the ball to person C, person C passes back to person A, then person C jogs towards person B, person B passes the ball to person C, person C passes back to person B. Have the groups continue this pattern until person C has passed the ball ten times total. Then, ask the group members to switch positions. Remind each group to practice the receiving techniques with each foot.



Debriefing | 10 minutes

Take a few minutes to process today's activities. Make sure to connect the activities to **SETS**.

- ★ **WHAT:** What were the cues for passing and receiving the soccer ball? How'd you do?
- ★ **SO WHAT:** Did your dribbling skills get better of the course of the lessons? Which was harder passing or receiving? Why was it harder for you? Was one foot harder to pass with than the other? How did using **SETS** in the games help you improve or play the game?
- ★ **NOW WHAT:** What is one thing you can work on to improve your passing or receiving? Do you need to use any of the **SETS** to help you improve on your passing or receiving?

can conclude by summarizing what has been worked on so far in soccer (i.e., dribbling, passing and receiving). Then, make sure to preview the next lessons sport skill, defending!

What does it mean to have "self-control"? What does "self-control" look like?

to control you,
your actions, and
your emotions
because it can
effect others

Example: When you
are mad, you have
to control yourself

Draw game po
mad
Next Next
after
5 secs

Easier!
because my team
won!

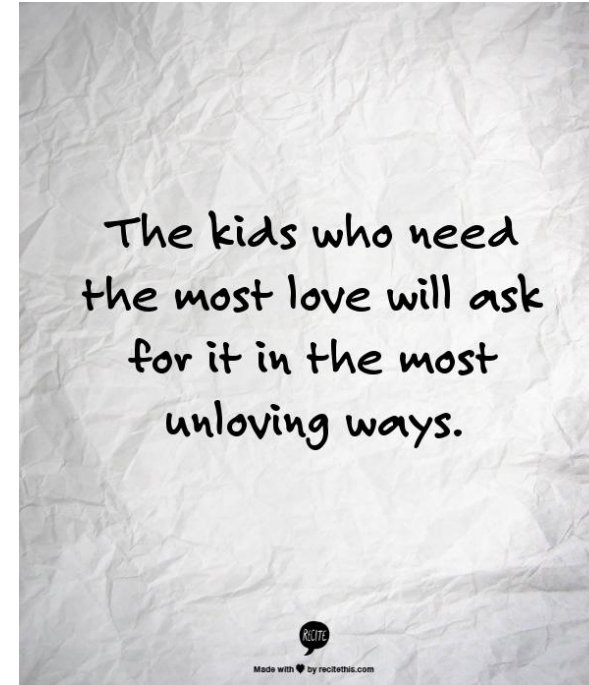
Framework Dimension: Positive Youth Development

Staff training, support, and acknowledgements

Behavior as communication

Ask yourself, “What is the function?”

- Emotional – Need help regulating
- Relational – Need a sense of belonging
- Physical – Need food, sleep, etc.
- Control – Need safety or predictability



Say "Thank You"

 Youth Name:

Staff Member:

This staff made a difference by:



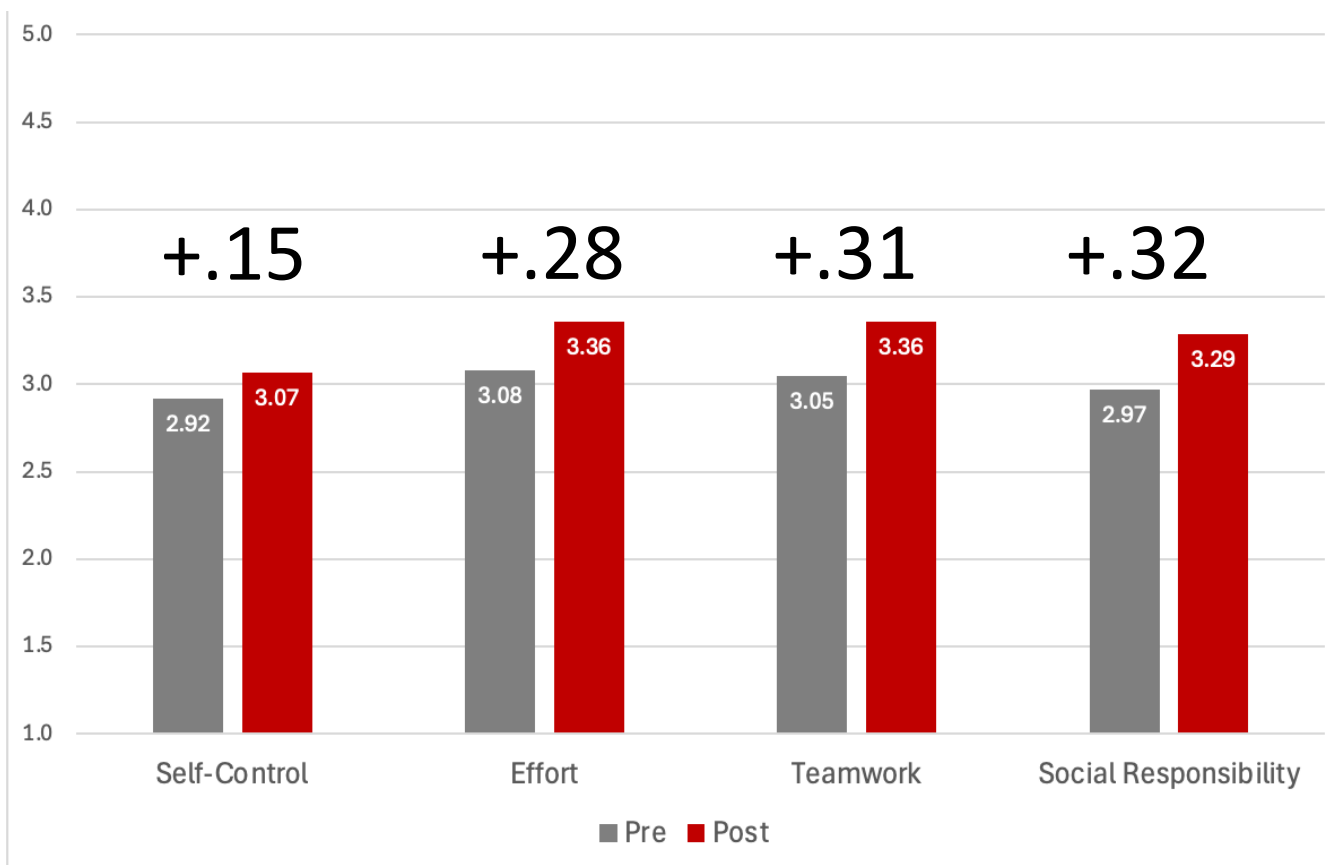
Give a
Buckeye Leaf
to a LiFEsports
staff member
who made a
difference to you!



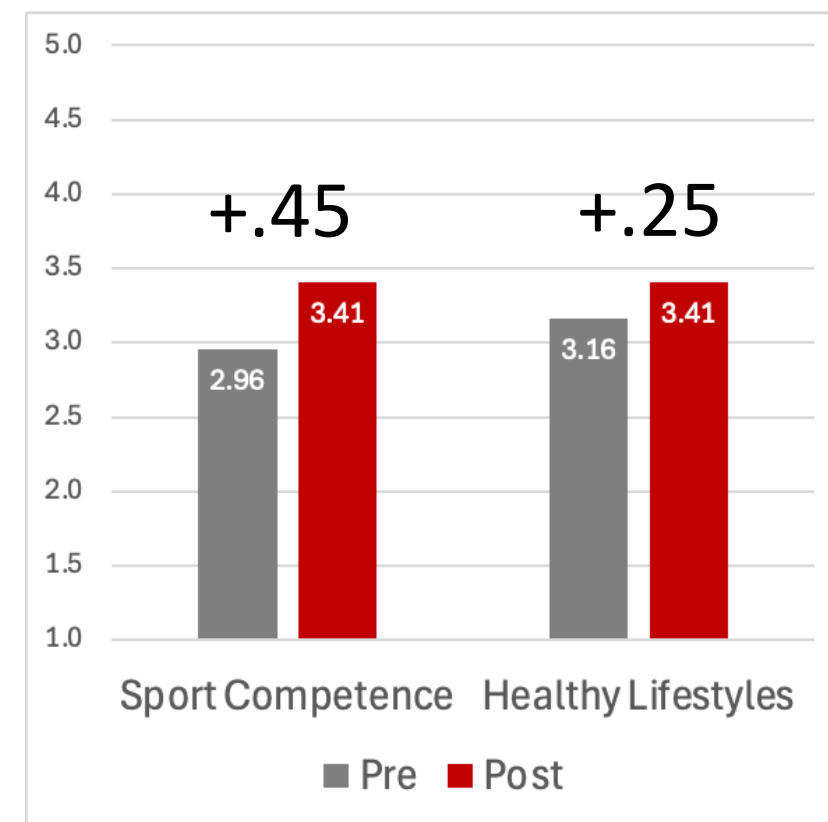
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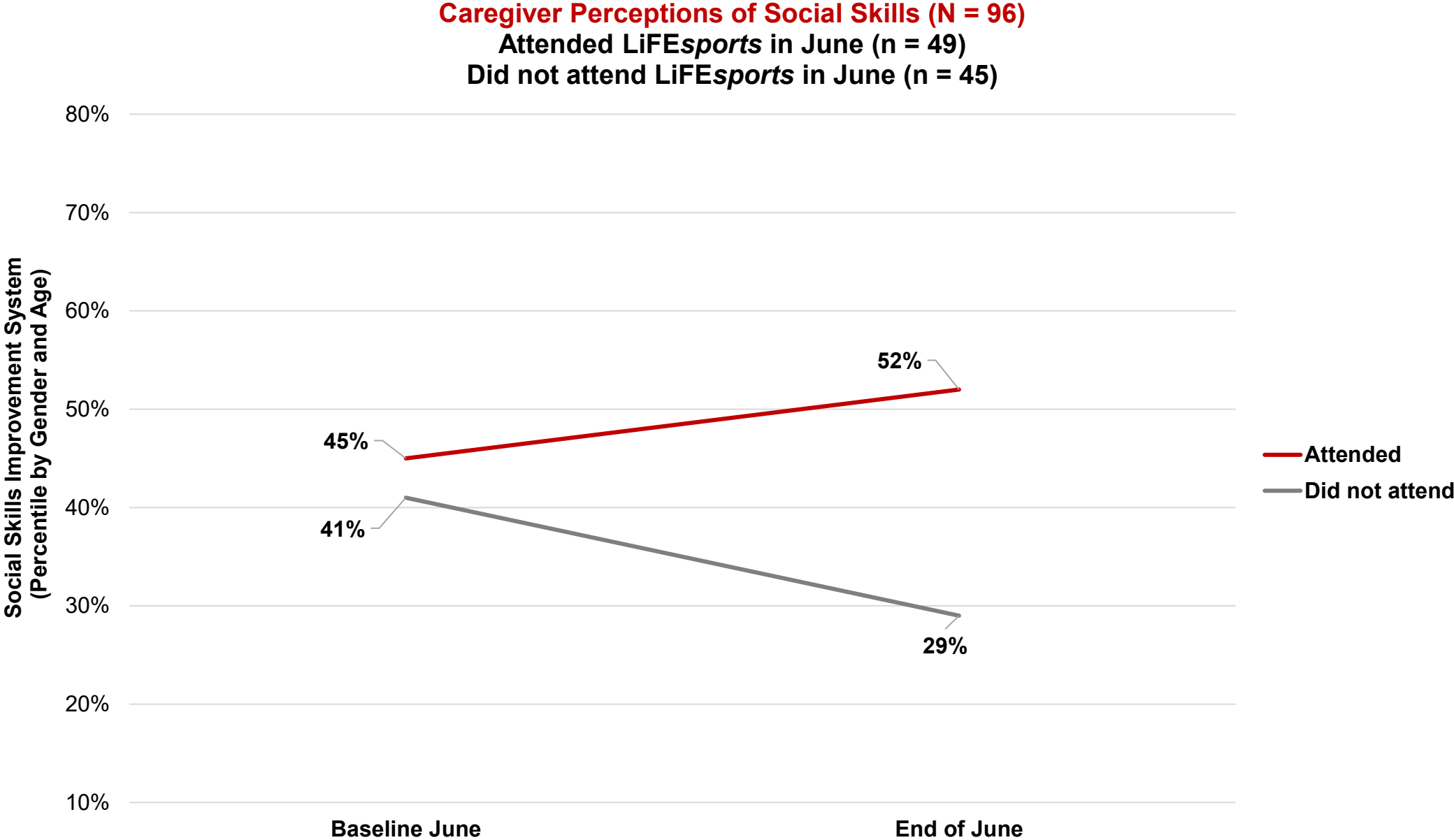
Outcomes

SOCIAL SKILLS

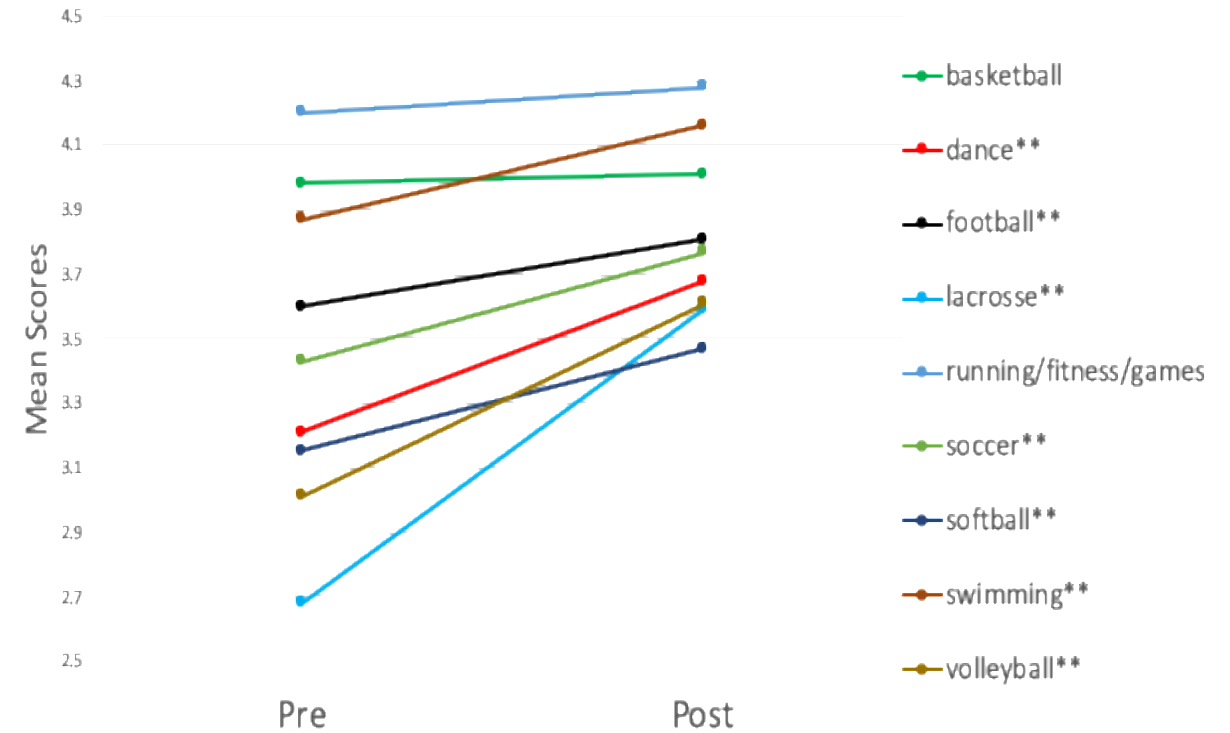
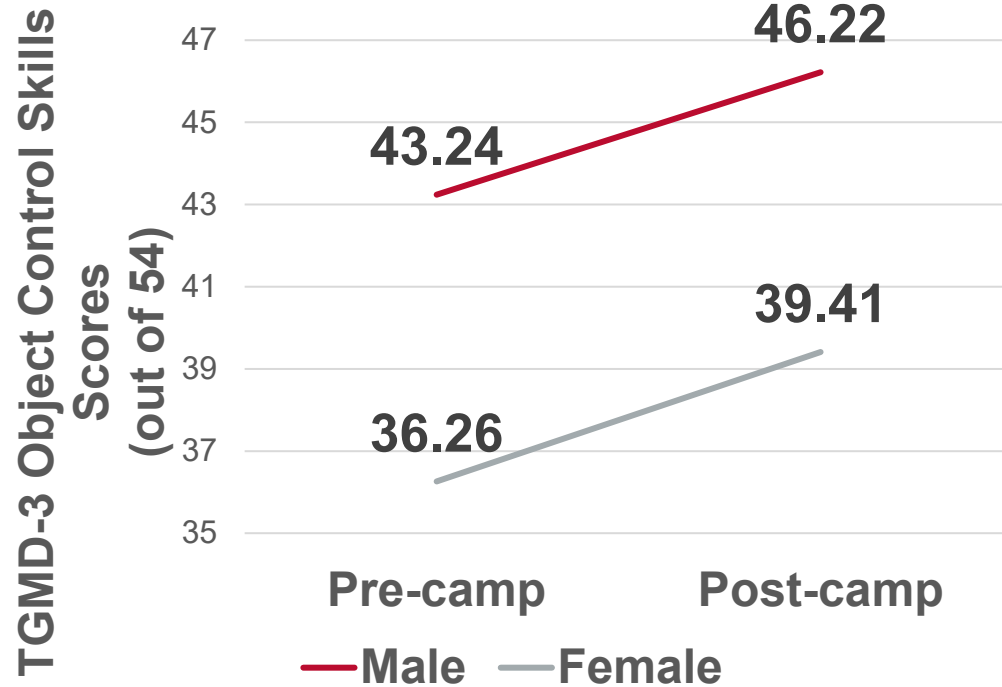


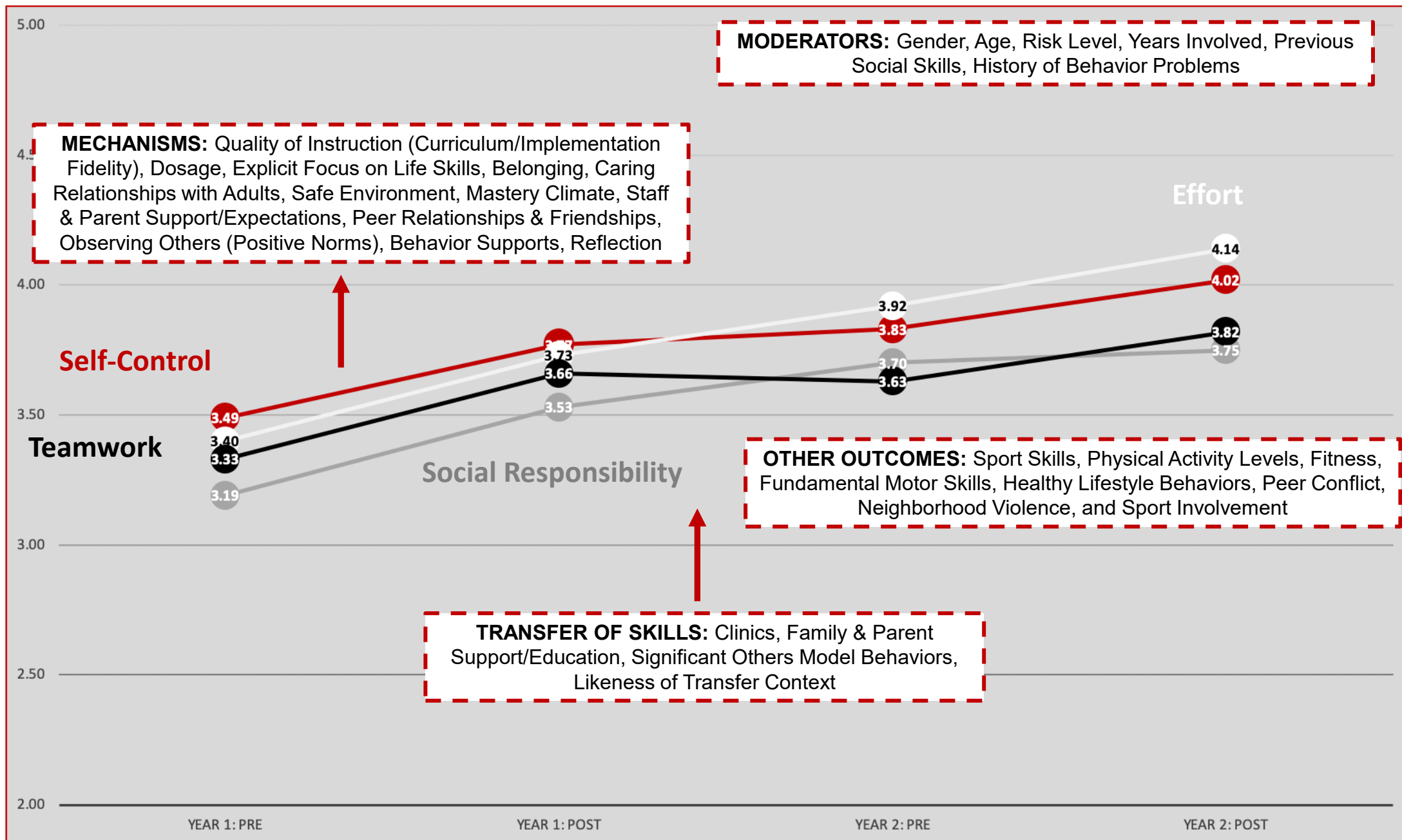
SPORT & HEALTH





Gross Motor Development Males (n = 45) vs. Females (n = 27)





Thank You!



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DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS:

A Conceptual Framework and Examples from the Field

Rising New York Road Runners

Stephanie Herrick, MS

Director, Youth Program Development





New York Road Runners is the nonprofit that “runs” New York City, producing 60 annual adult and youth races, including the TCS New York City Marathon.

Driven by its vision to build healthier lives and stronger communities through the transformative power of running, NYRR’s year-round offerings of races, community events, programs, and training resources provide hundreds of thousands of people with the motivation, know-how, and opportunities to start running and keep running for life. NYRR’s premier event, the famed TCS New York City Marathon, attracts runners from the top professionals to first-timers, while also raising tens of millions of dollars annually for charity and driving economic impact for New York City. NYRR is equally committed to the runners of tomorrow, passionately providing youth fitness programs that educate and inspire children in underserved communities in New York City, nationwide, and around the world.

Rising New York Road Runners

A free nationwide youth running based program providing resources to empower program leads to foster the skills, confidence and desire needed for kids to be physically active for life.



Program Design



CURRICULUM



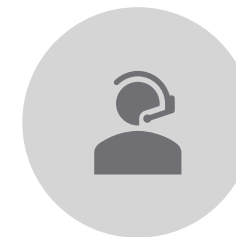
EVENTS



INCENTIVES



PROFESSIONAL
DEVELOPMENT



CUSTOMER
SUPPORT

Framework Dimension: Appropriateness for Developmental Stage and Positive Youth Development

- Curriculum – access to PLAYBuilder includes:
 - Over 1,000 activities
 - 400 lesson plans
 - Over 400 instructional videos
 - UDL strategies, progressions, and regressions
 - 6 prescriptive models – 10-week lesson packs
 - 92 SEL activities and prompts
 - All content tagged by time, age, skill level, skill focus, PE standards, space, and equipment

Framework Dimension: Appropriateness for Developmental Stage and Positive Youth Development

Professional Development

- Registration open to enrolled and non-enrolled sites
- Access to in-person, live-virtual, and recorded professional development
- Earn CTLE credit
- Variety of topics including:
 - Motivating students
 - SEL
 - Track and field skills
 - Planning for varying age groups
 - Coaching 101

Framework Dimension: Appropriateness for Developmental Stage

Youth Events Structure

Stage 1

2-11

- Non-competitive
- Untimed shorter distances (short dashes not exceeding 400m)
- Fitness activities
- New to physical activity
- Enjoys playing games



Stage 2

8-18

- Non-competitive
- Untimed medium distances 800m-2 miles
- Fitness activities
- Likes running, playing games and being active



Stage 3

12-18

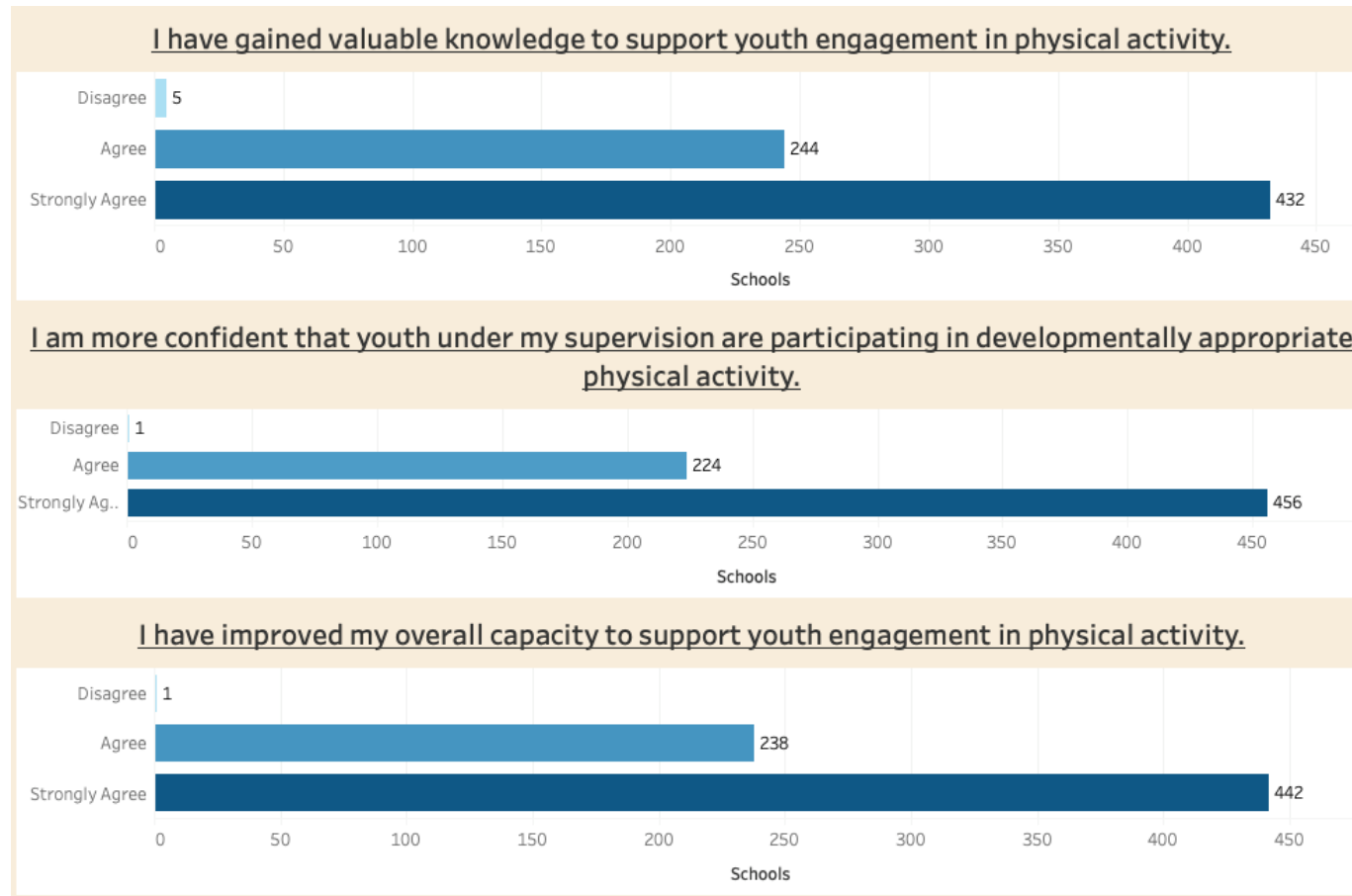
- Competitive
- Timed longer distances 1500m-5k
- Fitness activities



Research-practice Partnerships

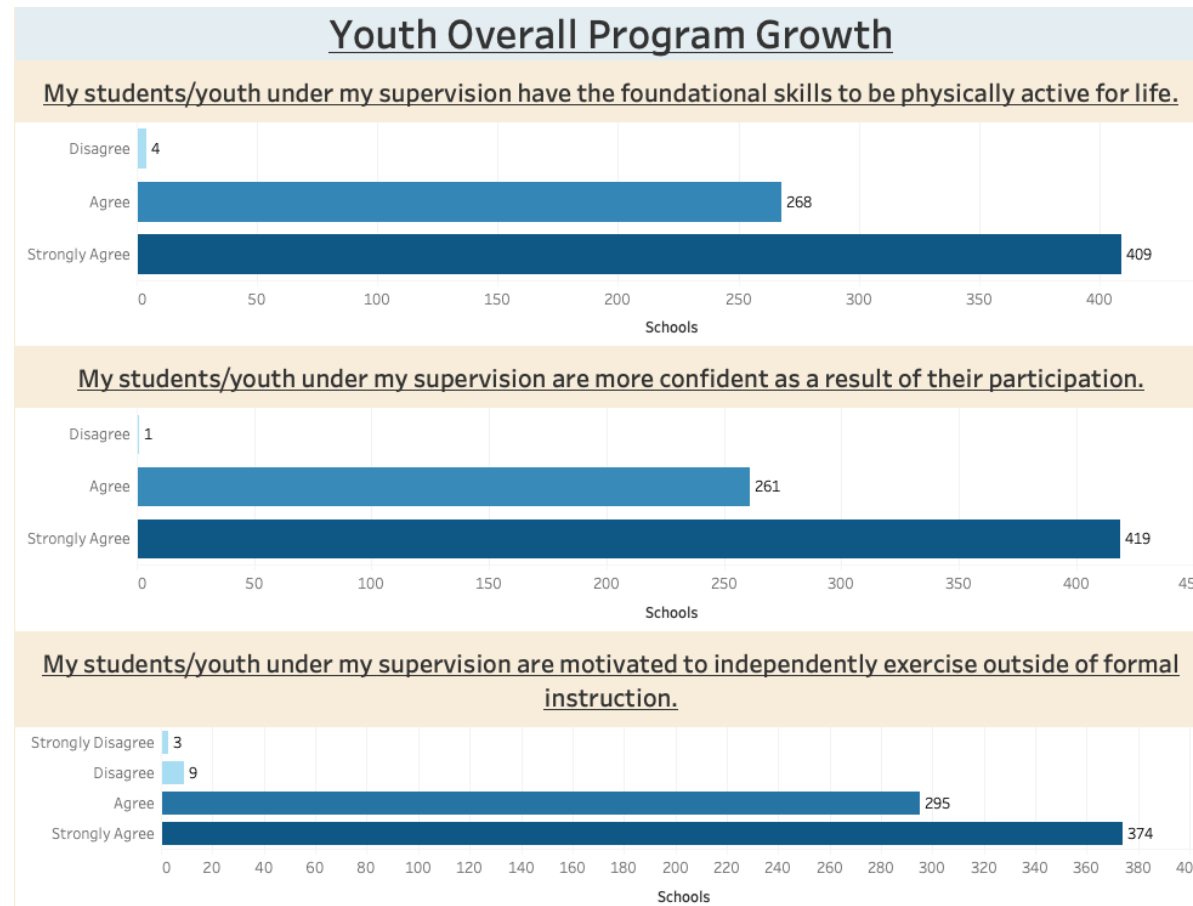
- Partnered with Tufts University, with funding from NIH (R21CA226829 and R33CA226829)
- Studied impact of RNYRR PE curriculum implemented alongside parent communications on 3rd–5th grade students
- The program significantly increased children’s objectively measured PA, particularly outside of school, while reducing sedentary time. These findings suggest that coordinated school and family-based strategies can meaningfully enhance children’s activity patterns and may help counteract the decline in PA typically observed during the elementary years.
- Partnership allowed researchers to have direct access to existing programs.
- Program can be improved based on outcomes of study with study materials repurposed.
- Allows organizations to share research-backed outcomes of their program.

Program Feedback



99% of program leads agree or strongly agree they saw growth in their knowledge, confidence, and capacity to educate runners in physical literacy.

Program Feedback



Over 98% of program leads agree or strongly agree they saw youth growth in foundational skills, confidence, and motivation to exercise.

Strong perception from program leads of kids' increased motivation, confidence, and skills (i.e., physical literacy)

Key Takeaways & Recommendations

- Parent and coach education is very important.
- Be firm that a developmental approach is what's best for youth.
- Create goals and a mission.
- Have flexibility to meet different needs and environments
- Work in collaboration with like-minded people and organizations.

Thank You!

We are here to serve you

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Steph Herrick sherrick@nyrr.org

RisingNYRR@nyrr.org

Stay connected



/groups/risingnewyorkroadrunners



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