



Moving Beyond the Gym: Exploring Life Skill Transfer Within a Female Physical Activity-Based Life Skills Program

Corliss Bean, Kelsey Kendellen & Tanya Forneris

To cite this article: Corliss Bean, Kelsey Kendellen & Tanya Forneris (2015): Moving Beyond the Gym: Exploring Life Skill Transfer Within a Female Physical Activity-Based Life Skills Program, Journal of Applied Sport Psychology, DOI: [10.1080/10413200.2015.1124155](https://doi.org/10.1080/10413200.2015.1124155)

To link to this article: <http://dx.doi.org/10.1080/10413200.2015.1124155>



Accepted author version posted online: 08 Dec 2015.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Moving Beyond the Gym: Exploring Life Skill Transfer Within a Female Physical Activity-
Based Life Skills Program

Corliss Bean¹, Kelsey Kendellen¹, & Tanya Forneris¹

¹ School of Human Kinetics, University of Ottawa
125 University Private
Ottawa, Ontario, Canada
K1N 6N5

Corresponding author: Corliss Bean

Email: cbean@uottawa.ca

Phone: 1 (613) 240-0358

Submission date: August 29, 2015

Resubmission date: October 16, 2015

Resubmission date 2: November 16, 2015

26

27

Abstract

28

Physical activity programs are viable contexts to foster life skills. Researchers contend that

29

programs must be structured to deliberately teach life skills and how such skills can be

30

transferred. The purpose of this study was to understand female youths' perceptions of life skills

31

transfer from participation in a physical activity-based life skills program. Interviews were

32

conducted with eight youth. Results indicated that youth learned intrapersonal (i.e., emotional

33

regulation, focus, goal setting) interpersonal (i.e., respect, responsibility, social skills), and

34

physical activity skills and applied these skills in other life domains. Leaders' practical strategies

35

used to explicitly teach transferable skills are discussed.

36

Keywords: Positive Youth Development, physical activity, qualitative methods, life

37

skills, transfer

38

39 Moving Beyond the Gym: Exploring Life Skill Transfer within a Female Physical Activity-
40 Based Life Skills Program

41 The Positive Youth Development (PYD) framework was developed in response to the
42 deficit-reduction approach that viewed youth as problems to be managed within society and in
43 turn, focused on minimizing problem behaviors (Damon, 2004). This framework emerged from
44 the field of positive psychology, which focuses on building necessary strengths and qualities that
45 help individuals and communities flourish (Lerner, 2012; Snyder & Lopez, 2002). Such qualities
46 can be wide-ranging and include psychological attributes, life skills, and health habits.
47 Researchers have recognized that life skills are a critical component for enhancing psychosocial
48 development within sport and physical activity programs (Danish & Nellen, 1997; Gould &
49 Carson, 2008; Petitpas, Cornelius, Van Raalte, & Jones, 2005).

50 Life skills have been defined in many ways (Gould & Carson, 2008). For the purpose of
51 this study life skills were defined as “skills that enable individuals to succeed in the different
52 environments in which they live, such as school, home, and in their neighborhoods” (Danish et
53 al., 2004, p. 40). According to these authors, life skills can be generally classified as
54 intrapersonal (e.g., focus, perseverance, goal setting, emotional regulation) or interpersonal (e.g.,
55 sportpersonship, honesty, teamwork, respect). Intrapersonal skills refer to skills that are more
56 internal in nature whereas interpersonal skills refer to skills that are more useful during social
57 interactions. It is critical to note that one major component of life skills includes the necessity of
58 skill transfer and application to other contexts outside of where it was learned, such as school,
59 home, work, and/or community (Danish et al., 2004; Gould & Carson, 2008; Papacharisis,
60 Goudas, Danish, & Theodorakis, 2005), helping youth develop the capacity to successfully cope

61 with various life situations (Gould & Carson, 2008; Papacharisis et al., 2005; Petitpas et al.,
62 2005).

63 Some researchers have argued that the transference of life skills is not immediate,
64 encouraging coaches and programmers to take this into consideration when developing and
65 implementing life skills programs (Allen, Rhind, & Koshy, 2015; Petitpas et al., 2005). For
66 example, within Petitpas et al.'s (2005) framework for planning youth sport programs that foster
67 psychosocial development, the authors assert that for successful transference to occur, coaches
68 and program leaders need to help youth identify transferable skills and provide opportunities for
69 them to practice these skills. Also, within Gould and Carson's (2008) model of coaching life
70 skills in sport, the fifth and final component of the model highlights factors influencing the
71 transferability of life skills to non-sport settings (e.g., perceived value of the skill, confidence in
72 ability to transfer, comprehension of transfer, support or reinforcement transfer).

73 Recently Turnnidge, Côté, and Hancock (2014) wrote a position paper which discussed
74 two ways life skill transfer can be facilitated within a sport context; using an implicit or explicit
75 approach. An implicit approach to transfer directs attention towards developing sport-specific
76 outcomes, but does not deliberately frame these outcomes as transferable skills (e.g., a coach that
77 discusses the application of leadership within a sport context, but does not reference how this
78 skill can be utilized in contexts beyond sport). An explicit approach involves fostering an
79 environment in which the transferability of skills is explicitly taught by coaches (e.g., leadership
80 is not only taught within the sport context, but the coach also makes reference to how this skill
81 can be applied in other contexts outside of sport). Although both approaches have been shown to
82 facilitate life skill transfer within the literature (e.g., Camiré & Trudel, 2010; Camiré, Trudel, and

83 Forneris, 2012; Holt, Tink, Mandigo, & Fox, 2008; Walsh et al., 2010), no studies to our
84 knowledge have examined which approach is more likely to lead to transferable skills.

85 Camiré and colleagues (2012) used both athlete and coach perspectives to explore
86 philosophies and strategies used by model coaches to teach and transfer life skills. Findings
87 indicated that many coaches used deliberate strategies to educate their athletes on how to develop
88 and transfer life skills to other domains, such as the use of keywords and peer evaluations, as
89 well as providing opportunities for youth to display the skills, modelling, and taking advantage
90 of teachable moments. However, coaches within this study had conflicting perspectives on
91 athletes' comprehension of and ability to transfer skills learned in the sport context to other life
92 domains. Similarly, in another study that explored explicit life skill transfer in a school-based
93 sport program, results highlighted the importance of utilizing teachable moments to promote
94 transference and draw connections to the school environment (Walsh, Ozaeta, & Wright, 2010).
95 However, neither study fully explored the youth experience of transferring life skills as the focus
96 was predominantly on strategies coaches used for facilitating transfer.

97 Other research that has explored the concept of life skill transfer (Allen et al., 2015;
98 Hayden et al., 2015; Lee & Martinek, 2012) from the perspective of youth participants has
99 primarily been conducted within the school context. Only one study, to our knowledge, has
100 explored life skill transfer to multiple contexts in a program that was implemented outside of the
101 school context (see Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). Most studies have focused on
102 transfer from a school-based sport context (e.g., high school sport, physical education programs,
103 afterschool programs) to a school context (e.g., Allen et al., 2015; Martinek, Schilling, &
104 Johnson, 2001; Walsh et al., 2010). Furthermore, previous research has tended to use solely male
105 participants and analyzed data from only 1 year of program participation. Therefore this study

106 aims to contribute to several gaps within the literature as it focused on a community-based life
107 skills program for female youth that was independent of the school environment and explored
108 explicit life skill transfer over the course of 2 years of programming. Although research has
109 started to examine if the skills developed in sport are indeed transferable to other life domains,
110 few studies have examined the practical strategies used to effectively facilitate life skill transfer
111 within youth programs.

112 It has been suggested that sport programs can foster transferable skills, yet it still remains
113 unclear how these programs should be designed to best facilitate transference (Turnnidge et al.,
114 2014). As such, the purpose of this study was twofold: (a) to examine whether participation in
115 GJWHF was able to help female youth develop and transfer life skills to various life domains
116 beyond the program and (b) to identify practical strategies perceived by youth that effectively
117 facilitated transference.

118 **Method**

119 **Context**

120 The Girls Just Wanna Have Fun (GJWHF) program, a physical activity-based life skills
121 program, was developed and implemented for female youth from low-income families between
122 the ages of 11 and 16 within a Boys and Girls Club (BGC) in Eastern Ontario, Canada. The
123 program was developed in partnership with a team of researchers and a local Boys and Girls
124 Club in response to an identified gender gap in BCG programming, highlighting that
125 significantly more males were participating in sport and physical activity programs than females.
126 The main objectives of GJWHF were to (a) provide physical activity opportunities, (b) facilitate
127 life skill development, and (c) enable opportunities for youth voice (for complete program
128 description; see BLIND FOR REVIEW). The GJWHF program takes on a youth-driven

129 approach which incorporates the facilitation of meaningful youth involvement, providing youth
130 with choice and opportunities to plan (e.g., choice of physical activity type and snack,
131 opportunities to plan and lead their own life skill activity to younger youth within the club;
132 Coakley, 2011; Education Alliance, 2007).

133 The GJWHF program structure is largely based on Hellison's (1995, 2011) Teaching
134 Personal and Social Responsibility (TPSR) model and incorporates life skills activities from
135 Danish et al.'s (2004) Sports United to Promote Education and Recreation (SUPER) program
136 model. The TPSR model focuses on developing a strong leader-participant relationship that
137 enables gradual youth empowerment (Hellison, Martinek, Walsh, & Holt, 2008). The GJWHF
138 program integrated the five levels of the TPSR model (personal responsibility, effort, self-
139 coaching, leadership, transference). For example, leaders encouraged youth to work towards
140 these levels (e.g., putting forth their best effort, taking responsibility for their actions), provided
141 opportunities for youth to practice these skills throughout the program, and worked to explain
142 how and why this was important (transfer). As part of the TPSR structure, a group debrief was
143 used to conclude each session whereby leaders and youth discussed successes and challenges of
144 the session. At this time, the leaders discussed with youth how and why the skills developed in
145 the program could transfer to other domains. Accordingly, the GJWHF took on an explicit
146 approach to life skills development and transfer.

147 Researchers have suggested that PYD programs should run for a period of at least 9
148 months with a minimum of 10 program sessions in order to best facilitate transference (Catalano,
149 Berglund, Ryan, Lonczak, & Hawkins, 2004). Based on these suggestions, GJWHF ran once per
150 week for 2 years from September to May. The first year of program implementation consisted of
151 30 sessions lasting 75 min in duration while the second year consisted of 27 sessions and

152 increased to 90 min (based on first year recommendations; BLIND FOR REVIEW). During both
153 years, GJWHF was held at the same BGC location at no cost to participants and free
154 transportation was also provided for youth to and from the clubhouse. Five female leaders were
155 involved in each of the 2 years of programming with two leaders participating in both years of
156 program implementation.

157 **Participants**

158 Female youth between the ages of 11 and 16 (M age = 12.44, SD = 1.32) from two
159 different BGC locations met at one clubhouse per week and attended GJWHF over the course of
160 2 years. Youth participants (hereafter referred to as ‘youth’) were from low-income families in a
161 major city in Eastern Ontario. Youth involvement in the BGC ranged from 1 month to 9 years.
162 There were 10 consistent youth (attended more than 75% of the sessions) in the first year and
163 eight consistent youth who attended the program in the second year. Some youth dropped out
164 over the course of 2 years of programming due to competing alternatives within the clubhouse.
165 All youth who participated in the program, regardless of participation rates, were invited to
166 partake in the research and were provided with parental consent and youth assent forms. A total
167 of 11 interviews (five in year 1, six in year 2) were conducted with youth who returned parental
168 consent forms over the 2 years of GJWHF (see Table 1 for complete breakdown of youth). Four
169 youth were involved in the program for both years, three of whom were interviewed at two time
170 points (at the end of the first and second years of programming). Despite the researchers’ efforts,
171 scheduling conflicts arose when arranging an interview with the one remaining youth and thus
172 this youth was only interviewed at the end of the second year. Four youth participated in the
173 program for 1 year (two in year 1, two in year 2). It should be noted that participation in the

174 research was not required for participation in the program and it was stated on the consent and
175 assent forms that participation in the research was voluntary.

176 **Procedure and Interview Guide**

177 Within the context of youth programs, particularly with TPSR-based programs, many
178 individuals involved are community-engaged professors acting in a dual role: program leader and
179 researcher (e.g., Hellison & Walsh, 2002; Ward & Parker, 2013). This study utilized this
180 approach as the first and second authors were directly involved in GJWHF as program leaders
181 and also aided in the program evaluation (e.g., conducting youth interviews). The first author
182 was involved in program development and implementation over the course of the 2 years of
183 GJWHF and the second author was involved in the second year of implementation. Interviews
184 were conducted by these authors as it has been argued that youth are more likely to open up to an
185 individual with whom they know and trust, compared to an independent interviewer (Heath,
186 Brooks, Cleaver, & Ireland, 2009).

187 Following ethical approval from the affiliated institution's Office of Research Ethics and
188 Integrity, parental consent forms were distributed prior to the start of GJWHF and assent forms
189 were completed by all youth. A number of steps were taken in order to reduce social desirability
190 effects. First, youth were assured that their responses would remain confidential and were
191 reminded the study was voluntary in nature. Second, youth were told that the objective of the
192 study was simply to gather their perspectives of their involvement in GJWHF and that there were
193 no 'right' or 'wrong' answers. Lastly, youth were made aware that the interview was not an
194 evaluation and would not affect their involvement in the program in any way. While youth did
195 provide examples of things they did not like about the program because the purpose of this
196 manuscript was on the transference of life skills (inherently positive skills), the negative

197 experiences were analyzed and reported elsewhere (see Bean, Forneris, & Halsall, 2014; Bean,
198 Kendellen, Halsall, & Forneris, 2015).

199 A total of 11 semi-structured interviews (M age = 13.7, SD = 1.1) were conducted with
200 eight youth over the course of 2 years of programming. Five interviews were conducted at the
201 end of the first year of program implementation and six interviews were conducted at the end of
202 the second year. During both years, youth were interviewed one week after GJWHF was over at
203 a BGC location.

204 Data were collected through semi-structured interviews, as Smith and Osborn (2008) have
205 argued they allow for flexibility, facilitation of rapport, and the ability to have in-depth
206 discussions producing rich data. The interview guide was developed based on an extensive
207 review of the PYD and programming literature (e.g., Catalano et al., 2002; Larson, 2000; Lerner
208 et al., 2005). The interview guide was modified slightly from the first to second year based on
209 the analysis of first year data, including minor adjustments and follow-up questions. The
210 interview guide aimed to explore youths' insights of how participation in GJWHF has potentially
211 impacted their life skill development and further aided in the transference of these life skills to
212 other domains (e.g., "What did you learn by being involved in the program?", "What skills have
213 you learned in the program?", "Do you plan to use the skills you've learned in the program in
214 your life?", "How do you think that skill will help you at school? At home? With friends?",
215 "What within GJWHF helped you to apply the skill to youth life?"). Probes were used to further
216 explore areas of youth experiences (e.g., "Can you give me an example of what you mean?").
217 Interviews were recorded using a digital audio-recorder and lasted from 26 to 45 min (M =
218 31:33).

219 **Data Analysis and Results**

220 Interviews were transcribed verbatim by the first two authors, resulting in 161 pages of
221 transcripts (12-point font, single-spaced). Triangulation of the data was utilized, as data were
222 gathered at multiple time points providing in-depth accounts (Maxwell, 2004). An inductive
223 thematic analysis was conducted following the iterative six-step procedure specified by Braun
224 and Clarke (2006). First, the transcripts were read and reread to become familiar with the data.
225 Second, meaningful extracts of data were identified and assigned initial codes (e.g., emotional
226 regulation, respect, physical activity). Third, codes were grouped by content into overarching
227 themes (e.g., interpersonal skills). Fourth, themes were reviewed to ensure their internal
228 homogeneity (data within themes share common features) and external heterogeneity (themes are
229 distinct from one another). During this step, investigator triangulation was used (Denzin, 1984),
230 whereby a third independent researcher, a professor who helped to develop GJWHF, but was not
231 involved in program delivery or data collection and had expertise in thematic analysis, examined
232 whether the identified themes were consistent with the data collected and verified that codes and
233 themes were accurately represented. The three researchers met to discuss any coding
234 discrepancies. Minor discrepancies occurred (e.g., labelling of themes, placement of quotes
235 under themes) which were discussed among the researchers until agreement was reached. These
236 changes occurred in the fifth step, when themes were refined by assigning specific names to the
237 themes, with particular emphasis placed on ensuring that each theme was consistent with the
238 findings within the overall data set. The sixth step involved writing the manuscript, whereby
239 researchers selected the quotes that they believe best reflected the participants' lived experiences,
240 in line with the purpose of the study.

241 The results are organized in three main sections according to life skills youth believed
242 they transferred from participating in GJWHF including (a) intrapersonal skills, (b) interpersonal

243 skills, and (c) physical activity. Within each section, subthemes are outlined as well as the
244 strategies used by program leaders to explicitly teach the development and transfer of life skills
245 are described, where appropriate. Pseudonyms were created to protect participants' rights to
246 anonymity. Table 2 outlines activities utilized within GJWHF, youth perceptions of life skills
247 learned, and contexts in which the life skills were transferred.

248 **Intrapersonal skills.** The youth spoke of how participation in GWHF helped facilitate
249 the development and transference of several intrapersonal skills, such as emotional regulation,
250 focus, and goal setting. For the purposes of this study, emotional regulation is defined as
251 exercising control over one's emotions; focus is directing one's attention and effort towards a
252 specific task; and goal setting is the process of deciding what one wants, planning how to get it,
253 and working towards it.

254 **Emotional regulation.** Many youth discussed how during their involvement in GJWHF
255 they believed they developed skills to manage their emotions, which could be applied in other
256 areas of their lives. Emily, who was involved in the first year of GJWHF, highlighted that during
257 her involvement in the program she believed she learned the value of being able to control her
258 emotions: "The leaders taught you how to relax ...like when you're mad, how to control yourself
259 and I think that it's very important because when I got mad at some people it [emotional
260 regulation skills] helped me." Emily commented on how she believed the emotional regulation
261 skills learned in GJWHF have transferred and helped her manage her frustrations at school: "I
262 use it [emotional regulation skills] now because at school I got really mad and I just breathed
263 three times and I went to the washroom for two minutes and then I came back and everything
264 was fine." Other youth mentioned how GJWHF taught them that physical activity itself could be
265 used as an activity to help manage stress. For example, Amina, who participated in the second

266 year of GJWHF, believed she has been able to use the emotional regulation skills learned in the
267 program to manage stressful situations at home, specifically by using dance:

268 At GJWHF, we learned that when we were trying to communicate with people that get
269 you mad, to just walk away or go by yourself and do stuff that calm you down. With my
270 brother, he gets mad so much and I just go downstairs and I dance it off. I dance off all
271 the stress and madness he puts me through...It's controlling my temper.

272 Amina also believed the emotional regulation skills transferred to school:

273 At school, I have to control my temper, it's hard, but it works. This morning, at school,
274 this guy kept trying to tell me off, so I just started breathing, sat down and I ignored him.

275 We learned this [at GJWHF] when we were learning how to communicate with people.

276 Several youth shared tangible examples of the activities that the program leaders used to
277 explicitly facilitate the development and transfer of emotional regulation. First, youth spoke of
278 how the leaders taught deep breathing techniques to encourage youth to take deep breaths when
279 feeling upset and/or frustrated. Second, the leaders encouraged youth to think about one's body
280 as a bowl of cooked spaghetti to try and relax. Laura, who participated in both years of GJWHF,
281 described how she applied these breathing and relaxation techniques in her daily life:

282 Relaxation was a key one that we learned in the program. When we did breathing –
283 tighten your body and then relax it out—it taught me how to relax more. If you're in a
284 bad situation and you're not relaxed, you loosen up your body then that helps you relax.

285 Laura also shared an example of how learning emotional regulation skills in GJWHF was a skill
286 that transferred and helped her remain calm when writing tests at school: "I had a test the other
287 day and I actually used it [breathing exercise] and it actually worked! I got calmer and I was
288 good with the test and I was like 'whoa it works!'" Additionally, Julie, who was involved in

289 GJWHF for both years, discussed one activity in which youth made Power Bracelets where they
290 picked one positive word (e.g., relax, confidence, focus) that they could identify with and made a
291 bracelet with this word on it. Although the primary goal of this activity fell within the skills of
292 self-talk and thought control, the words youth picked for themselves had various meanings and
293 helped with several life skills that had been incorporated within the program. Julie mentioned
294 how the bracelet reminded her to use breathing exercises when she felt frustrated at school:
295 “Whenever my teacher would get me mad, I would just sigh, then I know she can’t get to me
296 because I’m looking at my bracelet and I’m calming down. I use my breathing too.”

297 **Focus.** Additionally, youth discussed how GJWHF helped them to develop focus. For
298 example, Laura mentioned how she believed her involvement in GJWHF helped her learn how to
299 focus on the specific task at hand which she has transferred and helped her complete her
300 homework:

301 It [GJWHF] taught me to focus on one thing at a time and then go to another. I have six
302 different classes so I have different assignments and I used to focus on two different
303 assignments, but now [after GJWHF] I think it’s better to focus on just one, get that done
304 and then move on.

305 To explicitly teach focus, youth completed the Focus Grid activity, where they were provided
306 with a paper containing a grid of numbers in which they had to focus and locate various numbers
307 in the grid within a certain amount of time. After doing the activity a few times, the leaders
308 distracted the youth by making noises (e.g., banging on tables, yelling, humming) to encourage
309 youth to try focus and in order to find the numbers on the grid despite distractions. Kayla, who
310 was involved in GJWHF for both years, highlighted what she learned from this activity:

311 At one point it was quiet and then at another point there was banging on the tables which
312 made it more difficult. When it's too loud it's harder to focus and if I'm loud during a
313 class it's harder to focus and then I'm disrupting other people's learning...the focus one
314 [activity] shows if I'm being disruptive I'll be distracting to my peers whether you notice
315 it or not and some people have to improve on that, like I have improved on that.

316 Kayla went on to discuss how she applied what she learned from this activity to other contexts in
317 her life: "I have used it [focus] a couple times, but I know I should use it more because
318 sometimes I am a disruption at school, not meaningfully though."

319 **Goal setting.** To facilitate goal setting, the leaders organized an activity referred to as
320 Dare to Dream in which youth had to write down one of their dreams and describe the goals they
321 needed to set in order to achieve this particular dream. Sara, who participated in both years of
322 GJWHF, described how her dream was to be a chef and that to be successful she learned the
323 importance of practicing her cooking skills on a regular basis: "When I grow up I want be a chef.
324 I want be like Gordon Ramsay [famous chef]. I want to have my own cooking shows, so to do
325 that I cook every night. I keep that goal alive." Similarly, Sara specified how learning to set goals
326 in GJWHF was a lesson that transferred and helped her set goals at school: "I set a goal to do
327 better in academics...last time I got an 82% in visual arts but now I'm working towards 90%."
328 When asked if the program made Julie think differently about herself or her future, she outlined
329 the importance of setting goals:

330 Yes, the leaders taught me how to make goals and then I follow those goals to my
331 future...so when we did our goals...we did it at least twice or three times in the program
332 so then you get more used to it, so then the goal is finally reached...constantly working

333 towards it. One goal I remember specifically because I'm still working on it is to get in an
334 elevator without freaking out because I hate elevators.

335 Lastly, Kayla identified that the use of debriefs at the end of each session helped her to facilitate
336 the transfer of intrapersonal skills: "We would reflect on how self-control and confidence—you
337 know, at the end—we would reflect on how we participated in the program that day, what we
338 learned, and how we could use it."

339 **Interpersonal skills.** Interpersonal skills, including respect, responsibility, and social
340 skills were identified by youth as skills learned within the program and transferred to various life
341 domains. For the purposes of this study, respect is defined as showing consideration, courtesy,
342 and care for someone or something; responsibility is being accountable and being answerable to
343 one's actions; and the development of social skills refers to the ability to interact and
344 communicate with others.

345 **Respect.** According to the interviews, youth indicated how respect was an important skill
346 they learned during their participation in GJWHF and subsequently transferred and applied in
347 other domains. Most youth felt that they learned how to act in a respectful manner by showing
348 consideration for others' feelings. Kristen, who was involved in the first year of GJWHF, felt
349 that the program taught her how to respect others by appreciating diversity. Specifically, Kristen
350 spoke of one specific activity where a photographer came into GJWHF to take the girls' pictures
351 to be used in a scrapbook with the goal of increasing confidence and empowering the girls:

352 I learned a lot about accepting differences; that not everyone functions or acts the same
353 way...so it's helped me accept that everyone has their own differences, their own
354 qualities and strengths. When we were taking the pictures, it made me realize this
355 because I was looking at everybody's pose and was like 'wow everybody's pose is

356 different; they're not like mine they're not going to have the same smile as me or the
357 same eyes.' It sort of made me realize that if everybody's poses are different that means
358 they're different so why not accept it.

359 Kristen further elaborated on how she believed she has internalized the life skill of respect,
360 which has transferred and helped her demonstrate respect for her peers at school:

361 You have people who are so alone and teased every day because they look or act
362 different. It's made me realize 'what has she done wrong?' I used to be part of that, but
363 then [after GJWHF] I was like 'what was the point of doing that it's really not worth it.'

364 Emily specified how the program leaders modelled respectful behavior which helped her
365 internalize this skill and apply it other areas of her life:

366 I now respect others by listening better, if they're [friends, teachers] talking to me, I will
367 listen and not talk to somebody else. In the program, the leaders respected you when you
368 were talking and they asked others not to speak because they want to show you respect. I
369 think that helps me because if they show respect, I should show respect to others too.

370 Emily further emphasized how the program helped her to understand respect, specifically as it
371 relates to being grateful when others do nice things for her:

372 When the girls group [GJWHF] gave us things, like snacks and lip gloss, you appreciate
373 and respect it and you don't just throw it away, you say 'thank you'. So at school and at
374 my house and with my friends, when people give me something or do something nice for
375 me, I wouldn't just disown it or wouldn't care, I'd be thankful and respect them for it.

376 Sara described how during the Rose and Thorn activity, a relational activity done at the
377 beginning of each program session in which youth share one rose (something good that happened

378 that week) and one thorn (something not so good that happened that week), helped her learn how
379 to respect her peers:

380 When we were in the circle and did something we weren't supposed to, we had to come
381 forward and say what we did; you had to own up to what you did. When we were having
382 the group discussions you had to be respectful to whoever's talking, not interrupt them.

383 Sara went on to discuss how she applied the respectful behaviors learned at GJWHF when
384 playing basketball: "When we play basketball, we can't be rude to the refs or other players. If we
385 see something, say double dribble, you can't just stop the game—I'm not the ref, I'm a player—
386 so you just let that person do their job."

387 **Responsibility.** Moreover, Sara indicated how she applied respect *and* responsibility in
388 her daily life: "I use this at home because when my mom needs help, I would respect her and
389 step up and help her with the dishes." Additionally, Kayla discussed how taking more
390 responsibility has helped her in three contexts of her life:

391 Responsibility has helped me at school because it has pushed me to do my homework
392 because that's my responsibility. At home, to not forget my homework and to do it and
393 get my tests signed. And it has helped me with my friends more because before I would
394 get detention at lunch and my friends have gone to recess. So now I'm not sitting in class
395 getting in trouble anymore, I can actually spend time with them.

396 Kristen discussed how she developed a sense of responsibility regarding how to act in public:

397 The program has [helped me] when it comes to teamwork and we have group activities or
398 even if we're going out in public, there's a sense of responsibility there that we have to
399 take and then actions we have to do. There are certain ways you can act and certain ways
400 you can't act. There are certain ways to speak and certain ways not to speak.

401 Lastly, when asked how the program has helped her transfer the skill of responsibility to other
402 life contexts, Julie discussed the importance of debriefing: “Just taking the time in the program to
403 reflect on different characteristics about yourself made me think about it a little bit more, you
404 know, in my life.”

405 *Social skills.* The findings also illustrate how the opportunities to socialize and work
406 cooperatively with other youth in GJWHF helped the youth develop social skills. Laura
407 explained how the activity Knights, Horses, and Cavaliers, a cooperative game done in pairs,
408 helped her to be more inclusive and work as a team: “Teamwork helped me with my friends, to
409 not leave people out in sports. With family too, when you go outside, you ask your brother if he
410 wants to go, you don’t just leave and not ask, you include others.” Moreover, some youth talked
411 about how GJWHF provided them with opportunities to meet and socialize with other youth. For
412 example, Laura mentioned how the leaders divided the group into smaller groups which forced
413 her to socialize with new people: “It [GJWHF] helped me because I wasn’t always with my
414 friends, I was with other people because the leaders separated us [into groups] so I talked with
415 other people.” Furthermore, Sara also recognized this change in Laura over the course of
416 GJWHF and noted:

417 [Laura], she improved. Like before she’s ‘oh, I don’t like this person because of their
418 appearance’, but now she actually understands that you can’t judge someone on how they
419 look. She now judges them on personality and knows to be nice and approach them.

420 Julie talked about how the program helped her gain confidence pertaining to her social skills
421 which has helped her act in a confident manner in her everyday life:

422 I used to shy away from participating and now, after the program, I’m not that shy
423 anymore. I’m not afraid to speak out anymore. It [GJWHF] helped me, like I think all the

424 stuff we went through, the focus and empowerment activities...it helped me to overcome
425 my fear and now I'm not so shy.

426 When participating in the Power Bracelets activity previously described, Emily mentioned how
427 she wrote the word 'brave' on her bracelet to encourage her to try new things which was a lesson
428 that transferred and helped her take initiative to communicate her ideas at school:

429 We made the bracelets and wrote a word on it, I put 'brave'...In class I wouldn't usually
430 answer any questions, but now if I know the question I will just put my hand up and I will
431 get some credit for it. I find myself more confident too, like I find myself looking at my
432 bracelet...sometimes I'd just look at my bracelet and remember that I am brave and that I
433 should be brave when I do stuff that I don't want to.

434 Lastly, Sara discussed how she gained confidence in her social skills from participating in
435 GJWHF: "I never thought I would have the courage to actually go up to a person and introduce
436 myself, but with GJWHF I wasn't forced, I was encouraged and acknowledged to lead and
437 interact with people, which made it easier." Sara further highlighted how she has used this skill
438 to meet new people while camping: "There is a girl at my campsite, she was new to the site, so I
439 just saw her trailer pull up and then just asked her if she wanted to go to the park."

440 **Physical activity.** Many youth spoke of how they learned to enjoy being physically
441 activity during GJWHF which was a skill that transferred and helped them engage in physical
442 activity outside of the program. Laura mentioned how playing basketball for the first time in
443 GJWHF was a fun experience that shaped her decision to play basketball in her community:

444 Before GJWHF I didn't really play basketball and then we played basketball at the
445 program and it was fun and now I started doing it here [BGC]. In the summer time I'm

468 The purpose of this study was twofold: (a) to examine whether the GJWHF program was
469 able to help female youth develop and transfer life skills to various life domains beyond the
470 program and (b) to identify practical strategies perceived by youth that effectively facilitated
471 transference. Findings from this study indicated that youth believed they were able to develop
472 and transfer life skills from participating in the program. More specifically, the youth believed
473 they were able to transfer intrapersonal skills (e.g., emotional regulation, focus, and goal setting),
474 interpersonal skills (e.g., respect, responsibility, and social skills), and physical activity skills to
475 contexts beyond GJWHF which included school, home, peer group, and other sport
476 environments. A unique aspect of this study is that findings extend an understanding of how
477 community-based youth programming contexts can facilitate life skill transfer, as research has
478 predominantly been conducted within the context of school. Findings from this study indicated
479 numerous contexts in which youth believed they were able to transfer life skills to outside of
480 GJWHF which may speak to the benefit as using a community-based context instead of a school-
481 based context where transference may be more limited to the school environment.

482 Moreover, as GJWHF ran for 2 consecutive years, analyzing data from both years of
483 programming allowed for a better understanding of the practical strategies that youth believed
484 were effective in helping them learn transferable skills. The findings of the current study support
485 previous research that has emphasized the importance of intentionally teaching life skills to
486 foster greater likelihood that youth are able to transfer skills (Danish et al., 2004; Gould &
487 Carson, 2008; Martinek et al., 2001). This study is in line with past research in which
488 deliberately facilitating transfer within youth programs has led to positive outcomes for youth
489 (Hayden et al., 2015; Hellison & Walsh, 2002; Walsh et al., 2010). Moreover, results support

490 previous findings from Weiss et al. (2013) as youth within The First Tee were able to transfer
491 skills learned in golf to contexts, such as school, home, with friends, and in the workplace.

492 One of the novel contributions of this study was documenting the specific activities youth
493 believed to be useful in GJWHF to facilitate life skill transfer which can be utilized by other
494 programmers. One of the main strategies used to intentionally teach life skills within the program
495 context was the activities used to introduce and provide opportunities to practice the skills. For
496 youth to gain the confidence and awareness necessary to successfully transfer skills, researchers
497 have argued that a deliberate approach should be taken by providing concrete examples
498 throughout the program session of how the life skills can be applied beyond the program (Danish
499 et al., 2004; Gould & Carson, 2008). In the current study, youth discussed specific activities in
500 which they believed were crucial in the facilitation of intrapersonal and interpersonal skills in
501 other contexts, such as learning breathing techniques pertinent in emotional regulation, making
502 Power Bracelets as a reminder for self-talk and emotional regulation, and participating in the
503 Dare to Dream activity to practice setting goals. These activities were integrated into
504 programming specifically to take on an explicit approach to life skill development. Furthermore,
505 throughout these activities, leaders provided examples and created tangible links between the
506 activities and external life contexts, with the goal of increasing youths' awareness of contexts in
507 which such skills can be applied. As previous studies have recognized the importance of utilizing
508 teachable moments (Camiré et al., 2012; Walsh et al., 2010), the current study reinforces the
509 importance of not only taking opportunities that arise, but also ensuring leaders facilitate such
510 opportunities regularly to reinforce skills.

511 In line with this, an effective strategy found within this study was the importance of
512 conducting a debrief at the end of a program session. Specifically, the debriefs (ranging from 5 to

513 10 min) were held as a group at the end of the program session and were used to summarize the
514 life skills and facilitate informal discussions moderated by the leader on how these skills could
515 be applied to other life domains (e.g., What skill(s) did you learn today; Where could you apply
516 these skills in your life? How?). This finding is consistent with past research by Walsh et al.
517 (2010) which outlined the importance of integrating discussions throughout the program related
518 to skill transfer to other life contexts. Engaging youth in these debriefs and the process of
519 reflection has been shown to increase the likelihood of successful transfer (Allen et al., 2015;
520 Gould & Carson, 2008; Weiss et al., 2013). Therefore, having youth be actively engaged in the
521 debrief may help them personally relate to their life experiences and contexts, while leaders play
522 an active and supportive role in this process. Similarly, findings from Allen et al. (2015)
523 indicated the use of focus groups, as part of the reflection process, enabled youth to share
524 knowledge with their peers, which youth believed to be more beneficial than simply having the
525 leaders' communicate the same information. As such, results from this study may provide initial
526 evidence of the value of incorporating an explicit approach, such as a structured debrief, that
527 addressed various contexts in which life skills can be transferred. Therefore, incorporating an
528 interactive debrief would be a useful practical recommendation for future programmers,
529 including GJWHF leaders.

530 Findings from this study reinforce the importance of utilizing a sport and/or physical
531 activity context for female youth programming as youth in GJWHF were previously identified as
532 not engaging in physical activity programming within the BGC. This finding may speak to the
533 unique sample utilized within this study, while most studies exploring life skill transfer in youth
534 programming have targeted solely male or mixed-genders participants, this is one of the first
535 studies to explore solely female youth perspectives. Therefore, utilizing this environment helped

536 female youth develop physical activity competence as it was acknowledged that participation in
537 GJWHF was a catalyst for further sport and physical activity participation. As such, facilitating
538 opportunities for the development of physical activity competence helps in the facilitation of
539 physical activity participation in adulthood (Telama et al., 2005), particularly in female youth
540 from families living on low-incomes as this group has the lowest rates of physical activity (Gray
541 et al., 2014). Moreover, the transfer of social skills may be particularly relevant for youth in this
542 study, as female youth has been known to value relationships and social connections (Coleman,
543 Cox, & Roker, 2008; Jordan, 2013; Meyers, 2003) and the environment fostered within GJWHF
544 may have been effective in developing such skills (BLIND FOR REVIEW).

545 The delivery of a well-structured program is crucial for youth engagement and
546 development. Specifically, the utilization of a youth-driven approach, including providing
547 opportunities for leadership, was acknowledged by youth as important in the development and
548 transference of social skills. Using the TPSR model as one of the primary frameworks in
549 GJWHF helped facilitate this, as a key value in this model is providing the youth with gradual
550 empowerment throughout the program, which includes leadership opportunities (Hellison et al.,
551 2008). Previous studies conducted with GJWHF have identified this as an imperative component
552 to program success (BLIND FOR REVIEW), yet this is one of the first empirical studies to
553 outline how particular strategies within a youth-driven program can not only foster life skill
554 development, but also transference. Turnnidge et al. (2014) acknowledge having a solely adult-
555 driven approach may not be the best approach, and as such, GJWHF utilized a combination of
556 youth- and adult-driven approaches; however, future research should aim to further explore what
557 the optimal balance is between these two approaches. Additionally, having clear rules and
558 expectations outlined for the group was important, as youth discussed the importance of

559 understanding how to behave as part of the GJWHF group in public was critical in transferring
560 the life skill of respect. In line with this, youth discussed the importance of the program leaders
561 modelling respectful behavior which impacted the youth and their influence on transference.
562 This reinforces the importance of external assets (Weiss et al., 2013; Petitpas et al., 2005).

563 Lastly, although not identified as a specific strategy for facilitating transfer, the length of
564 program itself may have helped influence skill transference. As mentioned, Catalano et al. (2004)
565 suggest that youth development programs should be implemented for a minimum of 10 sessions
566 over the course of 9 months to aid in life skills transference. The current study examined a
567 program that ran for 9 months over the course of 2 years, with a total of 57 implemented
568 program sessions, which could help to explain youth's positive experiences with life skills
569 transference within this program. Similar findings have been found by Walsh et al. (2010) who
570 evaluated a 2-year, 45 session TPSR-based program in which many participants outlined the
571 ability to transfer skills learned within the program to external contexts.

572 **Limitations and Future Directions**

573 This study was successful in understanding if and what strategies were used within
574 GJWHF to develop and facilitate life skill transfer for youth over 2 years of programming, yet
575 there were limitations. First, as is often the case in program evaluations, there is potential for
576 social desirability as program leaders conducted youth interviews which had the potential for
577 influence. To minimize this several steps outlined above were taken to minimize social
578 desirability when conducting the interviews. However, as earlier mentioned, youth are often
579 more likely to open up to an individual they know, rather than an independent interviewer (Heath
580 et al., 2009). Second, the data were based on participant self-report through the use of interviews
581 and therefore results were based on perceptions as opposed to observational data. Third, although

582 the data collected were from youth who consistently participated in the program, in some cases
583 for 2 years, the data are based on one particular program with a relatively small sample size.
584 Therefore, the generalizability of the results are limited. Based on the findings of this study, there
585 are also a number of future directions for research on transfer such as further understanding the
586 transference of skills to multiple life contexts, barriers to life skill transfer, and how leaders can
587 balance using an explicit approach to teach transfer while still incorporating a youth-driven
588 approach.

589 In conclusion, this is the first known study to look at all female youth and one of few
590 studies that examined transfer beyond the context of school and to multiple contexts.
591 Furthermore, it has been argued that the TPSR model is an exemplary youth development model;
592 however few studies have provided sufficient empirical findings of transference efficacy beyond
593 the scope of the delivered program (Walsh et al., 2010). This study provides evidence for this
594 identified gap. The applied nature of this study highlights practical strategies for programmers on
595 how to facilitate life skill transfer within a youth program. It is critical to have training to teach
596 program leaders how to intentionally integrate life skills within such programs, teaching not only
597 the importance of facilitating transfer throughout program sessions, but also outlining how to
598 facilitate this process by using strategies outlined in this study (e.g., intentional life skills
599 activities, interactive debrief). Moving forward, it is our hope that researchers and practitioners
600 can take these strategies and integrate them into programming to help youth learn life skills and
601 apply these skills in multiple life domains in which they engage.

602

603

References

604

Allen, G., Rhind, D., & Koshy, V. (2015). Enablers and barriers for male students transferring

605

life skills from the sports hall into the classroom. *Qualitative Research in Sport, Exercise*

606

and Health, 7, 53-67. doi:10.1080/2159676X.2014.893898

607

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in*

608

Psychology, 3, 77-101. doi:10.1191/1478088706qp063oa

609

Camiré, M., & Trudel, P. (2010). High school athletes' perspectives on character development

610

through sport participation. *Physical Education and Sport Pedagogy*, 15(2), 193-207.

611

doi:10.1080/17408980902877617

612

Camiré, M., Trudel, P., & Forneris, T. (2012). Coaching and transferring life skills: Philosophies

613

and strategies used by model high school coaches. *The Sport Psychologist*, 26, 243-260.

614

Catalano, R., Berglund, M., Ryan, J., Lonczak, H., & Hawkins, J. (2004). Positive youth

615

development in the United States: Research findings on evaluations of positive youth

616

development programs. *The Annals of the American Academy of Political and Social*

617

Science, 591, 98-124. doi:10.1177/0002716203260102

618

Coakley, J. (2011). Youth sports: What counts as "positive development?" *Journal of Sport &*

619

Social Issues, 35, 306-324. doi:10.1177/0193723511417311

620

Coleman, L., Cox, L., & Roker, D. (2008). Girls and young women's participation in physical

621

activity: Psychological and social influences. *Health Education Research*, 23, 633-647.

622

Damon, W. (2004). What is positive youth development? *The ANNALS of the American*

623

Academy of Political and Social Science, 59, 13-24. doi:10.1177/0002716203260092

- 624 Danish, S. J., Forneris, T., Hodge, K., & Heke, I. (2004). Enhancing youth development through
625 sport. *World Leisure Journal*, 46(3), 38-49. doi 10.1080/04419057.2004.9674365
- 626 Danish, S. J., & Nellen, V. C. (1997). New roles for sport psychologists: Teaching life skills
627 through sport to at-risk youth. *Quest*, 49, 100-113.
- 628 Denzin, N. (1984). *The research act*. Englewood Cliffs, NJ: Prentice Hall.
- 629 Education Alliance. (2007). *Positive youth development: Policy implications and best practices*.
630 Charleston, WV: The Education Alliance.
- 631 Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future
632 directions. *International Review of Sport and Exercise Psychology*, 1, 58-78.
633 doi:10.1080/17509840701834573
- 634 Gray, C. E., Larouche, R., Barnes, J. D., Colley, R. C., Bonne, J. C., Arthur, M., . . . Janssen, I.
635 (2014). Are we driving our kids to unhealthy habits? Results of the Active Healthy Kids
636 Canada 2013 report card on physical activity for children and youth. *International
637 Journal of Environmental Research and Public Health*, 11, 6009-6020.
638 doi:10.3390/ijerph110606009
- 639 Hayden, L. A., Whitley, M. A., Cook, A. L., Dumais, A., Silva, M., & Scherer, A. (2015). An
640 exploration of life skill development through sport in three international high schools.
641 *Qualitative Research in Sport, Exercise and Health*, 7, 759-775.
642 doi:10.1080/2159676X.2015.1011217
- 643 Heath, S., Brooks, R., Cleaver, E., & Ireland, E. (2009). *Researching young people's lives*.
644 Los Angeles: Sage Publications.

- 645 Hellison, D., Martinek, T., Walsh, D., & Holt, N. (2008). Sport and responsible leadership
646 among youth. In N. Holt (Ed.), *Positive youth development through sport* (pp. 49-60).
647 New York: Routledge.
- 648 Hellison, D., & Walsh, D. (2002). Responsibility-based youth programs evaluation: Investigating
649 the investigations. *Quest*, 54, 292-307. doi:10.1080/00336297.2002.10491780
- 650 Hellison, D. (1995). *Teaching responsibility through physical activity*. Champaign, IL: Human
651 Kinetics.
- 652 Hellison, D. (2011). *Teaching responsibility through physical activity* (3rd ed). Champaign, IL:
653 Human Kinetics.
- 654 Holt, N. L., Tink, . N., Mandigo, J. L., & Fox, K. R. (2008). Do youth learn life skills through
655 their involvement in high school sport? A case study. *Canadian Journal of Education*,
656 31(2), 281-304. doi:10.2307/2046670
- 657 Jordan, J. V. (2013). Relational resilience in girls. In S. Goldstein & R. B. Brooks (Eds.),
658 *Handbook of resilience in children* (2nd ed, pp. 73-86). New York: Springer.
- 659 Lerner, R. M. (2012). Developmental science: Past, present, and future. *International Journal of*
660 *Developmental Science*, 6, 29-36. Doi:10.3233/DEV-2012-12102
- 661 Martinek, T., Schilling, T., & Johnson, D. (2001). Transferring personal and social responsibility
662 of underserved youth to the classroom. *The Urban Review*, 33, 29-45.
- 663 Maxwell, J. A. (2004). Causal explanation, qualitative research, and scientific inquiry in
664 education. *Educational Researcher*, 33, 3-11. doi:10.3102/0013189X033002003
- 665 Meyers, D. G. (2003). Close relationships and quality of life. In D. Kahneman, E. Diener, & N.
666 Schwarz (Eds.), *Well-being: Foundations of hedonic psychology* (pp. 374-391). New
667 York: Russell Sage Foundation.

- 668 Orlick, T. (2011). *Positive living skills: Joy and focus for everyone*. Toronto, Ontario: General
669 Store Publishing House.
- 670 Papacharisis, V., Goudas, M., Danish, S. J., & Theodorakis, Y. (2005). The effectiveness of
671 teaching a life skills program in a sport context. *Journal of Applied Sport Psychology*,
672 *17*(3), 247-254. doi:10.1080/10413200591010139
- 673 Petitpas, A. J., Cornelius, A. E., Van Raalte, J. L., & Jones, T. (2005). A framework for planning
674 youth sport programs that foster psychosocial development. *The Sport Psychologist*, *19*,
675 6-80.
- 676 Smith, J. A., & Osborn, M. I. (2008). Interpretative phenomenological analysis. In J. A. Smith
677 (Ed.), *Qualitative psychology: A practical guide to methods* (2nd ed.). London: Sage
678 Publications.
- 679 Snyder, C. R., & Lopez, S. J. (2002). *Handbook of positive psychology*. Oxford, United
680 Kingdom: Oxford University Press.
- 681 Telama, R., Yang, X., Viikari, J., Välimäki, I., Wanne, O., & Raitakari, O. (2005). Physical
682 activity from childhood to adulthood: A 21-year tracking study. *American Journal of*
683 *Preventive Medicine*, *28*, 267-273. doi:10.1016/j.amepre.2004.12.003
- 684 Turnnidge, J., Côté, J., & Hancock, D. J. (2014). Positive youth development from sport to life:
685 Explicit or implicit transfer? *Quest*, *66*, 203-217. doi:10.1080/00336297.2013.867275
- 686 Walsh, D. S., Ozaeta, J., & Wright, P. M. (2010). Transference of responsibility model goals to
687 the school environment: Exploring the impact of a coaching club program. *Physical*
688 *Education & Sport Pedagogy*, *15*, 15-28. doi:10.1080/17408980802401252

689 Ward, S., & Parker, M. (2013). The voice of youth: atmosphere in positive youth development
690 program. *Physical Education and Sport Pedagogy*, 18, 534-548.

691 doi:10.1080/17408989.2012.726974

692 Weiss, M. R., Stuntz, C. P., Bhalla, J. A., Bolter, N. D., & Price, M. S. (2013). 'More than a
693 game': Impact of The First Tee life skills programme on positive youth development:
694 project introduction and Year 1 findings. *Qualitative Research in Sport, Exercise and*

695 *Health*, 5, 214-244. doi:10.1080/2159676X.2012.712997

696

697

698

Table 1

699

Demographic Information of Participants

Pseudonym	Age	Involvement	Number of interviews
		(year 1, year 2, both)	
Emily	11	1	1
Kristen	13	1	1
Amina	12	2	1
Bailey	11	2	1
Sara	14	Both	1 (year 2)
Julie	13	Both	2
Kayla	13	Both	2
Laura	14	Both	2

700

701

702
703
704
705
706

Table 2
Examples of activities utilized within GJWHF with youth perceptions of life skills learned and contexts, outside of the program, to which youth identified as successfully transferring the life skills.

Activities utilized within GJWHF	Activity description	Life skills learned	Contexts of life skill transfer
Rose and thorn	Group activity in which youth share one positive and one challenging experience that occurred that week	Respect	Sport
Deep breathing	Youth learn how to take deep breaths to relax	Emotional regulation	School
Spaghetti exercise ^a	Youth imagine themselves feeling like spaghetti	Emotional regulation	School; Home
Power bracelets ^b	Youth design a bracelet with a word they believe will be most helpful to them in tough situations	Positive self-talk; Emotional regulation	School
Focus grid ^c	Youth focus and locate various numbers on a paper containing a grid of numbers within a certain amount of	Focus	School

	time		
Dare to dream	Youth write down their dreams and discuss them with other youth	Goal Setting; Positive future orientation	School
Knights, horses, cavaliers ^d	A cooperative game that emphasizes teamwork, social support, and communication	Social Skills - Teamwork; Inclusion	Home; Peer group; Sport
Photographs	Youth had opportunity to have portfolio pictures taken by a photographer	Respect; Appreciating differences; Confidence	School; Peer Group
Integrating physical activity in each session	Sport/Physical activity component was integrated into every session. Youth were provided with the choice as to what activity they wanted to engage in	Physical activity competence; Perseverance; Emotional regulation	Sport/Physical activity; School; Home

707 **Note:** Activity descriptions can be found from the following sources: ^a Spaghetti exercise —
708 Orlick, 2011 (see reference list); ^b Power bracelets – [http://almastoller.blogspot.ca/2011/01/how-](http://almastoller.blogspot.ca/2011/01/how-to-make-paper-bracelet.html)
709 [to-make-paper-bracelet.html](http://almastoller.blogspot.ca/2011/01/how-to-make-paper-bracelet.html); ^c Focus grid — [http://coachspilker.blogspot.ca/2011/04/can-you-](http://coachspilker.blogspot.ca/2011/04/can-you-focus-and-concentrate.html)
710 [focus-and-concentrate.html](http://coachspilker.blogspot.ca/2011/04/can-you-focus-and-concentrate.html); ^d Knights, horses, cavaliers –
711 <http://www.ultimatecampresource.com/site/camp-activity/knight-horse-cavalier.html>

712

713