Promoting wellness in our early adolescent girls through the use of Physical Activity-Positive Youth Development programs

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Earn cool prizes!

• Just raise your hand and participate
• It's that easy!
What are the biggest challenges our girls face as they enter adolescence?

Challenges

- Establishing self-regulation
- Body type perception
- Friendships and peer relationships become more challenging as girls enter adolescence

The need

- About 18% of children under age 11 are obese (Fryar, Carroll, & Ogden, 2014)
- About 6K children a year are diagnosed with Type II diabetes (Montgomery, Johnson, & Ewell, 2015)
- Body image dissatisfaction increases as puberty approaches (Tatangelo & Ricciardelli, 2013)
- About 20% of youth report being bullied or bullying others, with many doing both (Vessey & DiFazio, 2013)
- Lack of connection to school is associated with antisocial behavior and poor academic performance (Murray & Greenberg, 2000)
- Rates of self-harming thoughts increase dramatically during puberty (Kessler et al. as cited in Stipek, Bakhsh, & Gibb., 2016)
- Suicide is third leading cause of death in 10-14 yr. olds (CDC, 2012)
- Research suggests decline in PA from childhood to adolescence (more prominent in girls) (DeHate et al., 2009)
What does it look like?

• Increase in absenteeism and visits to the nurse
• Increase in disruption and bullying behaviors
• Increase in office discipline referrals
• Increase in lost instructional time as teachers deal with disruption
• Increase in “failure identity” as they become prisoners of their own self-imposed limitations

How do we address it?

• Office discipline referrals (lost classroom time 12/25/45)
• More anti-bullying classroom guidance lessons (ugh!)
• Individual sessions because students are being verbally abused
• Counselors typically teach tolerance and acceptance of others
• They tend to focus on the emotional and cognitive domains

Three Theorists

• Benjamin Rush: Linking of body, mind, and metaphysical domains
• Alfred Adler: Encouragement
• William Glasser: Success Identity
Benefits of PA-PYD Programs-The whole person

- Positive role models
- Get to know your students
- A safe place for them to talk
- They build a success identity
- Great way to establish a positive relationship with parents
- Positive self-image

More Benefits of PA-PYD Programs-The whole person

- Develop and improve competence
- Feel confident in who they are
- Develop strength of character
- Learn to respond to others and themselves with care and compassion
- Create positive connections with peers and adults
- Make meaningful contributions to community and society

Transfer the life skills they learn to other domains in their life

Richard Lerner’s 5+1c’s

5+1c’s
- Competence
- Confidence
- Connection
- Character
- Caring
- Contribution

Positive achievement
- Better grades and test scores
- Better attitude toward learning
- A sense of ownership of their education
- Ethical behavior
- Working to help others
- Working as part of a team
### Life skills and code of conduct

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### Positive Role Models

- Young people crave the attention of adults
- Choose volunteers who have it together and want to be there
- They do not have to be “runners”
- The different body types send a powerful message about exercise and health
- Had two counseling interns assist as coaches (which counted toward their internship hours)

### Parents try, but they are parents

Charlotte’s story
ODU Field Hockey Players

Some of them were Running Buddies, good for the girls, good for them.

Now.... My experience setting up such a program!

There are many PA-PYD programs out there that you can help bring to your students. Girls on the Run is one example. Twenty four meetings over 12 weeks. Lesson followed by activity. Train for and run 5K. A wellness orientation!

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Girls on the Run

• Teaches essential life skills and core values for living a physically active and healthy lifestyle
• Includes Richard Lerner’s 5C’s+1 (skills learned in one context and successfully transferred to another):
  • Competence (5K completion)
  • Confidence
  • Connection
  • Character
  • Caring
  • Contribution (through information from community impact projects)

The culminating event is the 5K

Research

• Weiss and Riley 2014:
  • About 5100 girls in 270 teams in 28 councils
  • 32 item survey reflecting 5C’s+1 (pre and post)
  • Self-Perception Profile for Children
  • Empathy scale
  • LiFE Sports Community scale
  • Measured physical and sedentary activity

Results

• Girls who started with lower scores, showed statistically significant and meaningful improvements on 5C’s+1 and physical and sedentary behaviors
Research

• Gabriel, et. al. (2011) study used:
  • Rosenberg Self-Esteem Scale
  • Schematic Figural Scale
  • Commitment to Physical Activity Questionnaire
  • Physical Activity Questionnaire

Schematic figural scale

Results

• Significant improvements in self-esteem
• Significant improvement body size satisfaction (perceived body size - desired body size = degree of satisfaction). The closer to 0, the better the satisfaction, make them comfortable in their own skin.
• Improvement in eating attitudes
They will build a success identity

• When they complete what seems to be impossible (the 5K), they build a success identity
• They can internalize and generalize this message
• Madison’s story

Getting started

• Contact your local GOTR council and tap into their expertise
• Present the plan to your Principal
• Select coaches and send them to training (about ½ day, usually on Saturday)
• Get CPR and 1st aid training for the coaches (see your school division’s head nurse, they can help)
• Set up a coaches schedule
• Set up procedures for a place for you and the girls to change, for them to get to the sessions, and walkers/pick up procedures
• Send home schedule and expectations to the parents (get cell phone/work numbers)

More

• Identify, select, and notify girls
• Brief girls on expectations for practices and for the 5K
• Set up practice 5K procedures
• Brief girls and parents on the GOTR 5K procedures (may be up to 2000 runners at the race, more than most girls have run with). Go through the whole choreography. Prefer corral starts
• Work with the girls and their running buddies on runner’s etiquette
Find money

- Grant from Portsmouth General Hospital Foundation
- Solemates
- Fundraiser activities

*Use your resources to get the best deal*

Logistics

- Find a place to practice (have a rain site also), a course for 5K
- Find a place for you and the girls to change
- Find someone to supervise the girls while coaches are on hall duty
- Determine who requires medications and have them available (get with the nurse)
- Have at least one CPR/1st Aid trained coach at each session

Results: Expected and otherwise

- Positive relationships with parents increased
- More parents attended the banquet that all the PTA meetings combined
- 4 of 7 coaches got pregnant!
- Cornhole injuries
Questions & comments?

• What effect does the positive female role model have?
• Do you expect an improvement in commitment to exercise over the long-term?

At the end of the day…

• You are the expert on what your girls need. You choose the program that best fits your needs.
• Be proactive in partnering with PA-PYD programs.
• Reduce your long-term maladaptive behaviors (and make your job easier!)

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Objectives

1. Identify the risk factors which affect pre-teens
2. Conceptualize maladaptive behaviors frequently demonstrated by pre-teens
3. Learn the Whole Person Wellness Model
4. Learn the theoretical basis of Physical Activity-Positive Youth Development (PA-PYD) Programs
5. Learn the benefits of PA-PYD programs
6. Learn the challenges and benefits of implementing a PA-PYD program