

Hockey Skills Academy

Reading: Do Sports and Other Physical Activities Build Confidence and Self-Esteem? Early positive experiences of sports develop healthy, confident individuals.

From: www.psychologytoday.com/ca/blog/smart-moves/201408/do-sports-and-other-physical-activities-build-self-esteem, August 7, 2014
http://rcga.org/_uploads/documents/L2P/EN/pg_104-105_Does%20sport%20help%20build%20self-esteem_.pdf
https://athletics.ca/wp-content/uploads/2015/01/LTAD_EN.pdf

Curricular Competencies:

Students are expected to be able to do the following:

*Grade 11 and 12: Explain how developing competencies in physical activity can increase confidence and encourage lifelong participation in those activities.

Content:

Students are expected to know the following:

*Grade 11 and 12: Potential short-term and long-term consequences of health decisions
Benefits of physical activities for health and mental well-being

Please read the following and answer the related questions on the worksheet provided.

Part A: Introduction

Most of the article below was written by Dr. Richard Bailey, (PhD) who is a former teacher in Primary and Secondary Schools, teacher trainer, coach and coach educator in the United Kingdom. He has been a full Professor at Canterbury, Roehampton, Birmingham and Liverpool in the UK and has directed studies that have influenced policy and practice both nationally and internationally.

Professor Margaret Talbot, President of the International Council for Sport Science and Physical Education, once wrote that sports, dance and other challenging physical activities are distinctively powerful ways of helping young people learn to 'be themselves'. She suggested that these sorts of activities - when they are appropriately presented - can teach people to question limiting presumptions they might have picked up, and come to view themselves and their potential in a new way.

I was reminded of these words when I recently read Mina Samuels book Run Like a Girl: How Strong Women Make Happy Lives. This book offers an interesting collection of stories of girls and women whose lives have been transformed by engagement with sports of different kinds. Samuels, herself, wrote:

"Over the years that followed my "discovery" of running, my self-confidence grew, and feeding off the accomplishments I achieved in sports - setting new personal bests, winning a little local race, surviving the setbacks of injuries and marathons gone wrong - I discovered a capacity within myself that I never knew I had. I wasn't just physically stronger than I expected, I thought of myself as a different person, as someone with more potential, broader horizons, bigger possibilities. I saw that I could push myself and take risks, not just in sports, but elsewhere, too. The competition in sports, as in life, was not with someone else, it was with myself. To "compete" was to discover my own potential to do better, to hold my own self to a higher standard, to expect more of myself--and deliver."

These comments highlight what has become one of the most important areas of research in youth sports: the essential role sports and related activities can play in developing confidence and self-esteem in youth.

Part B: Self-Esteem

Renowned child psychologist Jean Piaget believed that the most important phase in the development of self-esteem occurs between the ages of about 6 and 11. This is also a time when children are most likely to be introduced to sport. How children come to understand themselves and relate to others in social situations, such as sport, is essential in helping them develop mature social skills. Research conducted in British Columbia with more than 650 parents found that the primary reason they register their youngsters in youth sport is to build self-esteem. And they're right. Success in sport will, in fact, help children build healthier self-esteem.

Theories of self-esteem abound, but most refer to the degree to which an individual feels positively about him or herself. It generally arises when an individual succeeds, is praised, or experiences love from another, and is lowered by failure, harsh criticism and rejection. It is an important topic for those interested in education, health and sports because of its associations with emotional adjustment, health behaviours (like drug taking and unprotected and early sex), the ability to deal with life's challenges, and general mental health and happiness.

As has been seen from the comments by Margaret Talbot and Mina Samuels, there is a widely held belief that the development of competence or expertise in sporting skills can lead to a sense of personal effectiveness and feelings of autonomy, and these are associated with the promotion of self-esteem. Not surprisingly, researchers have found that physical activities play a particularly powerful role in strengthening physical self-worth. The association between these activities and more general measures of self-esteem is more complex, although there seems little doubt that a positive perception of physical self-worth is an important factor underlying more general positive perceptions of oneself, especially during childhood and early adolescence.

Part C: **Academic Studies on Youth, Sports and Self-Esteem**

A number of studies offer support to the claim that sports and other physical activities can contribute to the development of self-esteem. For example, Canadian scientists found that sixth grade students boys and girls who were more physically active had considerably higher levels of self-esteem. This finding was corroborated by another Canadian team, who also highlighted the potentially harmful role that obesity plays in the equation. A study in Switzerland (April 1999) found that adolescents who participated in sports clubs had greater well-being, including being better socially adjusted, feeling less anxious, and generally being happier about their lives. The study confirmed that there is a close relationships between sport activity and some fundamental components of adolescents' health and lifestyle.

Similar findings were reported in a 2002 study of Latino students in the USA, where participation in school sport was found to be significantly associated with self-esteem among Mexican-American adolescent girls and boys, Puerto Rican girls, and Cuban American boys

Part D: **Socializing and Sports**

There seems little doubt that part of the potency of sports lies in their social setting. There is a substantial body of literature demonstrating the fundamental importance of social connectedness for healthy child and adolescent development, and sports offer a popular and engaging setting for social interactions. Involvement in team sports has been positively associated with social acceptance and a sense of belonging, especially where such involvement is characterised by positive coaching, progressive skill development and peer support.

Of course, the social setting of sports can exclude as well as include. There is now compelling evidence that boys' and girls' experiences of sports can be markedly different, and this can affect the contribution they can make to their self-esteem. Peer acceptance seems to be a significant factor in determining the relationship between sport participation and self-esteem, and both boys and girls can be particularly vulnerable to negative judgments. Competitive sports often exaggerate difficulties, and studies have found that many boys and girls benefit from non-competitive physical activities.

Part E: **Positive Experiences**

So, a note of caution ought to be sounded in case sports are assumed to be a "panacea" (a panacea is a solut to all problems). Much of the literature on the most positive psychological outcomes associated with childhood and youth sports stress the absolute importance of positive experiences. It will surprise no one that bullying,

excluding or abuse experiences will harm, rather than support the development of self-esteem, and well-being in general. Sadly, it will also not be a shock to learn that many children's introductions to sports are far from life-enhancing.

It is impossible to over-state the importance of positive early sporting experiences for the development of both self-esteem and on-going participation in sports and other physical activities. Teachers, coaches and parents have a responsibility to ensure that these experiences 'catch' as many children as possible, and for this to happen they need to remember a fundamental principle of child development and sport: children are not mini-adults.

Problems arise when adults forget this principle, and kid themselves into thinking that they are coaching future Olympians or Superbowl stars. Ironically, evidence suggests that talented children are most likely to emerge when they are given time to develop, time to play, and time to remain children. Children are not miniature adults, and their enjoyment of sports (and their self-esteem) can suffer when well-meaning adults forget this!

Part F: **Confidence and Lifelong Participation in Sports**

Establishing a core set of athletic skills early in life enables youth to gain a sense of achievement and establish a positive relationship with sport and physical activity. Successful and positive experiences with sport at a young age, coupled with the acquisition of basic sports skills that transfer to many different sports, will encourage proficiency, competence, and success in a number of different sports.

Proficiency in many types of physical activity may increase the chances of lifelong participation in physical activity, which could increase an individual's life span and overall quality of life. Youth sports programs can produce elite athletes and consistent performers; however, youth sports should also seek to provide opportunities for all children to grow into confident, healthy and active adults who enjoy a variety of sports and activities throughout their life.

Hockey Skills Academy

Assignment: Do Sports and Other Physical Activities Build Confidence and Self-Esteem?

Name: _____

Block: _____

Date: _____

Value: 20 marks

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Part A: Introduction

After reading Part A of the article, answer the questions below in a few words in the space provided below.

1. Who is credited with writing most of the article? (1 mark)

2. Provide information about his occupation or background (from the reading) that suggests he is a credible source of information regarding sports and self-esteem. (2 marks)

3. According to Professor Margaret Talbot, which activities help young people "... learn about themselves"? Name one of the activities she mentions in the article. (1 mark)

4. According to the author Mina Samuels running taught her many things about herself. List two things she learned about herself that she mentions in her quote. (2 marks)
1. _____
2. _____

Part B: Self-Esteem

After reading Part B of the article, answer the questions below in a few words in the space provided below.

5. According to renowned child psychologist Jean Piaget, what age range constitutes the most important phase in the development of self-esteem in individuals? (1 mark)

6. According to a study conducted in British Columbia among 650 parents, what was the primary reason given by parents for registering their children in youth sports. (1 mark)

7. What term is used in the article to describe "...the degree to which an individual feels positively about him or herself"? (1 mark)
- _____
8. According to Margaret Talbot and Mina Samuels, "*...the development of competence or expertise in sporting skills...*" can lead to positive results for an individual. List two results listed in the article. (2 marks)

1. _____

2. _____

Part C: Academic Studies on Youth, Sports and Self-Esteem

After reading Part C of the article, answer the question below in a few words in the space provided below.

9. There are three studies mentioned in Part C of the reading. List two findings from the studies cited in Part C regarding adolescents and the development of self-esteem. (2 marks)

1. _____

2. _____

Part D: Socializing and Sports

After reading Part D of the article, answer the questions below in a few words in the space provided below.

10. According to the article, what kind of sport has been associated with "...social acceptance and a sense of belonging..."? (1 mark)

11. According to the article, what "*...seems to be a significant factor in determining the relationship between sport participation and self-esteem.*"? (1 mark)

Part E: Positive Experiences

After reading Part E of the article, answer the questions below in a few words in the space provided below.

12. List two things mentioned in the article in part E that will harm rather than support the development of self-esteem. (2 marks)

1. _____ 2. _____

13. According to the article, what is a fundamental principle of child development and sport? (1 mark)

Part F: Positive Experiences

After reading Part F of the article, answer the questions below in a few words in the space provided below.

14. According to the article, what can increase the chances of lifelong participation in physical activity? (1 mark)

15. According to the article, what will encourage proficiency, competence, and success in a number of different sports? (1 mark)
