UNIVERSITY OF MANITOBA

EXPERIENCES OF AT-RISK YOUTH

PARTICIPATING IN A

PHYSICAL ACTIVITY INTERVENTION:

AN INTERPRETATION

by

LEANNE NAZER-BLOOM

IN PARTIAL FULFILLMENT
OF THE DEGREE
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    General 0578

Ancient 0579
Medieval 0581
Modern 0582
Black 0328
African 0331
Asia, Australia and Oceania 0332
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European 0335
Latin American 0336
Middle Eastern 0333
United States 0337
History of Science 0585
Law 0398
Political Science
    General 0615
    International Law and
        Relations 0616
    Public Administration 0617
Recreation 0814
Social Work 0452
Sociology
    General 0626
    Criminology and Penology ... 0627
    Demography 0938
    Ethnic and Racial Studies 0631
    Individual and Family
        Studies 0628
    Industrial and Labor
        Relations 0629
    Public and Social Welfare 0630
    Social Structure and
        Development 0700
    Theory and Methods 0344
Transportation 0709
Urban and Regional Planning 0999
Women's Studies 0453

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        Nutrition 0475
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    Food Science and
        Technology 0359
    Forestry and Wildlife 0478
    Plant Culture 0479
    Plant Pathology 0480
    Plant Physiology 0817
    Range Management 0777
    Wood Technology 0746
Biology
    General 0306
    Anatomy 0287
    Biostatistics 0308
    Botany 0309
    Cell 0379
    Ecology 0329
    Entomology 0353
    Genetics 0369
    Limnology 0793
    Microbiology 0410
    Molecular 0307
    Neuroscience 0317
    Oceanography 0416
    Physiology 0433
    Radiation 0821
    Veterinary Science 0778
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Biophysics
    General 0786
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Geophysics 0373
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    Chemotherapy 0992
    Dentistry 0567
    Education 0350
    Hospital Management 0769
    Human Development 0758
    Immunology 0982
    Medicine and Surgery 0564
    Mental Health 0347
    Nursing 0569
    Nutrition 0570
    Obstetrics and Gynecology .. 0380
    Occupational Health and
        Therapy 0354
    Ophthalmology 0381
    Pathology 0571
    Pharmacology 0419
    Pharmacy 0572
    Physical Therapy 0382
    Public Health 0573
    Radiology 0574
    Recreation 0575

Speech Pathology 0460
Toxicology 0383
Home Economics 0386

PHYSICAL SCIENCES
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    General 0485
    Agricultural 0749
    Analytical 0486
    Biochemistry 0487
    Inorganic 0488
    Nuclear 0738
    Organic 0490
    Pharmaceutical 0491
    Physical 0494
    Polymer 0495
    Radiation 0754
Mathematics 0405
Physics
    General 0605
    Acoustics 0986
    Astronomy and
        Astrophysics 0606
    Atmospheric Science 0608
    Atomic 0748
    Electronics and Electricity 0607
    Elementary Particles and
        High Energy 0798
    Fluid and Plasma 0759
    Molecular 0609
    Nuclear 0610
    Optics 0752
    Radiation 0756
    Solid State 0611
Statistics 0463

Applied Sciences
Applied Mechanics 0346
Computer Science 0984

Engineering
    General 0537
    Aerospace 0538
    Agricultural 0539
    Automotive 0540
    Biomedical 0541
    Chemical 0542
    Civil 0543
    Electronics and Electrical 0544
    Heat and Thermodynamics ... 0348
    Hydraulic 0545
    Industrial 0546
    Marine 0547
    Materials Science 0794
    Mechanical 0548
    Metallurgy 0743
    Mining 0551
    Nuclear 0552
    Packaging 0549
    Petroleum 0765
    Sanitary and Municipal 0554
    System Science 0790
Geotechnology 0428
Operations Research 0796
Plastics Technology 0795
Textile Technology 0994

PSYCHOLOGY
General 0621
Behavioral 0384
Clinical 0622
Developmental 0620
Experimental 0623
Industrial 0624
Personality 0625
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Psychobiology 0349
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EXPERIENCES OF AT-RISK YOUTH PARTICIPATING IN A

PHYSICAL ACTIVITY INTERVENTION: AN INTERPRETATION

BY

LEANNE NAZER-BLOOM

A Thesis/Practicum submitted to the Faculty of Graduate Studies of the University of Manitoba in partial
fulfillment of the requirements for the degree of

MASTER OF SCIENCE

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ABSTRACT

At risk youth compose a significant and growing segment of our population. Physical activity is one means to enhance the quality of life for these youth. The purpose of this study was to design and implement an intervention for high risk youth, in collaboration with the youth, as a means to teach youth self and social responsibility through physical activity. The program was based on the work Dr. Don Hellison.

The intervention was a joint effort between the University of Manitoba and Community and Youth Corrections, Manitoba Justice. The program invited at risk youth to participate in a ten week physical activity intervention. The program sessions were held at the University of Manitoba.

As a part of this project, each youth was assigned a mentor. This mentor assisted youth in acquiring basic sport skills, as well as certain life skills, such as self-control, self-awareness, decision-making, and self-reflection.

The intervention was designed to give the youth an outlet, as well as a voice. Each youth was interviewed twice, regarding their thoughts and feelings about physical activity, and the impact it has, or could have, on their lives. Information derived from the youth provides the foundation for future projects.

In memory of Jason Lance McKay, 1977-1996

May God grant us the courage and wisdom

when working with high risk youth

so we don't have to lose

another one.

As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them back into the sea. Catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

"But the beach goes on for miles and there are millions of starfish," countered the other. "How can your efforts make any difference?"

The young man looked at the starfish in his hand and then threw it to safety in the waves. "It makes a difference to this one," he said.

Anonymous.

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It might have appeared to go unnoticed,
but I've go it all here in my heart.
I want you to know I know the truth, of course I know it,
I would be nothing without you.
Did you ever know that you're my hero,
and everything I would like to be?
I can fly higher than an eagle
'cause you are the wind beneath my wings.
Thank you, thank you,
thank God for you,
the wind beneath my wings.

Larry Henley and Jeff Silbar

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iv

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unqualified love, support and pride in me..."You are the wind
beneath my wings".

TABLE OF CONTENTS

CHAPTER 6

CHAPTER 1

Introduction

Success is a journey, not a destination.

Unknown

At-risk youth compose a significant and growing component of a "fragile" category of people. There is ample evidence that physical activity can enhance the quality of life for these youth. The intervention employed in this study provided an exciting opportunity to produce a scholarly document which clearly articulates the value of, and need for, physical activity for at-risk youth.

One of the challenges the researcher faced was to clarify the term "at-risk". Often this term is used in the context of delinquency-prone youth, young offenders or others who have had some involvement with the criminal justice system. It is appropriate to apply the term to a much wider segment of our youth population. For example, it can include school drop outs, drug and alcohol abusers, street kids, youth living in poverty, and youth who are HIV positive as a result of drug abuse and unprotected sexual activity. The literature also indicates that Aboriginal youth, particularly those residing in remote communities are at far greater risk than non-Aboriginal, urban based youth. As a starting point, the following definition of "at risk youth" will be used as a guideline: "Young people...who are at-risk of not maturing into responsible adults and enjoying

1

the benefits of adulthood" (Catherall, 1994, p.1).

These young people will very likely not make full use of the educational opportunities presented to them and will consequently approach the working world without the knowledge and credentials needed to be employed. In many cases, they will not contribute to our national resource, but rather draw from the resources of our health, social assistance, criminal justice, education, and drug and alcohol counselling agencies. The end result is the loss of dignity and self-respect. In many cases, potentially valuable lives end up being wasted.

The target population for this study is immense. Dryfoos, (1990) in her provocative book <u>Adolescents at Risk</u> revealed that an alarming 25% of youth could be considered at-high risk, and another 25% are at moderate risk of not achieving productive adulthood. The message this sends to human service agencies and institutions is that inter-agency cooperation and collaboration must be created, in partnership with young people, in the planning and implementation of programs, services and/or policies that are sensitive and responsive to the real needs and issues that at-risk youth face today. Professionals working in the fields of physical activity are in an excellent position to formulate and implement strategies in the development of programs, services and/or policies, in collaboration with youth, that reflect the values and priorities of young people today.

The literature outlines various paradigms, models, theories, and comparisons which explain the relationship between physical

activity and at-risk youth. Segrave (1984) presents four paradigms in his attempt to understand at risk behaviour. The social facts paradigm underscores values, morals and goals. The social definition paradigm emhasizes the dynamic individual, interacting in his/her world. The social behaviour paradigm focuses on the relationship between the individual and his/her environment, while the Marxian paradigm stresses social action, criticizing society's existing value system (Segrave, 1984).

Two models of sport and at-risk behaviour have been developed. Csikzentmehalyi and LeFevre (1989) have developed a 'sport values model', emphasizing personal enjoyment, personal growth, social integration and social change. They purport that this model has the potential to promote positive values, which may lead to a reduced at-risk population. Hellison (1989a) has also developed a 'values model', of self and social responsibility. He builds upon the interactive life of the gym to teach these responsibilities to at-risk youth.

Much research has been conducted in this area in an attempt to determine factors influencing at-risk behaviour. Some researchers feel the role of the family (more specifically positive parental role models) is key in determining whether or not one will become a conforming individual (Calloway, 1991; Hellison, 1991b; Krichbaum & Alston, 1991; Robertson, 1993; Voakes, 1992).

Other researchers suggest that boredom is a factor contributing to the at-risk population, in that some individuals

engage in risky activities as a means to break the boredom (Cohen, 1959; Iso-Ahola & Crowley, 1991; Kirstein, 1991; Scott & Meyers, 1988; Winther & Currie, 1993). Finally, some research has revealed that youth participate in illegal acts because it is fun and exciting, similar to a leisure pursuit (Calloway, 1991).

Several unique recreation programs have been developed for at risk youth as a means of reducing the degree of at-risk behaviours, and to rehabilitate youth who are delinquent (Bailey & Ray, 1979; Donnelly, 1981; Georgiadis, 1990; Hellison, 1989a, 1989b, 1989c, 1990a, 1990b, 1990c, 1991; Lifka, 1990; Segrave & Hastad, 1984; Winther & Currie, 1993; Yiannakis, 1980). These programs are interesting and successful, as they engage the youth in positive alternative activities.

Some of the factors influencing the lives and decisions of youth today, as revealed by recent literature include overprogramming, lack of challenge, cultural insensitivity, concern over the future, violence, entitlement, over-regulation, opportunity and anomie (Robertson, 1993). Robertson suggests these factors put youth at-risk.

Purpose of the Study

The purpose of this study was to design and implement a high-risk youth physical activity intervention program in collaboration with high-risk youth, who were on parole or residing in custody, at the Manitoba Youth Centre. In addition, an effort was made to describe the relevance of this program in reducing or mitigating risk for youth. The researcher analyzed

the impact and benefits of the intervention on this sample of youth at-risk.

Investigation Objectives

The objectives of this investigation were to:

1. Explore the realities (and myths) of youth at-risk including the youth view of this problem and identify key issues;

2. Examine views, including the youth perspective, on the potential impact and benefits of physical activity on youth in Manitoba's at-risk youth population.

Definition of Key Terms

The study focused on the impact and benefits of physical activity for at-risk youth. It is important to note that the following terms are often employed interchangeably: play, leisure, recreation, physical education and sport. Although these terms are all intimately linked, each one holds a slightly different meaning. The following explanations describe the differences between these terms.

Play.

Play is recognized as the cornerstone of human development and well-being (Anderson, 1989) and is defined by the following characteristics: a) is a voluntary behaviour, b) steps outside ordinary life, c) is usually secluded and limited in time and space, d) is bound by rules, and e) promotes formation of social groups which surround themselves with secrecy (Huizinga, 1962, p.13). These characteristics have long term effects on the nature of the adult person, shaping one's personality for a

lifetime.

Leisure.

Leisure time is viewed as freely choosing to spend time engaging in intrinsically rewarding activities, and is often described as a state of mind and the feelings associated with that state of mind (Henderson, 1990).

Recreation.

The word recreation is derived from the Latin term *recreatio*, meaning to refresh or restore. According to Kaplan (1975), recreation is a "period of light and restful activity voluntarily chosen, which restores one for heavy work" (p.19). Recreation is most often associated with physical activity (Henderson, 1990). Neumeyer (1958) defines recreation as "Any [physical] activity pursued during leisure, whether individual or collective, that is free and pleasureful, having its own immediate appeal, not impelled by a delayed reward beyond itself or by any immediate necessity" (p. 22).

Recreation experiences, both passive and active focus on planning, programming, community development, administration, interpersonal relations, leadership and instruction. Individuals engaging in recreational pursuits may enjoy a wide variety of music, dance, sports, games, and fitness, in addition to visiting museums, parks and historical sites.

Physical Education.

Physical education is scientifically based in fitness and physical activity, focusing on human development and performance,

the psychology of sport, leadership, instruction of skills, and skill competence in a variety of physical activities. Activities which physical educators may teach include fitness, track and field, intramurals, swimming and games. According to Anderson (1989), physical education is the "educational profession which is responsible for the instruction in physical activities involving sports and games, motor skills and knowledge, physical fitness and other rhythmic and movement forms" (p.62).

Sport.

According to Siedentop (1990), sport is an institutionalized form of play possessing the following four characteristics: a) it is vigorous and contains elements of physical prowess and skill, b) it includes an element of competition or challenge, c) it possesses rules, regulations and strategies, thus is institutionalized, d) it is involved in a socialization process (Anderson, 1989, p.27).

Games.

The term game is defined as "a form of playful competition whose outcome is determined by physical skill, strategy, or chance employed singly or in combinations" (Anderson, 1989, p.31).

Given these six definitions, the terms may be placed on the following continuum:
play - leisure - recreation - physical education - games - sport - elite sport (adapted from Vanderzwaag, 1972).

The rationale for placing these terms on the continuum is as

follows:

1. Play is the precursor to physical recreation and sport.

2. Games lay the foundation for athletics.

3. Sport is a manifestation of play.

4. Games are the vehicle whereby play, physical recreation, sport and elite sport (athletics) evolve (Anderson, 1989).

For this study, the all-encompassing term 'physical activity' will be employed, which may refer to any of the aforementioned definitions.

Impact and Benefits of Physical Activity

There is a wealth of information supporting the impact and benefits of physical activity. It is exciting to note that much of this support comes from human service organizations outside of recreation and fitness (justice, health, education, drug and alcohol education, et cetera) which provide services for at-risk youth. The following section provides a brief overview of the benefits.

According to current literature (Wankel & Berger, 1990), physical activity contributes to personal enjoyment, personal growth, social interaction, and social change, however, these contributions are, at times, difficult to identify. Physical activity, in and of itself, is not necessarily good or bad. The question remains - what conditions are necessary for physical activity to have a beneficial outcome? Wankel and Berger (1990) concluded that among other things, physical activity could serve as an agent of social change, provided there was strong

leadership and emphasis on appropriate values.

> Sport can serve as a vehicle for the transmission of
> knowledge, values and norms. The specific values conveyed
> may be those of the dominant society or conversely those of
> a divergent sub-group. Therefore, sport might contribute
> either to differentiation and stratification or to
> integration in the overall society. (Wankel & Berger, 1990,
> p.174)

According to Lee (1986), physical activity can be used to help
youth become better people, if coaches and teachers
conscientiously chose to help.

> It is possible to bring about moral growth if, and only if,
> coaches and teachers deliberately adopt strategies with this
> in mind; these include modelling desirable behaviour and
> discussing fairness...we must have a commitment to it and be
> prepared to recognize the educational as well as the
> performance role of the coaches. (p.254)

In 1992, the Parks and Recreation Federation of Ontario and
the Ontario Ministry of Tourism and Recreation investigated the
personal, social, economic and environmental benefits of
recreation. This "benefits catalogue" of research data includes
extensive documentation supporting each of the categories listed.
The categories are summarized as follows:

Personal Benefits of Recreation.

- Physical recreation and fitness contributes to a full and
meaningful life.

9

- Regular physical activity is a method of health insurance for individuals.

- Relaxation, rest and revitalization through leisure is essential to stress management.

- Meaningful leisure activity is a source of self-esteem and positive self-image.

- Leisure helps us lead balanced lives, achieve our full potential and gain life satisfaction.

- Children's play is essential to the human development process.

- Leisure provides positive lifestyle choices and alternatives to self-destructive behaviour.

<u>Social Benefits of Recreation.</u>

- Leisure provides leadership opportunities that build strong communities.

- Community recreation reduces alienation, loneliness and anti-social behaviours.

- Community recreation promotes ethnic and cultural harmony.

- Recreation together builds strong families, the foundation of a stronger society.

- Community involvement, and shared management and ownership of resources.

- Leisure opportunities, facilities and the quality of the local environment are the foundations of community pride.

- Leisure services enrich and compliment protective services for children through after school and other recreational services.

Economic Benefits.

- Investment in recreation is a preventive health service.

- A fit work force is a productive work force.

- Small investments in recreation yield big economic returns.

- Meaningful leisure services reduce the high cost of vandalism and criminal activity.

Environmental Benefits.

- Recreation can contribute to the environmental health of our communities.

- Investing in the environment through parks leads to recreation opportunities.

- Natural environment based leisure activities are insurance for a new and improved environmental future (Government of Ontario, 1992, pp.9-15).

Recreation is one of the most cost effective ways to help those with social and emotional problems (Couchman, 1989), therefore, it is essential that we encourage our governments to realize the value of physical activity and ensure it's availability to all youth. If the government ignores the need for physical activity for Manitoba's troubled youth population, then it is being negligent toward a segment of society's most needy citizens (Couchman, 1989).

Limitations

This study was limited by:

1. Its generalizability to other groups of at risk youth;

2. the researcher's ability to draw out thoughts and

11

feelings of the youth interviewed;

     3. the researcher's ability to interpret the information accurately;

     4. the willingness of the youth to truthfully disclose their thoughts, feelings as well as activities in which they engage/engaged.

CHAPTER 2

Review of Literature

"The boy who shoots baskets doesn't shoot people,

and the boy who steals second isn't stealing cars"

(Donnelly, 1981, p. 416).

In order to gain background knowledge for this study, various paradigms, models, theories and comparisons of physical activity and at-risk youth were examined. Furthermore, factors appearing to contribute to at-risk behaviour were explored. Finally, current physical activity interventions designed to either prevent at risk behaviour, or to rehabilitate at-risk youth, were analyzed.

Paradigms

There exists several different paradigms which attempt to illustrate the relationship between physical activity and at-risk behaviour. According to Ritzer (1975, p. 291, as cited in Segrave, 1984, p. 44), a paradigm is defined as a:

> fundamental image of the subject matter within a science. It serves to define what should be studied, what questions should be asked and what rules should be followed in interpreting the answers obtained. The paradigm is the broadest unit of consensus within a science and serves to differentiate one scientific community (or sub-community) from another. It subsumes, defines and interrelates exemplars, theories, methods and instruments that exist

within it.

The social facts paradigm, social definition paradigm, social behaviour paradigm as well as the Marxian paradigm will be reviewed in terms of how each relate to physical activity and at-risk behaviour.

Social Facts Paradigm.

This is a conventional paradigm, which assumes the existence and adequacy of a societal consensus about basic values, morals and goals. It attempts to understand the relationship between physical activity and at-risk behaviour by gathering facts, describing, classifying and identifying correlations (Segrave, 1984). The social factists view "macroscopic structures and institutions as the source of control over the individual" (Segrave, 1984, p.41).

The social facts paradigm is highly criticized for four main reasons: a) the knowledge regarding the association between physical activity and at-risk behaviour is reduced to pure objectivity, b) the relationship between physical activity and at-risk behaviour is considered a 'pre-existing phenomenon' as the knowledge is purely objective, c) this paradigm fails to recognize the 'social aspect' of the physical activity and at-risk behaviour interaction and is thus ahistorical, d) the current literature views scientific knowledge as a "neutral, disinterested quest, unconnected to political, economic or ethical values" (Segrave, 1984, p. 39). The social facts paradigm views social control as unproblematic, legitimizing the

present conceptions and definitions of delinquency (Segrave, 1982). For the above mentioned criticisms, this paradigm is considered quite limited.

Social Definition Paradigm.

This paradigm emphasizes people acting upon their world, viewing the individual as a dynamic and creative force in the interaction process (Segrave, 1984). The social definition paradigm views behaviours as "social acts, not social facts" (Segrave, 1984, p. 40) and focuses on the institutional process in terms of how it exerts social control and determines deviancy (Segrave, 1984).

The social definition paradigm is valuable, as it views physical activity and at-risk behaviour as a social process, presenting research to determine why people involved in physical activity are restrained from, or constrained to becoming at-risk (Segrave, 1984). It is an effective paradigm, as it deals with the social processes involved in physical activity and at-risk behaviour.

Social Behaviour Paradigm.

This paradigm focuses on the relationship between the individual and his/her environment (Segrave, 1984). "The behaviour of individuals that operate on the environment in such a way as to produce some consequences or change in it, which in turn, modifies subsequent performances of that behaviour" (Bushell & Burgess, 1969, p.27, as cited in Segrave, 1984, p.41). This paradigm views social behaviour as a response to external

stimuli, dependent upon reinforcement, and is thus microscopic and mechanical in orientation (Segrave, 1984).

The many studies conducted comparing athletes and at-risk youth on the variables of body type, birth order and stimulus seeking behaviour fall under the social behaviour paradigm. Minor modifications to the behaviours could easily permit substitution of at-risk behaviours for athletic behaviours or vice versa (Donnelly, 1981).

Marxian Paradigm.

This paradigm emphasizes social action (praxis) and focuses on the existing value system, criticizing it for manipulating the process of socialization. It views at-risk behaviour as a problem of societal injustice (Segrave, 1984). The Marxian approach attempts to:

> scientifically demonstrate the constraining features, either norm violating behaviour or of definitions of such behaviour, by identifying the class-based genesis of the social arrangements that support the deviant defining ideology with the intent of providing theoretically grounded strategies for possible social emancipations from such constraints.

(Thomas, 1982, pp. 293-294, as cited in Segrave, 1982, p.42) According to Segrave (1984), the Marxian paradigm offers an understanding of the "social fabric from which meaning and contexts of delinquency are woven"(p. 42). It looks at social order, and social arrangements and recognizes the role of

powerful groups in maintaining current oppressive definitions of delinquency (Segrave, 1984). Finally, this framework allows one to analyze the sources and contexts which support the idea that at-risk behaviour is disapproved. According to Segrave (1984), the disapproved attitude in the research "may be viewed as a subtle (powerful) apology for the existing social order by remaining within the ideology bound framework of the social facts approach" (p. 43). The Marxist paradigm is very valuable, in that it provides a complete, accurate picture of the relationship between physical activity and at-risk behaviour (Segrave, 1984).

Models of Sport and Delinquency

Csikszentmihalyi's Model.

Csikszentmihalyi (1982, as reported in Wankel & Berger, 1990) has developed a theoretical model of sport values, based on four major consequences (also referred to as outcomes or benefits) of the activity. Two of these areas focus on the individual (personal enjoyment and personal growth), and two focus on the community (social integration and social change).

According to Wankel and Berger (1990), physical activity has the potential to contribute to either positive or negative outcomes. In order for physical activity to facilitate positive outcomes, the activity must include positive leadership, be positive in organization and occur in a positive environment. The optimal sport activity will contribute significantly to all four areas.

Csikszentmihalyi defines the four major consequences as

follows: a) personal enjoyment - enjoyment and fun, b) personal growth - physical health (cardiovascular, muscular strength, muscular endurance, flexibility, et cetera) and psychological well-being (reduction of anxiety and depression), c) social harmony - socialization, intergroup relations, community and integration, d) social change - educational attainment, social status and social mobility (Wankel & Berger, 1990).

In light of these four benefits of Csikszentmihalyi's model, Wankel and Berger (1990) purport that sport is valuable to individuals and society, and also has the potential to promote desirable values and aid in social integration, which may lead to a decrease in at-risk behaviour.

Hellison's Model.

Don Hellison is viewed as one of the great contributors in the field of physical education for disadvantaged youth. Over twenty-two years ago, Hellison developed a physical education model for teaching self and social-responsibility to at-risk youth, in which he attempted to "plant some seeds regarding alternative values" (Hellison, 1990c, p. 44).

The model is a 'values model' (not a behavioural model). It emphasizes people, building upon the emotional and interactive life of the gym, utilizing physical activity as a means to teach self and social responsibility (Hellison, 1989a; 1989b; 1990a; 1990b; 1990c; 1991). Self-responsibility, as defined by Hellison (1989a; 1989b; 1990a; 1990b; 1990c; 1991), may be "conceptualized as empowering at-risk youth to take more control of their own

lives, to learn how to engage in self-development in the face of a variety of external forces." Hellison defines social responsibility as the "development of sensitivity to the rights, feelings and needs of others" (Hellison, 1989a; 1989b; 1990a; 1990b; 1990c; 1991).

This model teaches responsibility through awareness, experience, decision-making and self-reflection (Hellison, 1989a; 1989b; 1990a; 1990b; 1990c; 1991). Hellison outlines four goals upon which his program is based. The goals are progressive and are presented to the youth as levels of self-responsibility. They are as follows:

Level 0: Irresponsibility

The youth is unmotivated and undisciplined, makes fun of, abuses, intimidates and manipulates others.

Level 1: Self-Control

The youth is able to control his/her behaviour to the degree that he/she does not interfere with others' right to learn and the teacher's right to teach.

Level 2: Involvement

The youth shows self-control and is involved in the program.

Level 3: Self-Direction

The youth learns to take more responsibility for choices, becomes more independent and begins to set goals.

Level 4: Caring

The youth begins to cooperate, give support and show concern for others (Hellison 1989a; 1989b; 1990a; 1990b; 1990c; 1991).

19

These levels are developmental and cumulative. They provide a vocabulary with which the teacher and student can both communicate and understand one another. For example, the teacher may say "We are going to have a scrimmage. I am going to need to see a lot of level three happening out there!"

These levels do not simply stand on their own. Hellison has also devised six interaction strategies which are designed to keep the levels before the student at all times. They are also very helpful for the educator adopting Hellison's strategies. These six strategies are:

1. Teacher Talk - The teacher explains, refers to and posts the levels during teachable moments.

2. Modeling - The teacher's attitudes and behaviours.

3. Reinforcement - The actions of the teacher which strengthen the attitudes/behaviours of students.

4. Reflection Time - The time students spend thinking about their attitudes and behaviours in relation to the levels.

5. Student Sharing - Students give their opinions of the program.

6. Specific strategies - Activities that increase the interaction within a specific level

(Hellison, 1989a; 1989b; 1990a; 1990b; 1990c; 1991).

Results from a qualitative study of ten fourth grade boys illustrate the incredible effectiveness of Hellison's levels and strategies. The results revealed changes in behaviour, affect and knowledge among the students (Hellison, 1989a).

Behaviourally, the boys increased dramatically in their level of self-control (level 1) and caring (level 4). Among the many affective changes, the boys reported a better understanding of their problems and feelings, as well as a better understanding of the rights and feelings of others, and teamwork. As reported by the teachers, they felt the boys were more self-confident, more trusting of authority figures, and more willing to talk about their problems. In terms of knowledge changes, the boys had a clear understanding of all four levels (Hellison, 1989a).

Not only is this model effective for Hellison in dealing with Chicago's (primarily Black American) at risk youth population, it is also transferable. Dr. Neil Winther, founder and president of Northern Fly-In Sport Camps, operating out of Northern Manitoba, based his program upon the strategies and philosophies of Hellison's model (Hellison, 1989b; Winther and Currie, 1993). Winther has experienced much success, in terms of reducing crime in remote Native communities, where the programs are offered.

Lifka (1990) also follows Hellison's model and has experienced success teaching physical education to junior high aged Hispanics in Chicago. As reported by one student, "I learn how to take care of myself, to learn on my own" (Lifka, 1990, p. 41). One teacher also recalls "Their cursing, the name calling, that has changed a lot. And I think it had a lot to do with the gym program. Anyway, now all of them seem better, they don't curse as much" (Lifka, 1990, p.41).

Finally, Georgiadis (1990), an immigrant athlete from Greece, has experienced success employing Hellison's model with Black, Hispanic and White inner-city Chicago boys, residing in a residential home. Interestingly, Georgiadis adapted Hellison's model in order to better fit his situation. Georgiadis (1990) modified Hellison's levels in the following way: a) level one as 'self-control', b) level two as 'inclusion of everyone' (so that everyone has the opportunity to play), c) level three as 'individual goals', and d) level four as 'cooperation as a team' (Georgiadis, 1990). This worked very well as Georgiadis did not have the same needs as some of the others employing Hellison's model.

Hellison has done amazing work in the area of physical activity for at-risk youth, and has many loyal followers. An intervention such as this is not always easy, due to poor attendance, attractive alternatives (such as selling drugs), and deeply ingrained values and behaviours (Hellison, 1990c). However, it has had tremendous impact on many youth. "I learned to control my temper, and that is still with me today" (as reported by a youth in Hellison, 1990c, p. 44).

Cohen's Six Theories of Delinquency

Many have written about and supported Cohen's thirty-seven year old theory of delinquency (Donnelly, 1981; Schafer, 1968; Winther & Currie, 1993). Cohen (1959) suggested six general theories of delinquency. "These theories indicate that delinquent and athletic behaviour have similar underlying

motivation and divergence may be accounted for in terms of conformity or non-conformity" (Donnelly, 1981, p. 417). Listed below is an explanation of the six theories, as well as an explanation of how physical activity may be viewed as a deterrent to at-risk behaviour.

Delinquency as a Result of Weak Social Controls.

Reiss, Gold, Cohen and others (as reported by Schafer, 1968) believe that those subjected to strong social controls are more likely to conform and less likely to become at-risk. Conversly, those subjected to weak social controls are less likely to conform and more likely to become at-risk. Athletes are exposed to strong social controls, such as the coach and other athletes, and are therefore less likely to become at-risk. It may also be due to strict training regimes off the field which deter youth from engaging in risky behaviours (Schafer, 1969).

Delinquency as a Result of Needing to Assert Masculinity.

According to Cohen, Ferdinand, and Parsons (as reported in Schafer, 1968), at-risk behaviour results from a person's need to assert masculinity through "daring, adventuresome, or illegal acts" (Schafer, 1968, p. 37). Physical activity is a socially acceptable, conforming way to satisfy the need to assert masculinity, thus athletes are less likely to become at-risk. A non-conforming individual does not see physical activity as an outlet for asserting masculinity, and finds alternate means of satisfying this need.

Delinquency as a Result of Boredom.

At-risk behaviour may be the result of nothing better to do. A study conducted by Winther and Currie (1993) in a remote Northern community reported that youth commit crimes, leaving behind evidence, in order to ensure arrest. This is done because an arrest may lead to a trip outside the community, which would relieve boredom for some youth. Conversely, a more conforming person may choose physical activity to relieve his/her boredom, thus staying out of trouble with the law. The athlete is also less likely to be bored, as physical activity takes up so much time after school and on weekends. They are thus, less susceptible to becoming at-risk.

Delinquency as a Result of Differential Association.

The norms one is exposed to depend upon one's social class or geographical location. The chances of becoming at-risk vary to the degree one is exposed to deviancy. The at-risk youth is exposed to more norms favouring delinquency, and is thus more likely to become involved in delinquency. Many studies suggest that at-risk youth are from low socio-economic backgrounds (Donnelly, 1981; Aguilar, 1987). Conversely, the conformist is more likely to become involved in physical activity, conform to the norms expected of athletes by the coach and community, and is less likely to become involved in at-risk behaviours. Often in physical activity, the athlete internalizes the strict standards exerted on him/her by the coach, since the coach's influence is likely to be high (Schafer, 1968). Again, studies suggest that

conformists are from a higher socio-economic background
(Donnelly, 1981; Aguilar, 1987).

Delinquency as a Result of Rebellion Against School.

According to Cohen, Stinchcombe, Polk and Schafer (as
reported in Schafer, 1968), in the school environment,
conformity, success, academics and physical activity are
expected. These are the traits the conformists value and
display. However, those unable to achieve the unrealistic goals
set for them become frustrated, and often rebel in the form of
at-risk behaviour.

Delinquency as a Result of Being Labelled.

According to Lemert, Becker, Erickson and others (as
reported by Schafer, 1968) "deviancy is not something inherent in
an act, but is created by the definitions of those who enforce
social standards of behaviour" (p. 57). There are many factors
which determine whether or not an act is defined as at-risk, such
as: a) the act itself, b) who is enforcing the norm, c) the
status of the youth, d) the reputation of the youth, and e) the
friendship patterns of the youth (Schafer, 1968). Individuals of
lower social status are more often labelled at-risk, and run a
greater risk of being persecuted for delinquent behaviour, which
may be a self-fulfilling prophecy. Those of higher social status
are less likely to be labelled at-risk in the first place.

Cohen's theory of delinquency is a valuable tool in
attempting to assess the history as well as the mindset of at-
risk youth. Two of the six theories focus on fulfilling a need

(assert masculinity, and relieve boredom), while the other four
focus on society.

Interestingly, these four remaining theories suggest that
the roots of at-risk behaviour are largely beyond the control of
youth. Depending upon where one is born and how one is raised
reflects his/her associations and social control. When one is
labelled, rebels and chooses to negatively associate, "at-
riskness" rises out of who you are, where you live and your
socio-economic status. Society sets standards for individuals.
When people do not measure up, they are labelled 'non-conformist'
or 'at-risk'. Society may be seen as largely responsible for the
divergence of some youth.

Comparison of Athletes and Delinquents

Since the mid-nineteenth century, the relationship between
physical activity and at-risk behaviour has been assumed.
Educators from the old English public schools used physical
activity as a form of social control, believing that they could
control at-risk behaviours by implementing physical activities.
Many felt that "in the face of juvenile delinquency, sport could
be used for the manifest function of controlling or reducing
deviance" (MacIntosh, 1971, as reported by Donnelly, 1981, p.
416). The educators of those days believed that athletics aided
in the expenditure of excess energy, energy that would be used in
destructive ways if not burned up in physical activity.

In Donnelly's extensive review of literature (1981), he
found a great deal of empirical evidence supporting the

relationship between physical activity and at-risk behaviour.
Donnelly's review revealed strong similarities on three
variables: body type, birth order, and stimulus seeking
behaviour. The literature indicates that a similar type of
person may be attracted to both physical activity and at-risk
behaviours. These three variables, and brief examples of
similarities between athletes and at-risk youth follow. For a
myriad of detailed studies supporting the relationship between
athletes and at risk youth on these three variables, see Donnelly
(1981).

Body Type.

In 1942, Sheldon reported a relationship between body type
and personality. Ectomorphs are individuals described as being
slender, mesomorphs are those seen as being muscular, and
endomorphs are individuals recognized as being fatter.
Mesomorphs are described as being "assertive, adventurous,
energetic, active, risk and chance taking, bold, courageous,
ruthless, non-squeamish and indifferent to pain" (Donnelly, 1981,
p. 417). These traits characterize both athletes and at-risk
youth.

In 1956, the Gluecks studied body types of 500 at-risk and
non-delinquent youths, matched on age, intelligence, ethnic
background and place of residence. They found 60% of the at-risk
youth to be mesomorphs, while only 30% of non-delinquents were
mesomorphs (as cited by Donnelly, 1981).

Carter (1970, as reported by Donnelly, 1981) reviewed over

30 studies on the topic of body type, involving 1039 athletes who participated in a variety of physical activities, on their body type. He concluded that the predominant physique was the mesomorph. It appears that the predominant body type of both athletes and at-risk youth is the mesomorph.

Birth Order.

Some hypothesize that both at-risk youth and athletes are later born in the birth order (in other words, not first born). First borns are usually more dependent, and more affiliative.

In 1934, Sletto conducted a comparison between 786 at-risk males with 786 non-delinquent males, and found the largest population of at-risk youth to be second born children from three and four child families. Similar results were found with females by Koller (1971) and LeMay (1968, as cited by Donnelly, 1981). Similarly, Berger (1970, as reported by Donnelly, 1981) compared birth order with the probability of participating in a sport which involves physical harm. She found 74% of the athletes studied were third born, while only 39% were first born. According to Berger, as family size increases, the probability of participating in a dangerous sport also increases.

Stimulus Seeking Behaviour.

Theories of stimulus seeking suggest that an individual actively "seeks stimulation from the environment once their primary drives are met" (Donnelly, 1981). Studies conducted with at-risk youth have illustrated the need for sensory stimulation. For example, when punished in solitary confinement, youth often

carve their own flesh. "Under the stress of sensory deprivation, physical pain may be the lesser of the two evils" (Petrie, 1967, p.37, as cited in Donnelly, 1981). As stated by one youth "I'd rather be hit on the head with a hammer than locked up in isolation" (Petrie, 1967, p.37 as cited by Donnelly, 1981).

Results very similar to this have been found with athletes, regarding perceptual reduction and pain tolerance (Ryan & Foster, 1967; Nealon, 1973).

The possible relationship between athletes and at-risk youth can be seen empirically by analysing the many studies conducted on body type, birth order and stimulus seeking behaviour. Although the relationship is implied, none of these studies directly compare athletes with those who are at-risk. However, one study conducted in 1967 by Petrie (as reported by Donnelly, 1981) examined both sport behaviour and at-risk behaviour at a summer camp on the variable of pain tolerance. He found athletes and youth at-risk were both frequently 'reducers', or people who perceptually reduced stimulation. As well, pain tolerance is viewed as a common variable among athletes and at-risk youth.

Factors Contributing to Delinquency

The Family.

"Parents are the single greatest influence on their children's lives" (Voakes, 1992, p.69). Many factors which put children 'at-risk' are under the complete control of the parents. Parents need to become better educated regarding their children, and more involved in their children's lives.

According to Calloway (1991) the following nine factors put

children at-risk:

1. Parents having recreational sex (risk of giving unborn

child AIDS), consuming alcohol, smoking, taking cocaine and other

chemical drugs while pregnant, putting the unborn fetus at

risk.

2. Poverty; statistics show that children under five years

of age suffer more than anyone from poverty.

3. Starting kindergarten without adequate preparation. It

is traumatic and potential risk behaviours may result from this

trauma.

4. Dating parents

5. Foster care

6. Child abuse

7. Low self-esteem

8. Latch-Key Kids (children who let themselves in after

school each day and care for themselves)

9. Parents who divorce their children (this is actually

legal in 13 American states, and is pending in others)!

All of these factors are outside the control of the

children. The parents are in control from the time of

conception. If some of this control is abused, parents will be

putting their child at-risk.

Hellison (1991b) has devised a similar list, examining the

dysfunctional family, and attributing it to the rise of youth at-

risk. More specifically, Hellison points to more single

parenting, working mothers, child abuse, neglect, homelessness, kids raising kids, in addition to conditions of poverty and racism, which are all significant contributors to the escalation of youth at-risk. Many parents need to examine their attitudes and beliefs, become appropriate role models and get involved in the lives of their children (Voakes, 1992).

Voakes (1992) suggests that there are three types of parents. The first type of parent is concerned, involved, and well thought of by their children. The second type are the well meaning parents who blame society for most problems. These parents are in denial and when asked a negative question regarding their children, they say 'not my kids!' The third group of parents are the negligent and oblivious. They are caught up in their own world of drinking, drugs and abuse. These parents are putting their children at greatest risk.

Most problem children, as reported by Krichbaum and Alston (1991), have very low self-esteem and lack parental role models. In an effort to involve parents, the Detroit Youth Restitution program plans family support activities, where staff emphasize and encourage self-esteem, trust and self-confidence. Sadly, a mere 15% of parents participate. Similarly, the Vision Quest program (Greenwood and Turner, 1987) offers weekly group seminars for parents, which focus on issues and problems facing their children. The percentage of parental involvement was not reported in the study.

It is very clear that the family plays a key role in

influencing children. If children are to grow up to be law-abiding individuals, it is essential that they have parents as positive role models who take an active interest in their lives. Perhaps if all parents knew that memories of happy events are the substance of developmental learning, such as learning to be cooperative, have fun, share, help others, and attain goals, they would not be so passive in their children's lives (Couchman, 1989).

Boredom.

Boredom is another variable which may put youth at-risk. For example, a study completed by Kirstein (1991) in Saanich, British Columbia, indicated that the problems of alcohol abuse, vandalism, petty crime and drug abuse were on the rise. As one youth in the study indicated "I'm trying to escape the boredom" (p.12).

At-risk behaviour as a result of boredom is by no means a new concept. Recall Cohen's six theories of delinquency, one of which was 'delinquency as a means to relieve boredom'. At risk behaviour can be viewed as the result of nothing better to do (Donnelly, 1981). As reported by Winther and Currie (1993) some youth wish to be caught and arrested for delinquent acts, as it provides some relief from the boredom.

In 1991, Iso-Ahola and Crowly tested and found support for their hypothesis that adolescent substance abusers are more likely to consider leisure time 'boring' as opposed to non-substance abusers. These individuals apparently lack leisure

skills, thus experience boredom in leisure. Iso-Ahola and Crowly (1991) suggest that therapists provide these people with leisure experiences in order to fill the void that the substance formally filled. This advice is similar to the intervention offered through Therapeutic Recreation (using leisure to bring about changes in the individual through new leisure experiences) and Milieu Therapy (leisure counselling in order to help individuals cope with free time), both to be discussed further (Navar & Nordoff, 1975) in the section entitled "Delinquency Interventions".

As reported by a group of adolescent Native substance abusers, involved in the Scott and Meyers' study (1988) on physical training, the reason for being physically active was to have something to do! The investigators noted that substance abuse may be the result of a lack of facilities leading to boredom. Many ethnic minorities, as pointed out by Calloway (1991), do not have the recreation alternatives that the majority of the population enjoy.

Interestingly, studies suggest that crime is highest in Native communities that have high unemployment, and is lower where physical activity programs are available (Hillard, 1992). In fact, since RCMP officers began donating sports equipment to Mooselake, Manitoba, the crime rate has dropped 22%. A study conducted by Winther (1987), reported a 17.4% reduction in crime after sport and recreation programs were introduced (Hillard, 1992).

Delinquency as a Leisure Pursuit.

There is much controversy over the definition of leisure.
Leisure may be viewed as the "pursuit of freely chosen
recreational activities" or "time spent in activities that
provide intrinsically rewarding experiences" (Csikszentmihalyi &
Le Fevre, 1989, p. 1). The definition one adopts depends largely
upon one's discipline. Regardless of one's definition of
leisure, since the time of the Greeks, recreation has been
regarded as the source of life's most rewarding experiences
(Csikzentmihalyi & Le Fevre, 1989).

Conformists are certainly not the only people who enjoy
leisure pursuits. Some youth are at-risk because they are thrill
seekers, and becoming involved in negative leisure pursuits is
motivating, as these activities are risky, rewarding, challenging
and fun (Aguilar, 1987). These activities give youth the
opportunity to demonstrate skill, however, they are negative
leisure pursuits. "Stealing cars satisfies some of the basic
needs or desires conventionally satisfied with recreational
pursuits" (Calloway, 1991 p.56). Unfortunately, these activities
are detrimental to society.

Whether at-risk behaviour is explained from the perspective
of a biologist, sociologist, or psychologist, or whether it is
explained as a result of body type, environment, social class,
learning, or leisure class, it is apparent that leisure has many
characteristics similar to crime and at-risk behaviour. Some at-
risk youth seemingly lack the recreational skills, interest and

34

motivation toward socially acceptable activity (Calloway, 1991).

We cannot eliminate our social problems (alcohol, drugs, suicide,

vandalism, crime) but should strive to educate youth,

providing them with alternative choices, and practice prevention

(Kirstein, 1991).

As mentioned earlier, one solution to the problem of at-risk

youth might be to encourage our government to recognize the value

of physical activity, and to ensure its availablity to all youth.

Recreation is one of the most cost effective ways to help those

with social and emotional problems (Couchman, 1989). "It is said

that the measure of a civilized society becomes evident in the

manner with which it cares for its most needy citizens"

(Couchman, 1989, p. 10). If the government ignores the need for

physical activity, for Canada's at-risk youth, then it is being

negligent toward a segment of society's most needy citizens

(Couchman, 1989).

A second solution may be to teach at-risk youth, through

leisure counselling, to make positive leisure choices. This

redirects the individual from criminal behaviour into a more

positive lifestyle. Detroit's Youth Restitution program offers

such a service, emphasizing decision making, commitment,

sportsmanship and the development of self-esteem (Krichbaum &

Alston, 1991), which are very similar to the goals of Hellison's

'Values Model of Self Responsibility' (Hellison, 1989a; 1989b;

1990a; 1990b; 1991; Georiadis, 1990; Lifka, 1990), as well as the

goals of Vision Quest (Greenwood & Turner, 1987) and the

35

Wilderness Therapeutic Camping Program (Bailey & Ray, 1979).

Youth programs such as the aforementioned must be fun, exciting, and provide a natural high. The programs should appear less structured, and emphasize fun, participation, and social interaction (Kirstein, 1991).

Finally, if youth are to adopt more positive leisure pursuits, it is essential that families spend more quality time together. Families need to play together (Calloway, 1991). If recreation is one of life's most rewarding experiences, then it makes sense for families to spend more quality time together, and for parents to cherish playing with their children, watching them joyously relish childhood.

Most experts say that childhood is dead.

It was killed by a society that did not protect

and cherish its youngest members; by a media that

hastened the age of innocence; by a culture that no

longer celebrated the joyous rituals of childhood.

Although childhood died, the children survived.

(Calloway, 1991, p. 62)

Delinquency Interventions

In 1968, Schafer hypothesized that organized athletics would deter and prevent individuals from becoming at-risk (p. 38). Since then, this idea has been formulated into what is now known as the 'deterrence hypothesis'. According to Segrave (1984, p. 39) "participation in organized sports is likely to prevent the onset of delinquent activity." However, for the at-risk or

36

already delinquent population, Segrave (1984) and Yiannakis

(1980) believe that 'organized' sports are not suitable. It

seems that these youth shy away from organized sports, preferring

different types of activities (Yiannakis, 1980), such as non-

competitive, active, adventurous activities (Gleuck & Gleuck,

1950, as reported in Yiannakis, 1980). Many of the youth have

never been exposed to organized sports, and do not adhere to the

programs. Thus, it is difficult to support or refute the

deterrence hypothesis. All of the evidence supporting the

deterrence hypothesis has been correlational or speculative.

Conventional sports may not be suitable for at-risk youth as:

> they reflect aspects of larger society (Roberts & Sutton-
>
> Smith, 1962; Yiannakis, 1978), with rules and
>
> regulations, authority figures, achievement via
>
> competition and so on. It becomes easier to understand
>
> why children who are hostile toward, and alienated
>
> from, the larger society would wish to avoid small
>
> scale replicas in the form of conventional sports.
>
> (Yiannakis, 1976, as reported in Yiannakis, 1980, p. 62)

The 'rehabilitation hypothesis' contends that "participation

in sport (physical activity) is likely to help delinquents

readjust to or cope with, their environment in a more socially

desirable manner" (Yiannakis, 1980, p. 60). There are over 100

wilderness adventure programs which have been developed. In

these programs the youth overcome physical hardships in a non-

competitive setting. These programs have been credited with

helping the youth develop feelings of self-worth, mastery, and a positive self-image. These programs have also yielded positive results in terms of reducing recidivism rates (Wright, 1983). "Recreation makes a big difference in the lives of delinquent youngsters" (Krichbaum & Alston, 1991), which is why the Detroit Recreation and Parks Department have become greatly involved promoting the positive use of leisure time with Detroit's at risk youth.

The department has developed a restitution program where at-risk youth are given the opportunity to turn their lives around, by working as 'restitution workers'. These youth are involved in activities ranging from supervising children's recreation and sport activities to distributing meals to seniors (Krichbaum & Alston, 1991).

This particular program has reduced at-risk behaviour among participants in the Detriot area, and is credited with being an "effective way to counter the lure of crime, teenage pregnancy and drug abuse" (Krichbaum & Alston, 1991).

According to Yiannakis (1980), leisure experiences for at-risk youth should be exciting, thrilling and intrinsically motivating. He also suggests that it be free of rules and structure. Often conventional sports are more structured, and the environment less supportive and more critical and testing (Kostenlyk, 1992). The conventional sport setting seems to be less desirable for the non-conforming individual.

Donnelly (1981) supports physical programs which challenge

38

at-risk youth since thrill-seeking activities which produce high levels of arousal such as rock climbing and ocean sailing might produce a high enough level of arousal to appeal to the nonconformist (Yiannakis, 1980).

Outward Bound is a prime example of such a program. According to Segrave and Hastad (1984) "Outward bound is favourable, as it provides opportunities to develop leadership and confidence, it tests one's physical and psychological limits, it promotes development of positive attitudes toward overcoming obstacles, and helps to develop a sense of accomplishment and responsibility" (p.39).

The Vision Quest program (Greenwood & Turner, 1987) is somewhat similar to the Outward Bound program, in that it is designed to reduce subsequent criminal behaviour of youth at-risk. The youth are placed in remote wilderness settings, as opposed to being placed in a residential home, and face 12 to 15 months of challenging outdoor living experiences. More specifically, youth participate in rustic wilderness camps, and travel by wagon trains, sailboats, and bicycles across the western states.

After this adventure, the youth spend five months living at the community residential home, and then are sent home. This program emphasizes physical conditioning, self-responsibility (Hellison, 1989a, 1989b, 1990a, 1990b, 1990c, 1991; Bailey & Ray, 1979; Georiadis, 1990; Lifka, 1990) and overcoming personal and physical challenges (quests).

The Vision Quest program has been successful, however there remains some controversy as to what it's success can be attributed. Some say it is luck, others say it is due to charismatic, and effective leadership (Hellison, 1989c). Finally, some attribute it's success to the programs management strategies and treatment techniques.

The Wilderness Therapeutic Camping program (Bailey & Ray, 1979) is yet another outdoor program similar to Outward Bound and Vision Quest. This program combines peer group treatment, therapeutic recreation and survival training and has been successful in its endeavour to teach youth to communicate, control emotions and establish trust. It is viewed as a definite improvement over incarceration.

Therapeutic Recreation (Navar & Nordoff, 1975) is an intervention which employs the use of recreation and leisure to bring about desired changes in individuals suffering from alcohol abuse. The program's goals are multiple. Among them are to encourage the development of appropriate leisure skills, to expose the individual to new leisure activities, and to provide a variety of leisure experiences.

Finally, Milieu Therapy (Navar & Nordoff, 1975) is an individualized leisure counselling program that helps the individual develop recreational skills in order that he/she might better cope with free time. According to Navar and Nordoff (1975) "Successful recovery is increased when a patient is able to better understand the role of leisure as a hinderance or

asset" (p.111).

All of these interventions are innovative and exciting. Each one is dedicated to the very important task of introducing physical activity to individuals as a means of improving who they are, helping individuals to cope with the problems they face by introducing them to new and exciting opportunities, and helping them to develop essential life skills.

CHAPTER 3

Methodology

All our knowledge has its origins in our perceptions.

Leonardo da Vinci (1452-1519)

When selecting a method for a study, one must consider the purpose of the research and select the method which provides the best "fit". According to Howe (1985), "the continuum of choices is offered as a way to let the nature of the research question and the variables of interest determine the paradigm/methodology followed" (p. 221).

The mission for this study was to discover from the perspective of the at-risk youth, in their own words, their experiences and feelings regarding physical activity. It was essential to avoid judging, predicting, or manipulating the setting or the subjects in any way (Picken, 1992). The methodology selected permitted direct quotes of what the youth knew and how this knowledge guided and constrained their behaviour (Henley, 1985). It allowed for investigation, description, and interpretation of the youth's understanding. Considering what was to be accomplished through this study, the researcher chose to utilize an ethnographic approach of qualitative research.

The Greek noun 'ethno' means race, people, cultural group, and the verb 'graphy' means to write (Henley, 1985). Thus, ethnography means to write about people. Spradley (1979) asserts

that the goal of ethnography is to understand a different way of
life, from a different point of view. "Rather than studying
people, ethnography means learning from people" (p. 3).
Ethnography has been labelled "field work" (Agar, 1980, p. 2) and
is a holistic approach where the researcher attempts to derive a
broad understanding followed by a synthesis of the phenomenon
under study (Henley, 1985). Lutz (1981) claims:

>Ethnography is a holistic, "thick description" of the
>interactive processes involving the discovery of important
>and recurring variables in the society as they relate to one
>another, under specified conditions, as they affect or
>produce certain results and outcomes in the society. (p. 52)

Procedures for Conducting Qualitative Research

In conducting qualitative research, a basic formula has been
proposed by Winther (1993). A brief outline of these sequential
steps follows. More specific details regarding the exact steps
the researcher took in establishing the intervention can be found
in Chapter 4 in the section entitled "The Process".
The following steps are adapted from Winther (class notes,
November 3, 1993).

Step 1: Establishing a Research Focus.

The researcher focused on this area largely due to her
academic background in the areas of Physical Education and
Justice & Law. At-risk youth were accessed by offering a
physical activity intervention program. The program involved a
mentorship system, where each youth was paired with a university

student.

<u>Step 2: Choosing a Site.</u>

This program was based at the University of Manitoba, Fort Garry Campus. Transportation for the youth was provided by the Manitoba Youth Centre.

<u>Step 3: Gaining Entree.</u>

Dr. Neil Winther has worked extensively in this field and made contact with Carolyn Brock, Coordinator of Youth Custody, Community & Youth Corrections, Manitoba Justice. Carolyn helped the researcher gain entree into this domain. Five principles guide one's entree into the field (Dean, Eichhorn and Dean, 1969, pp. 68-69, as adapted from Picken, 1992):

1. Generally, field contacts should move from persons in the highest status and authority positions down to the actual participants in the field situation one wishes to study.

2. The researcher needs to have a plausible explanation of the research that makes sense to the people whose coooperation he/she seeks.

3. The field worker should try to represent himself/herself, his/her sponsors and her/his study, as honestly as possible.

4. As the first research step, the field worker should have in mind some rather routine fact-gathering that makes sense to those in the field.

5. Acceptance depends upon time spent in the field, a legitimate role in the eyes of the informants and the expression of a genuine interest in the people being studied. Therefore,

the researcher should sacrifice initial data in order to speed acceptance.

Step 4: Establishing Identity & Social Relationships.

The youth identified the researcher as the individual in charge of the program. The researcher had met with the youth and explained the program. Information was sought regarding activities, rules, programming, mentors, et cetera, and suggestions were noted. On the first evening of the program, the youth came to the University of Manitoba, met and interacted with the mentors, and selected one to work with. From that point on, the researcher observed, conducted informal and formal interviews and was present as a trouble shooter.

Step 5: Data Collection.

Sources of information (data) for this study included an extensive review of literature, participant observation, eight pilot interviews followed by 33 in-depth interviews, field notes, youth and mentor journals, and youth criminal records.

Pilot interviews were conducted, transcribed and analyzed for three reasons: a) in hopes that they would provide further insight into the lives of these youth, b) to help in the recognition of aspects that may not have been recognized, c) to introduce the researcher to the many facets not encountered in the literature. The outcome of these interviews formed the foundation of subsequent interviews.

The interviews were tape recorded. Self-reported delinquency is an accurate measure and has been found to provide

more direct measures of delinquent behaviours than official law enforcement records, thus lying was of little concern (Huizinga & Elliot, 1981, as reported by Schiller, 1987).

Step 6:   Analysis of Data.

In qualitative research, the analysis of data involves essentially dialogue with text. The data collected was analyzed through reading and re-reading the literature, interviews, field notes and journals, in an attempt to discover reccurring themes. The themes were grouped into categories of information which formed the basis of thesis chapters. The data analysis was an on-going process throughout the study. In order to facilitate the process of grouping categories into themes, the researcher listened to the interviews, transcribed and coded them with descriptors. "Descriptors (are) words or phrases that describe the central meaning of the statement being analyzed (Picken, 1992, p. 38). These descriptors were then grouped into tentative themes.

Step 7:   Validation of Data.

The qualitative researcher must validate his/her interpretations of the subject's experiences by having that particular person (or someone else who has experienced something very similar) verify the findings. This approach is referred to as "member checks" (Linclon & Guba, 1981).

Role of Interviewer

In most qualitative research studies, interviews are a main source of data. There are five reasons why the interviewer is a

46

necessary and vital part of the research:

1.   The responsiveness of the interviewer is required to pick up cues existing in the environment of the interview or from the individual being interviewed, such as attentiveness, concentration, boredom or interest (Lincoln & Guba, 1985).

2.   Clarification and elaboration is possible when the researcher is the instrument (Svenningsen, 1993).

3.   A holistic approach is possible through interviews, in that the researcher can adapt the subject's responses, in relation to information gained throughout the entire interview (Svenningsen, 1993).

4.   Through interviewing, it is possible for the interviewer to gain a complete understanding of the person or phenomenon under investigation (Lincoln & Guba, 1985).

5.   Through interviewing, it is possible for the interviewer to explore atypical or idiosyncratic responses through probing and cues (Lincoln & Guba, 1985)

Instrumentation

In qualitative research, the researcher himself/herself is the instrument. The researcher is willing to lose some reliability in order to gain greater flexibility and the opportunity to build on propositional as well as connotative knowledge such as intuitions or feelings that cannot be expressed in words, but are known by the researcher (Guba, 1981).

47

Assumptions

In conducting the interviews, three assumptions are made:

1. The questions will have content validity. In other words, they will be on topic and relevant to the theme.

2. The youth will fully understand the questions asked.

3. The youth will provide open, honest answers to the questions (adapted from Svenningsen, 1993).

Internal Validity

In qualitative research, internal validity refers to establishing truth in the findings. It is achieved through testing the credibility of the findings and interpretations of the informants from whom the data was drawn (Henley, 1985). This approach is referred to as "member checks". Guba (1981) stresses that the "process of member checks is the single most important action inquirers can take, for it goes to the heart of the credibility criterion" (p. 85). According to Lincoln and Guba (1981):

> The determination of credibility can be accomplished
> only by taking data and interpretations to the sources from
> which they were drawn and asking directly whether they
> believe--find plausible--the results. This process of going
> to sources--often called "member checks"--is the backbone of
> satisfying the truth-value criterion. (p. 110)

External Validity

Qualitative researchers believe in multiple realities and do not believe it is possible to generalize human behaviour. However, it is believed that phenomena are connected with the natural

48

context in which they occur (Henley, 1985). Guba and Lincoln (1981) suggest naturalists replace "generalizability" with "fittingness".

> For the naturalist, then, the concept analogous to generalizability (or external validity) is transfer-ability, which is itself dependent upon the degree of similarity (fittingness) between two contexts. The naturalist does not attempt to form generalizations that will hold in all times and in all places, but to form working hypotheses that may be transferred from one context to another depending upon the degree of "fit" between the contexts. (p. 81)

Thus, only extensive knowledge of two situations will allow one to assess the degree of transferability (fittingness) to another context. After completing a very rich description of the youth, the setting, the culture, their values, et cetera, providing there is a high degree of fittingness between this group and another group, one may be able to predict that the results hold true for both groups.

Reliability

Qualitative research is criticized because it is nearly impossible to replicate a descriptive study of phenomenon. However, it is difficult to replicate any study in which humans are involved (Barrit, Beckman, Bleeker & Muldrij, 1983). For the qualitative researcher, the concept of reliability is analogous to dependability (Guba, 1981) or auditability (Licoln & Guba,

1981). What Lincoln and Guba mean by the term 'auditability' is that the work of one researcher may be tested for consistency (audited) by another researcher. The second researcher may conclude after examining the data that "yes, given that perspective and those data, I would probably have reached the same conclusions" (p. 124).

Objectivity

In qualitative research, objectivity is generally synonymous with neutrality, meaning that the information is trustworthy or reliable. According to Lincoln and Guba (1981), data are objective when they are factual, confirmable and reliable. They suggest that it is virtually impossible to have bias free data. Bogdan and Biklen (1982) purport that qualitative researchers acknowledge their own prejudices and communicate them in order to minimize the effect of these biases on the data. They, too, stress that biases are universal and cannot totally be eliminated from the research.

There are several ways in which to minimize these prejudices and to bring them up to the forefront of the researcher's consciousness. As discussed in the section on internal validity, one may conduct member checks to guard against his/her own biases. Detailed fieldnotes including such information as reflections, opinions, preconceived ideas, prejudices, et cetera, may also be kept which bring one's biases to the forefront. Bracketing is a third means of minimizing prejudices. Bracketing is defined as "making a conscious decision to observe without

prejudices; you decide you will not pay any attention to what you already believe about something" (Barrit et al., 1983, p. 70). Barrit et al. (1983) suggest that the researcher asks himself/herself about his/her prejudgments, commitments to the study, prior knowledge, presuppositions, beliefs, et cetera. Once these details are brought to light, the researcher may watch out for them. Barrit et al. (1983) also advise the researcher to write about these prejudices in his/her paper, in order to make the readers aware, so that they will be able to watch out for these biases as they read the description and analyses.

CHAPTER 4

The Intervention

If we justify programming for healthy adults and children

because we believe that recreation, as a component in our lives,

is fundamentally important to human well being, do we not,

following the same logic, provide compelling justification for

the provision of specialized recreational resources for people

whose sense of well being is fragile?

Couchman, 1989, p. 10

The intervention was a joint effort between the University

of Manitoba and the Community and Youth Corrections, Manitoba

Justice. This program invited at-risk youth to participate in a

ten week, physical activity program. The program, run out of the

University of Manitoba, incorporated a variety of physical

activities. As a part of this project, each youth was assigned a

mentor. The mentor assisted the youth in acquiring basic sport

skills, as well as certain life skills, such as self-control,

self-awareness, decision-making, and self-reflection. The

intervention was designed to give the youth an outlet, as well as

a voice regarding current issues faced by the youth of today.

Every youth was interviewed, with regard to their thoughts and

feelings about physical activity, and the impact it has, or could

have, on their lives. Information derived from the youth could

be used as the foundation for future projects.

Youth

The youth participating in this intervention represented a non-randomized sample of 10-15 at-risk youth. The researcher felt that 10 youth would be an ideal number to represent the at-risk youth population, however, approximately 15 youth were recruited, in order to safeguard against attrition.

Youth wishing to participate in the program were asked to sign a consent form. The youth were also asked to have a parent or legal guardian sign the consent form before the youth were allowed to participate in the study (see Appendix A).

Recruitment of Youth.

Youth participating in this project were selected by the Custody Support Unit personnel of the Manitoba Youth Centre. The youth were selected based on two criteria: a) those who would reap the most benefit from being involved in such an intervention and, b) those who expressed an interest in becoming involved. An independent researcher had already surveyed over 30 youth living in custody at the Manitoba Youth Centre, and the majority of these youth expressed a keen interest in physical activity.

Facility

Space was secured at the University of Manitoba's Fort Garry campus. This provided an opportunity for the youth to leave the Manitoba Youth Centre, as well as an opportunity to explore the campus. The cost for a facility use pass per youth was $30.00 for the semester and the Manitoba Youth Centre paid this cost. The program extended beyond the semester, however, the University

extended the youths' passes until the conclusion of the program.

Timeline

The project began March 16, 1995, and ran ten consecutive weeks, concluding May 25, 1995. The program ran on Tuesday and Thursday evenings, from 1830 hours to 2030 hours.

The Process

In creating and implementing a physical activity intervention program, there are many stages one must work through. The philosophy and goals of the program must be established, the program must be carefully designed keeping the participants in mind, and the staff must be recruited. Following is a detailed description of the steps the researcher took in creating "The Coaching Club".

Preliminary Meetings.

1. Meetings began regarding this proposed project in January, 1994. Ms. Carolyn Brock (Coordinator of Youth Custody, Community and Youth Corrections, Manitoba Youth Centre), Mr. Gibb Pritchard (Coordinator of Classification and Assessment, Manitoba Youth Centre), Dr. Neil Winther, and Ms. Leanne Nazer-Bloom met to discuss the possibility of such a program.

2. Further meetings were held with Ms. Brock, Dr. Winther, Mr. Dan Hrynick (Parole Officer, Manitoba Youth Centre) and Ms. Nazer-Bloom beginning in December, 1994. During these meetings, the scope of the project was discussed, as well as the participants, how it would be run, and whether funding was possible.

3. Regular meetings were held to keep all of the key players updated. Ms. Brock was able to secure funding through a Community Participation Agreement.

4. Ms. Amanda Freedman, a Physical Education student from the University of Manitoba was recruited as the Project Coordinator in January, 1995.

The researcher excused herself from the role of project coordinator because she felt that it would be difficult to objectively evaluate a project that she would be coordinating. The researcher was thus better able to objectively evaluate the program by undertaking the role of external evaluator once all of the necessary preparation was completed.

The responsibilities of the project coordinator included, but were not limited to, the following: a) running the evening sessions, b) ensuring that the proper equipment was available and set up for the evening sessions, c) ensuring that the facility was booked, d) ensuring that the mentors arrived for work and that they were on track, e) facilitating large "group building" activities at the start of the evening sessions, f) keeping in constant contact with the researcher, regarding project progress, unusual occurrences, problems, questions, suggestions, g) holding regular meetings with the University of Manitoba mentors to discuss problems, concerns, developments, h) being a support person, available to field questions, and confidentially (if requested) deal with any problems that may arise for mentors or youth, i) being available for interviews throughout the

project, j) fulfilling any other duties as the project unfolded.

5. Mr. Hrynick contacted personnel from the Community Support Units, who, in turn, spoke with youth regarding the proposed project, and forwarded names of interested youth to him. The researcher created a brief project overview, one for the Community Support Unit staff (see Appendix B for copy of overview), and one for the youth (see Appendix C for project overview for youth). These were designed in order to give staff and youth a better sense of what the project entailed.

6. Mr. Hrynick set up interviews between the principal investigator and eight youth. This was necessary in order for the researcher to determine what type of program the youth would like, what activities they were interested in, how often they would like to come, and the temporal duration of the evening.

Preliminary Interviews with Youth.

The youth were very positive with the principal investigator and appeared very keen to offer suggestions for the proposed project. The youth suggested 23 different physical activities in which they would enjoy engaging, such as basketball, football, team handball, wrestling, lacrosse, martial arts, hockey and rugby.

The youth were positive reagrding the involvement of mentors. One youth commented "That would be pretty good - help the guys in here to stay out of trouble" (p. 7). Regarding the gender of mentors, the youth said "it doesn't matter" (p. 20) whether their mentor is male or female.

It was suggested that the program run anywhere from three to five hours a session (p. 6). It was also suggested that the program be held anywhere from two nights a week to "All week!! Every day!!" (p. 5).

The youth suggested that rather than having one large group activity, they would "like to have a schedule" (p. 11). In this way they felt they would be able to move to "different stations...like weight train and then go play basketball or something" (p. 12-13). As suggested by one youth:

> Why don't you like just make out a schedule, like a
> timetable, and like on these days, like Day 1 or Day 2 or
> whatever...just make it up and stay there and at least you
> will know what you will be doing at that time. (p. 15)

The researcher asked the youth whether they would be willing to keep a journal as a part of the program. The youth indicated that they would be willing to do so (p. 17).

The youth thought it would be a good idea for youth and adults to collaborate in an effort to create rules for the program. However, there were various suggestions made, regarding what to do with somebody who breaks the rules. It was suggested by some that we "Kick them out!" (p. 24). It was also suggested that we "Talk about seeing if they could come back or not." (p. 24). Other suggestions included "Give them some chances" (p. 25), "Ask the group if they want them back" (p. 25), and "...have a group discussion on that person and see if they should come back or not" (p. 25).

The openness of the youth and the wide range of responses received impressed the researcher. Three additional pilot interviews were conducted. After conducting eight youth interviews, the researcher felt that a wealth of information was gained from the individuals for whom she was creating the program.

7. Youth interviews were transcribed, and the text was analyzed (see Appendix D). The researcher then outlined the program activities (Appendix E) based on the feedback obtained through the youth interviews (for interview themes, see Appendix F).

8. A meeting was held between the Project Coordinator, and Mr. Grant Koropatnick, the Facilities Manager for the Frank Kennedy and Max Bell Centres, at the University of Manitoba. Mr. Koropatnick did his best to accomodate the program's facility use and gym space needs.

9. The researcher then recruited Physical Education students to act as mentors for the project. She explained that the pilot project was going to be based on the work of Dr. Don Hellison. The role of the mentor would be to work one on one with a youth, as well as participating in large group activities. The researcher invited those students interested in volunteering to pick up an information package which outlined the model, and an application form (see Appendix G for package given to prospective mentors). Mentors who became involved in the program completed Criminal Record Background Checks, as the mentors were going to be volunteering with minors.

Manitoba Youth Centre Workshop with Mr. Gibb Pritchard.

Before the project commenced (March 2, 1995) the mentors, project coordinator, and primary researcher were involved in a four hour workshop hosted by Mr. Gibb Pritchard of the Manitoba Youth Centre. Mr. Pritchard enlightened these individuals as to what type of youth they would encounter, what types of offenses the youth may have committed, what to expect from the youth, and provided the group with excellent suggestions in terms of setting up the program.

The researcher sought permission to tape record the session. The tape was later transcribed and analyzed. The researcher reflected on Mr. Pritchard's comments and suggestions often, during the final planning stages of the intervention, as well as throughout the actual implementation of the program.

Mr. Pritchard explained that the type of youth we would be working with would be a "downtown street kid...very tough kid...very hard nosed" (p. 2). Of the last 20 youth Mr. Pritchard interviewed, he found that 80% were driving under age, 85% were Aboriginal, 65% were from single or no parent families, 70% were on social assistance, 70% abused alcohol, 40% were physically abused, 85% were not attending school, 80% had failed and 70% had been suspended or expelled. As well, 95% of their friends were offenders and 60% of the youth admitted to being gang members. However, Mr. Pritchard believed the percentage of gang involvement to be higher (p. 9-10).

When asked "What are the boys in for?", Mr. Pritchard

replied "Mostly property offenses, like break and enter, and possessed goods obtained by crime, which is a euphemism for auto theft. There are a lot of assaults" (p. 14). In addition, Mr. Pritchard said that many youth break into houses regularly "they steal VCRs, T.V.s, disc players and all that. They sell it for about 10% of the value, buy drugs, buy alcohol...that is the regular pattern" (p. 16).

At the Manitoba Youth Centre, there are three levels of maturity that describe most of the young offenders: low, medium and high functioning youth. The least mature of the youth are the youth who do not think before they act, and are unable to make connections between their offenses and the consequences. These youth are where they are as a result of being

> so badly neglected from day one that they are locked in the
> 'right here, right now'. Their needs are never
> unconditionally met like they have to be when they are
> growing up so that fear of not getting, they never seem to
> get over [it]. They think in terms of right now...They
> never learn, never have been able to trust anybody, and
> people do not have any intrinsic value for them. (People)
> are strictly obstacles, sources or deniers - usually deniers
> is the way they perceive people. They are locked in at a
> level of maturity that is consistent with a pre-schooler, in
> a 15, 16, 17 year old. They are reckless...They do not
> think ahead at all...These kids are so present focused,
> there is no past or they do not recall the past very well,

and the future is not there for them. (p. 18-20)

Youth considered at the middle maturity level make up approximately 75-80% of the youth residing at the Manitoba Youth Centre. These youth typically come from a different background than that of the lower functioning youth. According to Mr. Pritchard:

> Their backgrounds are not as bad as the other kids in the sense that there is not that extreme brutal deprivation and bizarre kind of handling. I guess I would call it 'benign neglect'. It is not harsh, it is not severe...they are rarely only children. The children usually come 15 months apart, at most, and they get everything in the beginning stages, but then when the next child comes along they are sort of eased aside and maybe an older brother or sister kind of takes care of them, but at the stage of development when they are walking, starting to talk and move around, climb - much more mobile and active, the parents do not have the time, energy or inclination to deal with them in a corrective way in terms of what is right, what is wrong, what is good, what is not good, what is fair, what is nice, those sort of things that go into the development of an 'internal value system'. That does not happen...The kids live in that atmosphere and there is not a whole lot of strong ties and internal values being communicated, so they do not have that kind of value system. They learn that you deal with situations in the same way over and over and over

again. (p. 21-24)

According to Mr. Pritchard, these youth "are barely functioning like a beginning adolescent" (p. 44).

The higher level youth are more mature. These youth are more typically the manipulators. In Mr. Pritchard's opinion, the higher maturity youth

> depend on knowing what is expected of them, what is happening at all times. They have to have basic information but they all use it differently...This guy has to know it in order to know how to get around it (p. 37).

For example:

> He has to know that it is a ten o'clock bedtime and he has to know everything so then he can work on people to get around that. If he can beat you and get something, it is not what he gets from you that counts, it is that he beat you. The manipulation is an end in itself, it is not a means to an end. The apparent end is only a symbol of him beating you. (p. 37)

Mr. Pritchard did admit that "The higher maturity kids are really fun to work with because you can really engage them on a verbal level" (p. 41).

Many of the youth are affiliated with gangs. For many of the youth, the gang represents a sort of family, a place to belong. According to Mr. Pritchard:

> Once you are in, it is very hard to get out. It shows you how desperate these kids are for some kind of affiliations.

You have to get beat up to get in. Half a dozen guys pound

on you, literally just pound on you. It is just like a

gauntlet sort of thing, but they just pound on you. Then

you have got to do something really outrageous in a criminal

sense, then if you want to get out, everybody pounds on you.

Once you are in, it is very hard to get out. (p. 35)

Learning about the existing social networks of the youth made the

mentors and researcher more aware of where the youth were coming

from.

Mr. Pritchard had some sound advice for the group working with

these youth. In terms of structuring the evening sessions, he

thought that "if you provide the structure and the opportunity

and you are really supportive with little criticism, I think they

will be able to handle it" (p.25). "It is more the tone than

anything" (p. 26). As well, he suggested that:

> it has got to be a safe environment, very supportive, very
>
> helpful, very calm, sort of casual, but just not too
>
> loose...You do not have to be harsh in order to provide
>
> clear structure to this group. Some of them think that you
>
> have to be mean in order to get the message across, and you
>
> do not get the message across if they are mean. These kids
>
> have had all the mean they need. (p. 44)

He also suggested very clear rules and boundaries for the youth,

because without that the youth will "flounder" (p. 33).

> Their thinking is very narrow, very concrete, very
>
> 'either/or'...that is why if you had these kids in an

63

environment where the rules are not crystal clear, the

expectations are not crystal clear, they flounder. That is

why these kids do well in the army. (p. 33)

The group asked Mr. Pritchard his opinion on having the youth

create their own rules. He suggested that rather than having the

youth create the rules for the program that the "[adults] will

have to narrowly define it. Just broad general rules might be

too difficult" (p. 57).

The group was advised that the issue of put downs was

something which they would face, working with this population:

These kids are really sensitive to (put downs). They really

make awful, awful remarks, with or without foundation, about

other kids' mothers, sisters, girlfriends, and it is very

'either or'. You are a good guy or a bad guy. There is

nothing in between. (p. 29)

Mr. Pritchard suggested that the program rules be set out very

clearly. "There will be no put downs of anybody. We are all

here for the same reason, and nobody gives anybody a hard time"

(p. 28).

The group was also sensitized to the fact that the youth are very

self conscious, especially about changing clothing in a public

change room.

A lot of these kids have been sexually abused and they worry

about change rooms, et cetera. Almost every case where you

get a kid in a school that has a problem with that and phys.

ed., has a fear of being exposed. (p. 27)

Mr. Pritchard felt that in terms of teaching specific sport skills, "I would try to break it down as simply, smallest components, and work it gradually through. As I said earlier, they want to go from point A to E without going through B, C, and D" (p.28).

Mr. Pritchard assured the group that the idea of having group discussions would be very possible with this population.

> They have got the experience of kind of debriefing things at the end of sessions. They have meetings everyday and they are used to bringing behaviour out and what is acceptable and what is not. (p. 67)

The workshop provided by Mr. Pritchard was very valuable, in that he gave a thorough overview of the youth, explained what one could expect from them, and described how one might handle different situations that may arise.

Conference Call with Dr. Don Hellison.

On March 3, 1995, the primary researcher, Dr. Winther, Ms. Brock, Mr. Hrynick, and Ms. Freedman were involved in a two hour conference call with Dr. Don Hellison, from Chicago, Illinois. Dr. Hellison's model was selected as the model after which to base the project.

The researcher had prepared a list of questions, and obtained permission to tape record the interview. The interview was later transcribed, and analyzed. The information provided by Dr. Hellison was invaluable, in terms of creating a concrete intervention. The opportunity to speak with him regarding how to

65

get started with the youth, how to introduce oneself, how to teach self and social responsibility, was a critical component to the project's success. Highlights of the interview follow.

Dr. Hellison's model focuses on teaching self and social responsibility to youth through physical activity. He does this by introducing four "levels" of behaviour. The researcher asked Dr. Hellison how one might introduce the levels of behaviour.

> First of all I would put them up. I would put them up wherever you are, put them up in the gym or something so they are there and you can just point to them and you can just say these are kind of the guidelines or the rules that we are going to go by in here, and I want to just explain to you especially the first two because they are really important. One of them is that, however you say it, self control is fine and we use that a lot because it is really impulse control and it is controlling your body and controlling your mouth or behaviour and the second one is that you give a shot, whatever we are doing. Then I just say that much, and then I say now these other more advanced levels would be, we want you to eventually be able to do what you want to do, set goals, and go for it yourself and for those of you that want to, we would like you to provide some leadership for the rest of us and for anybody to be able to give somebody a helping hand. (p. 11)

Hellison's model is based on four levels of behaviour which youth progress through. These levels are progressive and cumulative.

The youth attending the Coaching Club from the Manitoba Youth
Centre are also familiar with a 'level system', as such a system
is in place at the Manitoba Youth Centre. At the Manitoba Youth
Centre, youth are rewarded for good behaviour. Youth move
through a series of levels, depending on how well behaved they
have been. Since the youth already operate on a level system,
Dr. Hellison suggested we:

> drop the level system here. I would not use it. I find
> that it confuses the kids who are on levels...I would just
> use the names...the only reason I even use those levels and
> I don't use them in some programs, I use them when I want
> the kids to understand that we have got a little progression
> we have got to work through here, or when I need to keep in
> my own mind that there are just somethings that we have got
> to do first before we do anything else, and then there is
> something second and so on like that. There is nothing
> magic about that. Also, for some kid it is a language you
> can use with them, but I would get rid of it. (p. 27)

When new youth join Hellison's mentoring group,

> the first thing that happens is they sit down with the
> mentor and they talk ...a little bit of time for some
> awareness about what we are doing again, get them focused,
> and then the first thing is 'what do you want to do?'...we
> try to push a little bit of self direction right away,
> trying to get them to set some goals, or a little bit of
> goals, and then we go out and try to do that stuff...the

67

first part of the time is sort of private time with your

mentor, and then we go to optional group activities. In

other words, we have got two or three games going on and

sometimes we have kids that are not in those, they are still

with their mentor. (p. 5-6)

Dr. Hellison gave the researcher some advice on how to structure

the evening sessions:

You could have the mentoring time, some period of time when

you are one on one, and...maybe half an hour, something,

where you are one on one and see how that goes, and then you

can go to a structured activity and if you have got people

with different talents, each person could take some turns in

doing that and then maybe work into those activities. Some

kids will say 'I want to learn more about that' and you

could set up some small group instruction or something.

(pp. 18-19)

Dr. Hellison recalled how he usually pairs mentors with youth:

We just wander in there and...we meet the kids as a group,

let the kids each introduce themselves, go around and

introduce themselves...Have the kids introduce themselves

and what they like and who they are, and I just - this is

really loose, but when the group breaks up I just have the

mentors go get one of the kids that they kind of got

attracted to, and I have never had a problem with that. It

sounds like everybody would run to one kid, but that never

happens. Everybody just kind of looks around and you do not

68

have much of an idea anyways.   (p.13)

Dr. Hellison offered some advice for female mentors, because in his opinion, "the gender issue is something you cannot ignore" (p. 15).   Hellison had encountered some problems the previous year with youth that "didn't want women as mentors" (p. 14).

Dr. Hellison suggested that the female mentors would need to be mentally tough, and "if they could hold their own in an activity" (p. 14) then they would do fine.   When scouting mentors, Hellison looks for "somebody that is good and first of all can relate to the kids and do the activities, has played some stuff.   I think that just minimizes the problems" (p. 15).

Dr. Hellison was asked how he deals with consequences for breaking rules within his program.   For Hellison "Consequences are a last resort...my feeling is that the kid ought to have a side in this stuff" (p. 24).   When Hellison encounters problems with a youth, he asks the the youth "what should we do here?" (p. 24).   However, with some youth one may reach the point where one needs to say "You are going to have a choice - do you want to stay in this program or don't you?" (p. 25).   Hellison suggests this as more of a last resort.

Dr. Hellison is always working to shift more of the responsibility to the youth.   "If I want them to take responsibility I have got to give it" (p. 4). For example, if Hellison encounters a problem within his club:

we call a time out, we do whatever, we sit down and we try

to solve it, and I try not to do too much top down stuff,

69

but at some point you do have to. At some point you have to
say to some kids 'you have got a choice, it is either this
or this' but I try as much as possible to shift to other
kids and sometimes we have got something where the group can
solve it. (p. 5)

Hellison says that one problem they face regularly is youth
not following through with the goals that they set for
themselves, so what the mentors try to do is "get them (youth)
one week to be a little bit tougher on themselves than they were
the week before so they can kind of learn about persistence and
all that and still have fun" (p. 6).
Problems will arise in these group settings. Hellison suggests
that depending on the problem, one may choose to handle it in
different ways.

If it is your kid that is a problem then you just say 'we
are out of the game. Let's go over and talk about it.'
That is the first step, is to talk...sometimes it is a group
thing and you call a time out....We try to get the kids to
call the time outs, but of course that takes a long time to
get them there. Until they do we call them, and then we sit
out and we have just some very simple rules about solving a
problem, and that is one, we are all under self control, we
are under control so we don't just yell and scream and
shout, and we listen and all that sort of stuff. A second
one is everybody gets included, and a third thing is it is
solved peacefully. That is it, and if the kids like the

game they don't want to be sitting out forever, so they

figure it out and kind of work on it. (p. 7)

Dr. Hellison explained how he closes off each evening:

I close every session with - before I do the reflection time

we have a group meeting and what I ask them is "What did you

like about today and what did you dislike?" We go around or

we go by hands or whatever, and if they disliked something

we try to problem solve it and we try to get their ideas.

(p. 20)

The purpose of the group meeting is to:

kind of evaluate the program, problem solve, make changes,

make modifications...in our mentoring program we do not

have group meetings unless we have to, but you could, with

two hours, have a group meeting and do the mentoring thing

at the end. (p. 22)

Dr. Hellison asks the youth participating in his program to

complete a journal entry at the conclusion of every session. He

has designed two types of journals. One is an open journal,

where he asks the youth to "write some easy stuff like whether

they liked the program or not and some stuff like whether they

learned anything" (p. 28). The other type of journal is a

checklist format, where the youth are to indicate how they

performed at each of the levels. Hellison asks that the youth

write under at least one of the levels, "but I want to make sure

they write something somewhere" (p. 28).

Dr. Hellison was very supportive, and encouraged the researcher

to try these ideas, but that it was likely that she would need to come back and fine tune ideas so that they would work with her group.

> You know you get ready, then you go out and you try it out and you come back and say 'well that didn't work! Hellison said that worked, but that didn't work!' So then you make changes...you can only do so many things before the kids come in. (pp. 29-30)

The researcher was interested in the types of measures Dr. Hellison uses to evaluate his programs. "I use an end of the year course evaluation for the kids - anonymous. I have got their journals. Right now I have a graduate student interviewing the kids...it is all qualitative data" (p. 38). Dr. Hellison knows his program has been successful when:

> all the other kids want to get in. That is when I know I am being successful and when the kids who are, see my kids are not like yours - they are all voluntary, and these are kids who are not known by people who work with them for having a high level of showing up and responsibility and so one of the measures of whether we are successful is just whether the kids come or not. (p. 37)

Dr. Hellison provided a strong framework for the researcher. He answered many of her questions regarding how to get started, and helped the researcher put a theoretical model into something concrete.

Structure of the Sessions

In creating the format for the evening sessions, the researcher reviewed many different sources of information. First, the information derived from the youth interviews was essential, in that the intervention was being created for the youth, therefore who better to ask what the youth wanted than the youth themselves? The youth provided the researcher with good ideas reagrding the types of activities they were interested in, and what they expected to get out of a program such as this.

Secondly, the information provided by Mr. Gibb Pritchard of the Manitoba Youth Centre was very helpful. Prior to this meeting, the researcher and mentors really did not know what to expect from the youth. The group had little, if any experience working with high-risk youth. They had limited knowledge of the youths' family backgrounds, and were also quite naive regarding the types of offenses for which these youth were incarcerated. Although the group did not wish to know the offenses committed by the youth joining the "Coaching Club", they were curious as to what it would take for a youth to end up in the Manitoba Youth Centre.

Mr. Pritchard assisted the group a great deal by explaining the histories of the youth, as well as describing the different levels of youth maturity. He was an engaging facilitator, teaching the group a great deal from his wealth of experience.

Dr. Hellison was the researcher's third main source in developing the intervention. Since her project was modeled after

the work of Dr. Hellison, it was an enormous benefit to speak with him personally, and ask specific "how to" questions. Dr. Hellison was instrumental in explaining the following essential components of the project: a) how to introduce the goals of the project, b) how to pair the youth and mentors, c) what to do if one encounters problems, d) how to encourage youth to take responsibility, and e) how to measure the success of a program. Dr. Hellison made a tremendous contribution to the research, by giving his personal advice and encouragement.

Finally, the researcher looked to the existing literature for ideas on how to create the most effective program for the youth. The literature provided some interesting ideas from other existing programs, however, the information in the literature paled by comparison to the rich, personal information derived from the extensive interviews conducted prior to the commencement of the project.

Throughout the project, the researcher regularly sought advise from her advisor, her colleagues, the mentors, and especially the youth.

The First Evening of the Coaching Club.

The first evening of the "Coaching Club" began with brief introductions. Each person took a moment to introduce himself/herself. The mentors and youth formed groups of four to six and the mentors took the youth on a 45 minute tour of the university campus. Interestingly, the pairs which formed during this initial meeting were the youth/mentor partnerships which

were maintained throughout the course of the program. The pairing was quite spontaneous, and not the least bit awkward for the youth or the mentors.

Next, the youth and mentors gave suggestions as to the types of activities in which they wished to engage while attending the Coaching Club. Then youth and mentors collaborated in their small groups and created a list of rules they felt were necessary for the club. Later, each group contributed their suggestions to the larger group while the researcher recorded them. In this way, the rules were established. The first evening ended with the youth and mentors casually engaging in conversation. The group did not engage in physical activity on the first evening. The researcher wanted to give the youth and the mentors the opportunity to check one another out and put everyone at ease. The first evening was very successful.

Subsequent evenings all followed a similar format. The evening began with mentors and youth engaging in a "pre-activity meeting". In this meeting, the mentor introduced or reminded the youth of the Levels ("awareness talk"). They engaged in a brief "counselling time", where the mentor would ask the youth how he was feeling about the program and how he was doing. The youth was asked to set a goal for himself, with the help of his/her mentor, and he recorded it on a goal-setting sheet. If there was a literacy roadblock, then the mentor would help write the goal for the youth. The youth could choose from one of the goals posted (e.g. self-control, self-direction, caring and helping) or

create one of his own.

The second phase of the evening was "group activity time". During this time, the whole group engaged in physical activity. It began with an ice breaker activity/warm up. Next, the instructor gave a brief lesson on the sport, if it was a sport unfamiliar to the youth. The youth would then pair up with his/her mentor and practice sport specific skills. Then the group would engage in a scrimmage, where everybody had the opportunity to apply the newly acquired skills. Finally, the group would cool down, change clothing and prepare for the final phases of the evening.

There were many gifted athletes in the group, and on several occasions, different mentors would plan a lesson for the evening session. The youth were very skilled as well, and on one occasion a youth planned and instructed a field hockey lesson.

The third phase of the evening included a "post-activity meeting" where youth and mentor together, evaluated the session and whether or not the youth achieved his goal ("counseling time"). The mentor and youth each seperately recorded a journal entry for that day. The youth reflected on his own behaviour, and the mentor also reflected on the youth's behaviour. The youth and mentor then compared notes, and discussed what the other had recorded.

The final phase of the evening was a "large group meeting", where youth and mentors were given the opportunity to discuss the session, comment on some of the positive occurances, and bring to

light concerns or suggestions. The researcher invited youth to facilitate the large group meeting at the conclusion of evening. This proved instrumental in bringing out leaders among the youth. Certain youth were pleased to volunteer to fill the role of facilitator and proved to be positive role models for the rest of the group.

During the activity time, the researcher observed behaviour, recorded notes in her journal, and was as unobtrusive as possible. The researcher was, however, an active participant in the large group meetings at the conclusion of the evenings. In this way she could probe and gain further insight regarding suggestions offered by youth and mentors. As well, if concerns were mentioned, she could field them and offer support and suggestions.

Data Collection

Sources of Raw Data.

Sources of raw data gathered for the study included 33 transcribed and analyzed interviews with youth, mentors, as well as experts in the field (Mr. Pritchard and Dr. Hellison). The researcher also analyzed all of the journal entries of all the youth and mentors who participated in the Coaching Club over the ten weeks. Several mentors kept personal journals and offered them to the researcher. These also served as sources of raw data. The researcher kept a journal, and recorded all of her thoughts and feelings regarding the program. The researcher kept close watch of the attendance of all youth and mentors, and

monitored the turnover, and reasons for attrition, which served as an important piece of raw data.

Finally, the researcher was granted permission by the Manitoba Department of Justice to look through the criminal records of all of the youth who attended the Coaching Club. The researcher chose to examine these records only at the conclusion of the program, for she did not want the records to taint her view of the youth. The researcher found the criminal records to reveal valuable, and at times surprising information.

Interviews.

The youth were interviewed at the intermediate phase of the project (April, 1995) and at the conclusion of the project (May, 1995). In this way, progress was monitored, and problems that were mentioned in the interviews were dealt with immediately. As well, during the second interview with the youth, the researcher was able to satisfy the truth value criterion, by conducting member checks with the youth. She was able to validate her findings from the first interview by verifying the results with the youth. These interviews were strictly confidential, and were read only by the principal investigator. The interviews with the youth were of utmost importance, for it was the responsibility of the youth to voice their needs, express their views and determine if programs such as this are worthwhile.

The mentors and project coordinator were involved in semi-structured interviews at the conclusion of the program. It was during this interview that these individuals expressed their

feelings "for the record" regarding the program. The principal

investigator felt it necessary to conduct only one interview with

these individuals, as the project coordinator, mentors and the

researcher met on several occasions, and these individuals

constantly provided the researcher with feedback and made

suggestions regarding the program. As well, the journals were an

excellent source of information for the principal investigator

since both the mentors and youth used their journals to convey

feelings and suggestions concerning the program. The researcher

read the journals at the conclusion of every session, and

responded to each entry in writing.

All of these raw data sources were grouped into themes and

analyzed. They are presented in the following chapter.

CHAPTER 5

Results and Discussion

"We must rely on our scientists to help us find the way

through the near distance, but for the longer stretch

we are dependent on the poets."

Lewis Thomas, *The Medusa and the Snail*

Section One - Results of Youth Criminal Records: Profile of Youth

The youth who attended the Coaching Club ranged in age from 14 to 19 years. The researcher was given the opportunity to examine the criminal records of 14 youth involved in the program.

In order to provide the reader with a sense of the population which participated in the program the following is a detailed profile of the youth. Pseudonyms have been used to protect the identity of the youth.

Grant, 17 years old.

Grant is the youngest of four children. He is half related to the other children sharing the same mother, but plural fathers. Grant was born before his parents were married. They divorced when he was an infant. When the children were young, they went to live with their maternal grandmother, as their mother was unemployed, and unable to care for the children. The grandparents are also divorced. Grant attempted to live with his mother and her new husband when he was seven years old, but his step father physically abused him. Grant returned to live with his grandmother when he was 12 years old, and continues to reside

with her. Grant's biological father is no part of his life, and contact with his mother is minimal. Grant is angry, sensitive and has many internal conflicts as a result of his mother's absence and the lack of a male figure in his life.

Currently, Grant is not in school. He was experiencing academic troubles and was expelled for attacking another student. Grant completed Grade 8 by correspondence and has now gained full time employment.

Grant is a gang member. He claims to have joined a gang for camaraderie, protection and a social outlet. Grant is also a substance abuser. He takes drugs, alcohol, marijuana and LSD. He has committed the following crimes: housebreak, enter and theft, robbery and assault causing bodily harm. Grant claims that he committed these crimes for money to buy drugs and alcohol.

Fred, 16 years old.

Fred is an only child and is from a single parent family. He was physically abused by his father who had problems with alcohol and anger in his own life. His father used to beat him with fists and belts and also used to beat his mother. His parents were separated when he was 2 years old. Fred's parents are substance abusers. As well, Fred was sexually abused by an older male when he was 12 years old. Fred's grandmother and father raised him.

Fred does not have a positive image of his mother and says that "I'm her maid and her baby sitter". He makes positive

81

statements about his grandmother, saying that she is the only one who loves him and never abandons him, no matter what he does.

Fred suffers from anxiety and depression. He has poor control of his temper and becomes very aggressive. Fred has many unresolved issues and is in a great deal of pain. Fred lacks stability and has many emotional scars. He has a negative role model in his abusive father and has severe anger management difficulties.

Fred has been hospitalized due to a suicide attempt. He sees himself as a bad person and feels abandoned by his family. Fred has difficulty with his self-image and body-image. He stopped eating for awhile, thinking that he was fat. His self-esteem is low.

As a result of being beaten up by another resident in his group home, Fred does not want to go out into the community alone, as he is afraid that he will be beaten up. Only as of late, Fred goes to the store by himself.

Fred has difficulty with his Native ancestry. He thinks some people do not like him because he is Aboriginal. Fred thinks that if he goes into the community people will stare at him. He becomes very defensive seeing Natives on Main Street, as he feels that others will associate him with those Aboriginal people. Fred has no friends in the community.

Fred was incarcerated for break and enter, assault and mischief. These charges were all related to one offense. The reason Fred committed these crimes was for revenge. He admits

that he has a bad temper and that he does not have good control of his anger.

Matt, 17 years old.

Matt lives with his mother. He has six older sisters and one older brother. Matt has had a tough life. Both of his parents were alcohol abusers. He witnessed his mother being battered by his father. Violence was also directed at him by his siblings, and his father. He was a victim of on-going sexual abuse by his father since the age of five. His brother was also abused by his father. His parents separated when Matt was seven years old, and divorced when Matt was 15 years old. There is a restraining order against Matt's father, preventing him from seeing his children. Matt gets along well with his siblings but keeps his feelings locked inside.

Matt has made poor choices regarding friends. He is manipulative. He has only been exposed to negative male role models. Matt is not in school and is a gang member. He is also a substance abuser. Matt has a tendency to become aggressive and violent.

Matt has been incarcerated for a number of crimes, including break and enter, theft, and possession of weapons. He claims that he committed crimes for some quick money to buy drugs. Matt claims that he knew it was wrong and should not have done it.

James, 17 years old.

James has been living off and on with various relatives since the death of his parents, when he was 14 years old. His

83

parents died as a result of a murder suicide. The younger

children live with their grandmother on an Indian Reserve. James

has at least three sisters living with relatives in Winnipeg.

James went to live with an aunt, but struggled living with

relatives, as he did not want anyone to "mother him" and tell him

what to do. James left his aunt's home and has no legal

guardian.

James is not close with his siblings and is described as the

"black sheep" of the family. He feels that his sister blames him

for everything that has happened to their family. James lives on

his own and is not prepared to listen to anyone, preferring to

care for himself.

James is anxious, especially when discussing family. He

refuses to discuss the death of his parents. He has been

hospitalized for a suicide attempt. He has a number of

unresolved issues that impact his functioning. He is in a great

deal of pain. James values his friends. They help him care for

himself. He has been associated with gangs since he was 8 years

old.

James is registered for Grade 10, but does not attend

classes. His education was interrupted due to many moves.

Crimes committed by James include criminal negligence in a

motor vehicle. In this instance, James stole a car, drove

erratically, and said he did not care if he lived or died. As

well, he has been arrested for attempted break and enter,

robbery, possessed goods obtained by crime, and break, enter and

theft. James claimed that he committed crimes for money to buy drugs, alcohol and groceries (since he was living by himself).

Morgan, 17 years old.

Morgan lives at home with his mother and three other siblings. He was four years old when his parents separated, five years after they were married. Currently, Morgan's father lives in another city and is no longer involved in his life.

His parent's relationship was difficult. Morgan's father was a substance abuser and was physically abusive toward his wife. Morgan's mother was beaten up regularly, and once, Morgan's father attempted to stab her. On one occasion, Morgan was responsible for saving her life. He has been dramatically impacted by this and his mother feels that these unresolved family issues have impacted his current attitude.

Morgan's problems began when he was 14 years old. He had emotional outbursts and anxiety attacks. When Morgan was 15 years old, his mother was scared of him, fled their home and called Child and Family Services. Morgan was taken into care by Child and Family Services, but did not do well in group homes, because he was very verbally aggressive. There is much conflict between Morgan and his mother. He was verbally abusive to her, hit his siblings, and threatened to harm them.

Morgan is currently harbouring many pent up issues and continues to deteriorate. He suffers from cognitive deficits. His level of functioning is questionable. Morgan is easily distractible, has trouble focusing, speaks rapidly and in a

disjointed manner. He has also been diagnosed as hyper-active.

Morgan consumes alcohol and has done drugs but claims not to do

them any longer. Child and Family Services are very concerned

that Morgan is a drug and alcohol abuser.

Child and Family Services say that Morgan has made definite

negative social associations. He is involved with older youths

who are involved in crime. He is looking for a place to feel

affiliated. Morgan has little leadership ability, and becomes

blindly immersed with his peers. His insight is extremely

limited. Morgan's internal regulations are under developed, and

he is unable to tolerate boredom. He is very dependent and seeks

attention. Morgan is not in school, but is employed on a full

time basis.

Morgan does not express remorse for his offenses but finds

them rather amusing. He minimizes and rationalizes them, and is

unprepared to accept responsibility for his actions. Crimes

Morgan committed include theft, assault, uttering threats,

possession of weapon, and endangering the peace.

Larry, 15 years old.

Larry is from a single parent family. His parents separated

when he was 13 years old. He is one of three children in his

family. The children all live with their mother. His home is a

safe environment.

Larry's mother works part time and his father's occupation

requires him to be out of town often. Larry's parents were

having difficulty exercising control over him when Larry's father

would leave town. They were concerned with him staying out all night and not advising them of his whereabouts. At times, he would be missing for lengthy periods. He would sometimes come home to bathe, change, and then leave again, when nobody was at home.

Larry has academic ability and is musically talented, however, he lacks commitment regarding school attendance. He only lasted in school until the end of September, due to poor attendance. He did attend Cadets for 3 years, and when he was involved in a structured activity, his behaviour was more positive. Larry does not talk about drugs or alcohol, therefore it is difficult to assess whether that is a problem in his life. He is not aggressive.

Larry was present when his friends robbed his parents house. He transfers the blame to his peers and rarely takes responsibility for his actions. He priorizes his friends over family, but indicates a willingness to refocus his behaviours.

Crimes committed include failing to comply, housebreak, enter & theft, failing to comply undertaking, possession of goods obtained by crime under $100.0 and driving imprudently.

Nick, 15 years old.

Nick lives with his mother and half sister. He has an older brother who lives with grandparents. Nick's father died in a car accident when Nick was five years old. Nick's mother raised her children alone following the death of her common law husband. Nick's mother claims never to have had any major behaviour

problems with her children and says that Nick is very helpful.

Nick is in Grade 8 but has very poor attendance. He started to miss school and then his mother pulled him out of school because he was threatened by gang members.

Nick has nightmares about his father, as he has never resolved that issue. He has emotional issues that need addressing. Substance abuse and gang involvement are not issues for this youth.

Nick committed the following offenses: possession of goods obtained by crime over $1000 and driving dangerously. This was an isolated incident for Nick. He admitted he was wrong, felt badly and has not become re-involved with the law since.

Scott, 15 years old.

Scott's parents are divorced. His mother lived with another man for a period of time. That man left Scott's mother for her sister (Scott's aunt) and moved next door. The sister and this man have since had a child together. Currently, Scott's mother is frustrated with both Scott and her new "live in" partner. Scott's mother said that she would never visit Scott again if he became re-involved with the law. She has kept her promise.

Scott socializes with many gang members. He will only associate with other offenders. He drinks, does all drugs plus oil, up to 15 times a month.

Scott has failed Grade 8. He was suspended for fighting. He is demanding, complains, does not listen, and talks very negatively. Scott was in custody on the charge of break, enter

and theft.

Dan, 16 years old.

Dan is from a single parent family. He has an older sister and a younger brother. He is quiet and soft spoken.

Dan requires special remediation with school, as he is illiterate. He is several years behind in his verbal expression and comprehension. He does not know the days of the week, the months of the year and cannot tell time. Dan mimics in order to get by. During an intellectual assessment Dan was classified in the handicapped range. He cannot do more than elementary addition and subtraction.

Dan suffers from attention and comprehension deficits. It is possible that he is suffering from the affects of his mother's drinking when she was pregnant with him (Fetal Alcohol Affect).

Dan lacks motivation and social skills. He blindly follows his peers and is totally dependant on his environment at all times for cues. Dan has an absence of internal resources. He is avoidant of things he finds inconvenient or unpleasant. He is immature, passive, and lacks social skills. He drinks a great deal and his lifestyle indicates patterns of substance abuse.

Dan's mother feels she has little control over her son, as he has many negative peer influences. Dan has committed the following crimes: theft over $1000, attempted theft over $1000, driving dangerously, and failure to comply with undertaking.

Bob, 17 years old.

Bob is one of four children. He lives with both of his

parents. Also living at this residence is his older brother, a friend of their family, and her child. Bob sleeps on the couch and is resentful of the lack of privacy. Bob's older brother and sister live on their own.

Bob comes from a very dysfunctional family where there is a lengthy history of physical and emotional abuse. Bob's parents interactions with each other and their children involve fear and intimidation. Bob's father is very European and has clear expectations of how a wife and children should behave. The family is very volatile. Bob's mother is fearful in her own home.

Bob's father is physically abusive toward his wife and children. Alcohol abuse within the home is also an issue. There are violent role models in Bob's life. Bob demonstrates similar behaviour. The father-son relationship is "explosive". Bob's father is extremely angry with Bob's involvement with the law and has severed what few ties there were with his son.

When Bob was approximately nine or 10 years of age, he became violent and uncontrollable. He was prescribed Ridalin in an attempt to remedy the problem but his behaviour became increasingly worse. Bob has abused alcohol and is unable to control his temper.

Bob has dropped out of school. Bob possesses very low literacy skills and is unable to read or write. He becomes frustrated and feels embarrassed when unable to meet teacher expectations. Working is a very positive experience for Bob. Currently, he is working very hard on a farm which he enjoys.

Bob's offenses include obstructing a peace officer, possessed goods obtained by crime over $1000, and house break, enter and theft.

Jim, 14 years old.

Jim lives with his mother. His father was a heavy drinker, became physically abusive, and Jim's mother left him when Jim was six months old. Jim does not see his father. Jim also has a step brother who is involved in a gang.

Jim's mother lived with a man for a few years, but the relationship ended due to chronic alcoholism. She later lived with another man, but that relationship ended due to his mother's fear of the man's membership with the Los Bravos Motorcycle Gang.

Jim's mother has two jobs with varying shifts. She feels she has lost control of Jim. Jim has too much independence and makes his own decisions. He ignores curfews. Jim was a good student and a nice person. He got along with his teachers and peers. He is a youth with great potential.

Jim admits to using alcohol and drugs. He does not think it is a problem. Jim socializes with youth who are also involved with the law. He admits that no one twisted his arm to become involved in criminal activity. Jim says that he realizes he is going to have to say "no" to this activity. Crimes committed by Jim include theft over $1000 and driving dangerously.

Darryl, 16 years old.

Darryl is from a single parent family. He lives with his mother and visits his father. Darryl's mother says that she is

unable to control her son. His association with his peers could

be described as negative. Darryl has grown up with many of the

local youth gang members but claims to not be a gang member

himself.

Darryl uses drugs, but only on weekends. He exhibits

clinical signs of depression, and is uncommunicative. Offenses

committed by Darryl include break and enter and failing to comply

disposition.

Ron, 17 years old.

Ron is from a two parent family. His home situation is not

bad. His parents argue sometimes, but there is no violence in

the home, although Ron's father used to hit the children when

they were little. Ron's father is an alcohol abuser. Ron's

younger sister and younger brother are also in custody.

Ron's school attendance is sporadic. His negative peer

associations have resulted in criminal activity. Ron's parents

are concerned with their children associating with peer groups

considered to be negative influences. Ron claims to have

experimented with marijuana and says that he commits crimes for

the profits so that he can party on the weekends. Ron was in

custody for the following crimes: theft under $1000, possession

of goods obtained by crime, house break, enter and theft, and

attempted theft over $1000.

Mitch, 19 years old.

Mitch is one of four children. He lives with his mother and

father. Mitch was involved in a life threatening car accident a

few years ago, where he was badly injured and his parents almost died.   Since then, their lives have been turned upside down.

Mitch has poor attendance in school and a poor attitude.   He abused alcohol and drugs, and has come to school stoned or drunk. This has resulted in confrontations, whereupon Mitch is sent home.   He is chemically dependent and needs to enter a treatment program.   Mitch admits to using alcohol, pot, acid, LSD, and Crack cocaine.

Mitch claims he committed crimes to obtain money to buy cocaine, which apparently costs $100 per gram.   Mitch's father acts more responsible for Mitch than Mitch does for himself. Mitch's father needs to realize that his son needs to take responsibility for his actions.   Mitch has little self awareness, is immature, and has no sense of responsibility.   Offenses committed included robbery and attempted robbery.

Themes Emerging from the Criminal Records

Eighteen reccuring themes emerged from the 14 criminal records examined.   The themes and the percentages of youth who were affected follows:

1)   Not in school: 86%

2)   Substance abuser: 79% to 86%

3)   Gang member: 79%

4)   Come from single parent or no parent family: 79%

5)   Exposed to negative male role models: 79%

6)   Aggressive or violent: 57% to 86%

7)   Parents are substance abusers: 50%

8) Commits crimes for money to buy drugs, alcohol: 36% to 79%

9) Unable to accept responsibility: 29%

10) Have been physically abused: 29%

11) Have witnessed abuse: 29%

12) Suffers from anxiety, depression: 29%

13) Has unresolved issues, emotional scars: 29%

14) Resides with extended family members: 21%

15) Have been sexually abused: 15%

16) Has attempted suicide: 15%

17) Illiterate or very low functioning: 15%

18) Mother has multiple partners: 15%

Section Two - Attendance at the Coaching Club

In total, 24 youth attended the Coaching Club. All of these
youth did not necessarily begin the Coaching Club on the first
day. As youth dropped out of the club, others were sent in their
place. Between nine and 16 youth attended each session. On
average, 13 youth were present each evening. A core of 10 youth
made up the heart of the club, all having perfect attendance.
Two youth attended 85% of the sessions, and three youth had
irregular attendance, ranging from 48% to 62%.

Attrition

Nine youth began attending, but discontinued for various
reasons. Five youth began attending the club, but were not
allowed back as a result of suspended privileges at the Manitoba
Youth Centre. For example, one youth attempted to smuggle
cigarettes into the youth centre, was caught and lost privileges.

Two youth who became "unlawfully at large". When they were found and placed back in custody, they lost privileges. Finally, the researcher was not given details regarding why the remaining two youth lost privileges.

Six youth quit the Coaching Club for other reasons. One youth required treatment at the Addictions Foundation of Manitoba and had to drop out of the Coaching Club due to a time conflict. During the course of the program, one youth gained full time employment. He worked 12 hour shifts, and was only able to continue attending the Coaching Club on a part time basis. One youth suffered severe migraines and had to discontinue his involvement with the program because he became too ill. One youth quit the program after the first evening without explanation. Another withdrew after his mentor gained full time employment for the summer and stopped volunteering. Finally, one youth discontinued his involvement with the program due to the demands of school.

Out of the 24 youth who attended the Coaching Club, only one youth was asked to discontinue participating. This occurred after an incident, which led the entire group to decide that this individual should be asked to withdraw from the program.

During the course of the program, the researcher tracked where the youth were living. Most youth resided at the same location during the course of the program. However, two youth moved from the Manitoba Youth Centre to an Open Custody Home. One youth had perfect attendance after his release to the Open

Custody Home. The second youth had an attendance of 95% after his release to the Open Custody Home. His one absence was excusable.

During the course of the program two youth were released to the custody of their parents/legal guardian. In this case, the youth participation dropped drastically. One youth, who had an attendance record of 93% before he was released, stopped coming after he was released. The second youth attended 72% of the time before his release, but attendance dropped to 33% after his release. When youth were released to the custody of parents/legal guardians, there was a tremendous decrease in the youth's attendance.

Section Three - Results from Youth Interviews

The approach to "making sense" of the youths' physical activity experience could only be achieved through dialogue with the youth. Consequently, the youth contributed to the study by means of tape recorded, indepth interviews. The purpose of the interviews was to "view the world through their eyes" and to capture their perspective regarding the role of physical activity in their lives. This valuable piece of information is often missing from studies which investigate the lives of high-risk youth (Winther, Nazer-Bloom and Petch, 1995).

Results from the sample of 19 interviews conducted with youth during the course of the program follow. The data is rich in new insights and also supports findings in the existing literature. Approximately 14 dominant themes emerged from this

96

data. Examples of direct quotes from the interview data illustrate these themes (Winther et al., 1995). It should be noted that it was very difficult for some youth to articulate their thoughts and feelings, given that some youth have low literacy skills, some are hyper-active and others are very shy.

Establishing a trusting relationship with the youth was on-going throughout the program. Trust was an especially critical issue during the interview process. At the outset of the project, the researcher knew that she needed to establish a good rapport with the youth in order for them to feel that she was worthy of their trust during the interview process. The researcher was able to establish a trusting relationship with the youth, and she is pleased with the results from the interviews. Although some youth were more articulate, and others shy, the researcher feels she was able to access the best information from each of the youth, given their unique, individual differences.

Involvement in Physical Activity.

The youth involved in the program all enjoyed physical activity tremendously. Marcel became involved in sports as young as five or six years of age (4-1). Mitch claimed that he had been involved in sports "as long as I can remember" (10-1). Bob remembers playing sports with friends (3-1), while Morgan recalls playing with his "dad, friends and family" (6-1). The youth enjoyed engaging in a wide variety of activities, including hockey (Fred, 2-1), football (Bob, 3-1), basketball (Marcel,

97

4-1), baseball (Jim, 5-1), volleyball (Morgan, 8-1), track and handball (Mitch, 10-1).

Youth Impressions of the Intervention.

The researcher was given the impression after the first interview with the youth that things were going well for them within the program. When asked "What are your impressions of the program?" youth responded with "Great!" (Ron, 1-1), "Fun!" (Jim, 5-1) and "I think it is good" (Mitch, 10-1). Matt enjoyed learning new sports. "I am learning different things...how to play - I didn't know how to play lacrosse before" (8-1). Matt goes on to say "I never knew how to play floor hockey before" (8-3).

Youth Impressions of Activities.

The youth seemed to enjoy the wide range of activities offered within the program. "I like them" (Fred, 2-1). "I always seem to get into them" (Bob, 3-1). "I loved floor hockey and volleyball and wrestling" (Nick, 7-1). "I like the pre-games, running games and basketball" (Mitch, 10-1).

The Location.

The youth enjoyed what the University of Manitoba campus had to offer. Jim said that the University of Manitoba is "fun and interesting" (5-1). "I am glad it is at the university because you get to use all of their stuff" (Ron, 1-1). Finally, Morgan felt that "It is a good place. You meet friends. It is the 'college life'" (6-2).

Youth were asked what the ideal location would be for a

program such as this. Although the majority of the youth really enjoyed the university campus, some found the location to be quite far from where they live. It was suggested that future programs be located "downtown" (Fred, 12-6). Another youth suggested "Downtown, where everybody can get to it. I think a drop in centre - 24 hours. That is what we would want done here, so that it would keep them out of trouble" (Ron, 19-7).

Cultural Diversity.

The youth attending the Coaching Club varied greatly in cultural background and ethnicity. The following were represented: caucasian, black, Aboriginal, East Indian, West Indian, and European.

Youth also represented different communities within the province of Manitoba. The researcher was aware that there were youth from two rival gangs represented at the Coaching Club. The researcher asked youth during the first interview how they felt everyone was getting along. The impression the researcher was given was that things were going well. "Everyone is pretty much friends" (Marcel, 4-2). "Rival gangs are talking. Everyone is friends now. It is hard to believe that everyone is getting along, seeing as we are all criminals, I didn't think that it would work that good" (Marcel, 4-2). "The youth are getting along with each other. Youth are getting along with youth. The whole group is getting along fine" (Bob, 3-2). "Everyone is pretty much friends. We like them (the mentors)" (Marcel, 4-2).

<u>What Youth Hoped to Gain from the Program.</u>

During the first set of interviews, the researcher sought to discover what the youth hoped to gain from the program. Marcel said that "[I hope to] change my attitude, my anger" (4-1). Jim wanted to learn to "work better with other people" (5-2). Morgan had high hopes, in that he wanted to "become a role model for the whole world" (6-2). Other youth had specific sport related or physical goals to which they were striving. "I want to play better, concentrate more on the game and become a better athlete" (Jim, 5-2). Nick said "[I hope the program will] get me in shape....teach me to play different sports" (7-2). "I want to be more fit, and improve my physical skills" (Mitch, 10-2). Matt had more of a social agenda. He hoped to "get to know more people, meet more people" (8-2) as a result of being involved in the club.

<u>Youth Impressions of Mentors.</u>

The mentors were an integral part of the program's success. Mentors provided support and guidance for the youth, and offered the youth much more than one instructor could. Much of the program's success was due to the commitment and dedication of the mentors.

Youth benefitted greatly from the interaction they shared with the University of Manitoba mentors. "My favourite part - going around with everybody, talking, socializing" (Matt, 8-1). "They encourage us. That is the best part" (Ron, 1-1). "They are pretty nice. We get along well" (Fred, 2-1). "They are cool

- nice people" (Marcel, 4-1). "I am glad to have them" (Jim, 5-1). "They help us out on the way" (Nick, 7-1).

The majority of the mentors were female. These women were athletically very skilled and mentally very tough. When the youth were asked what they thought of the female mentors, their responses were very positive. "That doesn't bother me. I relate better, express better with a female. You don't have to be macho with a female. It is better than with a guy, because you have to be more macho with a guy" (Ron, 1-1). According to Fred "It is good to have females. You don't have to act cool" (2-1). "The guys [youth] seem 'better' than if it was all guys - it is a better balance with girls" (Bob, 3-1). "A mix is best" (Matt, 8-1).

The researcher touched on the topic of mentors again, during the second interview with youth. The youth continued to praise the mentors. The mentors are "pretty good. They are helpful and they encourage you and they make you feel good" (Fred, 12-3). Jim thought very highly of his buddy and recognized that "she wanted to help me improve" (18-2). Ron said "They [mentors] are alright. They always encourage you, like friends. They are not like teachers or staff...Jeff is a cool guy. He is a good role model" (19-3).

Youth Goals.

As a part of the program, youth set goals for themselves and recorded these goals in writing on a goal setting sheet (see Appendix H). As the program drew closer to the end, the

101

researcher noticed significant changes in some youth. The youth
and mentors spoke of goals and self-control, terminology which
was no part of the youth's vocabulary at the start of the
program. When asked "What did you learn about goal-setting?" and
"What types of goals did you set for yourself?" responses varied.
Darryl claimed that he "learned how to set goals", something
which he had never done before (17-2). Nick's goal was to "try
to keep out of trouble and not to pick fights" (11-4). Jim said
that his goal was "to be something in life. I would like to be a
pro sport player or a cop" (18-3).

Fred felt that goal-setting was "pretty good. You can use
them on the outside and the inside and stuff like that" (12-1).
The program "tells you about your goals and stuff, like setting
goals for yourself. That is pretty good, like controlling
yourself" (Grant, 13-1). Regarding the goal-setting sheets,
Grant said "[they are] pretty good, just because it is something
you could work toward, kind of, sort of follow your goal" (13-2).
"[I use] sharing and stuff like that, and encourage people to do
things and not to do the wrong thing" (Fred, 12-2).

Self-Control.

Throughout the program, many youth learned to recognize
their anger, and to deal with it constructively. "The program
tells you about your goals and stuff, like setting goals for
yourself. That is pretty good, like controlling yourself"
(Grant, 13-1). The program "teaches you some things, like how to
control yourself, when you are playing sports, lots of things

102

about goal-setting" (Grant, 13-5). Larry claims "I learned to keep my mouth shut. When I was in the Reh-Man Centre, I almost got busted for swearing" (15-3).

Grant was asked if he would take any of the things he learned at the Coaching Club and try them on the outside. He responded with "I will try to control myself, when playing sports and stuff and just maybe around people" (13-6). "I learned to get along with others. I learned it a bit more, a bit clearer, how to handle my anger in front of others" (Bob, 16-3).

Confidence and Leadership Development.

It was not our intention to work on building self-esteem with the youth involved in the Coaching Club. As pointed out by Ms. Brock, in a meeting at the Manitoba Youth Centre "You do not want to work on self-esteem, because it will only result in stronger, more confident gang leaders" (1995). We, therefore, chose to teach the youth about self and social responsibility, in an attempt to change their existing value systems. The program did, however, give one youth the confidence to attend the program. It is important to mention this, as this youth was not involved in a gang. He grew up on an Indian Reserve and was incarcerated as a result of one isolated offense.

Fred had been severely traumatized prior to his involvement with the club. He was very nervous and self conscious. After becoming involved with the Coaching Club, it appeared that he felt more secure and self-confident. "Before this group ever started, I was at home and I guess I kind of agreed to go out and

this group gave me the courage to go out on the bus because I knew I had to do something. I go on the bus everyday to come here" (Fred, 12-4).

One youth in the group emerged as a leader. Other youth looked to him and respected him. This youth recognized his leadership role, and said "I think I am a good role model" (Ron, 19-2).

Ron said that the program taught him "how to encourage people, how to cheer them on and stuff like that, keep a good attitude, because I keep doing that at school now - 'good stuff!!' [applause] in gym and outside when you are playing at John M. - it's just stuck in my head now!" (19-5).

For youth like Ron, it is important to encourage them to "buy into" what is taught. Since other youth look up to him, they are likely to follow his lead. Ron was a powerful role model and did set a very good example.

The Coaching Club did help to change parts of Ron's existing value system, however, it did not change it completely. "I think this program would be good for people that are really into sports, like a little into crime, but sports, like I was. Like into crime, but also into basketball, like I do both, but I usually stay more in basketball, so if I came around then I would usually go around there, spend most of my time at the U. of M. playing basketball" (19-5).

Other Pastimes of Youth.

When asked what the youth would be doing if they were not at

the Coaching Club, the researcher received a wide range of responses. Youth claimed that they would be "cleaning the house" (Ron, 1-2), "going to movies" (Fred, 2-2), "crime" (Jim, 5-2) and "hanging out with friends" (Darryl, 9-2). Marcel said "I don't do crime now, but I may be doing drugs or something" (4-2). Nick admitted that he "would be doing nothing or probably getting into more trouble" (7-3).

Boredom.

Youth commented throughout the interviews on how they needed to alleviate boredom in their lives, in order to stay out of trouble. "Boredom ticks me off. It leads me the wrong way" (Nick, 7-2). Nick said programs like this "keep youth out of trouble. They keep you busy through the week" (11-4).

The program was viewed as a positive change in lifestyle by Jim. The program "gives you something to do, instead of going around with friends and having nothing better to do than to cause trouble or drink or smoke up or whatever" (18-2).

When asked why he thinks some people commit crimes, he suggested "You are bored at first. Then you start doing it, and it is fun. Most people do it when they are high" (Mitch, 10-2).

Needs of the Youth.

The researcher asked the youth what they felt they needed in order to stay out of further trouble with the law. "I need to keep busy. This program is something to do. I am not bored, and I am doing something constructive" (Bob, 3-2, 3-3). "Sports

helps me stay away [from crime]. I need more organization. In free time I get bored. When I am bored, I get into trouble. To me, crimes are excitement, the rush that you get" (Marcel, 4-2). "Sports help me stay out of trouble. You are out doing something good for yourself, not bad like crime or something" (Jim, 5-2). Jim claims that he offended because he was hanging around with the wrong crowd (5-2). All he wants now is "to have a girlfriend and go to movies" (Jim, 5-2).

Morgan admitted that he needs to "stay away from bad company...do work experience" (6-3) in order to stay out of trouble. Nick explained that the weekend is a very difficult time for youth getting into trouble. "[I need] to do something structured everyday, structured activities, especially Saturday and Sunday. Lots of people get into trouble on the weekend because they are bored" (7-2). Matt claims that "some [youth] get into trouble because they are bored, especially kids who don't have cash, so they go out and steal it. They get it faster, and get more cash, instead of waiting to get it from their parents" (8-3).

Several youth expressed a desire to work, in order to help keep them out of trouble. "I want to work, but I know school is important. I want to go to school and work at the same time. I need something to keep me occupied. I am bored, and have nothing else to do. There is a little excitement there [with crime]. You get chased around" (Matt, 8-3). "Boredom is probably the biggest reason why kids get into trouble" (Darryl, 9-2).

Youth Recommendations to Other High Risk Youth.

The researcher was interested in what youth would recommend to others who are trying to stay out of trouble with the law. Youth recommended "Find something they like to do - sports, football, a good job. Fill the time. Get structured activities" (Marcel, 4-2). "Try to get a job" (Matt, 8-3). "Think before you do it" (Darryl, 9-2). "Sports could help" (Matt, 8-3). "Try something like this [program]" (Mitch, 10-2). Grant recommended that others "try to get into some kind of activities or sports or something, or even have a job or something. Just something to do" (13-9). James recommended sports as a means to staying out of trouble. "Definitely sports, it is fun. Try a sport that you like and stick with it. It takes a lot of time and effort and you are not bored...playing sports, yes, that is a rush" (14-6). Bob suggested programs, such as the Coaching Club be available to youth once they get out of custody. "I think it would be better to put the program on for people after they get out of custody. Like, if they are on probation, because it is giving them something to do...not being on the streets or something. It kept me busy" (16-3).

Is the Program Worthwhile?

When the youth were asked whether programs like this were worthwhile, the researcher received very positive responses. "I think this thing should go on, not just for us, but for other people. This is a pretty cool thing to have" (Ron, 1-2). "[The program] gives us something to do. It keeps my mind off other

things, off the 'bad' things. It keeps your mind on the good things" (Bob, 3-2). "This program is healthy. It gets you in shape. I love it. I want it to continue. It lets you see educated people, getting jobs. You can turn your life around. I love the lifestyle. I would like to be somebody" (Morgan, 6-3). "It keeps us out of trouble and stuff, because we have something to do. Lots of kids get into trouble because they are bored, and the feeling of excitement with crime" (Nick, 7-2). "This program is making me better" (Matt, 8-2). "Instead of being so bored, at least I will have something to do and somewhere to go and meet people" (Matt, 8-3). One youth commented on the lack of opportunity to engage in these types of activities. "Most kids wouldn't be doing stuff like this. They don't have the opportunity" (Darryl, 9-2).

Mitch agreed that the program "gives people something to do" (10-2). Mitch believes that it is a "combination of sports and relationships that make this program successful" (Mitch, 10-2).

Section Four - Mentor Attendance at the Coaching Club

The Coaching Club invited University of Manitoba students to act as mentors. The attendance of some mentors fluctuated throughout the program due to circumstances beyond their control. In total, 17 mentors volunteered at the Coaching Club, throughout the 10 weeks. As well, 12 guests attended the club, to help coach in their area of expertise. The guests attended anywhere from one to seven sessions.

During the first 13 sessions of the Coaching Club, the

108

attendance of the mentors was high. On average, 14 mentors volunteered each evening, often out numbering the youth. During the first 13 sessions, the number of mentors in attendance ranged between 10 and 17.

Mentor Attrition.

During the final seven sessions of the club, the attendance decreased. There were an average of eight mentors present during the final seven sessions, ranging from five to 13 mentors. The drastic decline in mentors occured at the beginning of May.

The reason for the decline in attendance was because the university year was over for most of the mentors and they had other commitments. For example, two volunteers had a significant increase in hours at work, therefore their attendance fluctuated a great deal after May 1. Two volunteers gained full time employment over the summer and were forced to quit volunteering. Two mentors enrolled in spring courses at the university and had to cease volunteering. One volunteer was from Ontario and moved home to Ontario after his exams in April. Other volunteers missed sessions due to the demands of their sport. Many of the volunteers were involved in university and provincial level sports. At times, volunteers had practices or games which caused them to miss sessions. As well, some mentors had final exams scheduled during the evening sessions. These factors contributed to a decrease in mentor participation, however, the researcher was very impressed with the mentors' overall commitment.

During the first half of the program, there was a core of 15

mentors who attended regularly. At the beginning of May, the program continued to have a solid core of 10 mentors who dedicated their Tuesday and Thursday evenings to the Coaching Club.

Section Five - Results from Mentor Interviews

Although it is the intention of the researcher to tell the youths' stories and to give an account of how they viewed the intervention, it is also important to give the mentor's impressions of the Coaching Club, designed after Dr. Hellison's model of self and social responsibility. The primary investigator conducted 11 in-depth interviews with the University of Manitoba mentors in an attempt to gain insight regarding the strengths and weaknesses of the program. The purpose of this exercise was to gain valuable information from them, the ones who "walked in the swamp" (participated in the program) and to utilize this information for future programming.

The researcher did not conduct two sets of interviews with the mentors, as mentors provided continual feedback through their journal entries and in conversation with the researcher. The opinions and experiences of the mentors were quite diverse. Each mentor worked with a different youth, therefore they each had different experiences.

Results from the interviews follow. The data is rich and informative. The comments from the mentors have been grouped into themes. The following are examples of direct quotes from the data, which represent 12 themes. Pseudonyms have been used

110

to protect the identity of the mentors. As well, pseudomyms continue to be employed to protect the identitiy of the youth, where mentors make reference to youth.

Profile of the Mentors.

Volunteer mentors were a combination of Physical Education students and Physical Education majors enrolled in the Faculty of Education. All students attended the University of Manitoba and were either in their second, third or fourth year. Volunteers ranged in age from 19 to 26 years. The average age of volunteers was 21 years.

The Program.

Regarding the program, on the whole, mentors were very positive. "I think it is an excellent idea" (Anna, 1-1). "I think the idea of the program is good" (Kate, 5-1).

> It keeps them out of trouble and gives them a focus, something to focus away from, to actually focus their attention on something positive, something that is good for themselves. And I think it is also a good medium for the idea that they are working together, working with other people. Working with people who are not necessarily their peers, someone like myself, or someone to look up to. Just to see what it could be like, you know, if they change a little bit. 'Yeah, I'm 15, maybe I could go back to school and finish.' I really love this! (Anna, 1-9, 1-10)

"[The program] is something to keep the kids off the street" (2-10). Ellen felt that the program was a positive experience

for both youth and mentors.

> It is a very good idea. I think if we had more programs like that, we wouldn't have such high crime and such graffiti all over the walls, because kids would be too busy playing sports and stuff. I basically think of this as a totally positive experience for both the mentors and the youth, because the [mentors] are getting a side of people that they don't usually get. (Ellen, 2-1)

Doug felt that the program was a positive physical and mental experience for the youth.

> I have nothing but good things to say about this program. For one, it keeps these kids busy at night, Tuesdays and Thursdays. It keeps them off the street. They are not just sitting at home. They are getting some exercise, both physically and mentally. (3-4)

Jeff felt that the program was unique because it went beyond the realm of sports.

> I think it is a good outlet for disadvantaged youth who have a lot of energy which usually gets misdirected and that is why they are in places like the Reh-Man Centre. So I think that is a good outlet for their energy and the way you have set it up, trying to teach them some things, as far as morals and setting goals for themselves, that is something that is different....I think that is something that makes this program really special. (4-1)

In Kate's opinion:

> I think that it...gives them something else to look at, to
> think about, and if it only means two hours and you make
> their day better from sitting in the youth centre, even
> though maybe some don't deserve it. (5-11)

"I think it is a good idea. I can see a lot of fun
happening....It is good for them and us. I had fun" (Tom, 11-2).
Anna felt that some youth needed more than the program could
offer.

> I see that a lot of them are beyond the scope of what the
> program can do right now. I know there are some kids that
> it really seemed to help. I think it is such a good idea.
> I wish there were more [programs]. (1-1)

Mentor Impressions of Activities.

Mentors enjoyed the variety of activities offered to the
youth. "If you combine a variety of activities so that there is
something everyone can do and everyone can find success in, you
know, feel good about themselves" (Anna, 1-9).

"I think we are offering them quite a wide range of
activiites and that is really good so they don't get too bored"
(Ellen, 2-1). "It was a good variety" (Teresa, 9-2). "The
activities are good. You need lots of energy burning activities"
(Kate, 5-1, 5-2). "They were good. They were fun" (Doug, 3-1).

"I think that...most of the activities went over pretty
good....I think that variety is good for the [mentors] as well as
the youth" (Amy, 7-1).

113

Many mentors agreed that introducing the youth to new sports offered a good balance for the youth.

> I think, for the most part, in general, that they offered a good variety of activities...I think there was a good balance between activities, like today, wall climbing, that most of the kids, if not all of them, have no experience in. (Jeff, 4-2)

"The sporting activities are a good idea and it is a good idea to do new ones too, like Ultimate, handball, lacrosse" (Nancy, 6-8).

"I thought [the activities] were great, and I thought most of them tried hard. I thought it was a nice little change getting to play different sports, that maybe they had not been exposed to" (Tanya, 8-2).

Two mentors really enjoyed the lead-up games played prior to the main activity. "I think a lot of the games, especially at the beginning, like that 'trust game', and stuff, was good for building trust, and self-esteem and stuff like that" (Anna, 1-1). "I liked all the different activities. And I liked the lead up games, too" (Nancy, 6-8).

Mentor Impressions of Dr. Hellison's Model.

The mentors were asked to comment on Dr. Hellison's model of self and social responsibility, upon which the program was based. Most mentors found the model to be solid and appropriate for the population.

"I think it is good because it is holistic. It covers

114

everything, and looking at what their situation is, you can

actually tell that those are the things they need to work on"

(Anna, 1-3).

"I think it is good. I think it is appropriate for this

program. I think you can apply it to just about anything, but

because I haven't applied it to anything, I think it works for

this program (Anna, 1-5).

I have an idea what it is like to work with the kids that

are 'hardest to reach'. By seeing what James does, I can

see the absolute bare minimum of what this is doing,

compared to what it could be doing for someone like Ron.

(Anna, 1-7)

Once you really got into it, and they did start setting

goals, it made a big difference. You could see in the kids,

they would try harder not to swear, and stuff like that, and

I thought that was really good. (Ellen, 2-2)

"I don't think we could have set that kind of a program with

these kids changing quite a bit if we had not had those goals to

work up to" (Ellen, 2-2).

"[Youth] come in and...actually, physically see what the

goals are for them to reach, then they can actually pick

something and try harder for that. So, I think it is a good

idea" (Doug, 3-2).

"The whole idea of that [model is good" (Jeff, 4-1).

"I think it is a good idea, like the transferring 'you have

to learn this stage before the next stage'. It is just hard

115

because some guys are really good at some things and not at others" (Nancy, 6-4).

One mentor thought that the model was quite structured and felt that it would best be presented more subtly. "I think the model is a good idea, but I think it has to be done more subtly than anything else" (Kate, 5-4).

Finally, Tanya thought the idea of the model was good, but that some youth did not put forth much effort. "I thought it was a good idea, but because I don't think they really put a lot into it anyways, the goals that some of them were putting down was just something to write down" (Tanya, 8-2).

Goal-Setting.

As a part of the program, youth were required to set a goal for themselves each evening. A list of goals were posted for youth who required guidance; otherwise, they were free to create their own goal. Most mentors had a positive attitude regarding goal-setting and worked very hard with the youth to teach them how to goal set.

> [Goals are] especially applicable to them. Each one is very broad, yet very specific, too - what they need to work on. They know why they are here. Most of them know and most of them try to do the things. Ron is really good with Sara. So I think he has gotten help out of it. (Anna, 1-4)

Anna felt that goal-setting was good for providing the youth with something to work toward.

> I think that with goal-setting, it points them in the right

direction they are going, rather than just saying 'set a goal', and they forget what it is in five minutes. Because at the end, they were like 'yeah, I did reach my goal today!' They are thinking about it. So that is good. (1-6)

"At times, you try to lead them in the right direction to help them reach their goals" (Anna, 1-12).

Ellen felt that goal-setting offered the guidelines necessary for the youth involved in the program.

If we didn't have goal-setting, I don't think any of the kids would really care. Every second word would be a swear, but there has been a real cut-back....If we didn't have that [goal-setting], it would probably be a free for all. (2-3)

Jeff felt that the goal-setting was a new experience for many of the youth.

The idea was good, and to review it was good, so that at least the thought was there in their head, and that they wouldn't be coming here and not even thinking about the purpose of our program. I think a lot of those goals are goals that they might not have been exposed to some place else. (4-4)

Kim felt that goal-setting with this population was unrealistic. "I think for these types of people, the goals are kind of unrealistic for them, because they look at them and think 'I'll be called a geek. It's not cool'" (10-4).

In Tom's opinion, goals should have been emphasized more in the program. "I believe in goals. If it is going to be a part

of the program, it should be emphasized more" (Tom, 11-4).

Contrary to Tom, Tanya believed that teaching youth about goals should have been done more subtly. "Maybe somehow the goals could have been integrated in better" (Tanya, 9-4). When Tanya was asked how she would integrate the goals. She suggested "Maybe just more talking about it. That would be a lot tougher, having to get the mentors to 'slip it into the conversation', but it is really tough, because situations like that would rarely come up" (9-4).

Goal-Setting Sheets/Self-Reflection Check Lists.

Mentors were asked whether they felt the goal-setting sheets and self-reflection check lists (see Appendix I) which the youth completed each evening were effective.

"[James] fills it out faithfully. Everytime he goes through it, he really thinks about what he did" (Anna, 1-7).

I think [they were effective] - in mine and Grant's case. He kept himself in check a lot. He started giving his team mates high fives, and cheering us on, and usually before he was so quiet, you didn't even know he was on the court. (Ellen, 2-5)

Doug explained how he and the youth he worked with utilized the goal-setting sheets and self-reflection check lists.

Yes, [they were effective], because I noticed myself, for example, with Sam and with Larry, that when I filled it out and when he filled it out, we would switch and have each other read what we both wrote, and if he didn't agree on

118

what I wrote, he would let me know, and if I didn't agree on
what he wrote, then I would let him know, and we would go
through it again, and try to make them a little even. With
Larry, he has a lot upstairs. There was a definite
connection there. We seemed to want the same things for
him. At the beginning, when we marked down our goals, we
would talk it over for maybe five or 10 minutes and we would
agree upon a goal, and then throughout the course of the
evening I would come up to Larry and say 'How are things
going? If there is anything wrong, just give me a tap on
the shoulder and let me know. If you are having a problem
reaching your goal, or something, come talk to me and we
will go through it.', and he said 'Okay, sure, no problem.'
Then at the end of the night, he would just thank me in
writing for my support and it felt really good to see it.
(3-3)

Regarding the goal-setting sheets, Kate felt:

They are a good idea. [Youth] sort of keep tabs on
themselves, to some extent. I think if you do that, they
will do it more so than if you put the posters up and every
time you say 'Look at the posters and pick a goal'...but if
you give them a sheet and say 'set yourself a goal and you
are going to see if you can reach your goal', in that way,
you can subtley bring in goals, you can still have the
sheet, but you just don't need the posters. (5-5, 5-6)

Amy felt that recording the goals was a good idea, so that the

119

youth would not say that they could not remember their goal.

> I think that was also a good idea. I liked the goal-
> setting sheets, beforehand, so then they can't say 'Oh, I
> didn't have a goal. Oh, I forgot.' Having it in writing, it
> takes two minutes to write something down. Then at the end,
> the checklists were good. (7-8)

"I thought it was a good idea to have it written, and they
could see if they reached it....I thought the self-reflection
checklists were pretty accurate, too. You are pretty much
watching them" (Tanya, 8-3).

Teresa found that the effectiveness of the checklist and goal
setting-sheets varied, depending upon with whom she was working.

> I had different buddies all of the time. Some of them would
> do it and they would honestly and seriously do it, and some
> of them, they would do it themselves and then some of them
> you could kind of help them out, and you could pick a goal
> for them, and sometimes if you reminded them, they might
> remember. And then some of them were just useless, so I
> would continue to do it for the ones that it was helping,
> for the one's that were doing it. (9-6, 9-7)

Kate suggested:

> Instead of doing individual goal sheets, each group could
> sit down at the end of each day and write down what was
> good, what was bad, what they liked the best, improvements
> that they would make, if there were any. (5-5)

Nancy was the only mentor interviewed who felt the goal-

setting sheets were ineffective. "The goal-setting sheets and checkliksts were not effective. I think they could be. I just don't think there are a lot of them at that maturity level, that are going to do it" (6-6).

Finally, Amy suggested that mentors "set some goals for themselves" (7-7).

Large Group Sharing Circles.
At the conclusion of every evening session, a large group sharing circle was held for everybody to share how their evening went, what they enjoyed the most and the least. It was also a time for socializing, where youth and mentors could interact in a relaxed atmophere. Mentors agreed that the large group sharing circles did not work well, for various reasons. Mentors suggested alternatives to the large group sharing circles.

> I think with a different type of clientele, it would have
> been effective....With them, they didn't want to say
> anything stupid in front of anyone. They didn't want to
> embarrass themselves. They didn't want to make any
> suggestions in case someone says 'that's dumb'. (Anna, 1-5)

Anna suggested instead of a large group sharing circle, to have "smaller groups, and keep the groups the same for a little bit, so you get comfortable with it, and then maybe change them" (1-6).

"The idea behind it is really great, because that way you can know what they are thinking and what they want from the program, but I think some of them are really shy about talking

publicly" (Ellen, 2-4). Ellen also suggested that the groups be
made smaller.

Teresa felt that the maturity of the youth contributed to the
ineffectiveness of the circle.

> I think that it was a good idea, we [mentors] were into it,
> but they weren't....I found that a lot of them didn't like
> to be focused on. They like to fool around and get
> attention, but when it comes down to things like that, they
> don't want people focusing on them....It was almost like
> they weren't mature enough, that it didn't work for them.
> (9-5)

Teresa felt that it would work better "one on one" (9-5).

> "I think for some of the guys it was good. Ron liked it a
lot. He tried to get involved with it, but then there were some
guys like Fred, who really didn't care for it" (Jeff, 4-3).

Jeff made the following suggestion:

> If we all went off, just the two of us, then it would be
> easier for them to stay focused. It wouldn't take long,
> five minutes, 10 minutes, everyone in pairs, or really small
> groups, and just re-cap the evening, check how things went,
> what they thought of it. Then it would be easier for them
> to say, too, if there was something that they didn't like.
> Then they wouldn't have to feel that everyone was listening.
> (4-3, 4-4)

Tom felt that a one on one situation would be most effective.

> I doubt that any of them would open up in a big group. That

is why I think the one on one would be good. That is when

you could take care of the things like 'What do you think we

can improve upon?' and then each buddy can hand it in. (11-

5)

Amy felt that smaller groups would be more effective, because

when there was a large turn out, the sharing circles took a great

deal of time.

I think at the beginning, there were so many people and they

took so long. Half the mentors got distracted. I really

liked that idea, if we didn't have such a big group....I

think it is a good idea to discuss it. (7-8, 7-9)

Kim agreed with Amy: "When we had all of the mentors out,

there were so many people, and it took a long time" (10-5).

Tanya did not feel that the group circle was useful. "I

didn't find anything really productive about it" (8-3), and added

"I don't know what we could have done to get them to contribute"

(8-4). Rather than having the circle every evening, Tanya felt

"it was more effective to have it every once in awhile...but I

don't know about skipping it altogether, just because there is

something that needs to be said and maybe there is somebody who

needs to be probed to get it out" (8-4).

The researcher did act on Tanya's suggestion, and skipped

some group sharing circles. The youth were disappointed with the

researcher when she cancelled the meetings and insisted that they

be a part of the program again.

Kate felt that:

The group circle was below them. I think it was a good idea to open it up, but we never really had any comments. But I think if we went back to sit in a circle at the end of the day, and say 'Okay, does anyone have any comments? What was good? What was bad? Anything you want to say?', and if anyone has something to say, they can say it, and if they don't, well, then you might not get them to say anything. But it is better than putting them on the spot. (5-4)

The researcher also employed Kate's suggestion. The result was as the researcher had anticipated. Youth who normally contributed to the discussion, continued to contribute. Those who did not contribute, continued to be quiet in the circle.

For the first few group circle meetings the researcher facilitated the meetings. The researcher then thought it would be beneficial to have the youth facilitate the circle. The researcher wrote suggestions on the blackboard in case the facilitator found he was at a loss for words. Kim commented on this process.

When we had each one of the youth doing the circle, it just seemed to bring them out. Like Grant, he had never said anything, but then he led the circle, and was talking, and laughing, and we saw a different side of him. (10-4)

Kim also suggested smaller circles, in an attempt to encourage all youth to contribute (5-4).

Mentoring.

The mentors had a great deal to share regarding the role of

a mentor, how youth and mentors should be paired, and the
relationship between youth and mentors. Anna commented on the
benefits of a mentor, as opposed to one instructor.

> I think it is easier to talk to them individually and that
> is what they need. They need attention. They need coaxing.
> They need extra; something that one teacher cannot
> provide....It is really hard for one role model to be good
> for everyone....I think one on one is good. (Anna, 1-2)

Doug agreed that a one to one ratio works best.

> I actually liked the one to one ratio because you felt you
> could get to one kid a lot better than a whole
> group...talking with someone one to one, you can keep their
> attention because you can keep that eye contact. (3-2)

Establishing a trusting relationship with youth was the key to a
successful mentor/youth relationship.

> I think it is really good...if they have any problems, they
> can come to us, and talk about it, even if they don't want
> to talk. Some of them really try to kind of hold us back,
> others really come to us, and really open themselves up,
> when they are ready, once they start to like you enough and
> trust you enough. (Ellen, 2-2)

Mentoring allowed youth to establish a solid one on one trusting
relationship.

> I think that [mentoring] is a really good part of the
> program. For example, with Fred, if it hadn't been one on
> one, between himself and myself, I don't think he would have

opened up or had a chance to. If there was not someone

directly for the youth to talk to, then I don't think they

would. It would be a lot harder to work on their barrier of

their 'macho image' that they have got to uphold. (Jeff, 4-

2)

"I think it is a good idea actually, just because then

everyone has their own person, so that if they want to talk, they

can" (Tanya, 8-2).

The mentoring system worked well, because it helped keep everyone

under control and on task.

I think it probably helps to have a one on one, just

because if one person was trying to control all of them, I

mean, it is hard enough with one on one to get them to stay

focused and try to do things. (Teresa, 9-3)

Jeff was asked whether he thought youth should be partnered with

the same mentor throughout the program, or if the partners should

switch. In Jeff's opinion:

If the pair seem to be doing well together, I think it is

good to keep them together, for the simple fact that then

[youth] have someone to talk to, they want to talk to. Once

you gain the trust, if you switch the youth to someone else,

then it takes time to build the trust again. Then a lot of

time is wasted on that. Whereas, if you find someone that

you can open up to, then you can just go on and on from

there. I think that is what most of the kids need, or that

is what everyone needs - someone to talk to. (4-7, 4-8)

126

Kim felt that with the mentoring system, nobody was left out. It
also provided the opportunity to establish a quality relationship
with one youth and that would not have happened if partners had
switched each week.

> I think with the mentors...you always have a partner....And
> if you are playing one on one, you kind of get to know them.
> They kind of open up and all of a sudden, they just start
> talking to you about something. I think if you switched
> mentors every week, that wouldn't happen. You would have to
> get back to little small talk. (10-3)

Tanya felt that there were advantages to remaining with the same
partner throughout the program, as well as switching partners.

> I think it sort of works both ways, I guess. In terms of
> getting a chance to talk to the other kids, it would have
> been effective to have us rotate, but then too, if you are
> going to have someone that you know best, then you need to
> stay with the same person, so it kind of works both ways.
> They both would have been effective. (8-7)

Teresa joined the Coaching Club after it had been running
two weeks, and never really established a one to one relationship
with a youth. When asked if she felt that a steady pairing was a
good idea, she commented "I think ideally, yes, it would be good
to have the same person, because I didn't get to really notice
any kind of change, which would have been kind of rewarding" (9-
9).

> Youth and mentors paired up quite casually. Mentors took

127

youth on an informal tour of the facility. The researcher

invited the mentors to invite a youth to be their partner, and

off they went. Tanya commented on this process. "I thought it

was a good way of doing it. Because it was not like 'I want you'

or 'I don't want you', it just sort of happened, so nobody felt

left out" (8-6).

Regarding the forming of partnerships, Kate suggested:

"[Allow partnerships to evolve] otherwise it is too structured.

You just sort of let it happen....You have to let [youth] go with

whom they want" (5-6).

Kate commented on a positive change in behaviour in one of the

youth, due to a positive mentor influence.

I think one kid that I have seen a big change in is Ross.

Ross was so quiet the first day. And then the next day he

came, he was off the wall. I didn't know if he was into

something before he came. He was like night and day. And

then he became partners with Chris, and I have noticed a

huge difference just from being partners with Chris....I

don't know how far this is going outside the gym, but inside

the gym, there has been a huge change. (5-7)

"I think that most of the mentors were really good" (Amy, 7-1).

Amy believed the mentors were effective, because the youth were

being exposed to positive role models.

The youth are around mature people, who are their peers. We

are their peers, even though we are a little bit older, we

are showing them 'this is the appropriate way to act around

128

people', and they don't get that chance being around either

their bad friends, or people at school. The people at their

school that would be related to us would be 'nerds' at

school. They look at us and we are cool. And they see that

cool people don't have to swear. Cool people don't smoke.

Cool people are honest about their habits. (7-11)

Kate felt that some mentors had difficulty finding the right

balance between teacher and friend. In the researcher's opinion,

these extremes were the exception, and not the rule.

I think [mentoring] is a good idea....I think some [mentors]

were a little too over bearing. It wasn't all of the time,

but there are some people who would go out of their way to

do it, rather than being on an even level with them. But

there were those who went too far in terms of trying to be

like them and trying to talk like them. You have got to be

friends with them and you cannot put yourself up on a

pedestal, but you have got to draw a line. (5-3)

Jeff believed that some youth felt they could easily relate to

the female mentors.

I think it is good that there was a mix, and there was some

of us guys, too....I think some of the youth might view

women, in general, as sensitive and a litle more easy to

open up to. But maybe I was just lucky with Fred, that he

felt he could confide in me. So, I think for some of the

youth, it might have been easier with a girl, but then

again, it might have been a little more difficult if they

are not comfortable with girls. I don't think there was any

problem with it though. (4-2, 4-3)

Nancy felt there was a need for more male mentors.

I think a lot of [youth] have not had fathers and older

brothers and stuff like that, so I think it is important to

try and have guys [mentors] in the program. I mean, they

loved them. They loved the guys. I definitely think that

girls should be involved, but I think more guys should be

involved. (6-9)

On the whole, everybody appeared to get along well.

"Everyone is pretty compatible with their buddies" (Amy, 7-12).

<u>Mentors Impressions of Youth.</u>

Mentors had a variety of impressions of the youth, regarding

their participation, their future, and level of maturity.

"Participation was pretty great" (Ellen, 2-6).

"I thought the youth participated well....I think almost

everyone participated most of the time" (Nancy, 6-7).

Regarding the future of the youth, Anna felt:

This isn't the end of the line for them. There is so much

more for them to do and they can either go one way or the

other, but that there is that potential there to change, for

sure, and to come back in and be upstanding citizens, and

productive. (Anna, 1-11)

Ellen was very empathetic toward the youth, and really believed

in their potential.

I see a lot of these kids, you know. They are not really

awful. They are really great kids, you know. They are just
kind of in the wrong direction. Someone pointed them the
wrong way and we have just got to steer them back on to the
main road. (2-6)

Teresa discovered through working with the youth, that many
had negative attitudes. "I really noticed a lot of things, like
a lower self-confidence, and a lower self-esteem, and a lot of
them were really, really negative" (9-1).
Kate commented on the vast differences in level of maturity among
the youth.

One thing I noticed for sure, and it is something you cannot
control is the maturity level [of the youth]. You go from a
14 year old, to Mitch, who is 19. So you go from people who
you cannot even talk to, all the way up to older kids.
(5-1)

Nancy also noticed a difference in maturity levels. "Some of the
guys are really good at setting goals, I have noticed. They
really try. But I think that is maturity level" (6-5).

It is too bad there is such a difference in maturity levels
with the kids. You would think that the younger ones would
look up to the older ones, but they are not even at that
level to look up to them. They are just so naive and just
don't realize the things that are going on around them.
There are things they have no idea about, because they have
never been exposed to that. (6-8)

<u>Observations of Group Dynamics.</u>

Mentors offered their opinions on how they saw everyone cooperating within the group.

> I think, on the whole, most of the guys got along together
> superbly. You would think that some of these kids are from
> one end of the town and from another, and you think that
> maybe they would have this rivalry going on, but they seemed
> to be like a family almost. You could even see when they
> were joking around on the courts, or whatever. It was a
> real family-like atmosphere. I think that a lot of the
> people who were volunteering in the group were friends to
> start out with which made it more of a closer family, sort
> of thing. It almost became like two families intermixed.
> (Ellen, 2-5)

"I think everyone got along. The youth all got along. I think youth got along with the mentors well" (Nancy, 6-6). In Teresa's opinion, relating became easier toward the conclusion of the program.

> I thought it went pretty well actually. Everyone seemed to
> get along pretty well all of the time. I really enjoyed
> working with everyone and getting to know everyone there,
> too. And it wasn't until close to the end that people
> started speaking more and stuff like that, and so I really
> liked it toward the end, because it was getting a little
> more open and a little more relaxed. (8-4, 8-5)

Strengths of the Program.

Mentors felt that a variety of variables made the program successful.

> A strength was that we could all mesh together and pull
> together as a whole and really try....Everyone pulled
> together to be a positive role model for these kids. That
> was really great. (Ellen, 2-7)

In Jeff's opinion, the strengths of the program included:

> The whole goal-setting, the whole idea of goal-setting and
> mentoring, the pairing, not necessarily the same youth with
> the same buddy, but the idea of trying to get an even ratio
> is good, because it allows us to try and become more of a
> friend to the youth, and gives them an opportunity to speak
> about whatever they want, whether it be problems at the
> group home, or just about the activities. (4-5, 4-6).

Teresa felt that a strength was the relationships that developed between the youth and their mentors.

> I think one strength, some of the parnterships worked out
> really well, like look at Fred and Jeff. That is excellent.
> So that is a strength, if you can get people that are going
> to really go out of their way to get to know their buddy
> [youth]. (9-8)

Tom thought that the age difference between the mentors and youth was effective in terms of impacting the youth. "I like the group of people. Obviously, there are individuals who stand out, but the group itself [of youth] is just a perfect age for them to

look up to you, but you are not too far" (11-8).

"Well, strengths - we had a few really, really good mentors, and we had some really good youth, who were really good role models. Everybody loves Ron, and Ron is an excellent role model for them" (Amy, 7-9).

The location was also considered to be one of the program's strengths. Amy recalled her first interaction with a youth.

> The first day when I was taking them on a tour, Saul said to me, 'Man, I never thought I would ever be at the university', and that stuck in my head....I think it is good for them to see 'This is what university is like. Maybe one day I can go to university.' I think it was probably the best facility to use because we had gyms, the pool, everything is here, and if they want to come, and pay money, they know what it is like" (7-12).

Tom thought the location was ideal for the program. "I like the idea of having it here at the university, because it has that mystique about it, almost" (11-7).

Jeff felt that the university was an ideal location, because the mentors were familiar with the facility.

> I liked [the location]. I know the area and I knew the facility so when the youth had questions, I could answer them, whereas if we went to another place where neither of us were familiar, then both of us would have been lost. We are familiar with the rules and regulations. Then if they have other questions about the university, we can answer

134

them or show them. I have gone walking around with Fred before, and have shown him around the campus and University Centre, and the buildings around it. It gives us something to do, to see the area. (4-8)

Tanya also liked the location "just because there are lots of things to do here" (8-6).

Tanya felt that the program was good, in that it exposed youth to some new things.

Just as a strength, I thought it was a good opportunity for them to play other sports and stuff like that and just to be exposed to other things that they don't get to do at the Youth Centre, a chance for them to get out of the Youth Centre. (8-5)

Teresa felt one strength of the program was "Just the fact that getting them into activity and getting them together" (9-8).

Kate felt that the program itself was a strength. "Just the fact that we did it. The fact that a lot of people thought about it, but we actually did it, and I think we deserve credit just for putting it together" (5-8).

A strength would be that we are giving these guys a chance, that we are not judging them, we are letting them do something. I think it is really good that we are giving them the chance to get out and to do something. (Kate, 5-8)

"The whole program is a strength" (Nancy, 6-7).

Jeff liked the fact that the program ran twice weekly.

I think it is good that it was twice a week, instead of just

135

once a week, because it gives us somthing more immediate to look forward to. On Tuesday, it is not like six days before we will see each other again. It is easier to remember stuff when it was the day before. Otherwise, I could see it, where you come in and it would be like starting over again. Whereas this way, we can keep things going and keep gaining progress with the youth. (4-6)

Suggestions for Improving Future Projects.

Mentors offered suggestions for improving future programs for high risk youth. One mentor suggested more extensive training. "I think maybe if we had better training in dealing with disruptive behaviour, then we would be better able to deal with [certain situations]" (Ellen, 2-8).

Tom felt that some mentors required extra guidance.

Talk to them [mentors], and let them know about your expectations and what is good and not good....They are volunteers, so if you let them know that what they are doing is inappropriate for this event, they will probably go along with it. They are volunteering, so they want to be here, at least a little. (6-3)

Amy suggested that the expectations of volunteers be made very clear. "Maybe if we had a session with the mentors, going over everything, saying 'This is what we are trying to achieve, this is what we want you to do'" (Amy, 7-7).

"Maybe the mentors could have had a meeting every once in awhile, and just get together. Even just 15 minutes at the end.

136

I don't think people would have minded" (Teresa, 9-6). The researcher did attempt to hold meetings with the mentors, but it was difficult with their very busy schedules.

"I cannot believe the lack of 'stick-to-it-ness' [with mentors]" (Doug, 3-3). "I think if you do it next time, you need to get that committment [from the mentors]. They should be expected to follow through because what does it look like to them [youth]? (Kate, 5-3). "The lack of commitment at the end was a big problem" (Amy, 7-9). "I guess it is really hard with volunteers, but just the difference in people showing up all of them time near the end" (Teresa, 9-9).

"I do think that if it was more long term, with people that were a little bit more committed, that you would see things come together" (Teresa, 9-11).

Ellen felt that a social gathering of youth and mentors before the program begins would be a good idea for a future program.

> If we had gotten the opportunity to meet them in advance a
> couple of times before we get onto the court with them,
> that might have set a lot of people at ease, because I know
> a lot of people were uptight. (2-9)

Tanya thought that having a social evening with the youth would be something she would have enjoyed. "Just even a chance to talk to them and be kind of casual with them, more socially, once in awhile" (8-1).

In contrast to Jeff's opinion regarding the number of times per week the group met, Teresa felt:

It might have worked better if it had only gone once a week, or something. I found that it started to get a little repetitive, not that the activities were repetitive, but just coming two times a week. (9-2)

Are Programs Like This Worthwhile?

"Definitely, because it gives kids something to do, keeps them off the streets, keeps them fit so we don't have an obese population" (Ellen, 2-10).

"The more kids we have involved in things like that, the less overweight kids we will have. I think if you have a positive experience in physical education at a very young age, you are always going to think of physical education as a really great thing" (Ellen, 2-11).

"If programs like this were out there, we would have a lot less crime" (Ellen, 2-11).

"Yes, I think [programs like this are worthwhile]....It is like you are giving them the chance" (Kim, 10-13).

"The program is definitely worthwhile, and the sporting activities are a good idea" (Nancy, 6-8).

"These kids are bored. They have nothing to do. I think programs like this are worthwhile for sure" (Tom, 11-9).

Section Six - Results from Journal Commentary and Youth Goal-Setting Sheets

Youth Journal Commentary

As a part of the program, youth completed a self-reflection checklist at the conclusion of each evening session. Mentors

also completed the same self-reflection checklist, reflecting on the youth's behaviour during the course of that evening. The youth and mentors completed the checklist individually, and then came together to discuss what the other had recorded. Youth journal commentary follows.

The Program.

Many youth liked the program, as was evident in their journal entries. "I like the program" (Morgan, April 13). "I really liked it today and hope to come again" (Larry, April 13). "I had a lot of fun tonight. I did not know I could do it [climb the climbing wall] but I did it all the way up!" (Fred, May 11). "My buddy really supported me today and I had lots of fun" (Larry, April 20). "It was a good program. It was fun" (Ron, March 28). "I learned a new game today and I really enjoyed it!!" (Larry, April 20).

Effort.

Youth wrote about putting forth effort during the course of the evening. "I worked hard today" (James, April 6). "I worked hard and kept my mouth shut" (Jim, March 28). "I worked hard today" (Marcel, March 21). "I tried my best today" (Marcel, April 6). "I had a good day today. I worked hard and played well. I enjoyed it" (Jim, March 23). "My self control needs some work. I was trying" (Fred, April 13). "I tried hard" (Marcel, March 28).

Goal-Setting.

Many youth commented on goal-setting in their journal. "My

139

goal for next time is caring and helping" (Ron, March 30). "I followed one of my goals by not calling anyone down" (Grant, March 30). "I reached my goal today which was to support each other. My goal outside the gym is just to stay out of trouble" (Mitch, April 13). "I set a goal today. It was not to call names" (Jim, March 28). "I said lots of positive things" (Marcel, March 28). "My goal was to say something nice to someone and I did" (James, April 6). "I met my goal today - not to swear" (Marcel, March 30). "I set some goals and I achieved my goals and I tried hard tonight. I had a lot of fun" (Fred, April 20). "I set a goal but I didn't follow it totally" (Marcel, March 28). "I didn't call Morgan any names today" (Jim, March 28). "I set goals but didn't meet them" (James, April 13).

Supporting Teammates.

Youth also commented on how they began to encourage teammates. "I was positive" (Marcel, March 28). "I said 'nice goal' to some of my teammates" (Jim, March 28). "I complimented Morgan on catching the ball" (Marcel, March 30). "I slapped hands with people, like a high five" (Jim, April 4). "I complimented lots of people" (Marcel, April 6).

Mentor Journal Commentary

Mentors took the opportunity in their journal entries to commend the youth, offer advise to youth, and offer suggestions to the researcher.

Participation and Effort.

Mentors made an overwhelming number of comments in their journals regarding participation and effort put forth by youth. The following is a sample of quotes which illustrate the efforts make by the youth. "[Sam] worked hard to involve everyone. He was willing to pass to everyone on the team (Sue, March 30). "Morgan's progress is really good. He has been working really hard and seems to be having a good time" (Kim, March 30). "I saw Darryl trying harder, passing well with his teammates" (Nancy, April 13). "[Ross] shows great effort and enthusiasm" (Chris, March 16). "I can't say for sure, but I think James may have decided on Tuesday to make more of an effort tonight (and he did)!" (Anna, March 23). "I think Mitch played hard on his team" (Kate, March 30). "I thought Jim was playing very hard during the games. He paid attention and tried to play with his team" (Leah, April 4). "Great effort, a little bit quiet, very cooperative, great attitude, had lots of confidence, great participation attitude, followed skills without hassle. [Jim] never needed to be talked to for interrupting or moving out of turn" (Patti, March 16). "Sam goes all out and tries 100%. Pretty impressive!" (Doug, March 15). "Effort is by far the best category each time we meet. Rarely is James' effort less than a five" (on a scale of one to five) (Anna, April 27).

Positive Attitudes.

Mentors also made comments regarding the positive attitudes of youth. "Ken is always positive toward the other players in

141

his quiet way" (Sue, March 28). "Matt always seems to be having a good time and he seems to approach all the different activities with a good attitude" (Tanya, March 16). "[Morgan] was giving high fives all game. He was cheering people on very well" (Kim, April 13). "Ron is really enthusiastic and plays the game well. I'm proud to be his buddy. Oh yeah, I had fun" (Ellen, March 21). "Ross was really positive with me today" (Maggi, April 6).

Goal-Setting.

Comments on goal-setting included the following: "I think Ron has the hang of the first four goals - he could probably challenge himself to do all that stuff outside of the gym, too" (Sara, March 28). "I think Mitch is above these goals and therefore needs to maintain rather than set new ones" (Kate, March 30). "Sam and I reached our goals that we talked about earlier in the evening" (Doug, March 28).

In her journal, Kate offered the following suggestion: "Maybe we could set one goal as a group to work on for the night" (April 6). The following session, the group brainstormed possible group goals, and decided to strive for supporting and encouraging one another that evening. It was quite successful, and Kate later commented "I think the group goal was met by everyone" (April 11).

Sportsmanship.

Mentors mentioned the sportsmanship they witnessed occuring among the youth. "[Ken] accidently hit someone in the eye/head, and went to check if he was alright and apologized" (Sue, March

142

28). "[James] basically worked well with everyone on my team. Everyone was playing with a lot more intensity than on Tuesday, which made it more fun - while maintaining the sportsmanship within and between teams" (Anna, March 23). "Ross almost hit me with a ball and said 'Sorry!' That was totally awesome because I didn't think he cared, but he does! Great day!" (Ellen, March 30).

Self-Control.

With this population of youth, impulse control and self-control are often important issues. Mentors offered some positive commentary on the youth's self-control. "Good control. Kept himself out of trouble. Played by the rules" (Patti, writing about Jim, March 30). "[Darryl] had good self-control and no outbursts" (Nancy, March 23). "Self-control as well as participation was great" (Patti, writing about Jim, March 23). "Marcel had a bad temper but wants to control it. Marcel wants to communicate better, stop the violence. He wants to go straight, turn his life around" (Sally, March 16). "[Jim] stayed calm and cool, even when people scored" (Patti, March 30).

Goal-Setting Sheets

Beginning on April 20, the researcher introduced goal-setting sheets to the group. She did this because she saw youth setting goals for themselves and then forgetting what they were by the end of the evening. Some youth did not take goal-setting seriously and the researcher understood that the concept of goal-setting was likely quite foreign to many youth.

The researcher wanted youth to take ownership of their goals, thus, she asked youth to record goals on the sheet she provided and then sign their name. In this way, youth were able to see if they could achieve their goal. Youth were invited to select one of the goals posted around the room or were welcome to create their own. The researcher found that goal-setting with youth was more successful after implementing the goal-setting sheets. The following are examples of goals youth set for themselves.

Self-Control as a Goal.

Many youth set the goal of self-control for themselves. "My goal is not to swear" (Marcel, May 2). "My goal is not to argue with anyone and to have lots of fun" (Mitch, April 25). "My goal is not to hurt anyone" (James, April 27). "My goal is not to fight" (Nick, April 20). "My goal is self-control" (Nick, April 25). "My goal is to play hard and not to swear (Jim, May 2). "My goal is to have self-control and try hard" (Grant, April 27). "My goal is to keep quiet and under control all night" (Morgan, April 20). "My goal is to improve my attitude" (Marcel, April 20). "My goal is not to say bad things and try to keep quiet at the meeting" (Fred, April 20). "My goal is including everybody and try to control my anger" (Fred, April 27).

Effort as a Goal.

Some youth set goals regarding effort. "My goal is to try hard the whole time" (Darryl, April 20). "My goal is to try hard and be cooperative" (Grant, May 2). "My goal is to do my best"

(Ross, April 27). "My goal is to have everybody try and give some or a lot of effort (Fred, May 16). "My goal is to try my best" (Morgan, April 25). "My goal is to play hard, play fair" (Ron, April 20).

<u>Peer Support as a Goal.</u>

Some youth made a point of supporting teammates. Many of these efforts were recorded as goals. "My goal is to support other people by saying 'Great job!' or giving them a high five and by being positive" (Darcy, April 27). "My goal is to encourage more people to try their best" (Larry, April 25). "My goal is to do a good deed" (Grant, May 16). "My goal is to help" (Bob, May 4). "My goal is to support other people" (Larry, April 20).

Finally, one of the higher level thinking youth set the following goal: "To be able to work independently on certain tasks and to remember this goal!!" (Jim, April 20).

Goal-setting did work well with the youth, as it exposed youth to something new and gave them a practical skill to take with them once the program concluded.

CHAPTER 6

Recommendations and Conclusions

Ideas are clean. I can take them out and look at them.
They fit nicely in books. They lead me down the narrow way.
And in the morning they are there.
Ideas are straight.
But the world is round, and a messy mortal is my friend.
Come walk with me in the mud.
Hugh Prather

The researcher recommends that human service organizations (Justice, Health, Education, Drug and Alcohol Education, et cetera) collaborate in order to provide a consistent, coordinated effort in order to reduce risk for youth. Since the problems associated with high-risk youth affects everyone either directly or indirectly, support should be solicited from public and corporate sectors. In this way society can work together in an attempt to combat the issues associated with youth at-risk.

Recommendations for Future Research

The researcher recommends that the youth be interviewed and asked why they commit crimes, and what they need in order to not re-offend. The adult population can offer interventions for high-risk youth, but if the intervention is not meaningful to the youth, it will not serve the intended purpose. Youth must be accessed, and asked why they commit crimes, so that service providers can better help them.

The researcher recommends longitudinal studies of high-risk youth involved in interventions. Longitudinal studies would show whether youth involved in interventions decrease/eliminate their involvement with the law.

146

Recommendations for Future Programs

It is recommended that mentors be involved in future programs for high-risk youth. Mentors contribute to a program's success, as the one on one interaction provides youth the guidance they seek and the attention they crave. It is also recommended that Dr. Hellison's model be employed as a framework for programs.

Characteristics of an Effective Mentor.

Mentors must be carefully selected. Mentors must have a philosophy of education that is consistent with that of the program's. It is best to select both male and female mentors who are relatively young (20-25 years). This way youth can look up to mentors, and mentors and youth can still easily relate to one another. Male mentors selected must be sensitive, perceptive, and non-threatening since 'ego' is a big issue with some male youth. A male mentor who comes across as too strong or with an inflated ego will not find favour with the youth, since many youth will also come into the program with an 'attitude'. The result would be a tremendous clash. Female mentors must be both physcically and mentally tough, in addition to being sensitive and perceptive.

Mentors must value goal-setting and Dr. Hellison's model, and view them as important components of the program. Mentors must be mature, so they understand their role, and can find the balance between teacher and friend. Mentors must be outgoing, as they will be expected to approach youth and work with them before

and after the scheduled activity, rather than associate solely with other mentors. Finally, mentors must be very committed. If mentors quit because they find they are too busy due to other committments, it does not teach youth about "stick-to-it-ness" or persistence. Because the program ideally involves university students as mentors, it is recommended that the program runs September to April, so that there will not be the problem of mentors quiting at the beginning of May due to full time employment obligations.

On-Going Training of Mentors.

Mentors will need to be trained with regard to the model and it's objectives. Regular meetings should be held with mentors to ensure mentors are on task and understand the program's objectives. The researcher recommends on-going workshops hosted by key personnel from the Manitoba Youth Centre, such as Mr. Pritchard. The researcher also recommends inviting Dr. Hellison to provided a workshop for the personnel involved in the program.

The mentors will need to recognize that illiteracy, depression, and anxiety are some of the things these youth will bring with them to the program. Mentors will need to be given an overview of these things and will need to be able to recognize warning signs. Mentors will also need to recognize that the maturity level of youth will vary a great deal. For the program to be successful, expectations of mentors must be clear.

Pairing of Youth and Mentors.

The pairing of youth and mentors should evolve naturally.

148

Pairing should not be forced. Attempts should be made to keep the youth/mentor pair the same, if the partnership is working. If partners continually switch, youth may not have the opportunity to bond with their mentor.

Goal-Setting.

It is recommended that goal-setting be a part of the program. Goal-setting must be made clear and concrete from the start. Goal-setting sheets help make goal-setting concrete and clear. When youth record goals it encourages them to take ownership of their goals as well as helps them to remember their goals.

It is recommended that the group set individual goals as well as small and large group goals. Setting group goals may encourage group cohesiveness as well as allow some youth to act as positive role models for other youth.

The group should begin by introducing the goal of "self-control". Self-control is a problem for the majority of these youth. Encouraging youth to become aware that self-control is something they have power over and encouraging them to set goals such as "not to swear" and "not to call anyone names" will make the program more enjoyable for all. Finally, it is recommended that mentors set goals for themselves as a means of modelling goal-setting.

Sharing Time.

The researcher recommends one-on-one sharing time at the beginning of the evening, for youth and mentors to discuss and

record goals. One-on-one meetings should also occur at the
conclusion of the evening for mentors and youth to reflect on
youth behaviour as well as youth and mentor goals. Small group
sharing circles should be held once a week (or more often, if a
situation arises which requires attention) for groups to discuss
how things are going and to offer suggestions for program
improvements.

If food or beverages are donated, it is recommended that no
food or drinks be consumed during group circle meetings. Youth
tend to become distracted. It is best to save food and beverages
until after meetings.

Rules.

A protocol must be established so that if the group feels
the need to release a participant from the group, it can be done
without anyone feeling as though the decision was arbitrary.
Youth and mentors should create rules for the program together,
as youth will place more value on rules they participated in
creating, as opposed to rules created without their input. Clear
consequences for violation of the rules must be established (with
the help of youth) for this population requires clear boundaries.

It should be made clear to youth that they are volunteer
participants of the program, and if they do not wish to
participate in the program there are many youth who would be
happy to take their place.

Empowering Youth Through Responsibility.

If youth are to become more responsible, they need to be

given responsibility. For example, the researcher recommends that youth and mentor pairs each take a turn preparing and executing a warm up activity, a cool down activity and a lesson for the whole group. As well, youth should take turns facilitating group sharing circles. If food or beverages are donated, youth should be responsible for cleaning up after themselves. Finally, youth should be put in charge of setting up, taking down and putting away equipment.

Developing Leadership in Youth.

Mentors should work on positive leadership skills with all youth. For those youth who emerge as leaders, mentors should work very hard with them to develop the leadership skills needed for these youth to act as mentors in the following phase of the program.

Activities.

A wide range of activities is recommended to challenge youth. As well, youth should be allowed to play their favourite activities, in order to keep them interested in the program. The researcher recommends engaging the youth and mentors in social gatherings together, such as a university volleyball or basketball game.

Location.

A university campus is an ideal location for a program for high risk youth, since it may illicit an interest in university where there may not have been prior exposure or thought given to the possibility of attending university. The University of

Winnipeg is a good location since it is based downtown and could be easily accessed by youth.

Extended Programming.

Sport is an excellent vehicle whereby youth can be taught self and social responsibility, values, and goal-setting. The researcher recommends extended programming as a means of reinforcing values learned through such sport programs. For example, youth could become involved in environmental work, recycling, senior citizens care or working with children. In this way, youth could transfer values learned through the sport program into other domains. Youth would continue to learn values and at the same time serve society.

Visions

The researcher hopes to see a program developed in the inner-city for high risk youth where youth would be invited to engage in physical activity in a safe environment. This program would involve mentors, who would serve as positive role models for the youth. The program would be designed to teach youth an alternative value system through physical activity.

The researcher would also like to see a program designed specifically for youth released from custody into the care of parents/legal guardians. Youth released from the strict environment of the Manitoba Youth Centre into the care of parents/legal guardians, where there may be minimal rules and boundaries, will likely flounder and become re-involved with the law. Youth require boundaries and need to be engaged in

152

structured activities to relieve boredom. Thus, the researcher

suggests that youth be involved in a program after release from

custody, in order for youth to be equipped with the tools needed

to cope in society, and to cope with boredom, so that the chance

of re-involvement in crime is minimal. According to Bob (youth)

> I think it would be better to put the program on for people
>
> after they get out of custody. Like, if they are on
>
> probation, because it is giving them something to do...not
>
> being on the streets or something. It kept me busy. (16-3)

Finally, the researcher would like to see parents enlisted

as volunteers to aid in the delivery of programs which are aimed

at teaching children self and social responsibility. This would

have many positive benefits: a) it would ensure that there were

enough volunteers to adequately run a program, b) it would save

money, as the parents would be volunteering, c) it would teach

the parents the principles of self and social responsibility,

d) concepts learned in the program could be reinforced in the

home, since parents would be aware of the program's philosophy,

e) it would give parents and children time together to build

trusting relationships, f) children could view their parents as

positive role models taking an active interest in their lives,

g) parents and children together would be learning to share,

cooperate, and goal-set.

Conclusions

The researcher found the experience of creating and

implementing a physical activity intervention for high-risk youth

both challenging and rewarding. She learned a great deal about the population and feels very privileged to be able to tell their stories.

The researcher attempted to teach the youth an alternative value system. It was difficult to reach all youth in the 60 hours the group spent together, however the researcher feels confident that she was able to reach two youth. Two may not seem like very many, however, it could mean the difference between living and dying to the youth.

Youth also provided good suggestions for community service providers regarding what youth need, especially those being released from custody, into the sometimes, "loose care" of their parents/legal guardians. The situation seems fairly clear. Youth need structured activity to combat boredom - boredom which has the potential to involve youth in the criminal justice system.

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APPENDIX A

PARENTAL AND YOUTH CONSENT FORMS

<u>PARENTAL CONSENT FORM</u>

Community and Youth Corrections, Manitoba Justice, in conjunction with the University of Manitoba, is offering a physical activity intervention for high risk youth. This intervention is being conducted in order to determine whether physical activity can enhance the quality of life for high risk youth. As apart of this intervention, selected youth will be invited to participate in a "Coaching Club", run out of the University of Manitoba's Fort Garry Campus, from March 1, 1995 to May 20, 1995.

As well, interviews will be a component of this intervention. The interviews will provide the youth with the opportunity to express whether being involved in the physical activity program has helped them in any way.

Your child has been selected to participate in this study, and we would appreciate his participation. Your child is, however, under no obligation to participate. As well, your child may withdraw from the intervention at anytime, without prejudice or penalty. All responses to interview questions will be completely confidential.

If this pilot project is successful, it may pave the way for future projects, such as these, to be funded on a long term basis.

We would request your permission for your child to participate in this study. Please sign your consent below.

I will allow my child _____
                              (Child's name in full)

to participate in the "Sport Club" for high risk youth.

_____   _____
      (Date)   (Signature of Parent
                                         or Legal Guardian)

CONSENT FORM FOR YOUTH

What is this project all about?

a) Participation is voluntary.

b) Each youth will participate in the "Coaching Club" at the University of Manitoba.

c) The purpose of this project is to better understand the role that sport can play in enhancing your lives.

d) Each youth will be interviewed by the external evaluator approximately three times throughout the program.

e) All information is confidential.

f) You may withdraw from the project at anytime, without prejudice or penalty.

I understand all of the above, and I agree to participate in the study.

_____
(Youth name, printed)

_____
(Signature of youth)

_____
(Date)

APPENDIX B

PROJECT OVERVIEW FOR COMMUNITY SUPPORT UNIT STAFF

A "SPORTS CLUB"
FOR
WINNIPEG'S HIGH RISK
YOUTH

FEBRUARY 23, 1995

Purpose

The purpose of this pilot project is to create a physical activity intervention program for 10-15 youth, identified by the Custody Support Units, Manitoba Justice.

The rationale for doing so is to enhance the quality of life of the high risk youth, through the provision of sports and recreational activities, and the development of new skills, such as awareness, decision-making and self-reflection.

The Model

The study will follow a "moral education" model, created by Dr. Don Hellison. This model employs physical activity as a means to teach self and social responsibility, in an attempt to "plant some seeds" regarding alternate values. The model teaches responsibility through awareness, experience, decision-making and self-reflection.

The program will be based upon four goals. These goals are progressive and are presented as four levels of self-responsibility. They are as follows:

Level 1 - "Self-Control"

~ the youth is able to control his/her behaviour enough so as to not interfere with others' right to learn and the teachers' right to teach

Level 2 - "Involvement"

~ the youth shows self-control and is involved in the program

Level 3 - "Self-Direction"

~ the youth learns to take more responsibility for choices, becomes more independent, and begins to set goals

Level 4 - "Caring"

~ the youth begins to cooperate, give support and show concern

These levels are developmental and cumulative. They provide a vocabulary with which both teachers and students can communicate and comprehend.

Hellison has also created six interaction strategies which are designed to keep the levels before the students at all times. They include:

1. Teacher Talk

~ teacher explains, refers to and posts levels during teachable moments

2. Modeling

~ teacher's attitudes and behaviours

3. Reinforcement

~ actions of teacher which strengthen the attitudes/behaviours of student

4. Reflection Time

~ time students spend thinking about their attitudes and behaviours in relation to the levels

5. Student Sharing

~ students give their opinions of the program

6. Specific Strategies

~ activities that increase the interaction with a specific skill

Key Players

Youth

Youth will be identified by the Custody Support Units, Manitoba Justice. These youth will be interviewed by the program evaluator. 10-15 of these youth will be selected to participate in the pilot project.

Mentors

University of Manitoba students will act as mentors for the youth. The role of the mentor will include instructing the youth in the various activities, modeling, sharing, as well as participating in the physical activities with the youth. The mentors will serve in a sort of "Big Brother"/"Big Sister" capacity.

Project Coordinator

An individual will be hired to coordinate the project. His/Her responsibilities would include, but not be limited to, running the evening sessions, booking the proper equipment, setting up for the evening sessions, insuring that mentors and youth show up each evening (and if they do not, then follow-up), facilitate large group activities, contact Manitoba Youth Centre if youth goes "AWOL", take in youths' journals at the end of the evening, etc..

Project Evaluator

Once the program is established, the writer will step back, and externally (objectively) evaluate the program. This will be achieved by interviewing the youth, observing the youth during each evening session, and analyzing the youths' journals. The mentors and project coordinator will also be interviewed.

Venue

The program will run at the University of Manitoba's Fort Garry campus.

Timeline

The program will run on Tuesday and Thursday evenings, two hours per evening, for a period of ten weeks. It is proposed that the project will commence in mid March.

APPENDIX C

PROJECT OVERVIEW FOR YOUTH

A "SPORTS CLUB"
FOR
WINNIPEG'S HIGH RISK
YOUTH

January 17, 1995

WHAT IS IT?

This is a "Sports Club" for high risk youth.

WHERE IS IT?

Club activities will run out of the University of Manitoba.

WHY IS THIS CLUB BEING CREATED?

We want to improve life for high risk youth by introducing them to sports and recreation. We think it will also help youth develop many skill, such as awareness, decision-making, and self-awareness.

WHEN IS THE SPORTS CLUB STARTING?

We hope to start the club in late February. It will run on Tuesday and Thursday evenings, two hours each evening for about 10 weeks.

WHO IS INVOLVED?

Youth

We are inviting 10 youth to participate in the club.

Mentors

We are also inviting 10 University of Manitoba students to buddy up with each of the youth (each youth would have his own "buddy"). These university students would also be apart of the team.

Coordinator

We would have one person in charge of leading the group. This person would run the evening program, make sure that all of the correct equipment is available, make sure that the youth and the mentors show up each evening and things like that.

Evaluator

We would have one person evaluate the program. This person would interview the youth, to find out if they like the program. This person would also ask the youth for suggestions or ideas that might make the program better.

THE YOUTHS' JOB...

The job of the youth joining the club would be that they:

a)   attend every Tuesday and Thursday evening

b)   participate in the activities offered at the club

c)   keep a journal, writing down thoughts and feelings about the program (we would give the youth a journal)

d)   be available to be interviewed by the evaluator of the club

OUR JOB...

Our job would be to:

a)   provide youth with fun sports and recreational activities when they come to the club

b)   teach the youth new skills, such as awareness, decision-making, and self-reflection

c)   to find out, by interviewing youth, if physical activity can help make a difference in the lives of Winnipeg's high risk youth

APPENDIX D

TEXT ANALYSIS OF YOUTH INTERVIEW

.

<u>Thesis</u> - Interview with 5 youth - "J", "M", "M", "T", "C".

<u>February 8, 1995 - Youth Center</u>

LNB: So basically if you kind of look at this it outlines that it's sort of like a sport club and we're thinking about running it out of the University of Manitoba. What do you guys think about having it at a place like the U of M?

LOCATION Fine

Y: <u>Fine.</u>

LNB: It's okay? Would there be a better place?

Y: No.

LNB: No? Have you guys ever been there?

Y: That place has everything.

LNB: Pardon, it has everything? Have you ever been there?

BSKTBLL

Y: I would just like to go <u>play basketball and all that.</u>

Y: I went there to watch the games, the _____ Games.

LNB: Oh really! Did you like going there to watch some sports?

Y: Yeah.

LNB: So basically we're thinking of having it at the U of M then. We're thinking about I guess giving bus tickets or something and you guys taking the bus down. How does that sound?

Y: That's good. Better than being in here.

LNB: What would you do here in the evening if you weren't out like at a sport camp?

Y: Watching T.V., playing cards, cleaning up.

ACTIVITIES @ YM Centre
- TV
- Cards
- Clean

LNB: Oh so anything would be better than that.

Y: So like we're doing that right now so it's better than doing that.

D: It's no wonder you guys wanted to come out!!

LNB: Well we wouldn't have you cleaning up actually if you came over the University. You wouldn't have to worry about that! In terms of activities, I'll just give you a list of some of the ideas that we had in terms of activities. We've got ice there so we could maybe just do skating or hockey, I don't know if that interests you. There's a pool, there gymnastic equipment, there's

a weight room. We have kayaks that we can put in the pool so we can do kayaking.

Y: Oh that's like canoeing.

LNB: Yeah, except only one person in it. We've got a climbing wall, there's a climbing wall. Has anyone ever gone climbing?

Y: Like you slap those ropes around you and you just climb or like hiking?

LNB: It's like pretending that you're climbing a mountain, except it's just a wall.

Y: How many could you do if you went there?

LNB: Oh I'm just giving you different ideas. You guys can just tell me what kinds of things you'd want to do. You can pick them all!! So basically those are the kinds of things that we could do. What of those things, or any other ideas you have like basketball, volleyball, badminton.... what kinds of things would you want to do if you came to like a sport club?

Y: I'd want to_play basketball, or football._   BSKTBLL FOOTBALL

Y: Yeah football would be pretty good, but that would be only

for the summertime.

Y: Ice hockey.

ICE HOCKEY

LNB: Hockey? You like basketball too hey?

TEAM HANDBALL *WRESTLING*

Y: Basketball, I like team handball too.

LNB: Oh handball, that'd be good. What about wrestling?

Y: Oh that be pretty neat to fool around.

LNB: Anything else that I haven't thought of? Something that
you've always wanted to do?

RUGBY

Y: I've always wanted to play rugby which is just like football
with tackling and everything.

LACROSSE

Y: Lacrosse.

LNB: Lacrosse? What about something like karate or tae kwon do,
like some type of self defence type.

MARTIAL ARTS

Y: That'd be pretty neat, like Tai Chi or something, kick
boxing!

LNB: Would something like that be interesting though?

Y: Yeah it would.

LNB: Anybody else? We'd want to teach you like defence, but not fighting. Forget that! So we have to figure out then, and we don't like - all the people who are trying to put this program together - we don't want to make up all the rules and decide everything. That's why we're talking to you because we want you guys to help us decide what days of the week you'd come, how long you'd come, how many times a week you'd come. Do you have any thoughts on that?

2 NITES/WK.

Y: Two nights.

LNB: You'd want to come one evening in the week or two evenings in the week?

EVERYDAY !

Y: Two.

Y: All week!! Every day!!

Y: As much as you guys can handle!

LNB: As much as we can handle! Seven days a week!

Y: Get us out we'll go.

LNB: Would you come two nights a week?

Y: I would for sure.

LNB: What time would you want to come?

Y: Ten til ten!!

TIME
- till 10pm
- begin 4pm

Y: Like 4:00 or so.

LNB: That's why we're asking you - what do you think, two hours would be good?

DURATION
2-3 hrs.

Y: Two or three.

Y: Well 2:00 until about 8:00 or something.

Y: Would it be just us ten in group just play basketball and everything like that.

LNB: Well we'll talk about that actually. We're going to have kind of like a big brother type system.

Y: Like when you go on outings or something like that, but you

guys want to do that hey, like take us - like a big brother thing - take us to movies and ......

LNB: Well that's sort of something else we were thinking of doing, but what we want to do is we have some students at the University who are learning to become gym teachers or they're learning about physical fitness and stuff and they're working with youth and kids and we're going to see if we could get ten of those people to come out and sort of buddy up with one of you so that everybody would have his own buddy so that there would be ten youth, but there would also be ten sort of like students. They're not that much older than you, they'd only be about twenty years old I guess, and basically you'd be sort of paired up with them. What do you think about that?

Y: It's okay.

MENTORS ok. pretty good.

LNB: Someone to kind of watch out for you, someone to give you a call and say hey remember we're doing this tomorrow - don't forget your runners, or hey you know we're going there, I just thought I'd remind you or I'll pick you up if you need a ride or...

Y: Well that'd be pretty good. Help the guys in here to stay out of trouble.

MENTORS help yth stay out of trouble

LNB: Yeah, someone just to talk to, even if you just wanted to call him up and you know.... Do you think that would work well then, to have each person have their own buddy?

Y: Yeah.

Y: I don't know.

LNB: Something to think about. Is there something you'd rather?

Y: I'd just like to be a group instead of just one person.

MENTORS — one big grp. opposed to 1 on 1.

LNB: You'd rather just have the ten University students and then the ten youth sort of all mix rather than having your own?

Y: Yeah.

LNB: There wouldn't really be any pressure having your own. It wouldn't be someone there to pick on you, it would be someone there just to help you. Well you can give that some thought. So, how many hours would you want to come then? We didn't finish that.

Y: Oh about five hours! It depends what you plan on doing that day.

DURATION — 5 hrs — depends on what's planned for that session

LNB: Like from 5:00 at supper time until 10:00 at night?

Y: Or like <u>4:00 to 9:00. Give it all you can.</u>

DURATION 4-9 pm

LNB: Really? So what if we can only do it for two to three hours, because we're going to have to book time at the University - I'm not sure how much time they'd let us have because they'd be giving us the time for free. Like, everyone that's working in this project is sort of volunteering, so it's sort of working like that. So if we could only have two or three hours what time would you want it to start?

Y: <u>6:00 to 9:00.</u>

IF ONLY 3hrs then 6-9pm

Y: <u>6:00 to 9:00 would be good.</u>

LNB: That'd be good? Excellent. How many nights a week did we say that we'd like to have it.

Y: <u>Tuesdays and Thursdays.</u>

DAYS OF WK: - TUE/THUR. - M/W/F.

LNB: Tuesdays and Thursdays? Anyone else.

Y: Oh maybe if you could get more maybe <u>Mondays, Wednesdays and Fridays.</u>

LNB: Would you guys come on a Friday night?

Y: Well there's nothing else to do?

D: We'll see you guys on the outside because don't forget you guys will be getting temporary releases pretty soon.

Y: I would come on a Friday even though I'm out.

LNB: So two or three nights a week then, not just one night? More than one night?

NITE OF WK.
MORE THAN 1.

Y: For sure.

LNB: You'd come more than one night hey, would you? Then I was telling you a little bit about sort of having the big brother thing. What we were also thinking about doing is maybe having it two nights a week, and maybe one of those evenings a week, remember how you were just talking about sort of like going to a movie or something, would you be interested if we could get like free passes to a Bison hockey game or a Bison basketball game? Like the Bison's are the University teams - would you guys be interested in us taking you to something like that, or having your like big brother take you to something like that? Or would you rather just go to the university and play hard sports and that's it, or would you be interested in kind of doing social

things?

Y: I think the <u>social thing would be good.</u>

SOC EVS
- go.
- do only sometimes
- ≈ 1x/mnth.

LNB: But not too often?

Y: Could we just go there and have games and things like
that....

LNB: But not going out to watch a game or anything?

Y: <u>Sometimes.</u>

LNB: Once in a while? How often, <u>once a month? No more than that?</u>
Okay. Having our evenings, so say we're there Tuesdays and
Thursdays for three hours, would you want to have sort of the
evening divided in half where like the first half of the evening
is just sort of fitness and like we would maybe work out on the
weights and do some running, or whatever, and then the second
half just a great basketball game and do it like that, or would
you rather sort of have a theme for the evening and just do
kayaking one evening, and just do climbing walls, and like doing
totally different activities each evening, or would you rather
mix it kind of up?

ACTIVITIES
HAVE SCHEDULE
EA. EVE.
(variety)

Y: I'd<u> like to have a schedule.....</u>

Y: (Somebody else talking at same time so couldn't pick up).

LNB: So are you saying that you'd like to just do kayaking one
evening, or you'd rather mix it up and have a couple of stations
to go to?

ACTIVITIES
- variety of stations set up
- move around ̃ a grp.

Y: Different stations.

Y: I'd rather go with a group......

LNB: Well you'd probably go with your big brother or big sister
or whatever, your mentor.

Y: What if you just play basketball or hockey, are you going to
just play basketball or hockey with that one person, what do you
do?

LNB: I don't know, that's why I'm talking to you guys - to see
what would you like to do?

Y: I'd like to be a group or something so that all of us can
have a game or whatever.

LNB: Kind of travel together.

EUE:
- begin with
- move to basketball

Y: Like <u>weight train</u> and then go <u>play basketball</u> or something.

LNB: And do everything sort of as a group, or split the group in half and half the group does one thing and half a group does another?

Y: And then come back for a game?

LNB: Come back for a game? Would that work?

Y: Yeah, or just keep as a group so there's no complications.

LNB: So you just want it to be easy and fun?

Y: Yeah.

LNB: Okay, we'll make it simple and we'll keep it really upbeat and fast. What about music? Do we need to have music?

music

Y: <u>Definitely.</u>

Y: Sure!

Y: _____.

LNB: You'll have them on your shoulders won't you? Walking

around! Sure..... that'll be a good work out for you!

Y: Have a ghetto blaster or something and just bring your own
tape if you've got any.

Y: Like hard core rap music!!

LNB: It would have to be music that everybody would kind of,
especially the youth. Like the youth would all have to agree that
they like the music. We wouldn't any big fights breaking out
there because they hate the music.

Y: _____ heavy metal.

LNB: Have you guys ever had to keep logs before or journals?

Y: Yeah in Grade 1!

LNB: Well you're a long way from there.

Y: _____

LNB: You don't like them?

Y: _____.

Y: Why don't you like just make out a schedule, like a time table and like on these days, like Day 1 or Day 2 or whatever, and you know that you're going to be around that day, just make it up and stay there and at least you'll know what you'll be doing at that time.

Create a Schedule (timetable)

LNB: And we can always talk about it the week before and decides so everyone has something to look forward to.

Y: Do you have to bring your own supplies?

LNB: No just your own sports and running shoes or whatever.

Y: What about skates?

LNB: Yeah we'll have to look into that to see if we can get some donated or whatever.

Y: I've got ~~schools~~ skates, but they're at home.

Y: Is there like volunteers _____.

LNB: Yeah, ~~I think~~ they're like phys. ed. students. They're learning to be gym teachers and they're learning to like co-ordinate programs and stuff so I think they'd be a little bit competent, hopefully not incompetent.

Y: _____ set up an activity or something because I did that with Parks & Recreation.

LNB: Oh did you?

Y: And I got a certificate for that too.

LNB: Was that a part of school or was that sort of an extra sort of ......?

Y: I was, what you call it, going to school and the teachers, they only needed two people from the whole school to do that and I was one of the people who asked if I could go and they said yeah. They paid me $60.00 for two days and I was at the University of Winnipeg and a guy named Dale Ducharme, some Ducharme guy anyways, the head of Parks & Recreation _____.

LNB: Did you like it?

Y: Yeah it was pretty good.

LNB: So maybe one day you'll be like a big brother for other kids and you'll set up all these programs and you'll be asking all these questions hey! I can see that hey! Can you see that? It'd be good!! Okay, we didn't finish our topic of the log books.

We're thinking that might be something that we would need to do - like we'll do all the activities and everything and then probably at the end of the ~~and of the~~ evening we might sit around in a circle or whatever and talk about what things went really well and what things didn't go so hot and maybe what we should do to change it because I mean this program is just for you guys, so I mean we're not going to make it to suit us because it's for you and we want you to like it and we want you to come, but as a part of that we might have you keep little logs or journals. We'd give you these just so you could write suggestions for us in there and then I would be reading them and I would write back to you or whatever and we'd kind of correspond that way and write back to each other. So, would you guys be willing to do that as a part of being in this club?

JOURNALS
- would do.

Y: Sure.

Y: Yeah.

LNB: Would you? Just to give us feedback so that we would know where maybe some weaknesses were.

Y: And what we liked and ...... ?

LNB: Yeah and maybe where some changes could take place. That would be all right?

Y: When would this thing start?

LNB: We hope to start it the 1st of March, so a couple of weeks.
So we've got to really hustle now.

Y: I'm getting out March 6th.

LNB: After you get out and you are totally volunteering to be a
part of this group, would you still come?

YOUTH WHO'S GETTING OUT (after 14 mos)
- would still come

Y: Yeah.

LNB: You would? You wouldn't have better things that you'd rather
do? No? Good. So, we've gotta come up with a name for this club,
anyone have any good ideas for a name?

Y: _____ club.

LNB: That's something that you could think about. It's not
something that we would have to decide right now.

Y: Youth involvement program.

LNB: We want it to be positive. See the reason we're doing all of
this is because we don't have any program like this in Manitoba

at all. We've seen a program run like this in Chicago and it's really, really successful and it's been around for like twenty years and we really would like something like this in Winnipeg for our youth, so if we do a really, really good job on this first pilot project, it's called a pilot project - sort of like a test kind of project, if it really works they might let us keep it going. So we're going to run it for ten weeks and if we do a real bang up job then they might give us money to let us keep going on with it.

Y: So in other words we're the first guinea pigs?

LNB: Yeah, that's about it. Are you okay with that? Yeah? But as guinea pigs we're letting you give all the input that you want because this is your program so that's why we're asking all these questions.

Y: We'll have to dance at the end of the ten weeks.   DANCE @ end

LNB: Are you going to dance with each other?

Y: _____

LNB: So we were thinking about having these sort of like big brothers and we talked about having only kind of guys being involved. What do you think about that or do you think that we

should have girls who are university students matched up with some of you? Only guys, or does it matter?

Y: It doesn't matter.

LNB: What do you prefer?

Y: Some girls _____ (laughter - couldn't pick up comment).

LNB: Would you be comfortable? Would you be more comfortable with a guy or would you be more comfortable with a girl? You've got to remember these people are about 20 or 21 years old so I don't know how far off that is from you guys?

Y: _____

Y: Yeah same here.

LNB: So what would you be more comfortable with?

Y: Doesn't matter.

Y: No, doesn't matter.

Y: Well, ...doesn't matter.

LNB: As you chuckle!!! So, we're looking at ~~them~~ kind of like developing skills and developing physical fitness. Would that be kind of a goal for you guys. Would you want to develop more skills? Maybe be more skilled in basketball or be more physically fit so that you can run faster and lift heavier weights.

SKILL DEVPMT;
in bsktball
wt training
ftball.

Y: Yeah, better in <u>basketball</u>.

Y: <u>Weight training.</u>

Y: I want to g<u>et better a football.</u>

LNB: Do you? So you want to develop skills too, so that's something that's important too. Excellent.

Y: You don't have baseball hey?

Y: I want to play just football......

LNB: Baseball, we could play indoor baseball.

Y: Are we going to be in the summer too?

LNB: Well, we're going to run it for ten weeks and it'll start in the beginning of March and end in the middle of May, so I'm not

sure what the weather will be like then.

Y: So like basketball and football.

Y: So what if this is a success? Are we, like the beginners, still in it?

LNB: I think so well.....

Y: _____

LNB: No I don't think so. Well we'll have to wait and see what happens. We'll have to see. We're going to write up a big report about it and then see what that'll do for us... So, we'll have to kind of....

D: There's always a chance something like that could happen. Maybe if the government does start doing stuff like, funding programs like this. If you guys have been in it maybe they'll need somebody to help run it in the future or something like that.

LNB: Because you guys are helping to create it so.... That's a very, very important role.

Y: _____

LNB: In terms of rules, now I know that there has to be rules everywhere and they'll be basic ground rules - no smoking in there, no drinking, no drugs, no weapons, things like that. So we'll have to create these rules and we were thinking that we'd like you guys, like the youth that we invite to participate, to be the people to create the rules. Is that a good idea?

RULES
✓th Create
② adults create • 4th ✓

Y: Yeah.

LNB: Or do you think all the adults should just create the rules?

Y: _____

Y: Or you guys create them, but then we'll check them over and see which ones are too _____.

LNB: So how about just having all of us just kind of sitting down and creating the list of rules? Would that be good? How would we make sure that people stuck to the rules then?

Y: Enforce them (smacking noise?).

Y: Let's take boxing first!!!   BOXING

LNB: Are you guys pretty good at kind of watching over each

others shoulders and making sure that your buddies keep in line?

Y: My own shoulders!

LNB: Would you keep on top of your buddies, make sure that they
don't get out of line or how would we......

Y: Well if they do get out of line ....

Y: It's their problem, they have to work on their own problems.

LNB: Is it? Okay, so someone comes in and they're really, really
drunk - so what do we do with them?

BREAK RULES
- kick out
- talk later re: return.

Y: <u>Kick them out!</u>

Y: Yeah, <u>kick them out!</u>

LNB: Yeah? Kick them out for good and don't let them come back or
tell them to come back when they're sober and we'll talk about it
or what?

Y: <u>Talk about seeing if they could come back or not</u>.

LNB: Should we let them come back if they screw up or do we give
them three chances?

Handwritten margin notes:
IF BRK RULES.
- give chances.
- ask grp if want
  yth. back. (grp discussion).

Y: <u>Give them some chances.</u>

Y: <u>Ask the group if they want them back.</u>

LNB: Let the group decide?

Y: Yeah, yeah and <u>have a group discussion on that person and
see if they should come back or no</u>t.

Y: If you like them or not.

D: But some things will effect, like especially you guys that
are coming out from here - remember that you're saying it's just
up to the person, <u>but if one of you guys does something, don't
forget the superintendent here might say okay that's it for
everybody. That kind of thing has happened before</u> where one
person has blown it for everybody, so in some ways <u>you've got to
be responsible</u> - you're a<u>lways responsible for yourself,</u> but you
gotta ma<u>ke sure the other guys aren't going to screw it up for</u>
<u>you.</u>

Handwritten margin notes:
IF ONE PERS
MESSES UP -
SUPERINTENDEN
MAY CANCEL PRC
FOR E'ONE

BE
RESPONSIB
FOR URSELF
+ OTHERS

Y: They ain't going to listen ...... how do you stop them? Beat
them up or something?

D: Well no, sometimes it's even just talking with somebody and

saying just don't do it. Like if you know that somebody is planning to do something stupid, try to talk them out of it. Or, I know you guys don't like ratting out on each other, but if it means telling staff that somebody's planning to take off or do something stupid to ruin it for everybody, if you guys want the program to keep going then maybe you would speak to us. I'm not saying you've got to rat out, but there's ways of doing it.... Because again that has happened before where one guys blown it for everybody. Just keeping an eye on each other, just making sure that nobody's...... like if somebody starts damaging something at the University or things are going missing, the University might say you guys aren't welcome back. So if you see somebody planning to wreck something or steal something, just tell them no, don't do that - you're going to wreck it for us. Again, like you guys _____ to come here and we also think that it's important that you guys get out here a little more often and you're involved in something that's fun and something _____.

LNB: So do you guys think that you're friends would be responsible enough to kind of respect the rules and respect the property of the University and everything and they wouldn't do something to screw it up for everybody? And if they did you'd keep you're eyes on them - everyone kind of watch everyone else kind of thing?

Y: Like if one of us stepped out of line and you guys don't know about it - _____ (laughter - couldn't catch comment).

LNB: So what so we do? Do we kick you out? Do we give you a couple of chances? How do we handle it?

Y: I think like a second chance or something, have a discussion or something.

LNB: Have a discussion? Because we want it to be a success. We don't want to set anybody up to fail. We want everyone to succeed and everybody to have fun, because we want to have a good time too. Like, the University is like giving us all that space and all the volunteers - like everybody's going to be volunteering and everything - because we're there because we want to be there and we hope that you guys will come because you really want to be there too - because if someone's making you go somewhere then you know it's not as good a time, but if you're going because you want to go then it's a lot more fun, don't you think? So, beyond like our big brothers or big sisters that we're going to have sort of paired up with everybody, we're thinking about getting some professional athletes involved or some like university athletes who are really great at wrestling or really great at basketball or whatever. What do you think about having sort of professionals there, just maybe come one evening and show you how

to do some special skills or whatever, and then play a game with you or whatever. Would that be good?

Y: Yeah.

PROF ATHLETES
gd. idea
eg bsktbll
ftball
hockey

Y: What don't you get professionals like _____.

LNB: Um hm. Well what kind of professionals would you like to see there?

Y: Basketball.

LNB: Like university basketball?

Y: Football.

LNB: Football. Anything else, wrestling?

Y: Hockey.

LNB: Hockey, wrestling, ballet, gymnastics, figure skating.

Y: (laughter).

LNB: No? You'll pass. Do you think..... you're going to be out of here pretty soon right? Do you think you and you're other buddies

and everything will still show up even if you don't kind of have to? Will people still show?

Y: It'll be kind of hard for me because - getting out there and all that.

LNB: It'll be hard? Will you still come?

YP who's "getting out" - will be difficult to come, but will try. - doesn't know what would do (b) hasn't been out for so long (items)

Y: I'll try. Probably will.

LNB: What would be some things that might lessen the chances that you'd come? More interesting things to do?

Y: No. Well I don't know because I've never been out for a long time...

LNB: So you'll have to see what it's like? So do you think that your friends and you guys will be really committed to coming?

Y: Um hm. Well I would. I'd be there.   *commitment*

Y: _____

LNB: Because that's just one thing. Since we are doing sort of like this test kind of project, we'd really like our big brothers and our big sisters who are volunteering to be really committed

and to always come and we'd really like you guys to be like super

committed and always come so that we could show them that hey

look at all these volunteers and all these youth are really

committed and they really want to do this and look at how

successful it was so that we could show them how responsible you

are and everything so that they'll keep letting us do this kind

of thing?

Suggestion
invite others to observe
ie other "high risk" yth
from "outside" Yth Center

Y: Can other people come with you to like watch?

LNB: I don't know - something we could talk about. Is that

something you would like?

Y: Yeah, like what if you can bring one of the other kids that

are getting into trouble or your friends that are getting into

trouble and get them involved in that - that would be pretty

good.

LNB: Would it be a friend of yours at the Youth Center or a

friend outside of the Youth Center.

Y: Who's getting into trouble on the outside .....

LNB: On the outside - that's sounds like a really good idea. Even

if they just watch and then they decide yeah I'd like to do something

like that and we could figure out a way. That's excellent.

Y: Sort of <u>like a drop in center</u>.   *LIKE A "DROP IN CENTRE"*

LNB: Yeah, well that's something that we weren't going to make it. We wanted it to sort of be like a club so you could have ownership - like this is your club. I mean maybe we could even..

Y: If you join the club you have to initiation or something like that!!!

LNB: No, no. We might give you a photo I.D. card - it would be laminated and keep it in your wallet and say that you're a member of this club or something.

PHOTO I.D.
gd idea "ownership"

Y: Yeah that would be <u>pretty good</u>.

LNB: So.... any other ideas - things that maybe I didn't talk about, things that you'd really like to see there that we didn't talk about yet? Anything?

ARCHERY

Y: <u>Archery?</u>

MAYOR THOMPSON Come OUT.

LNB: Archery? That's interesting.

Y: Like maybe in the summertime or <u>something have Mayor</u> <u>Thompson or something come out.</u>

LNB: Mini-Olympics or something?

Y: I'd win!!!

LNB: Excellent. And in terms of instruction - they'll be one person who is sort of in charge out on the gym floor with like running shoes and a whistle and she'll kind of like be keeping everyone kind of together and I'm going to be sort of in the stands watching, making sure that everything is sort of running smoothly. What kind of instruction would you like? Do you like everything really rigid and focused and everything, or would you rather sort of explore around there more and something that we've got to kind of figure out as we go along probably, because I know that things are probably pretty strict in here.

Y: Could we maybe go for a tour first?   *TOUR FIRST.*

LNB: I think a tour would be really interesting, but in terms of like kind of teaching style or whatever, would you rather have different kinds of stations and just sort of explore your stations, or would you rather be told okay, well at this time you go to this station, then you go here, then you go here......

Y: Could you have a timetable?   *TIMETABLE.*

LNB: Yeah, would you like that? Would you like it to be more structured so you know where to go?

EVE ONLY T ACTIVITY

Y: Could you just stick to one? Like basketball?

LNB: Well that's what I'm asking you. What do you think, is that what you would prefer. Or do you have to see it once you get there?

DO WHATEVER YOU WANT

Y: Or the whole group has to do whatever we say? Can just one person stick to something and the rest do whatever they want?

LNB: I don't know. That's why we're having this little chat. Trying to figure out.....

DIVIDE EVE INTO BLOCKS OF TIME

Y: So have like three hours and divide it up into forty-five minutes or something.

CONCLUSION OF EV discussion - journals.

LNB: Each at three different sections?

Y: Yeah and then at the end have that discussion that you were talking about to write things down.

LNB: You guys would be okay with that, having like a kind of group discussion or whatever. It would give you a chance to meet the other sort of big brothers and I don't know if you know all

the other youth in the Youth Center or whatever. All the kids are going to be coming in, but you might know them all, so it would give you a chance to sort of chat.....

Y: So there's only like ten of us?

LNB: Probably about ten. Is ten a good number?

Y: It's not a lot. Like if you plan to have like a good basketball game or football game or something, will twenty people be enough?

Y: But there's still students of theirs going to play too.

LNB: University students.

SUGGESTION
20 youth
2:1 Ratio
of yth to mc

Y: And like there should be <u>twenty people,</u> and then ten of the buddies or whatever you want to call them, <u>and then there would</u> <u>be two per buddy.</u>

LNB: Would you rather have two to a buddy? Would you rather have a two on one thing with the university buddy or would you rather.... Like do you feel comfortable being one on one with someone?

COMFORTABLE
BEING 1 on 1
c Univ. mentor

Y: <u>Oh yeah that would be okay. </u>In case other people want to get

involved in it.

LNB: Yeah. Maybe that would be something that we could see sort of as time goes by if you have a lot of friends who are really keen on getting involved then that would be something we would talk about incorporating. Does that seem okay?...... What were you going to say?

SUGGESTION
- try a variety of spts to see wht like best.

Y: Can we be the first ones to <u>try out most of the sports to</u> <u>see what we like?</u>

LNB: See the one you like? I think that would be a good idea. What do you guys think about having sort of like an open gym night or something and trying out a whole bunch of things, things that you always wanted to try that you would have never been able to try.

Y: Something like <u>bungee jumping!!</u>   *BUNGEE JUMPING...*

LNB: Not when I'm there - no way!! Have someone fall and break their head open. You'll have to do that on your own!

D: _____ (laughter.....)

LNB: If anyone got hurt when I was there I don't know what I would do.

CLIMBING WALL

Y: Climbing that wall sounds cool.

LNB: I think that would be like so challenging. I mean it would be like you set goals for yourself and really challenge yourself - I think you guys would get so much out of it.

Y: Is it high?

LNB: I don't know.

D: 30 or 40 feet.

Y: Oh I want it higher!!

D: LIke there's safety equipment. You're roped up, you've got a harness on....... So you'd only fall so far, you don't fall all the way.

Y: Falling on purpose!!!

LNB: We wouldn't put you in some kind of trouble. So is there anything else that we didn't talk about yet that you guys really have on your minds, like suggestions. Remember, this will be our program.

Y: I was thinking about maybe you guys could get us involved in work experiences, that would be really good.

SUGGESTION: involve Yth in work experience

LNB: That's a good idea.

Y: In case after this program we're not allowed to continue _____ so having the experience would help

_____.

experience fr this pgm.

LNB: So you've really got your eye on the future right? You're looking to the future, that's excellent.

Y: _____ (laughter).

LNB: Anyone else? Any other ideas. We'll keep in touch between now and the beginning and if you guys do decide to join up then we'll be in touch all the way through. I'd probably be doing either group interviews or whatever kind of interviews all the way through just to see if we're on track. Does that sound all right? You guys would be available or interested in contributing like in terms of being asked questions all the way along?

"How DO I GET IN?!"

Y: So how do I get in? Conrad's the only guy getting out so soon.

Y: I don't get my release until I go to this thing first.

D: Conrad, you're being released. Your in a sole custody position or just starting to get temporary releases?

Y: Release. I've been here like fourteen months _____.

Y: _____. Like we'll see guys that will start getting tougher releases pretty soon.

Y: I'm at the end of my time. I'm doing all my time now.

Y: I already lost my temporary release so _____.

D: But you'll get released for this and you'll come to this?

Y: Yeah, and AFM.

LNB: So would you guys come to this then?

Y: Yeah I would.

Y: Yeah sure.

Y: Put my name down.

"PUT MY NAME DOWN".

APPENDIX E

PROGRAM ACTIVITIES

Schedule of Events - Coaching Club (Actual)

March 9 - Welcome
        brainstorm
        Nat Brigante - welcome & his story

March 14 - Wrestling: Nat Brigante

March 16 - Combative Games

March 21 - Basketball

March 23 - Basketball

March 28 - Floor Hockey

March 30 - Lacrosse

April 4 - Volleyball

April 6 - Basketball

April 11 - Judo

April 13 - Team Handball

April 18 - Volleyball or Arizona Fitness

April 20 - Outdoor Football or Indoor Floor Hockey & Basketball

April 25 - Outdoor Football or Indoor Basketball

April 27 - Ultimate Frisbee (indoors as cold out)

May 2 - Outdoor Soccer

May 4 - Badminton

May 9 - Field Hockey

May 11 - Wall Climbing or Weights/Racing on Track

May 16 - Wall Climbing or Weights/Racing on Track

May 18 - Baseball and Wind up Barbeque

APPENDIX F

THEMES FROM PRELIMINARY INTERVIEWS

OVERVIEW OF INTERVIEW THEMES

FEBRUARY 23, 1995

1. Sport Suggestions

2. Mentors

3. Venue

4. Number of times/week

5. Duration

6. Start time

7. End time

8. Days of the week

9. Journals

10. Potential Benefits of Program

11. Music

12. Movies

13. Dance

14. Transportation

15. Professional Athletes

16. Rules

17. Attendance

18. Content of Evenings/Programming

19. Social Evenings/Social Events

20. Barriers

21. Current Activities Involved in at Youth Center

22. Skill Development

23. Great Suggestions

24. Enthusiasm!

Interview Themes/Categories (examples of each)

Sport Suggestions

- team handball (1-1)

- basketball (1-1, 2-2, 3-4, 4-1)

- hockey (1-1, 2-2, 4-4)

- baseball (1-1)

- track & field (1-1)

- weight training (1-8, 2-3)

- soccer (1-7)

- broomball (1-7)

- volleyball (1-7, 3-4)

- badminton (1-7)

- football (2-2, 4-3)

- wrestling (2-3, 4-1)

- swimming (2-7)

- trampoline (2-19)

- pool (billiards) (3-4)

- floor hockey (3-4)

- rugby (4-4)

- lacrosse (4-4)

- martial arts (4-4)

- boxing (4-23)

- archery (4-31)

- bungee jumping (4-35)

- climbing wall (4-36)

Mentors

- cool (2-10)

- all right (2-10)

- okay (4-7)

- pretty good (4-7)

- help youth stay out of trouble (4-7)

- "potential pain" - what if you don't like your mentor? (3-10)

Male versus Female Mentors

- male or female mentors, doesn't matter (4-20)

- both male and female (3-12)

- female better, "easier to talk to" (3-12)

Pairing Up

- pair up with mentor right from start (3-10)

- decide who is with whom before hand (2-11)

- have one big group, opposed to a one on one with mentors (4-3)

Other Information

- invite 20 youth and have a 2:1 ratio of youth to mentors (4-34)

- would be comfortable being one on one with mentor (4-34)

Venue (U of M)

- good (2-1)

- large (2-1)

- too far (3-1)

- better venue - downtown (3-1)

- may come if had a ride (3-2)

- fine (4-1)

Number of Times (evenings) per Week

- twice (1-2)

- twice (1-2, 4-5)

- three times (2-5)

- once (3-5)

- every night (4-5)

- more than once (4-10)

Duration

- 2 1/2 to 3 hours (2-5)

- 2 hours (2-5)

- 2 hours (3-5)

- 2-3 hours (4-6)

- 5 hours (4-6)

- depends on what activity is scheduled that evening (4-6)

Start Time

- 6:30 p.m. (2-5)

- 6:00 p.m. (3-3)

- 4:00 p.m. (4-6), ie: 4-9 p.m.

- 6:00 p.m. (4-6), ie: 6-9 p.m.

End Time

- 8:30 p.m. (3-3)

- 10:00 p.m. (4-6)

- 9:00 p.m. (4-6)

Days of the Week

- Tuesday/Thursday (4-9)

- Monday/Wednesday/Friday (4-9)

Journals

- never kept one, but would do so (1-2)

- never kept one (2-7)

- maybe would do (2-8)

- better to have informal discussion (2-9)

- kept one in school (3-5)

- wouldn't want to keep one (3-5)

- maybe wouold do (3-6)

- would do (4-17)

Potential Benefits of Program

- keep in shape (1-3)

- keep off drugs (1-3)

- keep him busy (1-3)

- relieve boredom (1-3, 2-6)

- give an activity to do during week (2-6)

Music

- (2-14)

- (4-13)

- (3-4)

- (3-14)

Movies

- (2-8)

- (3-14)

Dance

- At end (4-19)

Transportation

- bus tickets - work well (2-2)

Professional Athletes

- okay - ie: track (1-3)

- okay - ie: hockey (3-11)

           University volleyball athlete (3-11)

- good idea - ie: basketball (4-28)

               football (4-28)

               hockey (4-28)

- good idea - ie: University athlete (2-16)

               hockey players (2-16)

Rules

- youth created (1-6)

- youth watch over each other (2-13)

- everyone create them together (youth and adult) (3-7)

- youth create or adult create & youth check (4-23)

- if break, kick person out (4-24)

- talk to him later about it (4-24)

- talk about when he's allowed to return (4-24)

- give chances (4-25)

- have group discussion to see if group wants this youth back in (4-25)

- if problems send youth home (3-9)

- if problems, discuss (2-15)

- don't kick person out permanently (2-15)

- problems, discuss (1-5)

Attendance

- probably will show (2-17)

- everyone won't show every time, because will have other things to do (3-13)

- would go if friends go (3-14)

- youth who's being released: would still come (4-18)

- would be difficult to come, but will try (4-29)

- doesn't know what he'd do instead as he hasn't been out in fourteen months (4-29)

- "I'll be there" (4-29)

Content of Evenings/Programming

- different themes each evening (2-3)

- plan evening ahead of time (2-4)

- involve youth in planning evenings (2-4)

- have a schedule each evening (4-11)

- variety (4-11)

- variety of stations set up (4-12)

- move around as a group (4-12)

- begin with weights, end with basketball game (4-13)

- create a schedule/time table and have the group follow (4-15)

- have a time table liken unto "school day cycle" (4-22)

- only do one activity per night (4-22)

- get to do whatever you wish (4-22)

- divide evening into four blocks of time (4-22)

- conclude evening with discussion and journals (4-22)

- allow youth to try variety of sports to see what they enjoy
best, ie: "open gym night" (4-25).

Social Evenings/Social Events
- physical activity only (2-6)

- social evening only once in a while (2-6)

- sports - main interest (2-6)

- okay, ie: Bison game (3-12)

- good (4-11)

- do only sometimes (4-11)

- approximately once a month (4-11)

Barriers

- too big a time committment (3-12)

- too far (3-14)

Current Activities Involved in at Youth Center

- T.V. (4-2)

- cards (4-2)

- cleaning (4-2)

Skill Development

- like to improve skills in: basketball (4-21)

                                  weight training (4-21)

                                  football (4-21)

Great Suggestions

- invite others to come and observe, ie: other high risk youth from "outside" who are getting into trouble (4-30).
- invite Mayor Thompson to come (4-31)
- *have a tour of U of M first (4-32)
- *have a photo I.D. (4-31)
- have it like a "drop in center" (4-31)
- involve youth in work experience, ie: give experience in programming and give certificate at end (4-37)

Enthusiasm!

- "So how do I get in?" (4-37)

- "Put my name down!" (4-38)

APPENDIX G

PACKAGE GIVEN TO PROSPECTIVE MENTORS

A Note On Leadership...

> *Bosses drive their team; leaders coach them.*
> *Bosses depend on authority; leaders on good will.*
> *Bosses inspire fear; leaders inspire enthusiasm.*
> *Bosses say, "I"; leaders say "WE".*
> *Bosses assign the tasks; leaders set the pace.*
> *Bosses say, "Get here on time"; leaders get there ahead of time.*
> *Bosses fix the blame for the breakdown; leaders fix the breakdown.*
> *Bosses know how it is done; leaders make it a game.*
> *Bosses say "go"; leaders say "let's go".*
> *The world need leaders, but nobody wants a boss.*

The following pages outline the role of a mentor. These expectations are consistent with those for the "Sport Club" for high risk youth.

In page one, Dr. Don Hellison provides insight as to what a mentor can expect the first session of such a program.

Page two is an example of a "Mentoring Program Self-Reflection Checklist".

In pages three through five, Dr. Hellison briefly explains a general mentoring program. He also explains four possible phases to each session: pre-activity meeting, individual activity time, group activity time, and optional group meeting.

If you have any questions regarding mentorship/the "Sports Club", please feel free to contact Leanne Nazer-Bloom (269-7532).

A "SPORTS CLUB"
FOR
WINNIPEG'S HIGH RISK
YOUTH

FEBRUARY 23, 1995

Purpose

The purpose of this pilot project is to create a physical activity intervention program for 10-15 youth, identified by the Custody Support Units, Manitoba Justice.

The rationale for doing so is to enhance the quality of life of the high risk youth, through the provision of sports and recreational activities, and the development of new skills, such as awareness, decision-making and self-reflection.

The Model

The study will follow a "moral education" model, created by Dr. Don Hellison. This model employs physical activity as a means to teach self and social responsibility, in an attempt to "plant some seeds" regarding alternate values. The model teaches responsibility through awareness, experience, decision-making and self-reflection.

The program will be based upon four goals. These goals are progressive and are presented as four levels of self-responsibility. They are as follows:

Level 1 - "Self-Control"

~ the youth is able to control his/her behaviour enough so as to not interfere with others' right to learn and the teachers' right to teach

Level 2 - "Involvement"

~ the youth shows self-control and is involved in the program

Level 3 - "Self-Direction"

~ the youth learns to take more responsibility for choices, becomes more independent, and begins to set goals

Level 4 - "Caring"

~ the youth begins to cooperate, give support and show concern

These levels are developmental and cumulative. They provide a vocabulary with which both teachers and students can communicate and comprehend.

Hellison has also created six interaction strategies which are designed to keep the levels before the students at all times. They include:

1. Teacher Talk

~ teacher explains, refers to and posts levels during teachable moments

2. Modeling

~ teacher's attitudes and behaviours

3. Reinforcement

~ actions of teacher which strengthen the attitudes/behaviours of student

4. Reflection Time

~ time students spend thinking about their attitudes and behaviours in relation to the levels

5. Student Sharing

~ students give their opinions of the program

6. Specific Strategies

~ activities that increase the interaction with a specific skill

Key Players

Youth

Youth will be identified by the Custody Support Units, Manitoba Justice. These youth will be interviewed by the program evaluator. 10-15 of these youth will be selected to participate in the pilot project.

Mentors

University of Manitoba students will act as mentors for the youth. The role of the mentor will include instructing the youth in the various activities, modeling, sharing, as well as participating in the physical activities with the youth. The mentors will serve in a sort of "Big Brother"/"Big Sister" capacity.

Project Coordinator

An individual will be hired to coordinate the project. His/Her responsibilities would include, but not be limited to, running the evening sessions, booking the proper equipment, setting up for the evening sessions, insuring that mentors and youth show up each evening (and if they do not, then follow-up), facilitate large group activities, contact Manitoba Youth Centre if youth goes "AWOL", take in youths' journals at the end of the evening, etc..

Project Evaluator

Once the program is established, the writer will step back, and externally (objectively) evaluate the program. This will be achieved by interviewing the youth, observing the youth during each evening session, and analyzing the youths' journals. The mentors and project coordinator will also be interviewed.

Venue

The program will run at the University of Manitoba's Fort Garry campus.

Timeline

The program will run on Tuesday and Thursday evenings, two hours per evening, for a period of ten weeks. It is proposed that the project will commence in mid March.

Fall semester, 1994

TO: Perez School Mentors: Florin Mitran (head mentor), Doug Anderson, Todd
Fridrych, Fransisco Lopez
FROM: Don Hellison
SUBJECT: The Perez School Mentoring Program

    The mentoring program meets every Thursday afternoon from 2:30pm to
3:30pm at Perez School. Our first meeting will be on _____. Meet in the PEB
lobby at 2:15pm. Please have the Levels and Strategies committed to memory by that
time (attached).
    At the first meeting, the students will be in the gym waiting for us (or arriving
soon after we get there). We will start with a brief group meeting conducted by Florin or
me in order to share the purpose of the mentoring program (the Levels + improvement
in school behavior) and some basic rules (must start with student and mentor planning
together and end with a written self-evaluation; playing with others depends on how
well Level I is followed; attendance is required to stay in the program).
    After this talk, just go up to one of the students, introduce yourself, and find a
place in the gym to sit and talk. Share some stuff about yourself and ask your student
about himself. Then together develop a little plan for the rest of the period based on
something the student would like to learn or do. The idea is to have some goal, but it
might be loose at first. Work with your student for at least some of the period.
    Then, if he wants, you can play a game with (some) other students and mentors.
(Some mentors and students may opt to work by themselves; just remember that this is
an individual rather than a everybody-do-the-same-thing kind of program and that the
mentor makes this decision in consultation with you rather than you making the
decision. Also, remember to share the space with others who are either working on
skills or playing their own game .) During the game, Level I issues will probably arise;
you need to be prepared to deal with this by helping the student(s) to
process/discuss/resolve the issue. This can be done one on one (mentor and student)
or, if two or more students are involved, in a group.
    At the end of the period, sit down somewhere and evaluate the program (how it
went, how you did as a mentor). Then have the student evaluate himself in relation to
the Levels in writing. A form (attached) we used last year, which has room for adding
statements, can be used, but students tend to check things off without much thought.
You might try bringing a journal (a blue book or spiral notebook) for your student to
write in instead. (You may have to help the student write or write for him, but try not to
get conned.) To get started with this process, you might just ask him what he liked and
disliked, if he made progress on his physical activity goal, how he felt about his
performance and behavior etc. You may have to try different approaches to see what
works best. The point is to get your student to reflect on the past hour and to be
thoughtful and honest, not to comply with all the Levels (that's why he is in here). Give
suggestions and feedback as you see fit. As the weeks pass, look for progress in this
self-evaluation process and point it out when it occurs.

\A\ Mentoring Program

Mentoring has been cited as one of the few youth programs that "work" (Ianni, 1989). For three years, I have used the mentoring approach in combination with physical activity instruction and TPSR in a low income Mexican-American/Mexican-Immigrant neighborhood. With the help of a school administrator, selected PE majors are matched with students in need of special help (mostly "behavior problems," always boys). Mentors meet with students after school for about an hour once a week for a semester (or more). The mentors follow the following lesson plan, individualized to meet the needs of the student:

1. Pre-activity meeting with the student:

    *Awareness talk: Introduce or remind student of the Levels.

    *Counseling time: Discuss with the student how he is feeling and doing in the program and in school.

    * Individual decision-making at Level III: Ask the student to make a personal plan of an activity (or activities) he would like to get better at and some specific goal (or goals) to work toward.

2. Individual activity time:

*Level III continued: Work with the student on the chosen activity and goal(s). If the student wants to select other activities and goals at this time, help him to modify his personal plan but also emphasize persistence as a component of Level II, especially in subsequent meetings ("but last week you chose...").

3. Group activity time:

*Level II individual decision-making: During the lesson, ask the student whether he wants to play a game with some of the other students and mentors, either to apply the skills he is learning or just to have fun. This is not a mandatory part of the lesson; students can choose to continue to work and play with their mentors.

*When Level I problems arise:

*Take some counseling time to deal with them

*Or use the various Level I individual decision-making strategies (e.g., sitout progression, talking bench) and Level I group meeting strategies (e.g., NBA time outs, sport court).

4. Optional group meeting: If problems among the students arise

and are not resolved during the lesson, hold a group meeting of all

mentors and students to discuss and try to resolve the problems.

5. Post-activity meeting with the student:

*Counseling time: Co-evaluate the day.

*Reflection time: Help the student make a journal entry

about how well he did the Levels and any commitments he

wants to make to improve his attitude and behavior in

school.

The mentoring program makes a positive impact on at least some

of the mentors and students (Bashor-Kennedy, 1992; Kallusky, 1991),

and student attendance is high. Most mentors enjoy the experience, and

several have wanted to do it again, even without academic credit.

Chapter 7: Diversion and Organized Sport Programs

"We as teachers need to keep before students, not only images of

conspiracy and criminality, but images of commitment, images of

possibilities"-- Maxine Greene

MENTORING PROGRAM SELF-REFLECTION CHECKLIST

SELF-CONTROL & RESPECT FOR THE RIGHTS AND FEELINGS OF OTHERS
____ I didn't call anyone names today.
____ My self-control needs work.

____

____

EFFORT
____ I worked hard today almost the whole period.
____ My effort needs work.

____

____

SELF-DIRECTION
____ I set some goals for myself and made progress on these goals.
____ My self-direction needs work.

____

____

HELPING OTHERS
____ I said something positive to someone today.
____ I need to work on helping others.

____

____

COMMENTS ABOUT TODAY:

UNIVERSITY OF MANITOBA

VOLUNTEER APPLICATION FORM
FOR
A "SPORTS CLUB" FOR HIGH RISK YOUTH

DEADLINE FOR APPLICATION: FEBRUARY 28, 1995

NAME: _____

ADDRESS: (please include postal code):

_____

_____

TELEPHONE NUMBER: _____

FACULTY: _____

YEAR IN PROGRAM: _____

PLEASE LIST ANY LANGUAGES, BESIDES ENGLISH, WHICH YOU SPEAK:

_____

PLEASE LIST ANY VALID CERTIFICATES, LICENSES & REGISTRATIONS HELD:
(ie. CPR, Coaching Levels)

_____

_____

PLEASE LIST YOUR EXPERIENCES WITH CHILDREN/YOUTH:

_____

_____

LEADERSHIP/VOLUNTEER EXPERIENCES WHICH YOU HAVE OBTAINED, INCLUDING
COACHING RELATED SPORTS INSTRUCTION:

_____

_____

_____

IF YOU HAVE A PARTICULAR AREA OF EXPERTISE, PLEASE EXPLAIN:

_____

_____

PLEASE LIST YOUR HOBBIES & INTERESTS:

_____

_____

PLEASE BRIEFLY EXPLAIN WHY YOU WOULD LIKE TO PARTICIPATE IN THE
"SPORTS CLUB":

_____

_____

_____

_____

_____

CURRENT/PREVIOUS EMPLOYMENT:

EMPLOYER   JOB DESCRIPTION   YEAR

_____

_____

_____

_____

PLEASE CITE TWO REFERENCES

Name: _____

Position: _____

Organization: _____

Telephone Number: _____

Name: _____

Position: _____

Organization: _____

Telephone Number: _____

SIGNATURE OF APPLICANT: _____

DATE: _____

THANK YOU!

APPENDIX H

GOAL-SETTING SHEET

GOAL SETTING RECORD

Name:

Date:

My goal is... _____

_____

_____

Signature _____

APPENDIX I

SELF-REFLECTION CHECKLIST

MENTORING PROGRAM SELF-REFLECTION CHECKLIST

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____I said something positive to someone today.
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____

____

COMMENTS ABOUT TODAY: