

Music in Motion:
Promoting Positive Youth Development in the Choir Classroom
Through the Use of Sports-Based Activity and Reasoning

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Kinesiology 857

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December 2011

Abstract

The purpose of the “Music in Motion” program is to use vocal music as a gateway to facilitate the development of life skills in middle school aged youth from diverse backgrounds in order to help each child grow into well-rounded individuals. The director developed a year-long program that focused on developing life skills through a series of team-building exercises, role-plays, problem-solving situations, guest speakers, leadership opportunities, and sports. These activities were performed in small single grade-level groups within a choral classroom, large integrated grade-level groups within the choir program, and within the context of single grade-level field trips. The program used a Likert scale pre- and post-test measure to determine the percent increase of life skill acquisition over time as well a reflective essay to determine changes in personal feelings and behaviors as a result of the program.

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Introduction

Music has the incredible power of connecting people together. It is a language that anyone can understand if they take the time to simply listen. People from all walks of life, of different races, cultures, and socioeconomic backgrounds are brought together for the sole purpose of performing, sharing, enjoying, and creating life's gift of music. Music is promoted as a safe haven, a special place where anyone, regardless of any outside circumstances, can feel comfortable in participating and expressing themselves without fear that they will not be accepted. Many compare choir with a sporting team because both groups of people must learn to work together with a strong spirit of cooperation and learn to leave all personal issues that may exist between them at the door in order to succeed. Similar team dynamics are at play in both settings and thus similar positive developmental characteristics can be promoted in both settings. Thus, the strategies and techniques used by coaches to build team unity and promote the development of important life skills will be looked upon. As this paper progresses, the spirit of "Team Choir" will be emphasized and reflected.

Purpose

"Music in Motion" is a program designed to promote positive youth development through the participation in a school choir. Research has proven, time and time again, that youth activities such as musical groups and sporting teams are critical and effective means toward building and maintaining important life skills in school aged children. These life skills, as described in Table 1, include integrity, initiative, flexibility, perseverance,

organization, sense of humor, problem-solving, responsibility, patience, friendship, curiosity, cooperation, caring, courage, pride, and resourcefulness (Kovalik, 1994). The primary purpose of this program is to use vocal music as a gateway to facilitate the development of these life skills in youth in order to help each child grow into well-rounded, competent, and respected/respectful individuals with a strong character.

Context and Target Population

This is a school-based program that will take place primarily within the regular, seven-hour school day schedule at a public middle school that houses approximately six-hundred sixth, seventh, and eighth grade students. The students involved will be existing members of the middle school's choir program who meet at various times throughout the day for a fifty minute period. Eighth grade choir students will meet in two groups, one during first hour and one during second hour. Seventh grade choir students will meet in two groups, one during third hour and one during fourth hour. The sixth grade will meet in one group during seventh hour.

Eighth grade choir consists of about sixty-five students with about 85% of the group participating in a school choir since sixth grade. Seventh grade consists of about thirty students with about 50% of the group participating in a school choir since the sixth grade. Sixth grade choir consists of about thirty-five students with 100% of the group participating in a school choir for the first time. All students elected to take choir as it is an elective based course in the middle school. However, with that being said, each student elected to take the course for various reasons which may include, but are not limited to, having a love for singing and music, looking to learn more about music, wanting to join friends who are taking choir, needing to experiment with different electives, trying to find a place where

they feel comfortable and accepted, attempting to avoid another elective that they dislike, believing that choir is an easy class and will result in a high grade, etc.

The school is located in a rather rural, small-town community, but is nestled between three major cities, which offers quite diverse make-up of participants in the choir program. Approximately 60% of the participants are Caucasian, approx. 20% of the participants are African-American, approx. 15% of the participants are Hispanic, and approx. 5% of the participants are other races and ethnicities. 60% of the participants come from a low socio-economic background and qualify for free and reduced lunch. In addition, 1 in 8 sixth graders, 1 in 4 seventh graders, and 1 in 10 eighth graders qualify for special education services related to learning disabilities.

Structure and Implementation

Weekly. As mentioned before, the program will be school-based, so the majority of the activities will take place within each participant's fifty-minute choir period in a regular school day. Every other Monday, during the first twenty or so minutes of each class, the instruction time will be devoted to introducing a new life skill. The introduction of the life skill could involve discussion, role-playing, video, team-building activities, guest speakers, and problem-solving activities.

Throughout the next two weeks, musical rehearsals will employ strategies to learn musical concepts and choral pieces in relation to the life skill being focused on. Students will work as a class, as individual sections (soprano, alto, tenor), and with partners to achieve musical goals and life skill development. In addition, section captains will be selected and these individuals will help lead their section in the small group exercises. Small, friendly games and competitions will be also be implemented to see which team is at which level in

their development. For example, if we were working on the cooperation life skill, each section could be asked to work on a sight-reading example in their sections for certain amount of time. Then we will come together and have each group perform their example for the class. Success will be determined by which group worked the best together in order to achieve musical success, not necessarily the group that performed the example the best.

Quarterly. At the end of first, second, and third quarter, 9-week marking periods, the choir members in all grades will join together in an after-school activity in either the gymnasium and/or the cafetorium. These activities will focus on group unity across grade levels and the development of a choir program perspective. Developing a program perspective simply means that the choir participants begin to understand and appreciate where they came from, where they are, and where they could go. This will give each choir member an opportunity to transfer what they have been learning in class about life skills and character building to a bigger group of students and begin to show how they could eventually transfer these skills into their everyday lives.

The activities that students will partake in during these events will include team sports (volleyball, basketball, soccer), team-building activities (role-playing, scavenger hunts, problem-solving situations), and choir-bonding activities (trust building, share time, ice breakers). At the end of the event, a meal will be provided for all participants. During the meal, participants will be randomly seated (grade levels and friendship circles will vary per table). This will provide students will an opportunity to practice functioning in possibly uncomfortable situations in which they will encounter new people, an opportunity to bring out social leaders who can help assist with breaking the ice and promoting conversation, and will help the choir to get to know more about all of the singers in the program rather than

just those who are in their grade and choir. At the end of the meal, each person will submit a questionnaire in which they will fill out the name of each person that was seated at their table and at least one fact about that person.

Finally, at the end of the fourth quarter marking period, the students and their families will be invited to participate in the end of the year after school event and banquet. Similar things as described above for the first through third marking period events will take place at this event, the only difference being that parents and siblings may attend. This gives the students an opportunity to share what they have been learning and working on in choir with the larger community. It is also a chance for families to bond together and younger siblings to become inspired to participate in choir in the future. At the end of the event, a banquet dinner will be provided (parents will be asked to supply dishes for the feast) and students will receive certificates and awards for their participation. Also, students will receive the comments and feedback from building teachers who caught them using their life skills. This will be the first time that the students know that their other teachers were watching them closely throughout the year.

Annually. An additional element of the program involves other building staff and extracurricular activity coaches and leaders. This will be one of the more difficult aspects of the program, but at the same time, a very important one. These staff members will be informed about the program and will be asked to keep an eye out for the choir students. Their goal is to catch choir students doing something good and using their life skills. A google document will be set up online and placed in the district share drive. This document will have an excel file embedded into it. The excel file will have three spreadsheets, one for each grade level. On each sheet, each student choir member will have their own section and

space after their name where teachers and coaches can place comments. As the year goes on, the staff will attempt to document positive behaviors and uses of important life skills that they see choir students exhibiting throughout the year. In addition to documenting the instance, the teacher is instructed to confront the student and let them know that they noticed their behavior and give them words of encouragement to continue that behavior without letting them know that they know about the program and its intentions.

At least one field trip will be planned during the year for each grade-level choir. The field trip will be focused on character development and could include a trip to hear a motivational speaker, to participate in team-building and sportsmanship skill activities with a local high school or collegiate sports team or musical group, a trip to observe a well-oiled team/business and how they function and work together in order to succeed, a walk over to the neighbouring primary school where they will mentor and teach younger students about singing and performing in a choir. In order to keep numbers low and increase field trip effectiveness, the entire choir will not take a field trip together. This will also allow for the field trip to focus on age-appropriate activities. What may be suitable for an eighth grader is not necessarily suitable for a sixth grader and vice versa.

Staff and Volunteers. The regular choir teacher will be directing the program. She will seek parent volunteers to assist with chaperoning after school events and field trips as well as transportation staff to drive to intended field trips. Custodial staff will be asked to assist with set-up and tear-down of all after school events and the physical education teacher will be providing sports equipment and gymnasium space. Additionally, building teachers will be called upon to note any changes in behavior that were noticed in the choir

participants throughout the yearly program. Lastly, important figures include the guest speakers, coaches, etc, that will come in to present and work with the students.

Estimated Costs. The majority of the potential costs for the program will be easily taken care of by the simple fact that it is run primarily during the school day. The following expenses are provided by the district at no-cost because the program is run throughout the regular school day: the facility use with energy, space and custodial staff, the program director, who is the regular choir teacher, and worksheets/pamphlets, posters, etc will be printed by the district copy center. Expenses that will not be provided by the district will include compensation for guest speakers and coaches, if applicable, funds to cover the costs of field trips and transportation, food for after school activities, and miscellaneous materials that may need to be purchased throughout the program. These expenses will be covered by the middle school choir boosters. Fundraisers will need to be planned to replenish this fund activity balance throughout the year based on actual fund consumption.

Evaluation

All programs must be tested for effectiveness in order to judge whether or not the program's purpose and goals were actually achieved . In addition, a program must be evaluated in order to determine if it is a worth while investment of time and money for the school and program directors. Lastly, evaluation is a helpful tool because it helps uncover strengths that should be maintained and weaknesses that must to be improved (Izzo, 2004). The "Music in Motion" program will have multiple forms of evaluation, including both pre and post-test measures.

The most important evaluation instrument that will be used to pre and post test our participants is the Youth Experiences Scale (2.0) Exercise as you will see in figures 2-5. This

exercise will be edited and in questions that say “sport”, the word “choir” will be used instead. Each choir member will fill out the exercise at the beginning of the program and their tests will be kept and their scores will be placed in an excel file. At the end of the program the students will do the exercise again. The post scores will then be compared pre scores to determine if there was a change in the overall strength and positivity of the various life skills categories in the exercise.

Another instrument that will be used is staff questionnaires. Each teacher, coach, activity leader that participated in tracking life skill application in settings outside of choir will fill out a questionnaire about their opinions and the observations that were noticed in choir students as they progressed through the year. This questionnaire will also be sent home with parents in order to see if they noticed a difference in their children’s use and level of life skills at home. The questionnaire will ask a question about an observable behavior and then give a Likert scale of 1 to 5, with 5 being highest and 1 being the lowest, and they will circle the most appropriate number. Parents will fill it out according to their child and teachers/Coaches/Leaders will fill it out in relation to all of the choir students that they observed overall.

Lastly, each student will submit a writing assignment at the end of the year discussing the changes that they noticed in themselves and in others as a result in the program. This writing assignment will be a minimum of two pages in length for sixth graders, three pages in length for seventh graders, and four pages in length for eighth graders. The students will pay particular attention to the various life skills that were discussed, what activities, events, and people helped them to strengthen those life skills, what they can do in the future to

continue to build upon these life skills, and overall, how this year in choir affected them and will continue to influence them in the future.

Supporting Literature

Research has found that, “in order for life skills to be learned, they must be intentionally taught in an effective manner by competent coaches” (Camire et al, 2011, p. 93). It is critical for program directors to teach these life skills intentionally and discuss such questions as, “(a) What is a life skill? (b) What are examples of life skills? (c) Why are life skills important?” Once the answers to such questions are understood, directors can then lead their students in, “activities organized...to further develop various life skills” because, “life skills must be experienced in order to be effectively learned” (Camire et al, 2011, p. 96-97). Furthermore, programs that focus specifically on promoting positive development are more successful than programs that are not as intentional. As you see in Table 2, programs that focused on planning activities and discussions that promoted development deliberately had significantly greater impact in a majority of life skills outcome areas (Roth, 2004). “Music in Motion” has an intentional purpose of teaching and this approach ensures that, “life skills are taught, not caught from mere participation” (Hodge, 1988).

Program Context

Structure. First, the program length is a critical factor. As stated by Petitpas et al (2005), “it takes time for individuals to adopt and internalize new behaviors, and for this process to occur, program participants must experience the benefits of new behavior through multiple trials over an extended period of time” (p. 70). Still further, the life skills we seek to teach are considered to be internal assets (table 3) and research has determined that “the growth of internal assets is a slower, more complex, and idiosyncratic process of

self-regulation” (Benson et al, 1998, p. 143). Therefore, the program has been developed to run for an entire school year, and if successful, the program will continue to run each year, with the potential for impacting students throughout each academic year of their middle school career.

Second, the program seeks to focus on the acquisition of these life skills in primarily small groups which will later break out into larger groups. Hellison (2000) emphasizes the need to, “keep program numbers small” (p. 47). By focusing on activities that take place in one classroom with a small class sizes, it offers the director a chance to provide more individual feedback, leadership opportunities, and relationship foundations to students. That way, when they come together in the large group environments, they will feel more involved and connected.

Third, not all children have the means by which to attend programs that occur outside of the school day. Some students lack the money to pay for programs, others may have other academic or family responsibilities, and more still, may simply lack a mode of transportation to and from such events. Roth discussed in his work that, “an array of school-based extracurricular activities -- sports, music, art, community service...provide young people with ample choices for supervised growth-promoting activities outside of school” but, unfortunately, “availability, cost, transportation, and interest limit many youths’ choices during the non-school hours” (Roth, 2004, p. 3). This is one of the primary factors that guided this program to be held primarily during the school hours.

Atmosphere. Weinberg and Gould stress the importance of an, “environment that reduces fear of trying new skills” and one that, “provides an encouraging atmosphere in which ridicule is not tolerated” (Chapter 22, p. 526) in order to promote development. The

program emphasizes this atmosphere in order to build trust, a sense of belonging, and freedom, so that students feel safe to open up and grow individually and as a group.

In addition, studies have shown that, such atmospheres coupled with opportunities to have positive and meaningful experiences results in an increase in self-efficacy. Larson et al (2004) stated that efficacy results, “from seeing that [students] are challenged to stretch themselves in demanding, novel, and creative activities. It must be emphasized that "opportunity" is not experienced as "challenge" unless youth identify with it: adolescents need to be engaged by opportunities for efficacy and mattering that are meaningful to them” (p. 11). Music is an important gateway to providing a meaningful setting and experience from which to provide such challenges.

Program Methods.

Choral emphasis. The primary means by which these life skills will be reinforced is through choir participation. On the outside, a choir gives students an opportunity to come together and make music. On the inside, a choir gives students an opportunity to come together to work toward a common goal. As described by Dworkin and Bremer (2004), “by coming together to achieve a common goal in an activity, youth learn to work together, handle each other’s emotions, share responsibilities, give and take feedback, and gain confidence in relating to peers” (p. 15). As a result of working in a choir, children learn to cooperate with people who may come from a different backgrounds, with people that they personally may not like, and with people who may have different opinions and beliefs, all for the sake of creating and sharing a moving musical experience.

Additionally, choir is a place where students feel a great sense of purpose and value. Petitpas et al discussed that, “young people join street gangs for excitement, belonging,

status, protection, and to have a defined role and identity within their peer group”. Choir gives students an option to meet the same needs but in a positive and safe environment.

Real-life Applications. As educators and former children, “we do know that youth prefer programs that include hands-on, fun activities” (Coatsworth and Conroy, 2007, p. 65). For this reason, the program emphasizes such activities and uses role-play, problem-solving situations, sports, and games to teach life skills. Students can grasp a concept much more quickly and easily if they are given opportunities to use the skills in real situations or situations that project real-world situations. Through role-play and problem-solving, students can experience possible situations in which having a particular life skill would be very useful. Sports and games are live experiences that offer opportunities to put life skills into practice. By making the necessity of these life skills real, students learn to see the value in becoming people who can internalize and exhibit such skills.

Social Strengths. In addition, the program emphasizes bonding exercises in order to build strong relationships between directors, staff, parents, and peers. Team-building, trust exercises, ice breakers, and dinner mix-ups offer students with opportunities to break down walls and inhibitions in order to meet and work with others for a common purpose. Dworkin and Bremer (2004) found that young people thrive on building peer relationships in these environments. A girl from their study stated that, “by being part of a team, she made new friends and learned to get along with peers different from her for the sake of the team”. Additionally, a teen stated that, “if you want to win, you have to learn to get along, even if you don’t necessarily get along during the day or any other time” (p. 15).

Weinberg and Gould (2007) presented a hierarchy of moral reasoning. This hierarchy is displayed in figure 1. As described, the ultimate goal is for students to have truly learned

to respect and care for one another and begin to realize that they should be using certain life skills because it is the right thing to do. They must realize that these skills are necessary, not only because they do not want to get in trouble, they want others to treat them that way, or because they want to feel good, but because it is, “what is best for all involved” (Weinberg and Gould, Chapter 24, Figure 1).

Leadership. One anticipated field trip involves taking students over to a primary school and allowing them to teach and work with beginning singers. According to Camire et al (2011), “volunteerism is highly advantageous as it allows for development at two levels. Athletes learn organizational skills when planning their volunteer activity and also learn initiative, empathy, compassion, when performing volunteer work” (p. 97). Students on the field trip may not necessarily be legitimately “volunteering”, but they will be offering similar services and gaining similar experience and growth.

Section “captains” are also used to provide further leadership opportunities. These opportunities give these students an increased sense of responsibility for their own learning and for the growth and development of others and, “contribute to both the individual’s and the group’s welfare” (Hellison, 2000, p. 39). Furthermore, “participation in decision making is correlated with positive developmental outcomes, such as a sense of sharing and respect for others” (Larson et al, 2004, p. 11).

Staff Involvement. Building staff and extracurricular activity leaders and coaches are also involved in a sort of “secret agent” role. Students do not know that these individuals are involved in the program which is helpful because there leaves no incentive for students to behave appropriately in other contexts with these leaders present. This allows the staff to unbiasedly account for student behavior. The goal of this is to, “catch kids doing things right

and give them plenty of praise and encouragement” which could include rewards like, “a pat on the back and a friendly smile” (Weinberg and Gould, Chapter 22, p. 526).

Parental Involvement. At the end of the year, parents are invited to attend the last after school event. It is increasingly important in the current familial climate of this age that parents stay involved in their children’s lives. Sadly, many children go home to empty houses, both physically, in which parents are at work or other places, and emotionally, in which parents are tuned out of their children’s lives and focused on themselves or other distractions. Therefore this program is giving parents a small opportunity to share in their child’s growth and experience. According to Petitpas et al (2005), “parents and guardians who become involved in their children’s activities and demonstrate a clear interest on a day-to-day basis...are in the best position to reinforce appropriate behaviors and attitudes at home” (p. 70). If parents see what their children have been working on and involving themselves in, they just may make it a priority to stay involved and emphasize their development in the home.

Conclusion

Overall, the program seeks to provide each participant with a series of opportunities to hone in on the development of important life skills that will prove critical in life’s ever-changing dynamic. Through the use of team-building exercises, discussion and speeches, video material, sport, problem-solving situations, leadership opportunities, and relationship building exercises in various environments within the choral realm, students are given a context in which to relate these skills. After a year-long program, the students and program are evaluated for effectiveness using student, staff, and parental feedback.

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Appendix A: Tables and Figures

Table 1: Essential Life Skills

| Life Skill | Definition |
|-------------------|---|
| Integrity | To act according to a sense of what's right & wrong |
| Initiative | To do something because it needs to be done |
| Flexibility | To be willing to change plans when necessary |
| Perseverance | To keep at it |
| Organization | To plan, arrange, & implement in an orderly way |
| Sense of Humour | To laugh & be playful without harming others |
| Effort | To do your best |
| Common Sense | To use good judgment |
| Problem-Solving | To create solutions in difficult situations & everyday problems |
| Responsibility | To respond when appropriate, to be accountable for your actions |
| Patience | To wait calmly for someone or something |
| Friendship | To make & keep a friend through mutual trust & caring |
| Curiosity | A desire to investigate & seek understanding of one's world |
| Cooperation | To work together toward a common goal or purpose |
| Caring | To feel and show concern for others |
| Courage | To act according to one's beliefs despite fear of adverse consequences |
| Pride | Satisfaction from doing one's personal best |
| Resourcefulness | To respond to challenges and opportunities in innovative and creative ways |

Table 2: Youth Development Programs vs. Youth Programs (Roth, 2004)

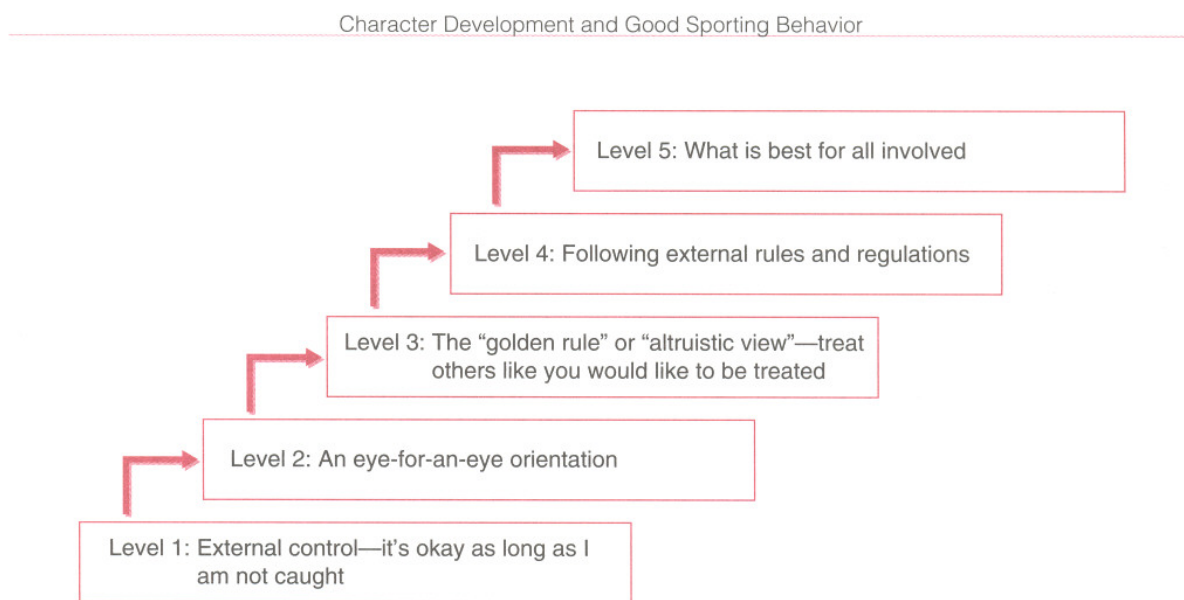
| | Youth Development Programs | Youth Programs |
|--------------------------|---|---------------------------|
| Outcomes* | | |
| Competence | 90% | 41% |
| Confidence | 72% | 57% |
| Connections | 100% | 6% |
| Character | 95% | 90% |
| Caring | 75% | 100% |
| Program Elements | | |
| <i>Atmosphere</i> | | |
| Supportive | 62% | 33% |
| Empowering | 48% | 30% |
| Expecting | 86% | 96% |
| Rewarding | 62% | 70% |
| Lasted at least 9 months | 52% | 52% |
| <i>Activities</i> | | |
| Build skills | 95% | 100% |
| Authentic activities | 38% | 30% |
| Broaden horizons | 33% | 30% |
| Other contexts | 67% | 33% |

*Percentages based on the number of programs holding this outcome as a goal.

Table 3: 40 Internal and External Assets (Benson et al, 1998)

| Asset Type | Asset and Description | |
|-------------------|--|---|
| External | Support | 1. Family support: Family life provides high levels of love and support. |
| | | 2. Positive family communication: Young person and her or his parent(s) communicate positively; young person is willing to seek parent(s) advice and counsel. |
| | | 3. Other adult relationships: Young person receives support from three or more non-parent adults. |
| | | 4. Caring neighborhood: Young person experiences caring neighbors. |
| | | 5. Caring school climate: School provides a caring, encouraging environment. |
| | | 6. Parent involvement in schooling: Parent(s) are actively involved in helping young person succeed in school. |
| | Empowerment | 7. Community values youth: Young person perceives that community adults value youth. |
| | | 8. Youth as resources: Young people are given useful roles in the community. |
| | | 9. Service to others: Young person serves in the community 1 hr or more per week. |
| | | 10. Safety: Young person feels safe in home, school, and the neighborhood. |
| | Boundaries and Expectations | 11. Family boundaries: Family has clear rules and consequences and monitors the young person's whereabouts. |
| | | 12. School boundaries: School provides clear rules and consequences. |
| | | 13. Neighborhood boundaries: Neighbors take responsibility for monitoring young people's behavior. |
| | | 14. Adult role models: Parent(s) and other adults model positive, responsible behavior. |
| | | 15. Positive peer influence: Young person's best friends model positive, responsible behavior. |
| | | 16. High expectations: Both parents and teachers encourage the young person to do well. |
| | Constructive Use of Time | 17. Creative activities: Young person spends 3 or more hr per week in lessons or practice in music, theater, or other arts. |
| | | 18. Youth programs: Young person spends 3 or more hr per week in sports, clubs, or organizations at school and/or in community organizations. |
| | | 19. Religious community: Young person spends 1 or more hr per week in activities in a religious institution. |
| | | 20. Time at home: Young person is out with friends "with nothing special to do" 2 or fewer nights per week. |
| Internal | Commitment to Learning | 21. Achievement motivation: Young person is motivated to do well in school. |
| | | 22. School engagement: Young person is actively engaged in learning. |
| | | 23. Homework: Young person reports 1 or more hr of homework every school day. |
| | | 24. Bonding to school: Young person cares about his or her school. |
| | Positive Values | 25. Reading for pleasure: Young person reads for pleasure 3 or more hr per week. |
| | | 26. Caring: Young person places high value on helping other people. |
| | | 27. Equality and social justice: Young person places high value on promoting equality and reducing hunger and poverty. |
| | | 28. Integrity: Young person acts on convictions and stands up for her or his beliefs. |
| | | 29. Honesty: Young person tells the truth even when it is not easy. |
| | | 30. Responsibility: Young person accepts and takes personal responsibility. |
| | Social Competencies | 31. Restraint: Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| | | 32. Planning and decision making: Young person knows how to plan ahead and make choices. |
| | | 33. Interpersonal competence: Young person has empathy, sensitivity, and friendship skills. |
| | | 34. Cultural competence: Young person has knowledge of and comfort with people of different cultural-racial-ethnic backgrounds. |
| Positive Identity | 35. Resistance skills: Young person can resist negative peer pressure and dangerous situations. | |
| | 36. Peaceful conflict resolution: Young person seeks to resolve conflict nonviolently. | |
| | 37. Personal power: Young person feels he or she has control over "things that happen to me." | |
| | 38. Self-esteem: Young person reports having high self-esteem. | |
| | 39. Sense of purpose: Young person reports "my life has a purpose." | |
| | 40. Positive view of personal future: Young person is optimistic about her or his personal future. | |

Figure 1: Levels of Moral Reasoning (Weinberg and Gould, 2007)

**Figure 24.2** Levels of moral reasoning.

Adapted from *Handbook for Youth Sport Coaches* (1987) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191.

Figure 2: Youth Experiences Scale (2.0) Choir Edition page 1

| Answer the following items according to your Middle School Choir Experience | | Your Experiences In..... | | | |
|--|--|--------------------------|----------|-------------|-----------------|
| | | Middle School Choir | | | |
| | | Not At All | A Little | Quite a Bit | Yes, Definitely |
| 1. | Tried doing new things | 1 | 2 | 3 | 4 |
| 1. | Tried a new way of acting around people | 1 | 2 | 3 | 4 |
| 1. | I do things I this choir I don't get to do anywhere else | 1 | 2 | 3 | 4 |
| 1. | Started thinking more about my future because of this choir | 1 | 2 | 3 | 4 |
| 1. | This choir got me thinking about who I am | 1 | 2 | 3 | 4 |
| 1. | This sport has been a positive turning point in my life | 1 | 2 | 3 | 4 |
| 1. | I set goals for myself in this sport | 1 | 2 | 3 | 4 |
| 1. | Learned to find ways to achieve my goals | 1 | 2 | 3 | 4 |
| 1. | Learned to consider possible obstacles when making plans | 1 | 2 | 3 | 4 |
| 1. | I put all my energy into this sport | 1 | 2 | 3 | 4 |
| 1. | Learned to push myself | 1 | 2 | 3 | 4 |
| 1. | Learned to focus my attention | 1 | 2 | 3 | 4 |
| 1. | Observed how others solved problems and learned from them | 1 | 2 | 3 | 4 |
| 1. | Learned about developing plans for solving a problem | 1 | 2 | 3 | 4 |
| 1. | Used my imagination to solve a problem | 1 | 2 | 3 | 4 |
| 1. | Learned about organizing time and not procrastinating (not putting things off) | 1 | 2 | 3 | 4 |
| 1. | Learned about setting priorities | 1 | 2 | 3 | 4 |
| 1. | Practiced self discipline | 1 | 2 | 3 | 4 |
| 1. | Learned about controlling my temper | 1 | 2 | 3 | 4 |
| 1. | Became better at dealing with fear and anxiety | 1 | 2 | 3 | 4 |
| 1. | Became better at handling stress | 1 | 2 | 3 | 4 |
| 1. | Learned that my emotions affect how I perform | 1 | 2 | 3 | 4 |

Figure 3: Youth Experiences Scale (2.0) Choir Edition page 2

| Answer the following items according to your Middle School Choir Experience | | Your Experiences In..... | | | |
|--|--|--------------------------|-----------------|--------------------|------------------------|
| | | Middle School Choir | | | |
| In this sport I have improved... | | Not At All | A Little | Quite a Bit | Yes, Definitely |
| 1. | Artistic/creative skills | 1 | 2 | 3 | 4 |
| 1. | Communication skills | 1 | 2 | 3 | 4 |
| 1. | Athletic or physical skills | 1 | 2 | 3 | 4 |
| 1. | Made friends with someone of the opposite gender | 1 | 2 | 3 | 4 |
| 1. | Learned I had a lot in common with people from different backgrounds | 1 | 2 | 3 | 4 |
| 1. | Got to know someone from a different ethnic group | 1 | 2 | 3 | 4 |
| 1. | Made friends with someone from a different social class (someone richer or poorer) | 1 | 2 | 3 | 4 |
| 1. | Learned about helping others | 1 | 2 | 3 | 4 |
| 1. | I was able to change my school or community for the better | 1 | 2 | 3 | 4 |
| 1. | Learned to stand up for something I believed was morally right | 1 | 2 | 3 | 4 |
| 1. | We discussed morals and values | 1 | 2 | 3 | 4 |
| 1. | Learned that working together requires some compromising | 1 | 2 | 3 | 4 |
| 1. | Became better at sharing responsibility | 1 | 2 | 3 | 4 |
| 1. | Learned to be patient with other group members | 1 | 2 | 3 | 4 |
| 1. | Learned how my emotions and attitude affect others on the team | 1 | 2 | 3 | 4 |
| 1. | Learned that it is not necessary to like people in order to work with them | 1 | 2 | 3 | 4 |
| 1. | I became better at giving feedback | 1 | 2 | 3 | 4 |
| 1. | I became better at taking feedback | 1 | 2 | 3 | 4 |
| 1. | Learned about the challenges of being a leader | 1 | 2 | 3 | 4 |
| 1. | Others in this activity counted on me | 1 | 2 | 3 | 4 |
| 1. | Had an opportunity to be in charge of a group of teammates | 1 | 2 | 3 | 4 |
| 1. | This sport improved my relationship with my parents/guardians | 1 | 2 | 3 | 4 |
| 1. | I had good conversations with my parents/guardians because of this sport | 1 | 2 | 3 | 4 |

Figure 4: Youth Experiences Scale (2.0) Choir Edition page 3

| Answer the following items according to your Middle School Choir Experience | | Your Experiences In..... | | | |
|--|--|--------------------------|----------|-------------|-----------------|
| | | Middle School Choir | | | |
| | | Not At All | A Little | Quite A Bit | Yes, Definitely |
| 1. | Got to know people in the community | 1 | 2 | 3 | 4 |
| 1. | Came to feel more supported by the community | 1 | 2 | 3 | 4 |
| 1. | This sport opened up job or career opportunities for me | 1 | 2 | 3 | 4 |
| 1. | This choir helped prepare me for college | 1 | 2 | 3 | 4 |
| 1. | This sport increased my desire to stay in school | 1 | 2 | 3 | 4 |
| 1. | Demands were so great that I didn't get homework done | 1 | 2 | 3 | 4 |
| 1. | This choir interfered with doing things with family | 1 | 2 | 3 | 4 |
| 1. | This choir has stressed me out | 1 | 2 | 3 | 4 |
| 1. | Felt pressured by teammates to do something I didn't want to do | 1 | 2 | 3 | 4 |
| 1. | I did something in this sport that was morally wrong | 1 | 2 | 3 | 4 |
| 1. | I was ridiculed by teammates for something I did in this sport | 1 | 2 | 3 | 4 |
| 1. | Youth in this choir got me into drinking alcohol or using drugs | 1 | 2 | 3 | 4 |
| 1. | Felt like I didn't belong in this choir | 1 | 2 | 3 | 4 |
| 1. | I felt left out | 1 | 2 | 3 | 4 |
| 1. | There were cliques in this choir | 1 | 2 | 3 | 4 |
| 1. | I get stuck doing more than my fair share | 1 | 2 | 3 | 4 |
| 1. | Other youth in this sport made inappropriate sexual comments, jokes, or gestures | 1 | 2 | 3 | 4 |
| 1. | Was discriminated against because of my gender, race, ethnicity, disability, or sexual orientation | 1 | 2 | 3 | 4 |
| 1. | Adult leaders in this sport are controlling and manipulative | 1 | 2 | 3 | 4 |
| 1. | Adult leaders "hit" on me (made sexual advances) | 1 | 2 | 3 | 4 |
| 1. | Adult leaders made inappropriate sexual comments or jokes | 1 | 2 | 3 | 4 |
| 1. | Adult leaders encouraged me to do something I believed morally wrong | 1 | 2 | 3 | 4 |

Figure 5: Youth Experiences Scale (2.0) Choir Edition page 4

YES (2.0) Scoring Sheet and Key

Directions: For each scale or subscale sum the items and calculate the mean. Then write the mean in the blank to the left of each scale or subscale.

- ___ **Identity Experiences** (Items 1-6)
 ___ Identity exploration: 1, 2, 3
 ___ Identity reflection: 4, 5, 6
- ___ **Initiative Experiences** (Items 7-18)
 ___ Goal setting: 7, 8, 9
 ___ Effort: 10, 11, 12
 ___ Problem solving: 13, 14, 15
 ___ Time management: 16, 17, 18
- ___ **Basic Skill** (Items 19-22)
 ___ Emotional regulation (19-22)
- ___ **Cognitive Skills** (Items 23-24)
- ___ **Physical Skills** (Item 25)
- ___ **Positive Relationships** (Items 16-33)
 ___ Diverse peer relationships: 16, 27, 28
 ___ Prosocial norms: 30, 32, 32, 33
- ___ **Teamwork and Social Skills** (Items 34-43)
 ___ Group process skills: 34, 35, 36, 37, 38
 ___ Feedback: 39, 40
 ___ Leadership and responsibility: 41, 42, 43
- ___ **Adult Networks and Social Capital** (Items 44-50)
 ___ Integration with family: 44, 45
 ___ Linkages to community: 46, 47
 ___ Linkages to work and college: 48, 49, 50
- ___ **Negative Experiences** (Items 51-
 ___ Stress: 51, 52, 53
 ___ Negative influences: 54, 55, 56, 57
 ___ Social exclusion: 58, 59, 60
 ___ Negative group dynamics: 61, 62, 63
 ___ Inappropriate adult behavior: 64, 65, 66, 67