

Professors Notes:

- You make some excellent arguments in your draft, which demonstrates to me that you are more than capable of meeting the expectations for the final paper! Areas for improvement: 1) Paragraphs should begin with an indent. 2) The bulk of your paper should be focused on the application of these concepts, so this needs to be expanded substantially. 3) Missing a significant amount of citations. Anything that is not your idea or stated as fact (e.g., number of athletes playing sports, benefits of youth sport, etc.) must include a citation.
- The highlighted sentences below, plus a few others, are sentences that need to be backed up with in text citations and references. If you're providing statistics, information, numbers, etc. That is not made up or solved by you, they must be cited.

You can follow the superior rubric below to help direct you into receiving full points.

Completeness -(75-85 points) Fully responds to all criteria of assignment

Comprehension -(180-200) Clearly and correctly represents/discusses at least one major idea/topic from class or textbook; focus is on application of a sport psychology topic; offers concrete, step-by-step solutions/strategies; clearly identifies and fully develops all ideas/themes; effectively uses all relevant information, including outside sources; draws clear and appropriate conclusions; demonstrates clear understanding of content; clearly incorporates theory/concepts from class or textbook; points supported by evidence

Formatting -(27-30) - Draft is mostly in APA format

Sources/ Referencing - (90-100) Includes a minimum of 6 scholarly references (not including the textbook), uses correct citation format to document references and sources; ALL ideas/concepts that are not the students' own (or original) are referenced

Mechanics/ Style/ Organization- (31-35) Makes virtually no grammar, punctuation, or spelling errors; shows clear awareness of purpose and audience; uses sophisticated and varied sentence structure; uses vocabulary and style that are appropriate to the audience; clearly and consistently organizes ideas; maintains consistent focus and sense of purpose; each paragraph contains a new idea; paragraphs are generally a minimum of 4 sentences; effectively links ideas and paper is organized in a logical manner

Applying Sportsmanship in Sports for Youth Athletes

Youth sport is a common pastime today. Millions of young athletes participate in sports at various levels, from instructional leagues to competitive regional and national competitions.

According to early studies, sports participation can promote both positive and negative attitudes among young people. The concept of sportsmanship in youth sport is not a new term, and it is inseparably related to competition. Professionals in youth sports who want to create activities that focus on the importance of better sportsmanship should be aware of how all facets of their programs can either help or impede these types of behaviors.

Assertions that competitive team sports cultivate integrity and sportsmanship in players and fans are often used to support school athletic programs. Sport is also thought to reinforce school and community values such as competitiveness, patriotism, and teamwork and maintain a healthy life when young (Arthur-Banning et al., 2018). Although sport can offer significant benefits to young people when programs are well-run, it can also have the opposite impact when programs are poorly run or do not focus on growth (Wells et al., 2005). A specific element that emanates from this is the competitive environment in sports.

Youth participation in sports has been linked to physical and psychological health; physical health is the most apparent. Physical benefits such as strengthening the musculoskeletal system, helping with weight loss, and lowering diabetes, high blood pressure, and heart disease risks come naturally to young people due to their daily involvement in physical activities in the sports events that they take part in (Arthur-Banning et al., 2018). Besides the physical boost, sports play a crucial

role in socio-emotional issues, identity, and character-building, including sportsmanship behaviors and values expression.

The assumption that sports involvement will, in the long run, impact the youths positively is not entirely factual. There have been negative traits associated with sports involvement, as explained by psychologists. In simple terms, competition in sports, which is naturally encouraged by sports professionals, can be viewed as ego-oriented or task-oriented. In the case of ego-oriented, players choose to outshine their fellows, and through winning, they do so to show and affirm their superiority (Wells et al., 2005). In these instances, winning for individuals fueled by ego means that it is achieved in all ways necessary, even if it involves hurting, scheming, or cheating on their opponents; hence it is equated to moral disengagement unsportsmanlike conduct. On the other hand, those who are task-oriented have a view competition focused on the task at hand, setting performance targets rather than winning (Arthur-Banning et al., 2018). In such instances, sportsmanship is set aside when ego-oriented competing sets precedence.

Youth participants who indulge in unsportsmanlike behavior frequently are essentially learning behavior patterns to perform and rationalize, which may be incompatible with balanced moral growth and character expressions. Some of the most common negative sportsmanship experienced in schools in the U.S include tantrums, fights, biting, assault, head butting, and the list goes on and on (Rudd et al., 1998). Unfortunately, today's sports culture, particularly the professional sports model, promotes this perception of competition and, as a result, undermines young athletes' development of sportsmanship (Wells et al., 2005). For instance, the media also fuels unsportsmanlike behavior where televised news fixates on violence and immoral behavior and rarely talks of good sportsmanship (Rudd et al., 1998). Humble losers and winners are hard to come by with certain greedy and self-absorbed professional athletes. Negative interactions are

thought to play a role in children ceasing to participate in sports, leading to sedentary lifestyles' harmful health effects.

Despite the prevalence of unsportsmanlike behavior in the present sports culture, steps have been taken to bring back some of the old ideal sportsmanship code, if not all of it. The instructional program funded by the significant athletic governing bodies is focused on a policy that will create player cooperation, interdependence, transparency, and management (Rudd et al., 1998). Schools have taken a step towards using these education programs by restricting or banning spectators' or players' access to sports events after bad behavior. Other school institutions require parents to attend sportsmanship classes before their children participate in athletics to strengthen or enhance the participants' social responsibility when playing (Wells et al., 2005). As a possible cure for the weak show of character, many schools have adopted other structured education initiatives such as "A Sports Club" or formal education programs (FEPs) in sports competitions and sporting events.

Positive sportsmanship can be instilled through moral education. Several sports professionals may be accustomed to moral training, which suggests a type of drilling that brings out compliance to ethical rules with little to no understanding of the intended moral values and moral rules (Rudd et al., 1998). Moral education serves a better outcome since it allows the youths to reflect on the given moral issue of the precise moral values as instructed by their coaches (Rudd et al., 1998). Rather than bullying an athlete, as in moral training, the coach will freely address the value of prosocial conduct respect as a moral value, making the athlete understand why behaving in a morally responsible manner is necessary.

Physical education can only be beneficial for the players and physical teachers if good sportsmanship is always practiced. Coaches and physical educators are responsible for developing prosocial characters in players by serving as excellent role models of sportsmanship and moral

reasoning for the young players. In support of this, ordinances and structure must be developed to satisfy each player's developmental growth, especially by media and referees. They should champion and facilitate sportsmanship by reporting and highlighting positive behavior and negatively setting out inappropriate sports behavior.

References

Arthur-Banning, S. G., Wells, M. S., Malcarne, B., & Oh, Y. S. (2018). Determining if competition level matters in developing positive and negative youth sportsmanship. *American Journal of Sports Science*, 6(2), 38-46.

Rudd, A., & Stoll, S. K. (1998). Understanding sportsmanship. *Journal of Physical Education, Recreation & Dance*, 69(9), 38-42.

Wells, M. S., Ellis, G. D., Paisley, K. P., & Arthur-Banning, S. G. (2005). Development and Evaluation of a Program to Promote Sportsmanship in Youth Sports. *Journal of Park & Recreation Administration*, 23(1).