



**Champion Schools – South Mountain**  
**Comprehensive sports-centric approach and motivation**  
**2018 Report**

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## **Table of Contents**

<b>Executive Summary</b>	<b>5</b>
<b>Recommendations</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
<b>Study Methodology</b>	<b>8</b>
<b>Phase I - Interviews</b>	<b>9</b>
Interview Procedure	9
Data Analysis	9
Interview Results	9
<b>Phase II - Survey</b>	<b>14</b>
Survey Procedure	14
Instrument	14
Data Analysis	14
<b>Survey Results</b>	<b>15</b>
Demographic Characteristics of Study Participants	15
Motivation During Workouts	15
Relatedness during workouts	16
Competence during workouts	18
Autonomy during workouts	19
External Motivation during workouts	20
Additional workout questions	22
Motivation during sports	25
Relatedness during sports	25
Competence during sports	26
Autonomy during sports	27
External Motivation during sports	29
Additional sports questions	30
<b>Appendix 1</b>	<b>31</b>
<b>Appendix 2</b>	<b>32</b>

# Executive Summary

## Focus group interviews key findings:

- Students, parents, and teachers all shared details of the strong bonds formed through sport at Champion. These coach-student, coach-parent, parent-student, and student-student relationships foster a schoolwide sense of community.
- Two prominent external sources of motivation were discussed: competition and punishment. The competitive nature of the school was a source of pride, while punishments for talking during workouts or misbehaving were accepted as typical consequences.

## Survey key findings:

- Students reported the highest mean scores for competence - meaning they felt able to perform tasks well. An overwhelming percentage agreed that workouts helped them feel physically fit and strong (91.2%) and they felt confident learning skills during sports (90%).
- Students reported strong levels of relatedness. Most students agreed that coaches care about students during workouts (85.4%) and sports (86.9%), and the majority of students (89.6%) felt they built teamwork during sports.
- Autonomy ranked the lowest of all sources of motivation; however students in upper grades rated much higher feelings of autonomy versus those in the lower grades during workouts.
- Consistently, boys reported higher levels of motivation during workouts and sports compared to girls.
- An overwhelming percentage of students reported trying very hard during workouts (95%) and sports (95%).
- Feeling pressure was a concern for about half of students during workouts (49%) and sports (52%); however feeling pressure decreased with grade.
- Although 47% of students agreed they workout because they would get in trouble if they didn't, this also decreased by grade level. In fact, less than 1% of students concerned about getting in trouble were in 8th grade. Worrying about getting in trouble during sports was not a concern for most students.

## **Recommendations**

1. Consider how sources of motivation may differ among students in different grade levels. Specifically, appraise how 4th grade students may experience pressure and fear of getting in trouble during workouts.
2. Focus on understanding differences in motivation between boys and girls, and explore strategies to motivate girls during workouts and sports.
3. Explore opportunities to add additional sport opportunities during and after school. Students largely requested more game days during workouts. Teachers suggested dance and cheer after school. Parents asked for another field.
4. Schedule Olympic Day so that the whole school can watch.

## **Introduction**

Champion Schools is a charter school district in Phoenix, Arizona that emphasizes sport as a means to promote fitness and a healthy lifestyle. This comprehensive sports-centric approach (CSCA) to learning is based on the notion that children who participate in sports and fitness programs are healthier and more successful. This project focused primarily on Champion's inaugural campus at South Mountain, as this school has been implementing the CSCA for seven years at this school site. For the remainder of the report, this school will be referred to as Champion. The team at Champion worked collaboratively with researchers from Arizona State University (ASU) to conduct a mixed method study to learn more about the effect of the CSCA on motivation and school climate. The process and findings of this assessment are provided in this report.

### **Champion Schools South Mountain**

Champion is a K-8 charter school that implements a rich, rigorous, content rich curriculum with an emphasis on sport to promote health and fitness. At Champion, the community is utilized as a laboratory for students to have hands-on experiences. These types of learning activities are used to activate the imagination, stimulate critical thinking, and develop problem solving skills. A central component of the curriculum is the emphasis on sport. Through participation in sport, students may become more physically active, which is a preventative factor against overweight and obesity, and may experience positive academic outcomes. Participation in sport may also contribute to a sense of community at school, as students learn team-building, goal setting, and cooperation skills. In response to the growing demand for adequate opportunities for physical activity throughout the school day, Champion offers students both in school workouts and after-school sports.

### **History**

Champion Schools was founded in 1999 as a small inner city charter school in central Phoenix, Arizona. Over time, the staff observed that students entering school did not have satisfactory fine or gross motor skills. The school began a small sport program after school and partnered with the local YMCA to have access to those facilities during the school day. Community support grew, and the school added highly trained sport trainers to plan and implement the work out program. Today the school employs former professional athletes, Olympic athletes and Pac-12 All-Americans on their coaching staff and attracts teachers with high school and college sport experience who love to coach. The program was originally developed with the broad purpose of getting students active, but has transformed into a

systematic model that includes a focus on speed and agility, explosive movement, core strength, and body awareness. Students are taught proper weight training techniques, sport-specific functional movement, dynamic stretching exercises, and cardiovascular fitness skills. The program has been implemented for 7 years at the South Mountain Phoenix Campus.

### **Workouts**

Students in grades 4 - 8 participate in workouts for 60 minutes, 4 times per week. Workouts are led by coaches who have personal knowledge of sport training through their own sport participation, and have been trained by the Athletic Director to deliver the sports-centric curriculum. Workouts include dynamic warm ups and movement preparation, speed and agility activity, core/stability/mobility and cardiovascular exercise, strength circuits with an emphasis on proper technique and mechanics, strength training and weight lifting, and a team-building activity and cool down.

### **After School Sports**

Students in grades 4 - 8 participate in at least two Junior Varsity (JV) or Varsity sports throughout the school year, with many (85%) opting to play each season. Practices are held 3 - 4 times per week and games are played on one day each weekend. Additionally, all students participate in track during the spring season each year. All teachers at Champion coach at least one sport. Parents also volunteer as assistant coaches, and at times, as head coaches. JV athletes compete against other students at Champion. Varsity athletes compete against athletes at other Division 3 junior high schools in the Canyon Athletic Association (AZCAA). Additionally, an average of 400 parents, family members, and friends attend weekly games forming a strong athletic community.

## **Study Methodology**

The purpose of the interviews was to understand how a novel CSCA approach to learning is associated with motivation. This study utilized a sequential mixed-method design with initial focus group interviews with students, parents, and teachers followed by a cross-sectional survey of students. Results of interviews in Phase I guided the development of a questionnaire, which was then administered in Phase II to examine student motivation and school climate. IRB approval was obtained at Arizona State University.

## **Phase I - Interviews**

### **Interview Procedure**

An informational letter that described the purpose of the research and asked for volunteers to participate in parent interviews, as well as consent for their child to participate in student interviews, was sent home to parents/guardians of students in grades 4-8. All interested parents (n= 5) and students (n= 8) were invited to participate. Students were interviewed during their scheduled lunch period, and parents participated directly after school. An informational email was also sent to all teachers from the school principal asking for participation in interviews that would occur during a staff meeting. A total of 17 teachers participated in these interviews, resulting in a total sample of 30 participants. Of the eight students, two were female and six were male. Two of the students attended the school since Kindergarten, four were students for four years or less, and two students were new to the school that year. The parents each had one or more students currently attending the school and reported a range of experience, with some of their children attending for three years and others attending for nine. Two of the parents were also volunteer coaches. The majority of the teachers had two years or less experience teaching at the school, although two teachers had four years. All participants were given refreshments and snacks as compensation for their time.

Focus group interviews (FGI) lasted between 40 – 65 minutes and were based on Self-Determination Theory (SDT) (Appendix 1). SDT, a popular framework used to examine motivation in youth sport, is based on the principle that when individual needs are met through autonomy, competence, and relatedness, participation becomes intrinsically motivating and meaningful.

### **Data Analysis**

First, audio recordings of the interviews were reviewed to ensure familiarity with the data. Next, each researcher developed codes and themes based on the interview material. The lead researcher, graduate student, and a third researcher met and refined the initial list of 41 codes into a focused list of 13 codes, nested into five overarching themes.

### **Interview Results**

With regard to Self-Determination Theory (SDT), we identified relatedness as a particularly strong theme, while competence and autonomy appeared to be less meaningful. In addition, external influences, which included a combination of positive and motivationally maladaptive elements, surfaced as a prominent theme. Finally, the unique emphasis on sport as part of the CCSA program developed as a unifying theme impacting motivation. Table 1 presents the representation of themes, sub-themes, and a short description of how each

category was operationalized. A description of each theme and main supporting quotes follow the table.

**Table 1.** Motivational themes, sub-themes, and operationalizations

<b>Relatedness</b> - caring bonds with others		
	Coach-Student	Relationships among coaches and students
	Coach-Parent	Relationships between coaches and parents
	Parent-Student	Parental involvement
	Student-Student	Friendships
	Sense of Community	Strong community
<b>Competence</b> - confidence in abilities		
	Athletic skill development	Ability to demonstrate sport related tasks
	Additional competencies	Demonstrated abilities in academics and health
<b>Autonomy</b> - freedom of choice		
	Lack of choices	Shortage of options in workouts and sports
<b>External Influences</b>		
	Competition	Informal/formal contests among peers/other schools
	Punishments	Running if students are talking
	Recognition	Trophies, banners, awards
<b>Sport Emphasis</b>		

## Relatedness

The most prevalent SDT theme that emerged from the analysis was relatedness - or the need to establish emotional bonds with others in an authentic caring manner. This emotional connection was echoed equally by students, parents, and teachers and included the following four relationships coach-student, coach-parent, parent-student, student-student. A feeling of relatedness permeated through the school and created a broader sense of community.

<p><b>Relatedness</b> 26.8%</p>	<p><b>Coach-Student.</b> ‘They [coaches] are really interactive with the students from what I’ve seen ... [they] are really concerned. We have great coaches here’ (P1).</p> <p><b>Coach-Parent.</b> ‘I didn’t get to meet my son’s teacher until sports started, ... but then once sports started, we clicked just like that and I already met his teacher for next year because of sports and we connected so now we have a plan on where we are going to go forward and how we are going to help the communication between us’ (P3).</p> <p><b>Parent-Student.</b> ‘Getting the parents involved is really a big thing I think’ (T2). One parent was shocked when he read his daughter’s report card because it said she completed 21 pushups. When he questioned her ability, ‘she did 21, and she then goes “and 22” ... and I was like “that is pretty impressive”’ (P4).</p> <p><b>Student-Student.</b> ‘We are all like pretty nice and this school teaches us teamwork and all that.’ (S2). ‘Just today we had our championship game so there is just that bond that they formed within a short time and I see that they cheer each other on’ (P2).</p> <p><b>Sense of Community.</b> ‘Everyone knows everybody and I hope they [students] realize that is something special’ (P3). ‘It’s an extra family basically to fall back on’ (P4), and because students play an after school sport with others in grades 4-8, they form ‘a connection ... with other kids in their same grade ... or with others than just their classroom’ (P4). Similarly, ‘teachers interact with different kids and parents than they have in class when they coach’ (P3).</p>
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## Competence

Though competence was not discussed as frequently as relatedness, participants did allude to demonstrating competence in athletic skills. Further, participants described the school structure as increasing competence in health and academics.

<p><b>Competence</b> 20.8%</p>	<p><b>Athletic skill development.</b> One parent described his son, ‘If he gets timed at a certain point, the next one he’s trying to beat it. So it is motivation for him’ (P1). When asked how skilled they felt during workouts, three students emphatically stated, ‘100%!’ (S4, S6, S7). Another parent summed it up, by stating, ‘I think they feel very skilled at everything’ (P2).</p>
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	<p><b>Additional Competencies.</b> A student stated ‘if there were no workouts or sports or anything I would never be playing sports. I wouldn't like sports. I would just be playing video games all day. I would be unhealthy and fat’ (S7). Another parent who also coaches elaborated by explaining ‘I teach the varsity students as where we are able to connect with the athletic director to make sure that the kids get on grade level and also they're passing their classes and then they give them the motivation to focus on academics’ (P2).</p>
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**Autonomy**

While our findings indicate a lack of autonomy within the CSCA, it did not necessarily appear to diminish motivation. While students all shared a desire to have more game days, they seemed to accept the rigor and consistency of workouts.

<p><b>Autonomy 7.5%</b></p>	<p>‘For us every day is pretty much the same thing. We already know what to do. So we get everything set up ourselves. That's pretty much it. We have to do the same thing’ (S7). Another student echoed, ‘We don't get choices’ (S5). When asked what motivated them to participate in workouts, participants said they were motivated to workout because it was required to play sports: ‘... because if we don't do workouts, we don't get to play’ (S5). Despite feeling a lack of autonomy related to workouts, students acknowledged the benefits to ‘help them train’ and ‘prepare them for the game’ (S7).</p>
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**External Influences**

In addition to intrinsic motivation, a variety of external sources can also influence motivation. We identified three external sources of motivation: punishments, recognition, and peer competition.

<p><b>External Influences 40.4%</b></p>	<p><b>Punishment.</b> Running suicides or running laps was a common complaint related to ‘people in our class talking too much’ (P5) or ‘messing up the drills’ (P3). When running was connected with fitness or typical programming, students appeared to be indifferent. All of the teachers agreed that some form of discipline is necessary in a school environment, and emphasized that this school utilizes physical forms of discipline frequently. For example, one teacher shared how workouts are used ‘... as kind of like a punishment ... if [students] aren't doing the right thing they will do squats or they'll go run’ (T6). Another teacher added that he uses ‘squats with coach’ (T8) as a disciplinary consequence.</p> <p><b>Recognition.</b> ‘Every month they get pictures if they win. They are on the board. We’ve got pictures all over the school. And students look up to them or and they look up to the higher grades” (T3).</p>
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	<p>Students appreciated the recognition, ‘they have school meetings in every month to celebrate’ (S2).</p> <p><b>Peer competition.</b> ‘They are very competitive against each other’ (P4). A small number of teachers cautiously objected to this competition because the less skilled students were always losing to the same kids and this was discouraging. These sentiments were shared with regard to workouts specifically. When talking with the students who were interviewed, however, they expressed their admiration of the competitive nature of the school by saying ‘It is very competitive here and we like that. I like that’ (S6) and ‘to become a champion you have to be competitive and this school is competitive’ (S7).</p>
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**Sport Emphasis**

We also found the school’s unique emphasis on sport served was motivating, and a unifying factor of the identified themes.

<p><b>Sport Emphasis</b> <b>4.5%</b></p>	<p>‘Without it, it is sort of like a plain school’ (S3). ‘We get to go outside and don’t stay in the school all day’ (S7). ‘Parents can come in and participate in lessons and ... for the parents to coach .... it helps out the community’ (P2). ‘They say it takes a village to raise a child, so I guess that we actually do that’ (P2).</p>
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## **Phase II - Survey**

### **Survey Procedure**

Letters were sent home to parents of all students in grades 4-8 asking for permission for their student to participate in a survey about sports and workouts at school. A total of 230 students returned their completed parent consent forms (42.2% response rate). These students also completed an online assent form prior to taking the survey. Students completed the survey online during one class period at their scheduled workout time.

### **Instrument**

The survey questionnaire (Appendix 2) contained 35 questions about workouts, 26 questions about sports, and 30 questions about school climate. The workouts and sports questions were developed based on the results of the Phase I interviews with additional input from the Athletic Director. The school climate questions were taken from an existing reliable instrument, MDS3, to measure safety, engagement, and school environment.

### **Data Analysis**

To determine the total responses and percentages for all survey questions, descriptive statistics were used. Results were also examined by gender and grade level. Any negatively phrased questions were reverse coded so that the results below are described on a scale where 1 = negative and 5 = positive.

# Survey Results

## Demographic Characteristics of Study Participants

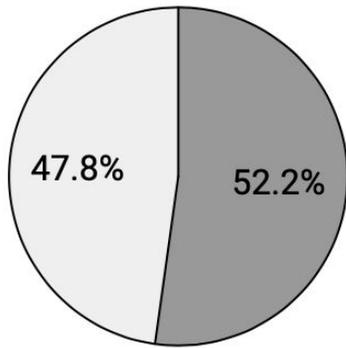


Figure 1: Gender

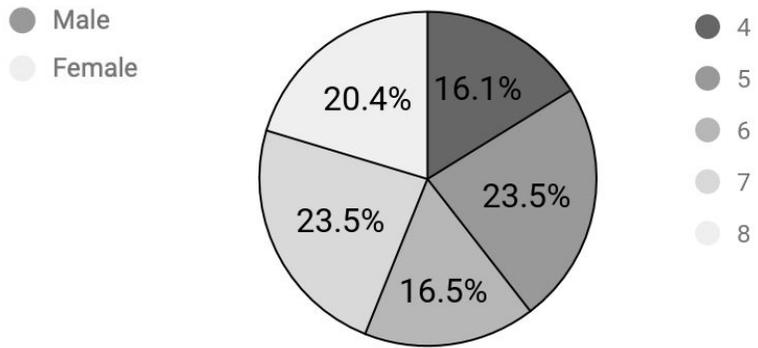


Figure 2: Grade level

## Motivation During Workouts

The results of overall sources of motivation during workouts aligns with the results of the interviews. Most students reported higher scores for competence, relatedness, and external motivation, while autonomy ranked lower.

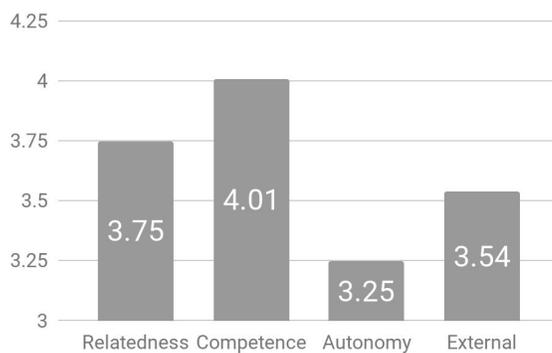
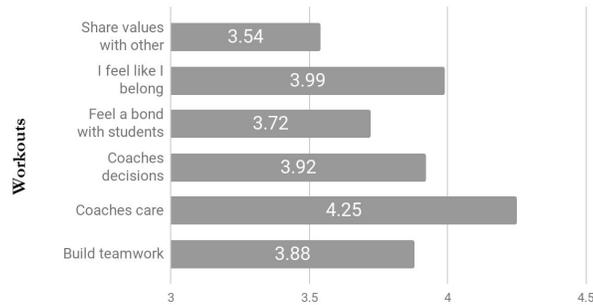


Figure 3: Overall motivation in workouts

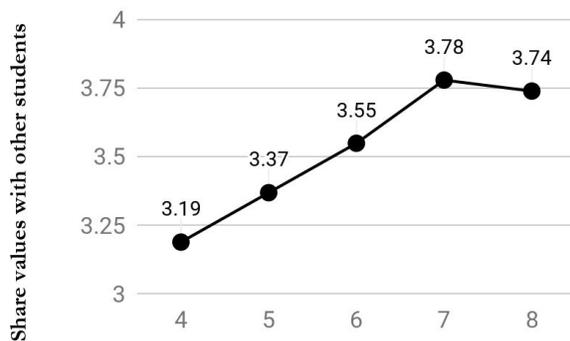
## Relatedness during workouts

During workouts, the two strongest sources of relatedness were feelings that coaches care (85% agreed or strongly agreed) and feeling a sense of belonging (76% agreed or strongly agreed).

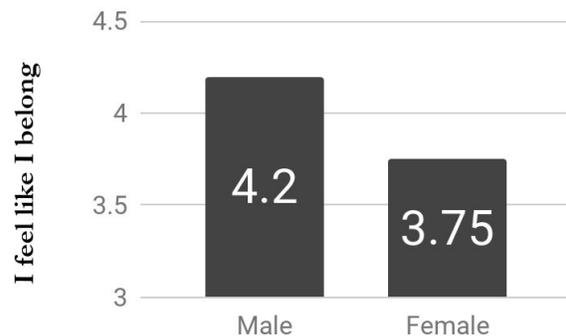


**Figure 4: Relatedness during workouts average score**

Responses to five questions were statistically different<sup>1</sup> depending on grade level and/or gender. Notably, the level of feeling similar values with classmates increased as grade level increased (Figure 5); boys’ feelings of belonging at Champion was significantly higher than girls’ (Figure 6); and student perceptions of whether coaches make decisions to benefit all students increased with grade (Figure 7). All differences are displayed in graphs below.

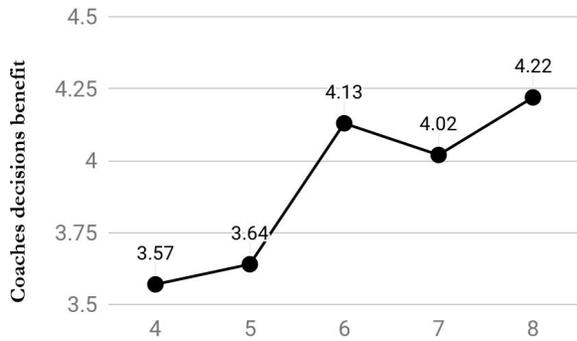


**Figure 5: Share similar values with other students by grade level**

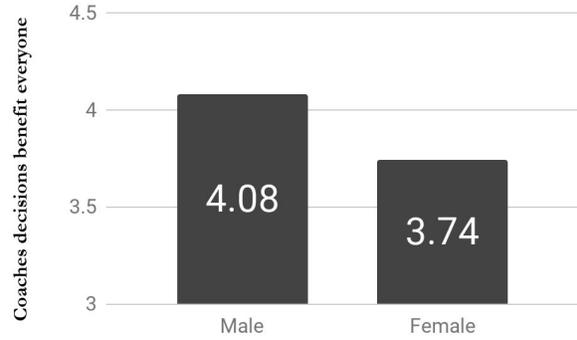


**Figure 6: I feel like I belong by gender**

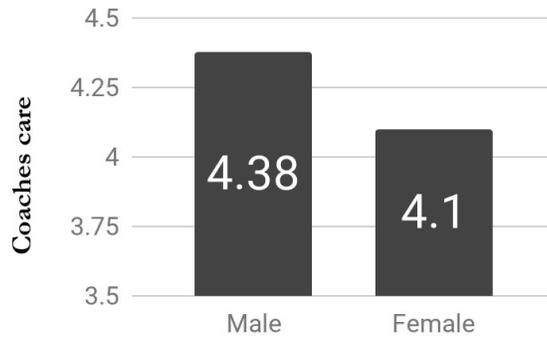
<sup>1</sup> Statistical significance set at  $p < .05$



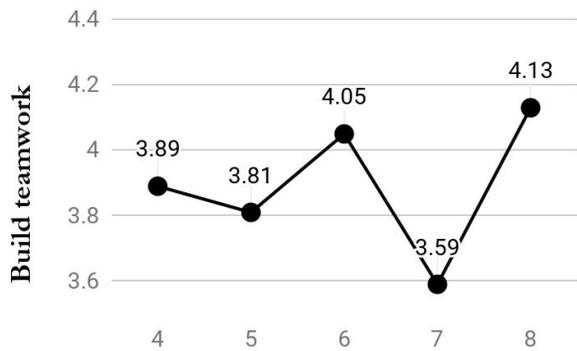
**Figure 7a: Coaches decisions benefit everyone by grade level**



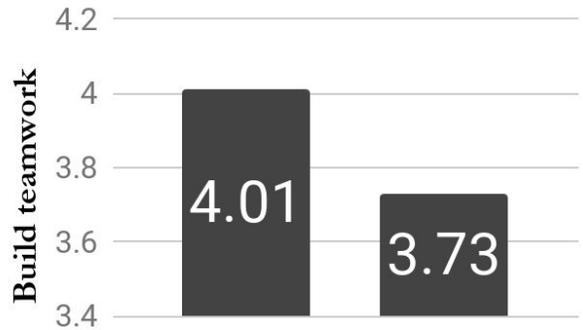
**Figure 7b: Coaches decisions benefit everyone by gender**



**Figure 8: Coaches care by gender**



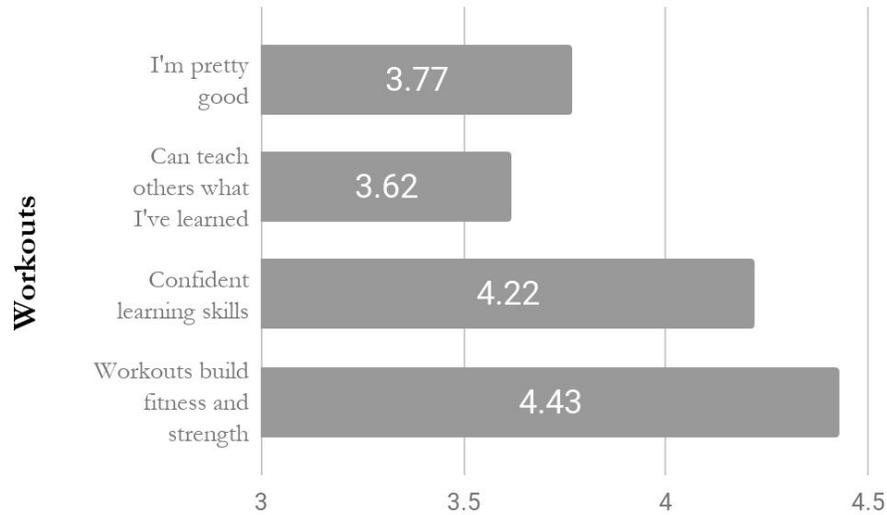
**Figure 9a: Build teamwork grade level**



**Figure 9b: Build teamwork by gender**

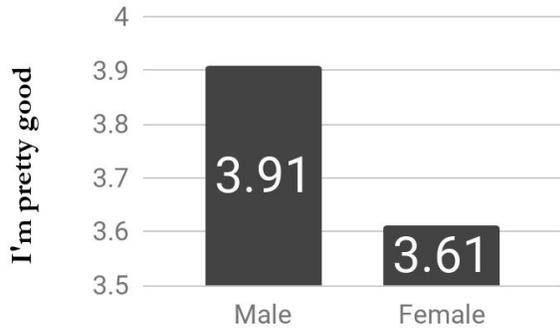
## Competence during workouts

Overall, students responded positively when asked about feeling competent in their abilities during workouts. An overwhelming 91.2% answered ‘true’ or ‘very true’ when asked if workouts helped the feel physically fit and strong.

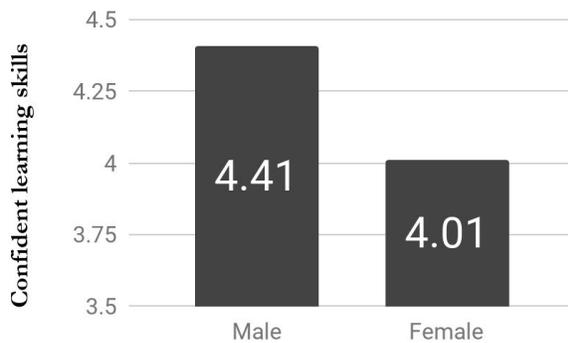


**Figure 10: Competence during workout average scores**

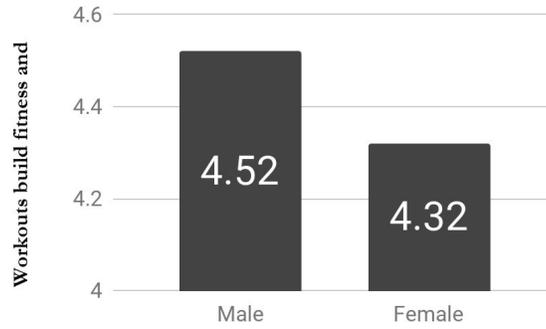
We found that three questions on competence during workouts were statistically different depending on gender. For each of the three questions, boys had higher average scores than girls. There were no statistically significant differences by grade level for competence.



**Figure 11: I am pretty good by gender**



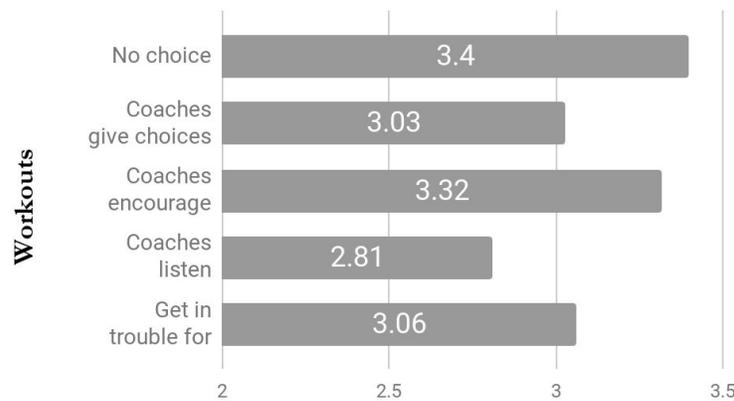
**Figure 12: Confident learning skills by gender**



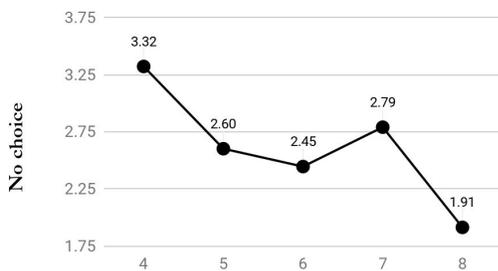
**Figure 13: Workouts build fitness and strength by gender**

### Autonomy during workouts

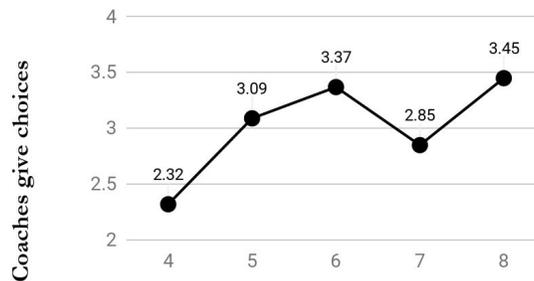
The mean scores for autonomy were lower compared to relatedness and competence; however each of the five questions had statistically different results based on grade level and/or gender. Generally, feelings of autonomy increased by grade.



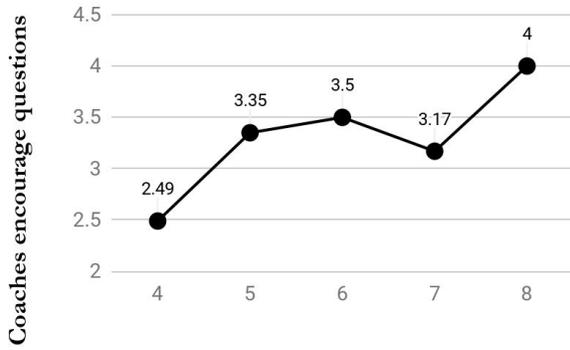
**Figure 14: Autonomy during workouts average scores**



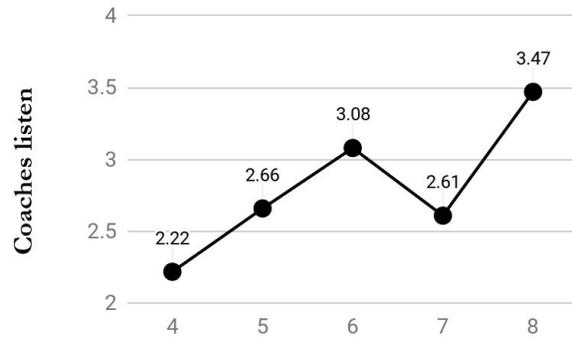
**Figure 15: No choice by grade level**



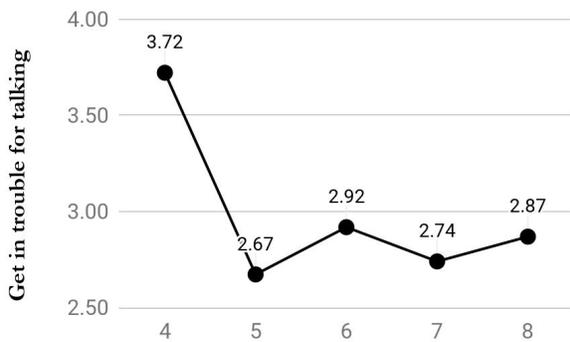
**Figure 16: Coaches give choices by grade level**



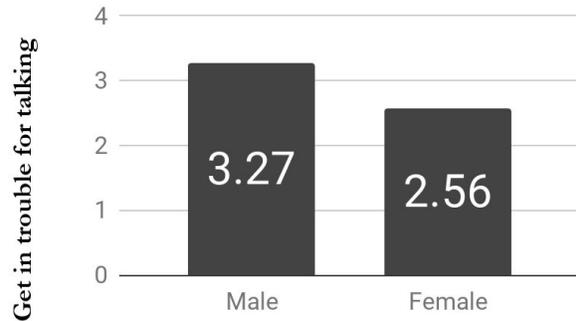
**Figure 17: Coaches encourage questions by grade level**



**Figure 18: Coaches listen by grade level**



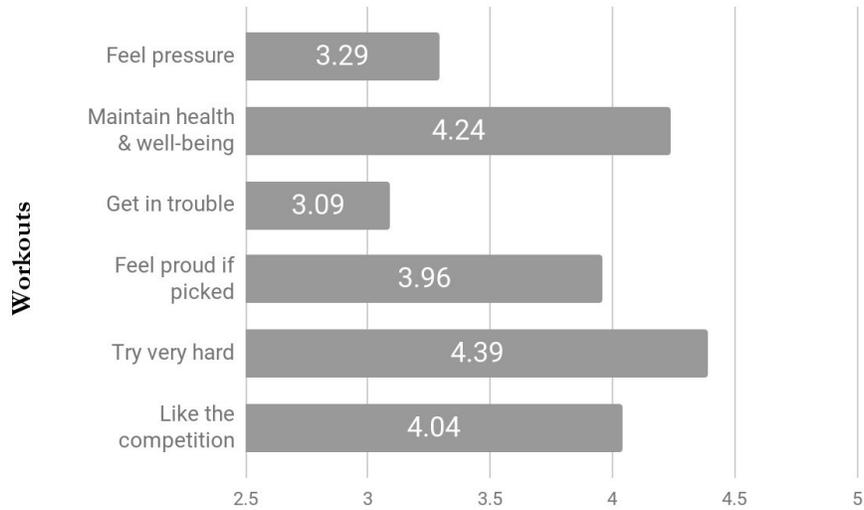
**Figure 19a: Get in trouble for talking by grade level**



**Figure 19b: Get in trouble for talking by gender**

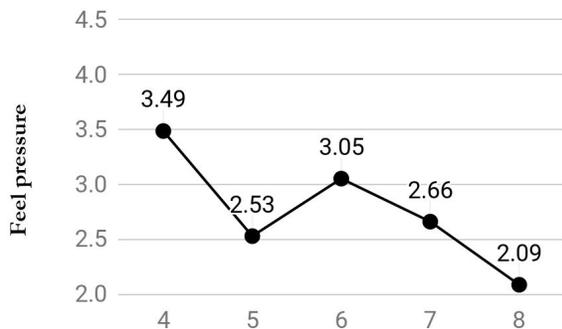
## External Motivation during workouts

Overall, students responded positively when asked about positive external sources of motivation in workouts. Most reported trying very hard (95% true or very true), working to maintain their physical health and well-being (87% true or very true), liking the level of competition (78% true or very true), and feeling proud when getting selected for special activities (74% true or very true) as sources of motivation.

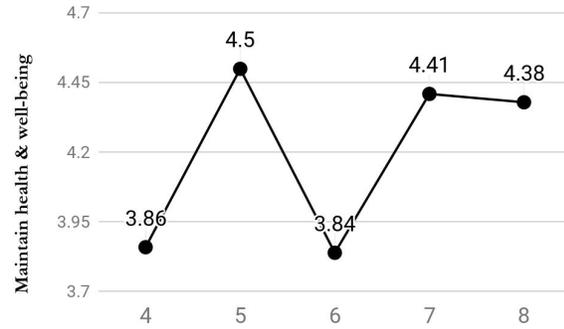


**Figure 20: External motivation in workouts average scores**

When asked about negative motivating factors, there were significant\* differences in responses depending on grade level. While 62% of 8th graders were not motivated by the risk of getting in trouble, 72% of 4th graders reported being motivated to workout to avoid the risk of getting in trouble (Figure 31a). There were also differences in feeling pressure by grade level (Figure 29). While only 11% of 8th graders felt pressure, 60% of 4th graders felt pressure during workouts. Boys reported being motivated because they would get in trouble if they didn't at a higher rate than girls, but were more motivated by the level of competition at Champion.



**Figure 21: Feel pressure by grade level**



**Figure 22: Maintain health and well-being by grade level**

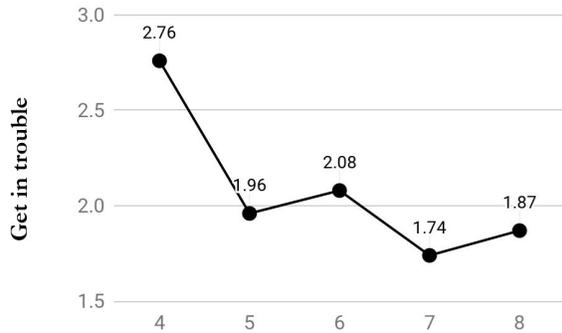


Figure 23a: Get in trouble by grade level

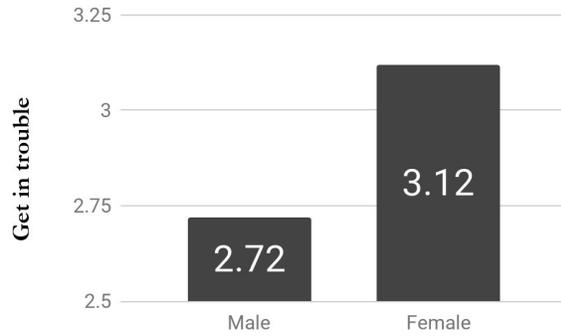


Figure 23b: Get in trouble by gender

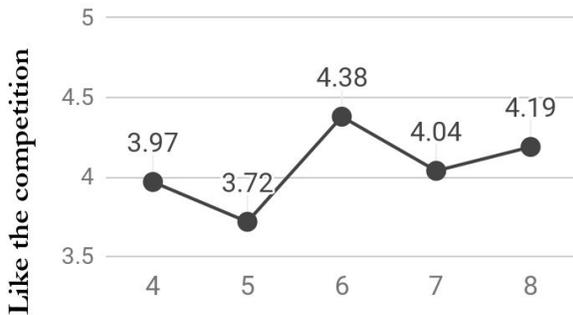


Figure 24a: Like the competition by grade level

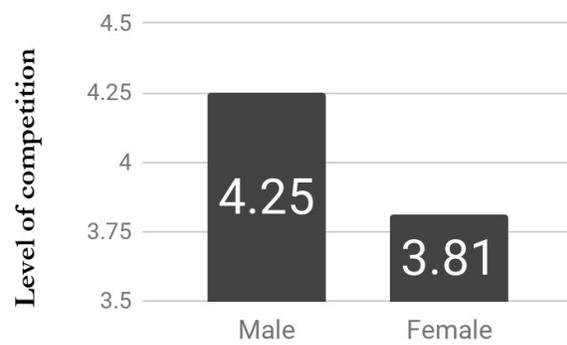
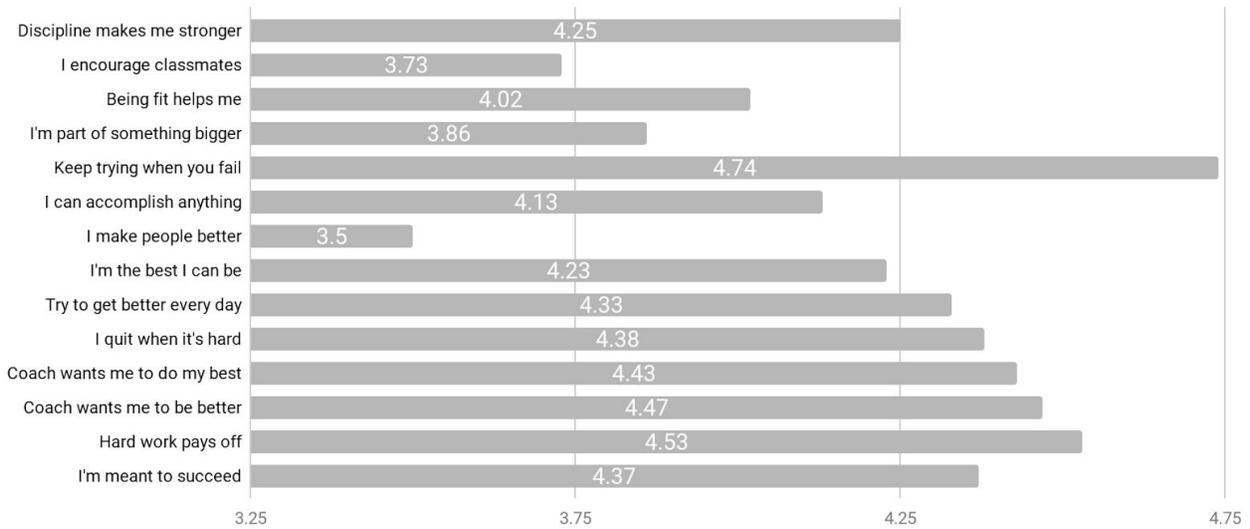


Figure 24b: Like the competition by gender

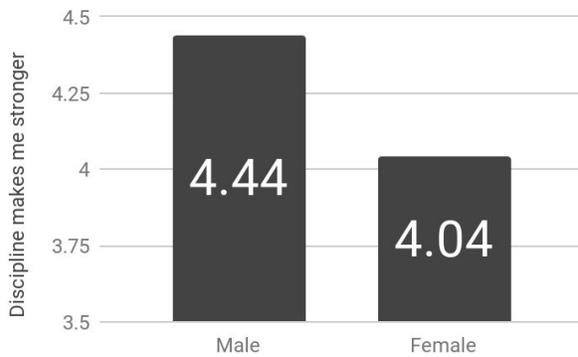
## Additional workout questions

Below are the results related to 19 questions that were developed by exclusively by the Athletic Director.

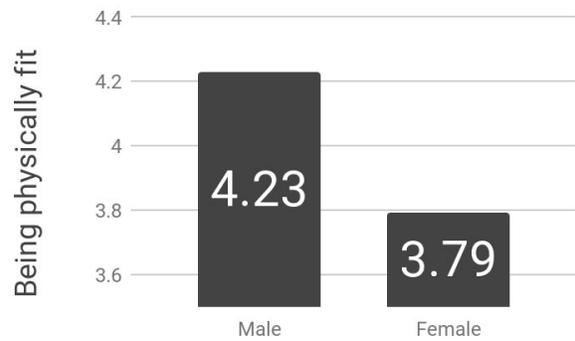


**Figure 25: Additional workout questions average scores**

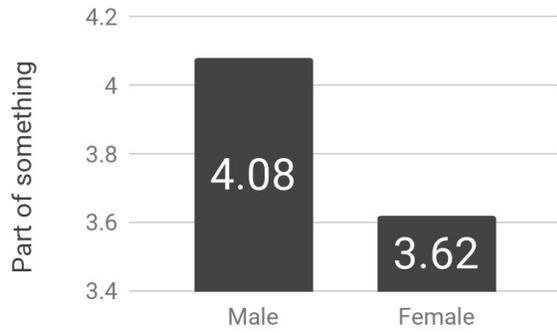
Responses to six questions were statistically different depending on gender. For each of these questions, boys reported higher scores compared to girls. All differences are displayed in graphs below.



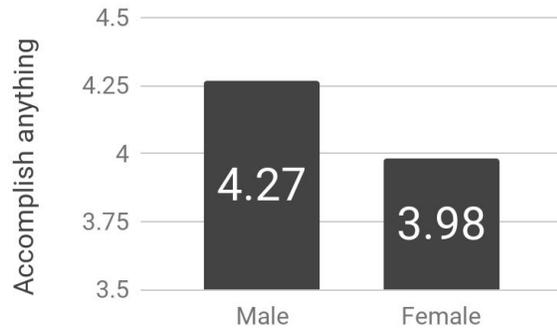
**Figure 26: Discipline makes me stronger by gender**



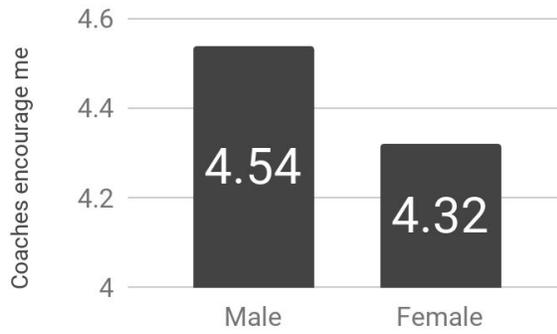
**Figure 27: Being physically fit by gender**



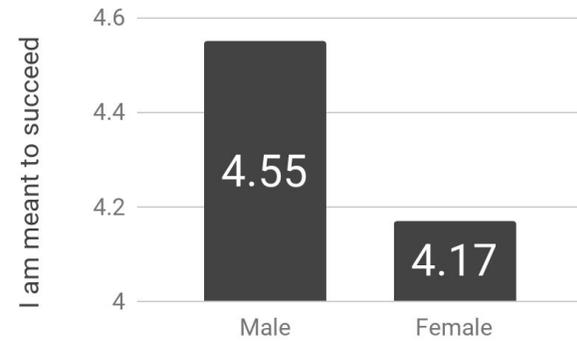
**Figure 28: Part of something by gender**



**Figure 29: Accomplish anything by gender**



**Figure 30: Coaches encourage me by gender**



**Figure 31: I am meant to succeed by gender**

## Motivation during sports

Similar to the workout results, most students reported higher scores for competence, relatedness, and external motivation, while autonomy ranked lower.

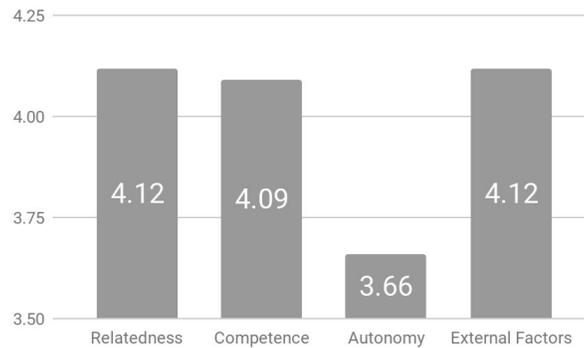


Figure 32: Overall motivation in sports

## Relatedness during sports

During sports, the two strongest sources of relatedness were feeling that coaches care (87% agreed or strongly agreed) and building teamwork (90% agreed or strongly agreed). Boys reported a stronger sense of belonging during sport compared to girls.

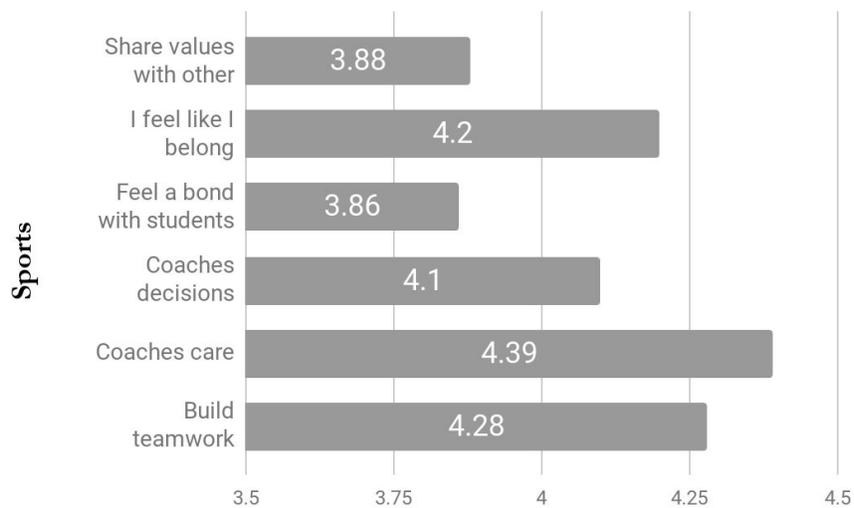
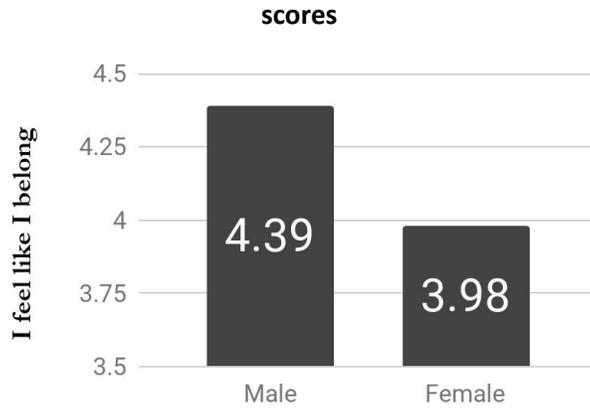


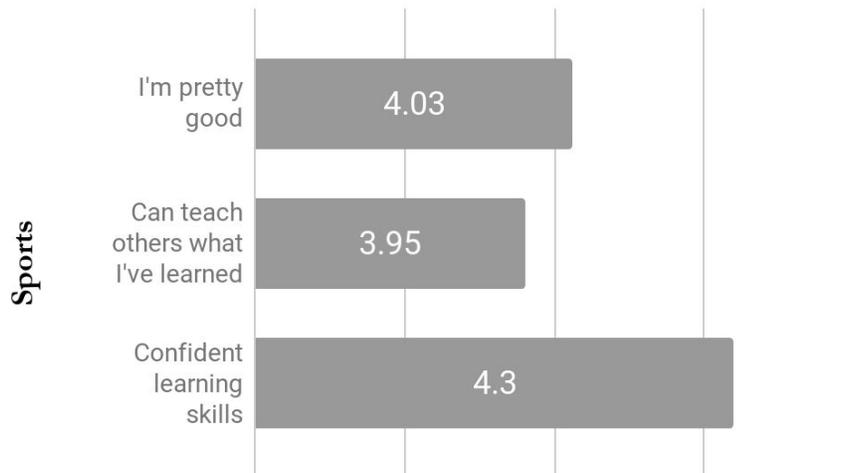
Figure 33: Relatedness during sports average



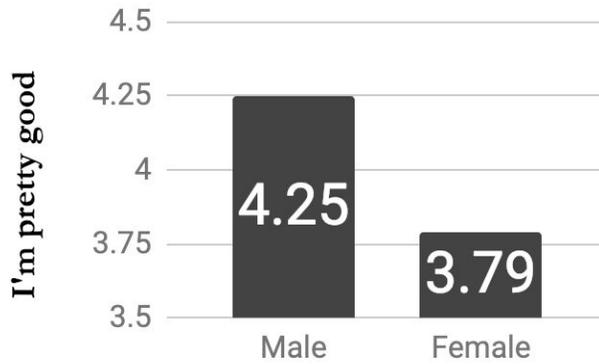
**Figure 34: I feel like I belong by gender**

### Competence during sports

Students largely felt competent while participating in sports at Champion. Boys agreed more about feeling they were good at sports compared to girls.



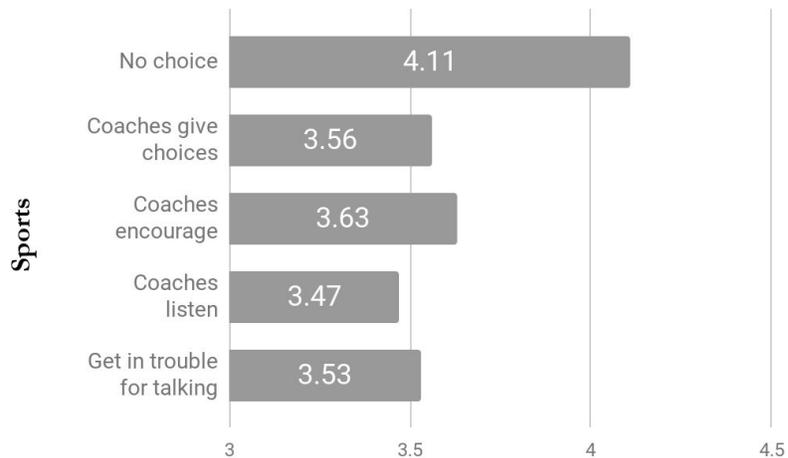
**Figure 35: Competence during sports average scores**



**Figure 36: I am pretty good by gender**

### Autonomy during sports

Similar to the workout results, autonomy during sports was lower compared to relatedness and competence. Notably, there was a difference in whether students reported their coaches encouraged questions during workouts by grade level. While 29% of 4th graders disagreed, only 7% of 8th graders disagreed with the statement. Also, girls agreed more with getting in trouble when talking during sports compared to boys.



**Figure 37: Autonomy during sports average scores**

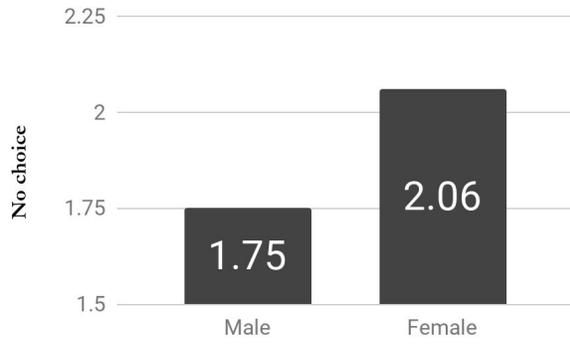


Figure 38: No choice by gender

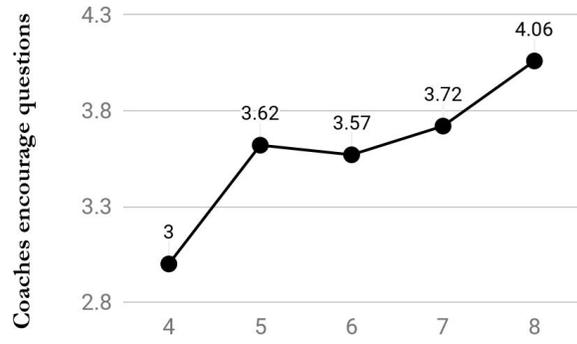


Figure 39: Coaches encourage questions by grade level

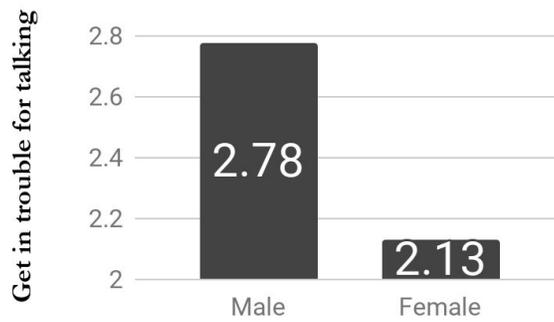


Figure 40: Get in trouble for talking by gender

## External Motivation during sports

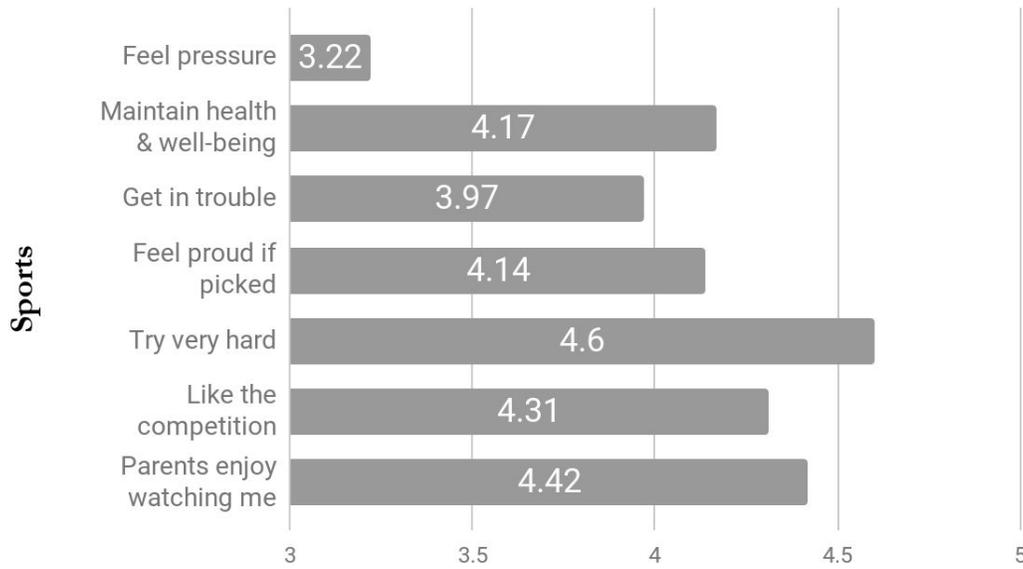


Figure 41: External motivation in sports average scores

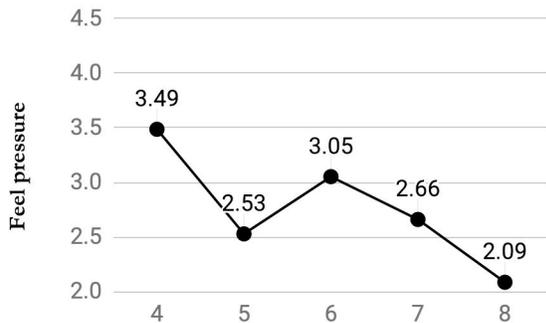


Figure 42: Feel pressure by grade level

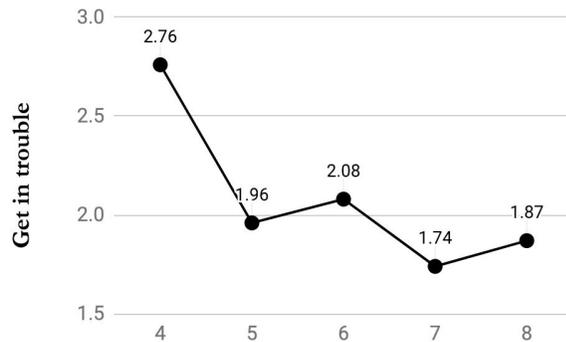


Figure 43: Get in trouble by grade level

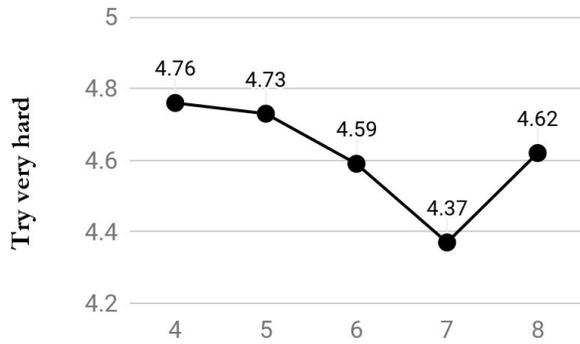


Figure 44: Try very hard by grade level

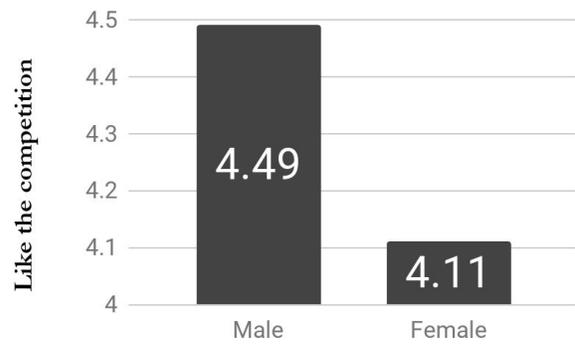


Figure 45: Like the competition by gender

### Additional sports questions

Below are the results related to five questions that were developed by exclusively by the Athletic Director. There were no significant differences by grade level or gender for these questions.

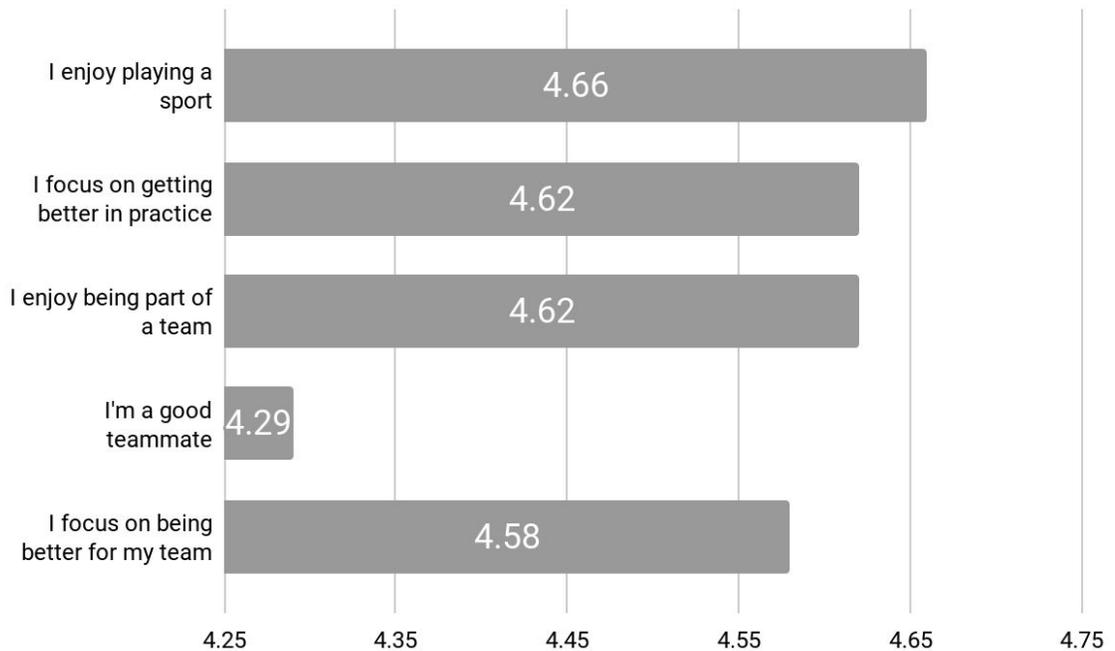


Figure 46: Additional sport questions average scores

# Appendix 1

## Student interview protocol

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### **General Motivation & Engagement**

What motivates you to participate in workouts?

What motivates you to participate in sports practices and games?

How interesting are workouts during school?

How interesting are sports practices and games?

### **Autonomy**

What choices or options do you get during workouts?

What choices or options do you get during sports practices and games?

### **Competence**

How skilled do you feel during workouts?

How skilled do you feel during sports practices and games?

### **Relatedness**

How do instructors interact with you during workouts?

How do coaches interact with you during sports practices and games?

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*Note. Questions were altered slightly to align with participant group.*

# Appendix 2

## CSCA questionnaire

*I have been informed that my parent(s)/guardian(s) have given permission for me to participate in a study about sports and workouts at school. I will be asked to answer questions about my experience at Champion Schools, including questions about how I feel about sport and workouts at school. Answering these questions will take about 20 minutes. I do not have to answer any questions that make me feel uncomfortable and I can ask questions at any time. My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time. If I choose not to participate, it will not affect my grade in any way. If I do decide to be in the study, nothing about what I say will be shared. Even if my parents or teachers ask, no information will be shared.*

\*\*\*\*\*

**\*\*By clicking the button below, you agree to begin the study.**

\*\*\*\*\*

\*\*

- Yes, I wish to participate
- No, I do not wish to participate

-----

QID. Please enter your Student ID.

-----

Q1. What is your gender?

- Male
- Female
- Prefer not to answer

-----

Q2. Please specify your race.

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Prefer not to answer

-----

Q3. Please identify your ethnicity.

- Hispanic or Latino
  - Not Hispanic or Latino
  - Prefer not to answer
-

Q4. What grade are you currently in?

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade

Q5. Please check all the grade levels you have attended at Champion.

- Preschool
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade

Think about workouts during school. Read the statement on the left. Decide how much that statement applies to you and answer in the right column.

	Workouts				
	Not at all true 	Not true 	Neither	True 	Very true 
6. I think I am pretty good at workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel pressure while doing workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I do workouts because I have no choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I do workouts to maintain my physical health and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My coaches give me choices and options during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My coaches encourage me to ask questions during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My coaches listen to how I would like to do things in workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I participate in workouts because I will get in trouble if I don't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I share similar values with other students during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I feel like I belong at Champion during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel a bond with other students when I'm competing against them during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My coaches make decisions that benefit everyone during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I feel proud when I get selected for special activities during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I can teach others what I've learned in workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My coaches care about the students during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I often get in trouble when I talk during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I feel confident learning skills in workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I try very hard during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I build teamwork skills during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I like the level of competition during workouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Workouts help me feel physically fit and strong.	<input type="radio"/>				
27. The discipline in workouts helps make me a stronger person.	<input type="radio"/>				
28. I am encouraging to my classmates in workouts.	<input type="radio"/>				
29. Being physically fit helps me as a student.	<input type="radio"/>				
30. I feel like I am a part of something bigger than myself.	<input type="radio"/>				
31. It is important to keep trying when you fail.	<input type="radio"/>				
32. I believe I can accomplish anything.	<input type="radio"/>				
33. I make the people around me better.	<input type="radio"/>				
34. I focus on being the best I can be every day.	<input type="radio"/>				
35. I put forth effort to get better every day.	<input type="radio"/>				
36. When things get hard, I quit.	<input type="radio"/>				
37. My coaches encourage me to do my best.	<input type="radio"/>				
38. My coach wants me to become a better athlete.	<input type="radio"/>				
39. I think hard work pays off.	<input type="radio"/>				
40. I believe I am meant to succeed.	<input type="radio"/>				

Now think about after school sports. Read the statement on the left. Decide how much that statement applies to you and answer in the right column.

	Sports				
	Not at all true 	Not true 	Neither	True 	Very true 
41. I think I am pretty good at sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I feel pressure while doing sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I do sports because I have no choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I do sports to maintain my physical health and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. My coaches give me choices and options during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. My coaches encourage me to ask questions during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. My coaches listen to how I would like to do things during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I participate in sports because I will get in trouble if I don't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I share similar values with other students during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I feel like I belong at Champion during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I feel a bond with other students when I'm competing against them during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Coaches make decisions that benefit everyone during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I feel proud when I get selected for special activities during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. I can teach others what I've learned in sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Coaches care about the students during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. I often get in trouble when I talk during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. I feel confident learning skills during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. I try very hard during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. I build teamwork skills during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I like the level of competition during sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. I enjoy playing a sport.	<input type="radio"/>				
62. In practice, I focus on getting better as a player.	<input type="radio"/>				
63. I enjoy being part of a team.	<input type="radio"/>				
64. My parents enjoy watching me play sports.	<input type="radio"/>				
65. I am a good teammate.	<input type="radio"/>				
66. I am focused on being a better player for my team.	<input type="radio"/>				

Read the statements in the left column. Decide how much you agree with the statements by answering in the right column.

	Strongly Disagree 	Disagree 	Agree 	Strongly Agree 
67. I feel safe at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. I feel safe going to and from this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Students at this school try to stop bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. I've seen someone else being bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Bullying of students is a problem here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Physical fighting between students is a problem here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. I've seen students carrying guns or knives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. We have programs to deal with violence and conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Students drug use is a problem here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Students alcohol use is a problem here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. My teachers tell me when I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. I enjoy learning at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. My teachers believe that I can do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. My teachers listen when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. I feel like I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Materials reflect my culture, ethnicity, and identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. My teachers care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Students trust one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. If I do good at school, my parents hear about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Students and staff feel pride in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Students listen to the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Teachers can handle students who disrupt the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Students are rewarded for positive behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Everyone knows what the school rules are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Teachers at this school help students with their problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. The school is usually clean and well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. It is easy for teachers at my school to control the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. There are broken windows, doors, or desks in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. There are clear rules about student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Misbehaving students get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>