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# **Sport, Physical Activity and Antisocial Behaviour in Youth**



# Sport, Physical Activity and Antisocial Behaviour in Youth

Leesa Morris, Jo Sallybanks and Katie Willis



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# Foreword

This report presents findings from a study commissioned by the Australian Sports Commission (ASC) to investigate whether sport and organised physical activity programs have a positive effect on youth antisocial behaviour. The AIC identified and surveyed over 600 programs focusing on sport and physical activity. In-depth case studies of many of these programs identified important elements for preventing youth antisocial behaviour.

The research evidence suggests that sport and physical activity programs can provide a useful vehicle through which personal and social development may occur and positively impact antisocial behaviour. Primarily this is achieved through targeting and improving underlying risk factors rather than actual antisocial behaviour. The integration of community support services into program development is critical for maintaining any positive outcomes. The report suggests that providing an activity may be more important than the type of activity provided as a mechanism for diverting youth away from antisocial behaviour.

Good practice principles have been developed that provide a framework upon which programs can be developed and outline important structural considerations in the successful implementation of sport and physical activity programs. Difficulties in outcome measurement and a lack of long-term evaluations of impacts indicates that additional research is required to establish the sustainability of these programs and to further identify the most effective components of these programs.

This report contributes to the Institute's research on issues surrounding young people's involvement in crime. For more information on the AIC's work in this area, see our web site: [www.aic.gov.au](http://www.aic.gov.au).

**Adam Graycar**  
**Director, Australian Institute of Criminology**  
**April 2003**

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## Disclaimer

This research report does not necessarily reflect the policy position of the Commonwealth Government.

# Contents

<b>Foreword</b>	<b>v</b>
<b>Acknowledgments</b>	<b>vi</b>
<b>List of Tables and Figures</b>	<b>ix</b>
<b>Executive Summary</b>	<b>1</b>
<b>1 Background</b>	<b>4</b>
Project Genesis	4
Research Objectives	4
Methodology	5
Definitions	7
About this Report	9
<b>2 Risk Factors for Antisocial Behaviour and Offending</b>	<b>10</b>
Risk Factors	10
What is the Problem? Key Indicators of Antisocial Behaviour	12
Summary	18
<b>3 Impacts of Sport and Physical Activity Programs: The Research Evidence</b>	<b>19</b>
The Research Evidence	19
Summary	27
<b>4 Sport and Physical Activity Programs in Australia</b>	<b>28</b>
Activities	28
Participants	29
Community Links	30
Participant Referral	30
Staff	31
Funding	31
Evaluation	32
Program Monitoring	32
Major Impacts	32



Program Conception	33
Program Delivery	35
Intended Program Outcomes	37
Other Significant Relationships	40
Summary of Significant Relationships Found in the Data	40
Results of the Analysis	41
<b>5 Case Studies</b>	<b>49</b>
The Findings	50
<b>6 Conclusion</b>	<b>71</b>
<b>References</b>	<b>77</b>
<b>Appendix 1: Program Inventory</b>	<b>88</b>
<b>Appendix 2: Survey</b>	<b>122</b>

# List of Tables and Figures

Table 1.1	Response rates	6
Table 1.2	Program elements	8
Table 2.1	Risk factors for youth offending	11
Table 4.1	Sports offered by programs (%)	41
Table 4.2	Physical activities offered by programs (%)	42
Table 4.3	Outdoor activities offered by programs (%)	42
Table 4.4	Demographics of program participants (%)	43
Table 4.5	Population groups catered for (%)	43
Table 4.6	Antisocial behaviours targeted by programs (%)	43
Table 4.7	Program participation and duration	44
Table 4.8	Community links made by programs (%)	44
Table 4.9	Participant referral and source	45
Table 4.10	Program staff and qualifications	45
Table 4.11	Program costs and funding types	46
Table 4.12	Program funding sources (%)	46
Table 4.13	Program effectiveness	47
Table 4.14	Program conception and development (%)	47
Table 4.15	Program qualitative elements and methods (%)	47
Table 4.16	Program outcomes and monitoring (%)	48
Table 4.17	Key impacts on program success (%)	48
Table 5.1	Type of evaluation undertaken by the case study sample	49
Table 5.2	Intended and actual program outcomes	55
Table 5.3	Summary of findings from program evaluations	57
Figure 1.1	Program composition	9

## Symbols

- ‡ Not statistically significant
- Not valid or could not be computed

## Abbreviations

- ABS Australian Bureau of Statistics
- AIC Australian Institute of Criminology
- ASC Australian Sports Commission
- BCS Baptist Community Services
- NDSHS National Drug Strategy Household Survey
- PCYC Police and Citizens Youth Clubs

# Executive Summary

The Australian Institute of Criminology (AIC) was commissioned by the Australian Sports Commission (ASC) in May 2002 to investigate whether sport and organised physical activity programs positively impact on youth antisocial behaviour. Project components included:

- a literature review;
- a survey of Australian sport and organised physical activity programs;
- analysis of survey results;
- case study analysis of key programs; and
- a final report (including Good Practice Program Principles).

The AIC identified over 600 programs focusing on sport and physical activity. Findings from 175 returned surveys and the case study analysis indicate that:

- most programs offer a mixture of sport, physical activity and outdoor components;<sup>1</sup>
- the majority of programs aim to increase social skills, provide alternatives to antisocial behaviour and boost self-esteem;
- there is no significant relationship between specific types of sport, physical activity and outdoor education program and program conception, delivery method and intended outcomes – this may suggest that *providing* an activity for youth is more important than the *type* of activity provided in diverting youth from antisocial behaviour;
- program delivery typically targets underlying risk factors of antisocial behaviour, rather than actual behaviour (which is also supported by the literature);
- programs cater for youth *not* at risk as well as those at risk, which supports the philosophy, found in the literature, of providing positive peer influence for youth at risk of antisocial behaviour and for those youth already engaging in antisocial behaviour;

---

1 “Sport” programs offer an activity with an official body recognised by the Australian Sports Commission; “physical activity” programs incorporate other sports and activities; “outdoor” describes opportunities for camping, wilderness experiences and learning about different environments.

- community involvement in program delivery and follow-up is important for program success;
- team activities act as vehicles for improving social skills; and
- skill development in the areas of education and training is more common in programs offering individual activities.

Case study analysis also reveals that important elements for preventing youth antisocial behaviour are:

- youth involvement and leadership in programs; and
- a safe and engaging environment in which programs operate.

Overall, the literature and analyses in this report suggest that provision of well-structured sport and physical activity programs may assist to reduce youth antisocial behaviour. However, they also highlight a lack of quality outcome-focused data, particularly long-term data, in measuring the true impacts of these programs. Other difficulties include:

- the short-term nature of funding, which impacts on program duration (and hence any potential positive outcomes);
- the fact that the effects of sport and physical activity programs on antisocial behaviour are largely indirect as they target the underlying risk factors and not simply the antisocial behaviour itself; and
- the diversity of program content and differing evaluation methods that make it difficult to draw firm conclusions about the relative merits and/or successes of any given program.

The report evidence suggests that while it is unlikely that sport and physical activity programs have a major and *direct* impact on reducing antisocial behaviour, they form an important mechanism through which positive personal and social development may occur. To maximise the benefits of sport and physical activity programs in reducing antisocial behaviour, it is important that administrators of these programs seek to integrate them with health, welfare and other support services.

Several principles of good program practice are identified through the literature and analyses. Following the principles of good practice (outlined below) may ensure programs are run more effectively. In short, it is important to consider the program target group, structure and operation, and the environment in which programs are situated. It is also important that programs are monitored and, where possible, objectively evaluated. Objective, outcome-focused evaluations establish whether programs achieve

their aims and assist to identify program features that are more or less effective than others. However, it should be noted that such comprehensive program evaluations are costly and in most cases unrealistic, given the ephemeral nature of a large proportion of sport, physical activity and outdoor education programs.

## Good Practice Program Principles

### *Administrative*

- Have clearly set out aims and outcomes that are monitored and, where possible, evaluated so that programs maintain their relevance to youth and resources are targeted effectively.
- Ensure that staff are interested and enthusiastic about the programs.

### *Environment*

- Create an environment in which youth feel physically and emotionally comfortable and safe:
  - promote voluntary participation at all levels;
  - have minimal rules and reduced competition.
- Ensure staff are people youth can trust and develop positive relationships with.

### *Activities*

- Offer novel and challenging activities that are engaging and relevant for youth.
- Ensure individual and team-oriented activities and program delivery are specific to the target group (for example, male/female).
- Run low-cost activities outside school hours and on weekends when youth are more likely to be unoccupied and/or bored.

### *Youth Involvement*

- Provide leadership opportunities for youth in organising and deciding activities.
- Engage youth in promoting the program.
- Consider promoting peer mentoring and support networks.

### *Accessibility*

- Ensure the program is easily accessible to youth by providing transport after dark.

### *External Support*

- Develop links and provide information about other services and resources available to youth in the local community.
- Provide a continuing contact point for youth.

### *Underlying Issues*

- Promote fairness and equality.
- Be aware of self-esteem, family and social issues affecting youth behaviours.
- Engage with youth as individuals, don't just focus on their behaviour.
- Promote the relevance of activities for other life areas.

# 1 Background

## Project Genesis

Roundtables held in 2000 by the Australian Institute of Criminology (AIC) and the Australian Sports Commission (ASC), on “Sport, Young People and Crime Prevention”, highlighted the lack of evaluative research on physical activity and sport programs for young people at risk of antisocial behaviour. As a result, in September 2000 the AIC released a paper called “Crime prevention through sport and physical activity” (Cameron & MacDougall 2000).

Also arising from the roundtables was the suggestion that research be undertaken to identify existing and planned interventions involving sport and physical activity that addressed a range of social and health-related issues—such as crime, drug and alcohol use, homelessness, mental health, truancy and early school leaving, and suicide and self-harm. Identification and subsequent study of these interventions was intended to feed into a model of a “successful” program, and inform policy-makers on the possible impact of sport and physical activities on antisocial behaviour. This report is the result of that research.

## Research Objectives

The project has three objectives:

- to identify interventions for “at risk” youth using sport and physical activity in Australia;
- to determine how these interventions operate, and their levels of success; and
- to identify good practice principles for sport and physical activity programs.

# Methodology

The present project aims to identify and examine the number and types of programs in Australia using sport and physical activity for youth at risk of, or engaging in, antisocial behaviour. The project involved three tasks: a literature review, a mail-out survey and a case study analysis of program evaluations.

## Literature Review

A literature search was undertaken using sources from the J.V. Barry Library at the AIC and from CINCH (the Australian Criminology database). The review covered:

- the extent of youth antisocial behaviour in Australia, compared with adults (where available);
- risk factors for antisocial behaviour; and
- use of sport and physical activity to prevent/reduce antisocial behaviour.

Statistics were compiled from various reports and jurisdictional sources (identified, where appropriate, throughout this report). A comprehensive search of sport used to engage youth and prevent antisocial behaviour covered literature on policy, psychology, sociology, health, justice, education and welfare research.

## Survey

A list of programs was developed by contacting sporting and outdoor adventure organisations, government departments, crime, drug use and suicide prevention initiatives, academic researchers and by word of mouth. This produced over 600 currently functioning programs across Australia that encourage sport and physical activity in youth, and also have the aim of reducing antisocial behaviour.

The literature review informed the development of the survey used to assess these programs. The topics covered in the survey were:

- program target groups;
- conception and development;
- content and delivery methods;



- outcomes and monitoring practices;
- key impacts on success;
- community links;
- staff and qualifications;
- participant referral and sources;
- costs and funding;
- an informal effectiveness rating; and
- the existence of formal evaluation practices.

A pilot study of six random programs confirmed that the survey asked relevant questions for identifying program components that lead to successful interventions for youth. The survey was then mailed out to the remainder of the programs on the contact list. Three weeks later, programs that had not returned a survey or had not made contact with the researchers were given a reminder phone call in an attempt to increase response rates. In total, 175 surveys were returned. The response rates are shown in Table 1.1.

**Table 1.1: Response rates**

	NSW	VIC	Qld	WA	SA	NT	Tas.	ACT	Total
Approached	167	79	104	162	64	26	22	11	<b>635</b>
Address unknown	2	0	2	3	0	0	0	0	<b>7</b>
Not applicable <sup>1</sup>	7	3	2	5	4	0	0	1	<b>22</b>
Available <sup>2</sup>	158	76	100	154	60	26	22	10	<b>606</b>
Not completed	5	0	3	4	2	0	0	0	<b>14</b>
Completed	43	27	35	40	17	10	6	6	<b>184</b>
Accepted <sup>3</sup>	38	27	34	37	17	10	6	6	<b>175</b>
(% completed)	(24)	(36)	(34)	(24)	(28)	(38)	(27)	(60)	<b>(29)</b>

Notes: 1. Sport/physical activities were not a key program element; 2. Those approached minus address unknown and not applicable; 3. Those included in the data after removing returned completed surveys that did not involve physical activity or sport.

Four questions in the survey were open-ended in order to capture as much information as possible about the conception/development, content, expected outcomes and methods of monitoring and impacts on the programs. To quantify this data, basic coding categories were created based on theoretical findings in the literature and the information given in responses. Three researchers then applied these categories to the survey responses, with consultation where complete agreement was not reached independently. Extra categories were created upon discussion when all responses had been collected and coded. These codes were then entered into the data set and a record made of concordance between researchers.

Analyses in this report include cross-tabulations with chi-square tests of significance and t-tests for mean comparisons.

## **Case Studies**

Respondents who indicated that their program had been formally evaluated and were willing to participate in a case study were contacted for a copy of their evaluation material. Case study participants were selected based on the return of this information. Upon examination, these evaluations highlighted the importance of youth involvement, contextual and program delivery components and follow-up links in the community.

## **Definitions**

### **Youth**

The majority of Australian literature defines “youth” as those aged between 12 and 25. In this report the definition has been extended to include those from 10 to 24 years of age because several programs identified that they catered to these younger ages. In addition, the age of criminal responsibility in most states and territories is 10, and these younger youth were considered relevant to this study.

### **Antisocial Behaviour**

For the purposes of this report, the wide-ranging social and health-related issues, already outlined above, have been termed “antisocial”. While recognising that some of these factors may not strictly be antisocial in nature (for example, mental health), they are included in the definition as they are a deviation from accepted (or ideal) social norms.

### **Sport, Physical Activity and Outdoor Programs**

Programs identified by the survey have been divided into three main types:

- “sport” programs offer an activity with an official body recognised by the Australian Sports Commission;
- “physical activity” programs incorporate other sports and activities; and
- “outdoor” describes opportunities for camping, wilderness experiences, and learning about different environments.

Sport and physical activity programs have also been sub-divided in the report into team or individual activities. A “team” activity is one in which any goals are for the group (for example, soccer, basketball), the inverse being true for individual activities (for example, tennis, swimming). The purpose of this is to attempt to identify whether there is any difference in the effectiveness of team and individual activities in reducing antisocial behaviour. Table 1.2 provides a breakdown of these programs.

**Table 1.2: Program elements**

		Description	n	%
Sport:				
Team		Goals and achievements relate to the team. Recognised sporting organisation.	93	53
Individual		Goals and achievements relate to the individual. Recognised sporting organisation.	65	37
Other sport		Undefined sport offered.	51	29
(Total)		Team and individual sports and general “sport” responses.	(136)	(78)
Physical activity:				
Team		Goals and achievements relate to the team. No representative organisation.	43	25
Individual		Goals and achievements relate to the individual. No representative organisation.	78	45
(Total)		Team and individual physical activities.	(96)	(55)
Outdoor:				
Outdoor		Use the environment to show direct implications of behaviour.	73	42
(Total)			(175)	(100)

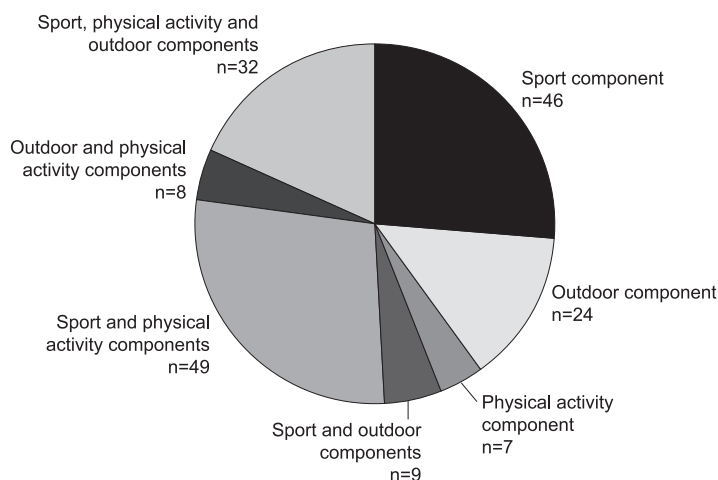
Note: Programs may offer more than one type of recreation and so do not sum to 100 per cent.

Many programs offer youth the opportunity to participate in sport, physical activity and/or outdoor activities within the one program, so there is much overlap between activity types (Figure 1.1). Of the 175 programs, 98 provided a combination of activities, with 90 of these primarily focusing on sport. All three types of activity were offered by 32 programs. The remaining 77 programs focused solely on physical activity (n=7), outdoor activity (n=24) or sport (n=46). For this reason, program totals throughout the report do not sum to 175. In addition, table columns in the report are not mutually exclusive and should be read as “programs that offer (for example) team sports...”

## Statistical Reliability

Where the number of cases (n) is equal to or less than five in the report tables, the “‡” symbol has been appended adjacent to the “n” value to indicate that the data is statistically unreliable.

For continuous and discrete variables (for example, means) if the standard error of the mean is greater than 50 per cent results have also been appended with the symbol “‡” to indicate unreliability.

**Figure 1.1: Program composition**

## About this Report

The report is divided as follows:

- Chapter 2 addresses the literature relating to risk factors for, and the extent of, antisocial behaviour engaged in by youth.
- Chapter 3 addresses the literature relating to the impacts of sport and physical activity programs on antisocial behaviour in youth.
- Chapter 4 details unweighted responses from the survey.
- Chapter 5 examines 22 programs in greater depth and addresses the use of youth leadership, safe and engaging environments and community follow-up in these programs.
- Chapter 6 concludes the literature review, survey responses and case studies and includes the good practice principles for programs encouraging sport and physical activity to prevent antisocial behaviour in youth.
- An inventory of programs is included in Appendix 1, and the survey used to collect program information is reproduced in Appendix 2.

## 2 Risk Factors for Antisocial Behaviour and Offending

There is a perception by some that many young people are deviants who rebel against authority, experiment with drugs, thrill-seek and are adversely influenced by peers and youth sub-cultures. In fact most activities engaged in by the majority of young people are socially acceptable (Burrows 1994; White et al. 1997). However, key indicator data suggest that more youth are engaging in antisocial behaviour now, including offending, than they did five to 10 years ago. The present chapter attempts to highlight the extent and nature of this problem in young people. Youth are defined within this report as being aged between 10 and 24 years—currently, this age group makes up one-fifth of the Australian population (ABS 2001a).

### Risk Factors for Antisocial Behaviour and Offending

A large amount of research has been undertaken recently examining what causes a young person to become involved in crime. Howell & Hawkins (1998) identify two distinct groups of young offender:

- life-course-persistent offenders who exhibit an early onset of offending, active offending during adolescence, persistence of offending in adulthood and an escalation in offence seriousness; and
- adolescence-limited offenders who initiate their offending later, after ages 11–13, desist from crime by age 18, and the seriousness of their offending does not increase over time (Moffitt 1993, cited in Tolan & Gorman-Smith 1998; Howell & Hawkins 1998; McLaren 2000).

The problems that may lead either of these groups to antisocial or illegal behaviour are often known as “risk factors”. These can be defined as:

*those aspects of an individual, family and/or surrounding neighbourhood/society that contribute to the individual acting in spite of the possibility of harmful consequences for the individual or others.*

(Hema 1999, cited in McLaren 2000, p. 20)

Risk factors may develop as a result of dysfunction in one of the following areas: individual, family, community, school, and peer group (Hawkins et al. 1998). A summary of the main predictors for juvenile offending is presented in Table 2.1.

**Table 2.1: Risk factors for youth offending**

	<b>Risk factors</b>
<b>Individual factors</b>	<ul style="list-style-type: none"> <li>• Perinatal and postnatal difficulties</li> <li>• Antisocial personality (includes impulsiveness, beliefs and attitudes favourable to deviant or antisocial behaviour, restlessness, risk-taking)</li> <li>• Antisocial behaviour (includes displays of aggressive and/or violent behaviour, previous offending, substance misuse)</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>• Parental criminality</li> <li>• Poor family management practices (poor supervision/monitoring, harsh or inconsistent discipline)</li> <li>• High levels of family conflict</li> <li>• Lack of parental involvement (including neglect and low parental warmth)</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Academic failure</li> <li>• Truancy and low commitment to schooling</li> <li>• Early school leaving and frequent school changes</li> </ul>
<b>Peers</b>	<ul style="list-style-type: none"> <li>• Poor social ties (few social activities, low popularity)</li> <li>• Mixing with delinquent siblings and peers</li> <li>• Gang membership</li> </ul>
<b>Community/neighbourhood</b>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Community disorganisation</li> <li>• Availability of drugs and firearms</li> <li>• Exposure to violence and crime within the community</li> </ul>

Source: Based on studies by Lipsey & Derzon (1998); Howell et al. (1995); Hawkins et al. (1998); Hema (1999) cited in McLaren (2000); Andrews & Bonta (1994) cited in McLaren (2000); Tyson & Hubert (2000)

Identifying and addressing these risk factors is a way to reduce antisocial behaviour and offending by young people. Youth antisocial behaviour and offending are not due to one risk factor alone, and the higher the number of risk factors the greater is the likelihood of a young person engaging in delinquent behaviour (Loeber & Farrington 1998).

The extent and nature of antisocial behaviour in youth are examined below.

# What is the Problem? Key Indicators of Antisocial Behaviour

There are numerous ongoing state/territory and national data collections that provide indications of antisocial behaviour and offending in youth. These include data collections that monitor crime, incarceration, licit and illicit drug use, suicide, homelessness and school retention. There is also a small number of surveys that identify the mental health of youth.

## Crime

Recorded crime statistics are the most frequently used indicators to assess youth antisocial behaviour. It is important to note that these data are essentially a record of policing activity as they are usually recorded as a result of arrests. As such, they are an underestimate of the true crime rate (Coalter, Allison & Taylor 2000; Sveen 1993; Makkai 2001; Carcach & Makkai 2002).

- Overall, between 1996–97 and 2000–01 the number of offences committed by male youth aged between 10 and 17 years fell by around 11 per cent (from 69,248 to 61,479 offences). In the same period, the number of offences committed by female youth in this age bracket increased by 11 per cent (from 15,620 to 17,388 offences).<sup>2</sup>
- Between 1996–97 and 2000–01 the most common offence committed by both male and female youth was stealing. The number of stealing offences committed in this period by males aged between 10 and 17 fell by around nine per cent (from 23,318 to 21,270). The number of stealing offences committed by females increased by 14 per cent (from 8,898 to 10,120).<sup>3</sup>

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2 Data compiled by the AIC from: NSW Bureau of Crime Statistics and Research, unpublished data; Queensland Police Service 1997, 1998, 1999, 2000, 2001; Northern Territory Police 1997, 1998, 1999, 2000, 2001, and Statistical Services unit record data 1996–97 to 2000–01, and unpublished data; Australian Federal Police 1997, 1998, 1999, 2000, 2001, and unpublished data; Victoria Police 1997, 1998, 1999, 2000, 2001; South Australia Police 1997, 1998, 1999, 2000, 2001; Western Australian Police Service 1996, 1997, 1998, 1999, 2000, 2001. Offences include homicide (includes murder and manslaughter—not driving); assault (includes serious, common and sexual assault); robbery (includes armed and unarmed robbery); property damage (arson was included in property damage counts from ACT); fraud; arson; stealing (theft from dwelling, retail premises, motor vehicle, person, theft of bicycle and other theft); motor vehicle theft; and break, enter and steal. Excludes Tasmanian data. WA data was provided in calendar years and included information from 1996, 1997, 1998, 1999 and 2000. For totals, individual offenders may appear more than once. See also AIC 2002.

3 Ibid

- The second and third most common offences committed by males and females between 10 and 17 years were property damage and “break, enter and steal”. Among male youth, the number of property damage offences increased by three per cent, while the number of break, enter and steal offences decreased by 30 per cent. Among female youth, the number of property damage offences increased by 37 per cent and the number of break, enter and steal offences increased by 15 per cent.<sup>4</sup>
- Adult crime has generally increased over the past five years, particularly for property crimes such as motor vehicle theft, stealing, and break, enter and steal. Increases in property damage by adult males and robbery by adult females have also occurred.

## Incarceration

There are several options for managing young offenders, including court attendance notices, diversion programs and cautions. Incarceration in a juvenile institution is considered a last resort, unless the individual is identified as a habitual or repeat offender, or the offence is very serious.

- Between 1991 and 2001 the number of youth in juvenile detention centres fluctuated. However, there was an overall decline in the number of 10 to 17-year-old males detained in this period, from 653 to 541 (a reduction of 17 per cent) and a corresponding increase in the number of females, from 41 to 63 (Cahill & Marshall 2002).
- Both the male and female incarcerated adult populations steadily increased between 1991 and 2001 (ABS 2001b).

## Drug Use

Frequent drug use is a common component of antisocial behaviour and can be linked to sexual promiscuity and criminality—it is also strongly associated with homelessness and unemployment. Early use of tobacco and alcohol is linked to use of illicit drugs during adolescence and early adulthood (DrugScope and Drugs Prevention Advisory Service 2002). Substance experimentation usually begins between the ages of 12 and 14 years. Problematic use follows in a small percentage of the population and becomes entrenched in the early 20s. The most common reason that young people (and adults) provide to explain their drug use is to change the way they feel (Australian Drug Foundation 2002).

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4 Ibid



*Australian National Drug Strategy Household Survey (NDSHS)*<sup>5</sup>

- The NDSHS confirms that while young people may experiment with drugs, further use does not necessarily follow. For example, more than one-third (39 per cent) of all 16-year-old males surveyed and nearly half (48 per cent) of all 16-year-old females surveyed in 2001 had used tobacco at least once. However, only around one-quarter of all 16-year-olds (26 per cent) had used it recently—that is, within the past 12 months (Australian Institute of Health and Welfare [AIHW] 2002).
- Overall, more females than males aged between 14 and 15 reported ever experimenting with all drugs, and more 14–16-year-old females than males had recently used all drugs. Males were more recent users of all drugs than females from the age of 17. For the most part, 22–24-year-old females were less likely to have ever, or recently, used illicit drugs than males of the same age (AIHW 2002).
- More than half of all 14-year-olds (51 per cent of males and 55 per cent of females) had ever used alcohol—this proportion increased with age (AIHW 2002).
- Where ecstasy was used at least once, its use peaked at the age of 22 for males (27 per cent) and 20 for females (23 per cent), and thereafter decreased (AIHW 2002).
- In comparison with young people, the proportion of adults who ever used illicit drugs declined rapidly after the age of 30. While adult alcohol use decreased for females and increased for males, as for youth, males had the highest proportion of recent use.
- Overall, the late teenage years and early 20s are associated with higher proportions of recent drug use (AIHW 2002).

*Australian Secondary Students Use of Over-the-counter and Illicit Substances Survey*

- According to this 1999 school survey, more than 95 per cent of all 17-year-old secondary students had used alcohol at least once. Tobacco was used by more than 70 per cent of this same group. Cannabis use increased from 11 per cent of 12-year-old males to 53 per cent of 17-year-old males, and from 7 per cent to 46 per cent in females. In accordance with the NDSHS, the proportion of youth “ever” trying drugs generally increased with age for both males and females across substances, with the

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5 Data from the National Drug Strategy Household Survey were obtained from the Social Science Data Archive at the Australian National University.

exception of inhalants, where use decreased from roughly one-third of 12-year-old students to one-sixth of 17-year-old students. The use of amphetamines and ecstasy more than doubled between 12 and 17 years; for example, amphetamine use in 12–17-year-old males increased from four per cent to 13 per cent, while in females usage increased from three per cent to 11 per cent.

- With the exception of tobacco, recent use (in the past month) of all drugs was generally lower for female students than male students. Overall use of alcohol was less for females than males, although for 17-year-old female students, usage was higher (White 2001; Hill, White & Effendi 2002).

Surveying techniques and sample types may account for some of the differences between the two surveys. The NDSHS used three data collection techniques (drop and collect, face-to-face and computer-assisted telephone interviewing), while the secondary students were surveyed face-to-face in groups only. Social pressure may have influenced the secondary student group responses (either positively or negatively). In addition, youth who were not in school, such as regular truants, would not be included in the survey of school students. As such, the two survey samples are not directly comparable.

## Suicide

Obtaining accurate data on deaths by suicide is difficult as some suicides may be “disguised” as motor vehicle or firearm accidents, or drug overdoses. It should also be noted that for every successful suicide, there are many more attempts requiring hospital admission. Some estimate that for each completed suicide, 50 males and 300 females attempt suicide (Slipper 1997; Steenkamp & Harrison 2000). These differing completion rates can be partially explained by the method used—males are more likely to use firearms and hanging, while females are more likely to use drugs (Mitchell 2000). ABS data on suicide indicate the following:

- In 1988 suicide was the third highest cause of death for all 12 to 24-year-olds after “other accidents, poisoning, violence” and motor vehicle accidents. By 1997, suicide had become the highest cause of death (ABS 1991–2000).
- For females aged 15 to 19, the number of deaths by suicide doubled between 1991 and 2000 (from 21 to 41). However, there was a decrease of 33 per cent for 15 to 19-year-old males in the same period (from 133 to

89). Furthermore, for all persons aged 10 to 14 and 20 to 24, the average number of suicides or self-inflicted deaths (including accidental cause) also decreased between 1991 and 2000 (ABS 1991–2000).

- Overall, adult male and female suicide rates have increased over the past decade (although there has been a slight decrease in the past two years) (ABS 1991–2000).
- People who experience mental health problems, have Indigenous ancestry, live in remote and isolated locations, are confused about their sexual preference, are ostracised because of their sexual preference or have previously attempted suicide are more likely to commit suicide (Slipper 1997).
- Completed youth suicide differs from completed adult suicide. Adults are more likely to commit suicide as an impulsive act of anger or irritation, motivated by revenge. Youth suicides, however, are more often related to low self-esteem and may be driven by idealism and romanticism (Here for Life 2002).

## Homelessness

Reliable data on homelessness are difficult to obtain, as homeless people are typically transient and mobile. Data that are available suggest the following:

- More than four in five youth (86 per cent) aged between 15 and 19 years were living with their parents in 1996 (ABS 1997).
- A 2001 study of secondary students found that one in every 100 students was homeless, with the majority being 15 to 16 years of age (Chamberlain & MacKenzie 2002). Of those who left home, the majority went to a friend or other family member (Crane & Brannock 1996).
- Youth homelessness occurs when resources for safe and affordable accommodation alternatives are not accessible. Social structures that regulate economic assistance, employment and familial and community support mechanisms can exacerbate youth homelessness if they are inadequate. Non-profit, corporate and government agencies can also have an impact on youth homelessness through poor pay rates, public housing availability, and discrimination by landlords (Crane & Brannock 1996).
- According to a 1996 study of youth homelessness, the most prominent reasons for young people leaving home related to parental conflict, various forms of abuse, being kicked out, and drug and alcohol use (either the young person's or the parent's). Themes that emerged when

young people discussed their motives for leaving home early included a lack of emotional support, unresolved grief, and a culture of blame (Crane & Brannock 1996).

## School Retention

Factors affecting academic success, retention and participation are multidimensional and complex. Family background, economic status, learning and other disabilities, and geographic isolation are all understood to affect students' completion of post-compulsory secondary education (Abbott-Chapman 1994). The following data describes school participation and retention rates:

- Across Australia, age participation rates for full-time school students in 2001 were 93 per cent for 15-year-olds, 82 per cent for 16-year-olds and 62 per cent for 17-year-olds. The drop-off in numbers of students participating in school from the age of 15 is because schooling is not compulsory after that age in all states and territories (except Tasmania, where compulsory schooling ends at 16) (ABS 2002).
- School participation rates among 15-year-olds remained around 90 per cent between 1990 and 1996. The highest levels of participation were reached in 1992 for males (93 per cent) and in 1990 and 1992 for females (94 per cent) (Everingham 1999).
- In 2001 the "apparent retention rate" of full-time secondary school students from Year 7/8 to Year 12 was around 73 per cent, compared to 72 per cent in 2000 and 71 per cent in 1991. The apparent retention rate for females (79 per cent) was significantly higher than that for males (68 per cent) (ABS 2002).
- Apparent retention rates for full-time Indigenous secondary school students, from Year 7/8 to both Year 10 and Year 12, have continued to rise over the past five years. Between 1996 and 2001 the rate to Year 10 increased from 76 to 86 per cent, while the rate to Year 12 increased from 29 per cent to 36 per cent (ABS 2002).
- Those who leave before the highest level of secondary school will have, on average, lower incomes and occupational status, and higher unemployment (ABS 1996; Bradley 1992). The most commonly cited reason for leaving school early is a lack of commitment to the course of study, particularly in perceived relevance to securing employment (Abbott-Chapman 1994).

## Mental Health

In a 2000 study (Sawyer et al. 2000), mental health concerns were found among young people aged between 13 and 17 years, with the most common being delinquent and aggressive behaviours. Other findings included:

- Around 12 per cent of males and females in this age bracket reported that they displayed delinquent behaviour; while six per cent of males and nine per cent of females reported that they displayed aggressive behaviour.
- Reported behavioural and emotional problems were strongly related to poor health-related quality of life, difficulties at school and with peers, low self-esteem, drug and alcohol abuse and suicidal behaviours and ideation. Mental health problems in adolescents were also demonstrated to have an adverse effect on other family members, particularly parents.
- High-risk groups for mental health problems were those in single-parent and/or low-income families.
- Professional services were only accessed by a small number of adolescents with mental health problems. Adolescents were more concerned by the stigma of a mental health problem in seeking services than their parents.

## Summary

- Not *all* youth are involved in antisocial behaviour *all* the time.
- While male youth commit more offences than female youth, the number of offences committed by males has decreased over time, while the number of offences committed by females has increased. Typically, offences committed by male and female youth include theft, break, enter and steal, or property damage.
- There are fewer male youth in detention centres now than there were 10 years ago, although more female youth are now in detention.
- Many young people experiment with drugs—alcohol, tobacco and cannabis are the most common. A smaller number of youth regularly use drugs.
- Suicide is now the highest cause of death for young people.
- Around one in every 100 school students is homeless. Young people may be homeless because of parental conflict, abuse and being kicked out.
- More male and female youth who commenced Year 7/8 stay in school until Year 12 than did 10 years ago.
- Delinquent behaviour and aggressive behaviour are the most common mental health concerns reported by young people.

# 3 Impacts of Sport and Physical Activity Programs: The Research Evidence

An extensive literature, dating back to the early 1900s, documents the impacts of sport and physical activity in improving character (Reid et al. 1994). This literature considers that sport and other physical activities assist in directly or indirectly preventing or reducing antisocial behaviour and offending by addressing the risk factors, outlined in the previous chapter, in the areas of the individual, the family, school, peers and the community (for example, Reid et al. 1994; Tower & Gibbs 2001). The following literature review addresses each of these areas.

## The Research Evidence

### Individual Factors

Aside from the obvious physiological benefits of sport, there are a number of other potential impacts of sport and physical activity on the individual. A summary of the literature on these additional benefits is provided below.

#### *Emotional and Cognitive Skills*

Sport and physical activities have long been believed to promote stability of emotions and energy, provide a socially acceptable outlet for tension and improve memory and cognitive skills (Collis & Griffin 1993; Danish & Nellen 1997; Novick & Glasgow 1993; Oman & Duncan 1995; Reid et al. 1994; Ryckman & Hamel 1995; Siegenthaler & Gonzalez 1997; Svoboda 1995; Ykema 2002). The research evidence indicates that:

- Sport and physical activities have demonstrated improvements in cognitive skills such as goal-setting, problem-solving, conflict resolution and leadership (Danish & Nellen 1997; Faigenbaum et al. 1997; Jones 1989; Lyon 1990; Reid et al. 1994; Saunders 1990; Taylor et al. 1999). The ability to delay gratification and tolerate discomfort have also been found to be associated with sport and physical activities (Collingwood et al. 1992).

- Hull (1990, in Reid et al. 1994) found that mood changes from participation in sport and physical activities were found to positively impact on memory, task performance, helping behaviour, socialisation, self-esteem and health. This is considered important as these impact directly on school achievement, self-concept and interaction skills.
- Sport and physical activities have been found to assist in increasing self-confidence, self-esteem, and overall psychological wellbeing, while also reducing depressive symptoms, stress and anxiety (Collingwood et al. 1992; Danish & Nellen 1997; Darlison & Associates 2000; Faigenbaum et al. 1997; Harper 1990; Jensen et al. 1993; Jones 1989; Letts, Hazleton & Carter 1990; Lilley 2000; Lyon 1990; Oman & Duncan 1995; Reid et al. 1994; Saunders 1990; Schunk 1995; Siegenthaler & Gonzalez 1997; Spain 1990; Taylor et al. 1999; Ykema 2002).
- The ability of sport and physical activity programs to have a positive effect on emotional and cognitive elements provides strong evidence for their potential usefulness in intervention strategies to reduce behavioural risk factors for youth (Reid et al. 1994).

### ***Boredom***

The current consensus in the literature on boredom is that when youth have nothing else to occupy and sufficiently stimulate them, they will seek out their own, often antisocial, amusement. This reflects the view that much adolescent crime is opportunity-led and that providing structured activities keeps young people occupied and out of “harm’s way” (Collingwood et al. 1992; Coalter, Allison & Taylor 2000; Crabbe 2000; Felson 1998). Boredom is also viewed as an important risk factor for antisocial behaviour because of its reported link to depression, hopelessness, loneliness and distractibility (Coalter, Allison & Taylor 2000; McGiboney & Carter 1988 in Reid et al. 1994). Other research indicates that:

- Boredom is linked to alcohol use, smoking and deviant behaviour at school among school students (Caldwell 1993 in Reid et al. 1994).
- Programs run during after-school hours, late at night and on weekends have shown the highest decreases in local juvenile crime rates by giving adolescents alternative leisure pursuits (Coalter, Allison & Taylor 2000; Collingwood et al. 1992; Crabbe 2000; Darlison & Associates 2000; Jensen et al. 1993; Reid et al. 1994; Robins 1990; Tatz 1995).
- Lower levels of juvenile criminality have been associated with participation in sport, at least in the short term (Coalter, Allison & Taylor 2000; Collingwood et al. 1992; see also Crabbe 2000; Darlison &

Associates 2000; Jensen et al. 1993; Jones 1989; Lyon 1990; Mahoney, Stattin & Magnusson 2001; Mason & Wilson 1988; Reid et al. 1994; Ross 2001; Shields & Bredemeier 1995; Siegenthaler & Gonzalez 1997; Svoboda 1995; Tatz 1994, 1995; Tomori & Zalar 2000).

- Not only does sport impact on the social and psychological functioning of individual youth, it reduces the amount of unsupervised leisure time (Collingwood et al. 1992; Crabbe 2000).

### *Substance Misuse*

The literature consistently reports lower levels of substance misuse among youth engaged in sport (Collingwood et al. 1992; Crabbe 2000; see also Forman et al. 1995; Miller et al. 2000; Reid et al. 1994; Savage & Holcomb 1997; Siegenthaler & Gonzalez 1997; Stuck 1985; Tatz 1995). For example, studies by Wankel & Sefton (1994, cited in Reid et al. 1994) and Savage and Holcomb (1997) found significant negative correlations between physical activity and smoking status. Collingwood et al. (1992) also found significant decreases in short-term, multiple drug use among youth enrolled in a 12-week program of high school and community physical education classes. Despite positive results such as these, the effect of physical activity on drug abuse is equivocal and further research is needed in this area (Reid et al. 1994).

## **Family Factors**

Research into family and leisure activities indicates that leisure behaviour is affected by, and has an effect on, marriage and family factors. For example, husbands and wives who share leisure time in joint activities report higher levels of satisfaction within the marriage than those who do not. This environment facilitates good communication between parents and their children, and family stability (Holman & Epperson 1984 and Mancini 1990, both cited in Reid et al. 1994).

## **School Factors**

Sport and physical activities have been demonstrated to positively impact, at least in the short-term, on school performance, both in terms of personal attitudes and behaviour, as well as on academic grades (Shephard et al. 1977, Shephard 1980 and Thomas et al. 1994, cited in Reid et al. 1994). There is little longitudinal data or research evidence on the long-term benefits of exercise, particularly in relation to attitudinal changes and cognitive ability (Roggenbuck et al. 1990, in Reid et al. 1994).



## Peer Factors

Peer association is a major predictor of antisocial behaviour in youth (Mason & Wilson 1988; Reid et al. 1994; Mears & Field 2002). For example, Shilts (1991, in Reid et al. 1994) examined the relationship between early adolescent substance use and extracurricular activities, peer influence and personal attitudes and found that drug abusers consistently reported less involvement with family and nearly twice as much involvement with friends—non-abusers reported significantly higher involvement in extracurricular activities. It is believed that antisocial behaviour is learned within peer groups through communication of both the techniques for committing the antisocial acts and the motivations, drives and rationalisations to justify these actions (Mason & Wilson 1988). Conversely, participation in constructive sporting and physical activities assists in the formation of desirable peer associations by providing appropriate social forums.

## Community Factors

Most sporting and physical activity programs targeted at youth take place in the community after school, at weekends or during school holidays—many of these have either explicit or implicit crime prevention outcomes (for example, see responses to the survey in this report). A further range of programs, including residential recreational programs and wilderness challenge programs, also engage the community but are removed from the city environment to the country or “bush”. Residential recreation programs usually aim to develop character through experience and are typically run for delinquent and pre-delinquent youth (Cameron & MacDougall 2000; Mason & Wilson 1988).

### *Community-based Programs*

Empirical research in the area of community-based programs has reported a number of positive impacts including, among other things, decreases in recidivism rates and antisocial behaviour by the participants (McKay 1994, in Reid et al. 1994). While there is a clear connection between sport/participation in physical activity and reduced antisocial behaviour in youth, the full extent of this relationship is still unclear. A summary of key research evidence on the impact of sport and physical activities on antisocial behaviour is provided below.

- Sports, performing arts and scouting comprised an intensive after-school program for five- to 15-year-old disadvantaged youth in a Canadian public housing project. Children competed in leagues once they had attained certain skill levels. Arrests in the housing estate fell by 75 per cent although this effect wore off 16 months after the project. Antisocial behaviour decreased and continued to do so after the life of the project, compared to this type of behaviour remaining stable in a control group (Catalano et al. 1998; Jones & Offord 1989, in Sherman et al. 1998; MacBride et al. 1999).
- Programs involving physical activity and recreation in Northern Manitoba, Canada, have helped reduce negative social behaviour, including a 17 per cent reduction in crime in communities participating in the programs—this compared to a 10 per cent increase in crime in communities without the program (Winther & Currie 1987, cited in Reid et al. 1994).
- A Toronto shopping mall sport and recreation program, targeting antisocial behaviour by youth under 18 at the mall (such as “hanging out” at the mall, shoplifting and drug-dealing) experienced a 16 per cent reduction in crime at the mall. A further benefit was that better quality stores moved in, operating costs decreased and significantly more people shopped at the mall (Reid et al. 1994).
- In a Canadian study undertaken by the Institute for Athletics and Education (1993, in Reid et al. 1994), girls who were active in sports were 92 per cent less likely to use drugs and 80 per cent less likely to have an unwanted pregnancy.
- Introducing sporting carnivals into Australian Indigenous communities has shown at least short-term reductions in violence (such as assault) and other offending (particularly property offending), and improvements in self-esteem, social cohesion and social support systems. Sporting competitions and activities in Indigenous communities have proven beneficial in reducing crime rates and drug use, as they involve the entire community, rather than just young people (Darlison & Associates 2000; Dunn, Graham & Wanganeen 1990; Tatz 1994).

There is also research that is more equivocal about the positive benefits of sport and physical activities in reducing antisocial behaviour in youth, as summarised below:

- Attempts to examine the relationship between sport and physical activity participation and youth may be biased because deviant-prone individuals may self-select themselves out of the athletic sample (Reid et al. 1994).
- A significant factor in the sport–delinquency relationship is the type of sport or physical activity involved. Burmann (1977, in Mason & Wilson 1988) found that female youth participating in high popularity sports (for example, basketball) were significantly less likely to engage in antisocial behaviour than those in low popularity sports (for example, golf). However, Segrave and Hastad (1982, in Mason & Wilson 1988) found the opposite effect for both male and female youth.
- Measuring the delinquency of ice hockey players competing at different levels, Segrave et al. (1985, in Reid et al. 1994) found that there was no significant difference in total delinquency involvement between ice hockey players and non-athletes, although ice hockey players reported significantly higher levels of violent delinquency than non-athletes. It is argued that ice hockey players may learn violent behaviour as a result of their participation, or that those people who are not predisposed toward violent behaviour are weeded out of the game.
- As part of the Dunedin Multidisciplinary Health and Development Study, Begg et al. (1996) found that after controlling for delinquent behaviour and psychosocial factors at age 15, females with moderate or high levels of sporting activity (but not team sport), and males with high levels of sporting activity (but not team sport), were significantly more likely to be delinquent at age 18 than those with low levels of sporting activity. Despite these results, it was found that the best predictor of delinquent behaviour at age 18 was delinquent behaviour at age 15, regardless of sporting participation.
- In a survey of 16,262 American public and private high school students in grades 9 to 12, Miller et al. (2000) found that while sports participation may be a buffer against particular forms of risk-taking behaviour, it may also be associated with increased risks in other areas. For example, compared to non-athletes, both male and female athletes were less likely to have used illicit drugs, to smoke cigarettes or to display suicidal thoughts or actions. However, male and female athletes were no less likely to engage in binge drinking than non-athletes and some male and female athletes were more likely to use steroids and drink and drive than non-athletes.

### *Residential Recreational Programs*

Residential recreational programs have an extensive history and have been demonstrated to improve self-concept and other personality traits in a range of participants both in Australia and overseas. They have also resulted in decreased recidivism rates for young offenders (Cameron & MacDougall 2000; Mason & Wilson 1988). However, most of this evidence is based on short-term follow-up. In addition, diversity of program content and differing methods of evaluation make it very difficult to compare studies or to draw any firm conclusions about the relative merits and/or successes of any particular program (Mason & Wilson 1988). The following summarises some of the major Australian and international research findings.

- A meta-analysis of interventions for juvenile offenders, found that wilderness programs, particularly those of less than six weeks' duration, led to a reduction in youth delinquent behaviour. Therapy delivered in addition to the challenge resulted in further reductions in juvenile delinquency (Wilson & Lipsey 1998, in Cameron & MacDougall 2000).
- "Runamuck", a culturally based camp in Queensland for 14- to 16-year-olds, was informally evaluated in 1999 (Amos 1999). The camp aims to improve police-youth relations (particularly Indigenous youth) and youth self-esteem, and to increase officers' understanding of youth at risk. The camp comprises activities such as volleyball, canoeing, bushwalking and a disco. There is a second camp that is focused on cultural activities, leadership and team-building. The project holds "buddy days" (for example, a soccer match in the community). In the study period, police-youth relations improved and an understanding of Indigenous culture was considered to have increased. Only 10 per cent of the participants reoffended, but it is unclear over what time period. The strength of the project seems to lie in the fact that it was locally conceived, planned and implemented.
- An Outward Bound program for 15- to 17-year-olds was evaluated by Kelley and Baer (1971, in Forensic and Applied Psychology Research Group 2001). Youth were allocated to either a three-day wilderness program, a five-day sailing program or a 26-day program which included 12 days of training and a 14-day canoe trip. One year after the evaluation there was no recidivism among those on the three-day trip; those on the five-day trip had recidivism of 11 per cent; while there was 42 per cent recidivism among those on the 26-day program. The overall recidivism

rate was 20 per cent, compared to a control group with 42 per cent recidivism. Recidivism remained stable in a 19–24-month follow-up (Wilson & Churn 1973, in Forensic and Applied Psychology Research Group 2001).

- A 30-day wilderness program for youth at risk showed no effect on re-arrest rates although successful completion did lead to less serious offending. However, there was no difference between program participants and a control group in re-arrest rates in a one-year follow-up (Castellano & Soderstrom 1992, in Forensic and Applied Psychology Research Group 2001).
- The Wilderness Survival Spectrum project, a 26-day program in the United States, caters to 15 to 17-year-old offenders. Participants learn about wilderness survival and undertake a two-week expedition. An evaluation of the program found that in the year following participation in the program, there was a reduction in the number of arrests. Reoffending rates were 20 per cent, compared to 42 per cent for a control group. However, effects were found to wear off after two years (Castellano & Soderstrom 1992, in Cameron & MacDougall 2000).
- Heaps and Thorstenson (1974, in Mason & Wilson 1988) concluded that positive changes in self and behavioural evaluations were maintained one year following participation in survival training. This finding is comparable to that of Kelley and Baer (1971, in Forensic and Applied Psychology Research Group 2001) mentioned above, and supports the notion that wilderness challenges can have an impact in the short to medium term.
- Burdsal and Buel (1980, in Mason and Wilson 1988) evaluated an outdoor camping program that consisted of three elements: camping, family therapy, and working with the child's school. Boys and girls participated over a three-year period in short-term camping expeditions. The results of the program were different for boys and girls, with boys experiencing personality improvements in both a short-term (six months) and long-term (2.7 years) follow-up. There was no overall effect for girls, in either the short or long term.

## Summary

As much of the literature suggests, there are sound arguments for the potential contribution of sport in reducing antisocial behaviour and offending. However, there is little robust outcome data, particularly long-term data, for measuring the true impacts of sport and physical activities. This is explained in part by the complexity of such measurements and that the effects of sport on crime are mostly indirect, working through intermediate outcomes. Also, a widespread use of short-term funding means that such programs rarely last long enough to achieve any meaningful impact (Coalter, Allison & Taylor 2000).

Much of the literature reviewed is in consensus in its estimation that sport and physical activities do not by themselves reduce antisocial behaviour and offending and, as such, there is no *direct* relationship between participation and outcomes in these areas. However, it is generally agreed that sport and physical activities may form an important conduit through which personal and social development may occur. Other important mechanisms are through education, programs that offer employment training, health awareness and other forms of personal development training. To take full advantage of the potential contribution of sport and physical activity programs in reducing antisocial behaviour in youth, administrators of programs must seek to integrate these services.

# 4 Sport and Physical Activity Programs in Australia

This chapter presents data from responses to the AIC’s survey of youth programs encouraging sport and physical activity (see Appendix 2). As already noted, program types overlap and so may be counted more than once in the tables. For example, a program may offer basketball (team sport), athletics (individual sport), abseiling (individual physical activity) and a camp (outdoor).

As has already been noted, programs are divided into three main types:

- “sport” programs offer an activity with an official body recognised by the Australian Sports Commission;
- other activities are defined as “physical activity”; while
- “outdoor” describes opportunities for camping, wilderness experiences and learning about different environments.

Program activities are also divided into “team” and “individual” activities so that it is possible to determine whether any differences in the impact on antisocial behaviour are observable between these activity types.

A total of 175 programs returned surveys, of which 136 offered sporting activities, 96 offered physical activities and 73 offered outdoor experiences.

## Activities

Responses to program content demonstrate that the most common sports offered are team-oriented (basketball—19 per cent; boating—13 per cent; football—13 per cent; and skating—12 per cent) (Table 4.1). The most prevalent individual sports offered are swimming (9 per cent) and bike riding (8 per cent). Survey responses indicate that team sports more often make up the sole activity in a program, whereas individual sports are usually offered in combination with team sports. Programs offering outdoor activities are more likely to involve sports that require teamwork.

The most commonly offered physical activity is performing arts (20 per cent) (Table 4.2). Survey responses suggest that this is largely due to the high popularity of discos offered at many facilities (81 per cent). Individual physical activities are generally more available as they do not require large numbers of participants to be present at the same time, and thus are more likely to be offered, than team physical activities. These include bushwalking (16 per cent), rock climbing (14 per cent) and abseiling (13 per cent).

“Experiential learning” is where individuals are engaged in active learning through activity and reflection (Table 4.3). Experiential learning is commonly used in programs where youth must rely on themselves for survival in the environment. “Environment activities” are those where some form of environmental improvement is undertaken, such as conservation or environmental protection. Programs offering outdoor activities most often include camping (60 per cent). The introduction of experiential learning techniques is also popular (44 per cent).

## Participants

Respondents were asked to indicate the gender and age of participants targeted in their program (Table 4.4). The vast majority (92 per cent) of programs for youth are open to both male and female participants. Programs catering to the younger age group (under 9) in these results usually include them in a larger age range. Age group participation is higher for 10 to 19-year-olds; this is particularly true for outdoor adventure activities.

The majority of programs cater for both Indigenous Australian (90 per cent) and non-Indigenous Australian (87 per cent) youth (Table 4.5). Programs focusing solely on Indigenous youth accounted for 11 per cent of all programs and 31 per cent of programs were open to youth from all ethnic backgrounds. Youth from other ethnic backgrounds are included in most programs, although they are not as highly represented.

The most commonly targeted youth antisocial behaviours across all program types are drug use (81 per cent) and crime (81 per cent) (Table 4.6). Homelessness (41 per cent), mental health (41 per cent) and unemployment (37 per cent) issues are less likely to be targeted through programs offering outdoor activities than programs offering sport and physical activities. Homelessness is also less likely to be targeted through sport (47 per cent)



and physical activity (46 per cent) programs than other antisocial behaviours. More than half (59 per cent) of all programs target youth *not* at risk of antisocial behaviour.

Respondents were asked to supply information on how many participants in total they are able to accommodate (capacity), and their current participant numbers, by gender. They were also asked how long the program lasted (Table 4.7). Twenty-nine programs, or 17 per cent of all programs, indicated that their capacity is unlimited or varied. Programs offering team physical activity have the highest average capacity (5261<sup>±</sup> youth) for participation. This can be partially explained by the inclusion of discos in many of these programs. Current average numbers of male and female participants indicate a ratio of approximately 4:3. With the exception of programs offering outdoor activities (where the actual mean participant numbers exceed the mean capacity), programs do not exceed their capacities. The majority of programs are ongoing (58 per cent), particularly those offering team physical activities (74 per cent).

## Community Links

Due to the importance in programs establishing links with the community to ensure after care and support for youth, respondents were asked which types of services or agencies their program has links with (Table 4.8). The most prevalent links within the community are those with education and training bodies (71 per cent). This occurred across all program types. Welfare (55 per cent) and counselling (55 per cent) links are also common across program types. Government (5 per cent), community and corporate (2<sup>±</sup> per cent), and justice (2<sup>±</sup> per cent) are the least common links across all program types.

## Participant Referral

Respondents were asked if program participants are referred and the sources of referral (Table 4.9). They were also asked how many participants had been referred since the inception of the program, and within the last year. More than half (53 per cent), or 92 programs, report that they receive referred clients. Programs with the fewest referred participants are those that offer team physical activities. Overall, consistent proportions of males and females have been referred since program inception and within the past 12 months. The highest proportion of referrals is from schools (83 per cent) and more than half are referred through the criminal justice system (54 per cent).

## Staff

Table 4.10 indicates how many part/full-time professional and volunteer staff are currently involved, on average, in programs. Details are also provided for programs that require staff to have professional qualifications. Eighty-three programs, or 47 per cent of respondents, reported that staff qualifications are required or preferred. Social science (46 per cent) and sport-related (41 per cent) qualifications are most sought for staff involved in these programs. Training and education qualifications are more desirable in programs offering outdoor activities (29 per cent) than other programs. Part-time volunteers are usually used to staff programs (35 staff on average).

## Funding

Respondents were asked to supply details on the annual cost to run their program, and the cost per participant (Table 4.11). Programs which indicated that participants are required to contribute to the cost also provided an estimate of how much per session or program. Duration of funding is also detailed with finite sources specified as to length in years. Programs offering individual sports have the highest average annual cost (\$169,282), although programs offering team sports have the highest average cost per participant (\$838). Fifty-nine programs, or 34 per cent of respondents, report that participants contribute to the cost of the program. The highest average contribution required by participants is for programs offering individual sports (\$21<sup>+</sup>), and the lowest is for those offering team physical activities (\$3). More programs receive ongoing (56 per cent) as opposed to finite (42 per cent) funding. Average funding is for a little over 18 months (1.6 years) with programs offering outdoor activities receiving funding for slightly longer periods (1.8 years).

Table 4.12 shows the source of program funding. Independent sources (such as fundraising, donations and gifts—27 per cent) and welfare agencies (25 per cent) provide most program funding. For programs offering outdoor activities, welfare agencies fund the majority of programs (40 per cent). State government agencies (22 per cent) provide more funding to programs offering individual sports than welfare agencies (12 per cent). Independent sources provide the most funding for programs offering team physical activities (30 per cent).

## Evaluation

Programs were asked to rate, from 1 (not very effective) to 5 (very effective), the effectiveness of their program for youth (Table 4.13). Informal ratings by program respondents generally indicate that program effectiveness is high (rating of 4.4). The existence of a “formal” evaluation and/or reporting system of the program outcomes was also surveyed; this included “in-house” systems and external evaluations. Just over half (51 per cent) of programs indicated that they have been formally evaluated. Programs offering outdoor activities are most commonly formally evaluated (63 per cent).

An in-depth examination of 22 program evaluations is provided in Chapter 5. These evaluations were selected for analysis based on the existence and supply of evaluative information. In short, the depth, quality and usefulness of these evaluations are highly variable, largely reflecting the limited nature of program funding and staff evaluation skills. As such, conclusions drawn from these evaluations should be treated with some caution.

## Program Monitoring

More than half (53 per cent) of programs do not indicate specific monitoring processes of their programs (Table 4.16). Of programs indicating outcome monitoring, internally sourced anecdotes (29 per cent) and statistics (24 per cent) are the most common. The achievement of particular steps or goals is the least common form of monitoring program outcomes (6 per cent).

## Major Impacts

Respondents were asked in an open-ended format what they saw as the key issues affecting the success of their program (Table 4.17).<sup>6</sup> Funding (75 per cent), staff (59 per cent) and links within the community to provide follow-up and support (55 per cent) are considered to have the largest impact on program success. Connecting with and engaging youth in the activities

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<sup>6</sup> Independent raters of this qualitative data produced a 96 per cent concordance rating at 100 per cent, and a 100 per cent concordance rating at greater than 66 per cent.

offered has more of an impact on programs offering team sport (13 per cent) than others. Promoting the existence of the program (four per cent) and involving youth and the local community in ownership of the program (three per cent) are not considered as having major importance.

## Program Conception

Respondents were asked to detail, in an open-ended format, how their program was conceived/developed (Table 4.14).<sup>7</sup> More than half (52 per cent) of programs, particularly those offering outdoor activities (56 per cent), are developed by or with an external source (this includes programs based on existing program philosophies and/or structures, or new programs developed in tandem with local councils, community groups and so on to address a particular local problem). Meeting youth needs is the most prevalent motive for developing programs that offer team physical activities (51 per cent). Programs offering outdoor activities are least likely to consider decreasing antisocial behaviour in youth as a motive for development (16 per cent). Programs offering sport (16 per cent) are more likely than others to have been developed to improve socialisation skills. Preventing boredom in youth is the least commonly identified reason for program conception (3 per cent).

Further analysis of these program elements has shown some significant relationships. As highlighted in Chapter 1, the analysis incorporates cross-tabulations, with chi-square tests of significance. These are outlined below.

### Programs Conceived to Increase Socialisation

Significant relationships exist between programs conceived to increase socialisation and:

- programs catering for youth from ethnic minorities—one major factor in this relationship is the use of team activities;
- programs that have links with a range of community groups and services such as youth services, cultural and religious groups—this is particularly so for programs offering sport activities.

<sup>7</sup> Independent raters of this qualitative data produced a 64 per cent concordance rating at 100 per cent, and a 100 per cent concordance rating at greater than 66 per cent.

## **Programs Conceived to Meet Youth Needs**

Significant relationships exist between programs conceived to meet youth needs and:

- those catering for 10 to 14-year-olds across all program types;
- those catering for youth of Indigenous Australian descent;
- those targeting youth with mental health issues, the unemployed and homeless;
- those with links to support services including counselling, accommodation, welfare and health agencies across all programs.

## **Programs Conceived to Decrease Antisocial Behaviour**

Significant relationships exist between programs conceived to decrease antisocial behaviour and:

- those where participants are referred by the criminal justice system, particularly with those programs offering sport activities;
- those funded by corrective departments, educational and sporting bodies and by independent sources;
- paradoxically, those that did *not* target specific antisocial behaviours.

## **Programs Conceived to Reduce Boredom**

No significant relationships exist between programs conceived to reduce boredom and any particular targeted age group or antisocial behaviour. The low number of significant relationships for this program conception may relate to small sample size (a total of three per cent of all programs).

## **Programs Conceived by or with an External Source**

Programs conceived by or with an external source include programs based on existing program philosophies and/or structures, or new programs developed in tandem with (for example) local councils and community groups to address a particular local problem.

Significant relationships exist between programs conceived by or with an external source and:

- those where participants are referred to the program;

- programs that require staff qualifications in training (including education, workplace assessment and training) and health, including first-aid training;
- programs funded from a single source, by community and businesses, and by social groups.

## Program Delivery

Respondents were asked to describe the content of their program. Other than the specific sport and physical activities that they identified (Tables 4.1 to 4.3), respondents included information on other aspects of program delivery. These include:

- providing access to services and skill development;
- providing youth leadership skills and youth ownership;
- facilitating community involvement;
- providing entertainment or diversion from antisocial activities; and
- improving self-esteem and self-confidence.

This qualitative information was coded for the purposes of analysis.<sup>8</sup> Providing activities to entertain and divert youth is the most common method across programs (74 per cent) (Table 4.15). Facilitating community involvement is the least prevalent method across programs (15 per cent). Providing access to services and promoting skill development is most prevalent in programs offering individual physical activities (41 per cent). Developing leadership skills is least common in programs offering sport, particularly team sport (19 per cent). Programs offering team physical activities are less likely to employ self-esteem building and therapeutic methods (19 per cent).

Further analysis of these program elements demonstrates significant relationships. These are outlined below.

### Programs Providing Access to Services and Skill Development

- Significant relationships exist between programs providing access to services and skill development and those catering for youth under the age of 10.

<sup>8</sup> Independent raters of this qualitative data produced a 43 per cent concordance rating at 100 per cent, and a 100 per cent concordance rating at greater than 66 per cent.

- There exist a number of significant relationships between programs providing access to services and skill development and education. These include:
  - programs targeting truancy and school difficulties;
  - programs with links to education and training bodies;
  - programs with funding from education departments.
- Other significant relationships existing between programs providing access to services and skill development are:
  - programs where participants are referred by community services;
  - programs with funding from sporting bodies.
- No significant differences exist between programs providing access to services and skill development and participant contribution to cost or the need for staff qualifications.

## **Programs Providing Youth Leadership Skills and Youth Ownership**

Significant relationships exist between programs providing youth leadership skills and youth ownership and those targeting youth with mental health issues, the unemployed, the homeless and other antisocial “behaviours” (including family/abuse, physical health/disability, social and individual issues, geographical isolation, early pregnancy and victimisation and legal issues).

## **Programs Facilitating Community Involvement**

Significant relationships exist between programs that facilitate community involvement and:

- those that cater for 20 to 24-year-olds;
- those with links to counselling, sporting bodies and social groups;
- those funded by social groups;
- those where participants are referred by themselves or their family, particularly with programs offering team and sport activities.

Community support is seen as a major factor in the success of physical activity programs facilitating community involvement.

## **Programs Providing Entertainment or Diversion from Antisocial Activities**

Significant relationships exist between programs that provide entertainment or diversion from antisocial activities and:

- those catering for Indigenous Australian youth;
- those targeting truancy and school difficulties and youth with mental health issues;
- where there are links with social groups.

## **Programs Improving Self-Esteem and Self-Confidence**

Significant relationships exist between programs that aim to improve self-esteem and self-confidence and:

- those catering for Indigenous Australian youth;
- those that target youth with suicidal tendencies, the unemployed and homeless;
- those that have links with welfare, job agencies, counselling and with education/training organisations;
- those programs requiring staff qualifications in health.

No significant relationship exists between programs that aim to improve self-esteem and self-confidence and programs funded by welfare agencies.

## **Intended Program Outcomes**

Respondents were asked, in an open-ended format, the intended program outcomes (Table 4.16).<sup>9</sup> Increasing social skills (32 per cent), reducing antisocial behaviour (30 per cent) and improving self-esteem (29 per cent) are the most common intended outcomes for youth programs. One in five (20 per cent) programs do not indicate any specific intended outcomes in their responses.

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<sup>9</sup> Independent raters of this qualitative data produced a 73 per cent concordance rating of outcomes and an 82 per cent concordance rating of monitoring at 100 per cent, and a 100 per cent concordance rating of both at greater than 66 per cent.



Further analysis of intended program outcomes indicates some significant relationships. These are outlined below.

### **Reducing Boredom**

- The low number of significant relationships for this program conception may relate to small sample size (a total of five per cent of all programs).
- A significant relationship exists between programs intending to reduce boredom and those targeting unemployed youth.

### **Decreasing Antisocial Behaviour**

Significant relationships exist between programs intending to decrease antisocial behaviour and:

- those catering for 20 to 24-year-olds and Indigenous Australians;
- those targeting crime and youth with mental health issues – paradoxically, a significant relationship also exists with programs targeting youth *not* at risk;
- programs with links to education/training organisations and counselling agencies;
- those funded by sporting bodies;
- those requiring social science qualifications, particularly in programs offering sport and team activities.

### **Increasing Access to Services**

- Significant relationships exist between programs intending to increase access to services and those with links to welfare agencies.
- Community support and being able to engage youth in the program are major contributing factors to the success of programs.

### **Increasing Self-esteem**

- Significant relationships exist between programs intending to increase self-esteem and those catering for 10 to 14-year-olds and non-Indigenous Australians (there is no significant relationship for Indigenous Australians).
- No significant relationship exists between programs intending to increase self-esteem and those targeting particular antisocial behaviours.

## **Increasing Social Skills**

- Significant relationships exist between programs that intend to increase social skills and those targeting crime.
- Also significant are programs with links to job agencies, education/training organisations and welfare agencies.

## **Community Involvement**

- Significant relationships exist between programs that intend to involve the community and those catering for 10- to 14- and 15- to 19-year-olds.
- Other important relationships are with programs targeting youth suicidal behaviour, programs with links to welfare agencies, and programs where community support is considered to have a major impact on program success.

## **Creating Positive Alternatives**

Catering for under-10-year-olds is a significant factor for programs intending to create a positive alternative for youth.

## **Increasing Education and Employment Skills**

Significant relationships exist between programs that intend to increase education and employment skills and:

- those catering for 10- to 14- and 15- to 19-year-olds;
- those that have links with job and welfare agencies.

Other significant relationships exist between programs that intend to increase education and employment skills and:

- programs targeting truancy and school difficulties;
- programs where participants are referred by welfare, particularly in programs offering outdoor activities;
- programs requiring staff qualifications in training, particularly in programs offering outdoor activities;
- programs receiving funding from education departments.

Community support appears to be a major contributory factor to program success.

## Other Significant Relationships

A number of other significant relationships exist:

- Programs conceived to reduce antisocial behaviour are linked to programs that aim to entertain or divert youth from antisocial activities.
- Programs conceived to decrease antisocial behaviour are linked to programs intending to reduce antisocial behaviour and increase community involvement as outcomes.
- Programs conceived to increase socialisation skills are linked to programs aiming to increase self-esteem and self-confidence.
- Programs conceived to meet youth needs are linked to programs that intend to increase access to services as an outcome.
- Programs that aim to increase self-esteem and self-confidence are related to programs that intend to improve self-esteem and education/employment skills as outcomes.
- Programs providing youth leadership skills and youth ownership are related to programs intending to increase self-esteem as an outcome.
- Programs that aim to entertain or divert youth from antisocial activities are related to programs intending to provide positive alternative activities as an outcome.

## Summary of Significant Relationships Found in the Data

- Overall, there is no relationship between specific types of sport, physical activity and outdoor education program and program conception, delivery and intended outcomes. This may suggest that *providing* an activity for youth is more important than the *type* of activity provided in diverting youth from antisocial behaviour.
- The analysis clearly demonstrates that program delivery targets the underlying risk factors of antisocial behaviour rather than the actual behaviour. This is supported by the literature.
- Programs often catered for youth *not* at risk as well as those at risk. This supports the philosophy, found in the literature, of providing positive peer influence for youth at risk of antisocial behaviour and for those youth already engaging in antisocial behaviour.

- Both the literature and data analysis (and case studies—see Chapter 5) support the importance of community involvement in program delivery and follow up. This is also a significant finding in the data analysis.
- The analysis highlights that team activities act as a vehicle for improving social skills.
- Skill development in the areas of education and training is more prevalent in programs offering individual activities.

## Results of the Analysis

**Table 4.1: Sports offered by programs (%)**

Program type	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Team								
Basketball	37	25	25	30	28	26	6 <sup>‡</sup>	<b>19</b>
Boating <sup>2</sup>	25	23	17	16	23	21	22	<b>13</b>
Cricket	10	12	7	12	10	8	4 <sup>‡</sup>	<b>5</b>
Football	25	22	17	14	18	16	8	<b>13</b>
Gymnastics <sup>3</sup>	10	9	7	9 <sup>‡</sup>	10	9	–	<b>5</b>
Hockey	5	5 <sup>‡</sup>	4	5 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	–	<b>3</b>
Indoor sports	15	11	10	9 <sup>‡</sup>	10	8	6 <sup>‡</sup>	<b>8</b>
Netball	5	5 <sup>‡</sup>	4	2 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	–	<b>3</b>
Orienteering	5	2 <sup>‡</sup>	4	2 <sup>‡</sup>	6	5	7	<b>3</b>
Skating	23	22	15	23	21	19	7	<b>12</b>
Soccer	13	14	9	9 <sup>‡</sup>	10	8	3	<b>7</b>
Softball	8	9	5	5 <sup>‡</sup>	5 <sup>‡</sup>	5	–	<b>4</b>
Volleyball	10	9	7	9 <sup>‡</sup>	8	7	3 <sup>‡</sup>	<b>5</b>
Water polo	1 <sup>‡</sup>	2 <sup>‡</sup>	1 <sup>‡</sup>	–	1 <sup>‡</sup>	1 <sup>‡</sup>	–	<b>1<sup>‡</sup></b>
Individual								
Athletics	8	11	5	5 <sup>‡</sup>	8	6	4 <sup>‡</sup>	<b>4</b>
Bike riding	11	22	10	7 <sup>‡</sup>	14	12	7	<b>8</b>
Bowling	5	9	4	2 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	6 <sup>‡</sup>	<b>3</b>
Boxing	12	19	9	14	9	9	1 <sup>‡</sup>	<b>7</b>
Fishing	5	11	5	5 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	4 <sup>‡</sup>	<b>4</b>
Martial arts	11	19	9	16	14	13	1 <sup>‡</sup>	<b>7</b>
Racquet <sup>4</sup>	8	11	5	9 <sup>‡</sup>	6	5	1 <sup>‡</sup>	<b>4</b>
Swimming	11	23	11	12	15	13	6 <sup>‡</sup>	<b>9</b>
Weights	13	19	9	9 <sup>‡</sup>	13	10	–	<b>7</b>
Wrestling	1 <sup>‡</sup>	2 <sup>‡</sup>	1 <sup>‡</sup>	–	1 <sup>‡</sup>	1 <sup>‡</sup>	–	<b>1<sup>‡</sup></b>
Other <sup>5</sup>	13	23	11	12	17	14	8	<b>9</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. includes canoeing, rafting and sailing; 3. includes gymnastics, trampolining, tumbling; 4. includes tennis, squash and badminton; 5. includes skiing, golf, go-karting, gliding, fencing and archery. ‡ statistically unreliable; – invalid or could not be computed.

**Table 4.2: Physical activities offered by programs (%)**

Program type	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
<b>Team</b>								
Circus	2 <sup>‡</sup>	2 <sup>‡</sup>	2 <sup>‡</sup>	9 <sup>‡</sup>	3 <sup>‡</sup>	4 <sup>‡</sup>	–	2 <sup>‡</sup>
Drill	2 <sup>‡</sup>	3 <sup>‡</sup>	3 <sup>‡</sup>	16	3 <sup>‡</sup>	7	8	4
Performing arts <sup>2</sup>	28	28	21	81	28	37	14	20
Skirmish	1 <sup>‡</sup>	2 <sup>‡</sup>	1 <sup>‡</sup>	2 <sup>‡</sup>	1 <sup>‡</sup>	1 <sup>‡</sup>	–	1 <sup>‡</sup>
<b>Individual</b>								
Abseiling	16	23	13	16	28	23	22	13
Aerobics	11	14	7	9 <sup>‡</sup>	13	10	–	6
Bushwalking <sup>3</sup>	23	25	18	14	36	29	26	16
Caving/tunnelling	4 <sup>‡</sup>	3 <sup>‡</sup>	3 <sup>‡</sup>	–	5 <sup>‡</sup>	4 <sup>‡</sup>	6 <sup>‡</sup>	2 <sup>‡</sup>
Farm	1 <sup>‡</sup>	2 <sup>‡</sup>	2 <sup>‡</sup>	–	5 <sup>‡</sup>	4 <sup>‡</sup>	1 <sup>‡</sup>	2 <sup>‡</sup>
Flying fox	3 <sup>‡</sup>	5 <sup>‡</sup>	3 <sup>‡</sup>	2 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	4 <sup>‡</sup>	2 <sup>‡</sup>
Horse riding	5	8	4	5 <sup>‡</sup>	9	7	6 <sup>‡</sup>	4
Indoor games <sup>4</sup>	20	14	15	21	26	21	3 <sup>‡</sup>	11
Ocean-based <sup>5</sup>	5	8	4	9 <sup>‡</sup>	8	6	3 <sup>‡</sup>	3
Rock climbing	24	28	17	16	31	25	19	14
Ropes	7	8	5	5 <sup>‡</sup>	12	9	10	5
Skipping	–	2 <sup>‡</sup>	1 <sup>‡</sup>	–	1 <sup>‡</sup>	1 <sup>‡</sup>	–	1 <sup>‡</sup>
Relaxation <sup>6</sup>	5	9	4	7 <sup>‡</sup>	8	6	–	3
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	(175)

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. includes discos, dancing, drama; 3. includes walking also; 4. includes pool, computer games, table tennis, air hockey; 5. includes snorkeling and surfing; 6. includes yoga and tai chi. ‡ statistically unreliable; – invalid or could not be computed.

**Table 4.3: Outdoor activities offered by programs (%)**

Program type	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Camping	23	22	22	23	30	29	60	25
Experiential learning	14	15	11	9 <sup>‡</sup>	21	17	44	18
Environment activities	5	3 <sup>‡</sup>	4	12	6	8	23	10
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	(175)

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent. ‡ statistically unreliable.

**Table 4.4: Demographics of program participants (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Gender								
Males and females	88	85	91	95	89	91	92	<b>92</b>
Males only	7	9	5	2 <sup>‡</sup>	6	5	3 <sup>‡</sup>	<b>5</b>
Females only	5	6 <sup>‡</sup>	4	2 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	6 <sup>‡</sup>	<b>3</b>
Age (yrs)								
Under 9	29	26	29	35	30	30	15	<b>27</b>
10–14	75	72	79	77	76	77	78	<b>78</b>
15–19	89	92	90	88	91	91	93	<b>91</b>
20–24	43	48	43	42	44	41	33	<b>39</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent. ‡ statistically unreliable.

**Table 4.5: Population groups catered for (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Indigenous	91	95	91	81	89	87	85	<b>90</b>
Non-Indigenous <sup>2</sup>	88	89	87	81	87	87	88	<b>87</b>
European	61	74	63	58	68	63	70	<b>64</b>
Asian	62	69	61	63	64	62	67	<b>63</b>
Middle Eastern	58	66	57	54	62	57	59	<b>58</b>
Other <sup>3</sup>	7	5 <sup>‡</sup>	4	9 <sup>‡</sup>	4 <sup>‡</sup>	6	3 <sup>‡</sup>	<b>5</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. Australian non-Indigenous; 3. includes Pacific Islander, African, American, New Zealander and South Sea Islander. ‡ statistically unreliable.

**Table 4.6: Antisocial behaviours targeted by programs (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Alcohol/drug misuse	87	86	84	86	85	83	76	<b>81</b>
Crime	85	84	82	81	85	81	76	<b>81</b>
Suicide/self-harm	71	67	68	70	71	70	66	<b>67</b>
School Issues <sup>2</sup>	69	69	66	61	71	67	55	<b>63</b>
Youth not at risk	58	63	59	72	64	65	58	<b>59</b>
Mental health	52	59	52	54	55	52	41	<b>49</b>
Unemployment	59	59	56	49	55	51	37	<b>49</b>
Homelessness	52	50	47	44	50	46	41	<b>45</b>
Other <sup>3</sup>	17	9	17	12	13	13	18	<b>17</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. includes early school leaving, truancy and educational difficulties; 3. includes family/abuse, physical health/disability, social and individual issues, geographical isolation, early pregnancy and victimization and legal issues.

**Table 4.7: Program participation and duration**

	Sport			Physical activity			Outdoor	Total
	Team	Ind	Total	Team	Ind	Total		
Participation	(mean no.)							
Capacity <sup>1</sup>	2,628	3,912	2,154	5,261 <sup>‡</sup>	3,061	2,808	1,463 <sup>‡</sup>	<b>1,815</b>
Current males	1,006 <sup>‡</sup>	1,490 <sup>‡</sup>	804	1,688 <sup>‡</sup>	1,170 <sup>‡</sup>	1,085	364 <sup>‡</sup>	<b>771</b>
Current females	726	1,089	621	1,289 <sup>‡</sup>	857 <sup>‡</sup>	841	326 <sup>‡</sup>	<b>633</b>
Current total <sup>2</sup>	2,510	3,733	2,028	4,811 <sup>‡</sup>	2,923	2,652	1,782 <sup>‡</sup>	<b>1,852</b>
Duration	(%)							
< 1 week	2 <sup>‡</sup>	5 <sup>‡</sup>	3 <sup>‡</sup>	–	4 <sup>‡</sup>	3 <sup>‡</sup>	4 <sup>‡</sup>	<b>2<sup>‡</sup></b>
< 1 month	2 <sup>‡</sup>	2 <sup>‡</sup>	3 <sup>‡</sup>	2 <sup>‡</sup>	4 <sup>‡</sup>	3 <sup>‡</sup>	7	<b>5</b>
1–6 months	15	17	14	14	20	18	15	<b>16</b>
0.5–1 year	6	5 <sup>‡</sup>	5	2 <sup>‡</sup>	3 <sup>‡</sup>	2 <sup>‡</sup>	4 <sup>‡</sup>	<b>4</b>
> 1 year	12	11	12	5 <sup>‡</sup>	7	6	10	<b>11</b>
Ongoing	58	56	58	74	55	61	56	<b>58</b>
Varies	4 <sup>‡</sup>	5 <sup>‡</sup>	5	2 <sup>‡</sup>	8	6	4 <sup>‡</sup>	<b>4</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. These means are skewed as program types overlap, some programs such as PCYCs have much larger capacities to deal with youth and cover a wide range of activities; 2. Also includes responses which did not specify gender in total current participants. ‡ statistically unreliable; – invalid or could not be computed.

**Table 4.8: Community links made by programs (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Education/training	70	69	69	68	73	72	71	<b>71</b>
Welfare	58	61	56	44	60	53	54	<b>55</b>
Counselling	61	63	56	46	63	59	54	<b>55</b>
Employment	44	47	39	27	45	38	28	<b>36</b>
Accommodation	34	36	31	22	30	26	33	<b>30</b>
Social supports <sup>2</sup>	11	12	13	9 <sup>‡</sup>	13	12	11	<b>11</b>
Health	10	12	11	19	10	10	8	<b>10</b>
Emergency services	9	5 <sup>‡</sup>	7	12	5 <sup>‡</sup>	6	6 <sup>‡</sup>	<b>6</b>
Sporting	8	9	8	5 <sup>‡</sup>	6	5	6 <sup>‡</sup>	<b>6</b>
Government <sup>3</sup>	7	3 <sup>‡</sup>	4	2 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	4 <sup>‡</sup>	<b>5</b>
Community and business	3 <sup>‡</sup>	5 <sup>‡</sup>	3 <sup>‡</sup>	7 <sup>‡</sup>	3 <sup>‡</sup>	3 <sup>‡</sup>	1 <sup>‡</sup>	<b>2<sup>‡</sup></b>
Justice	3 <sup>‡</sup>	3 <sup>‡</sup>	2 <sup>‡</sup>	–	3 <sup>‡</sup>	2 <sup>‡</sup>	3 <sup>‡</sup>	<b>2<sup>‡</sup></b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. Includes youth services, cultural organizations, religious groups and social supports; 3. Includes government, government departments and local council. ‡ statistically unreliable; – invalid or could not be computed.

**Table 4.9: Participant referral and source**

	Sport			Physical activity			Outdoor	Total
	Team	Ind	Total	Team	Ind	Total		
Participants <sup>1</sup>	(mean no.)							
Males ever <sup>2</sup>	486	546 <sup>‡</sup>	347	27 <sup>‡</sup>	658 <sup>‡</sup>	482 <sup>‡</sup>	796 <sup>‡</sup>	<b>521</b>
Females ever <sup>2</sup>	235	180	180	11	222 <sup>‡</sup>	164 <sup>‡</sup>	596 <sup>‡</sup>	<b>354<sup>‡</sup></b>
Males last yr	206	223 <sup>‡</sup>	143	19	220 <sup>‡</sup>	176 <sup>‡</sup>	208 <sup>‡</sup>	<b>167</b>
Females last yr	115	133 <sup>‡</sup>	79	15	105 <sup>‡</sup>	84 <sup>‡</sup>	153 <sup>‡</sup>	<b>113</b>
Source <sup>3</sup>	(%)							
School	80	81	80	71	88	83	90	<b>83</b>
Criminal Justice	55	60	52	59	66	65	55	<b>54</b>
Government	41	43	39	41	49	46	45	<b>42</b>
Law Enforcement	37	49	39	47	49	46	42	<b>41</b>
Welfare <sup>4</sup>	22	30	25	24 <sup>‡</sup>	27	27	21	<b>23</b>
Self/family	16	19	23	18 <sup>‡</sup>	17	17	21	<b>21</b>
Community services <sup>5</sup>	12	8 <sup>‡</sup>	10	12 <sup>‡</sup>	15	15	13	<b>13</b>
Health	6 <sup>‡</sup>	5 <sup>‡</sup>	7	12 <sup>‡</sup>	5 <sup>‡</sup>	6 <sup>‡</sup>	5 <sup>‡</sup>	<b>5</b>
Employment	4 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	12 <sup>‡</sup>	5 <sup>‡</sup>	6 <sup>‡</sup>	3 <sup>‡</sup>	<b>3<sup>‡</sup></b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. base= those programs reporting referred clients; 2. Males and females referred since the program began; 3. Due to multiple responses being possible, totals do not sum to 100 per cent; 4. includes youth services and workers; 5. includes religious groups.  
‡ statistically unreliable.

**Table 4.10: Program staff and qualifications**

	Sport			Physical activity			Outdoor	Total
	Team	Ind	Total	Team	Ind	Total		
Numbers	(mean no.)							
Full-time volunteer	13 <sup>‡</sup>	6 <sup>‡</sup>	9 <sup>‡</sup>	10 <sup>‡</sup>	6 <sup>‡</sup>	5 <sup>‡</sup>	1 <sup>‡</sup>	<b>7<sup>‡</sup></b>
Full-time professional	4	3	5	4	4	4	3	<b>4</b>
Part-time volunteer	48	54 <sup>‡</sup>	35	70 <sup>‡</sup>	46 <sup>‡</sup>	40	53 <sup>‡</sup>	<b>35</b>
Part-time professional	4	4	4	2	6	5	5	<b>5</b>
Qualifications <sup>2</sup>	(% <sup>1</sup> )							
Social science <sup>3</sup>	50	47	47	53	44	45	46	<b>46</b>
Sport	40	36	37	29	50	48	46	<b>41</b>
Training <sup>4</sup>	25	25	22	24 <sup>‡</sup>	25	21	29	<b>22</b>
Police officer	10	14	13	12 <sup>‡</sup>	17	17	21	<b>13</b>
Health <sup>5</sup>	13	8 <sup>‡</sup>	12	24 <sup>‡</sup>	14	17	11 <sup>‡</sup>	<b>12</b>
Tertiary nec <sup>6</sup>	6 <sup>‡</sup>	8 <sup>‡</sup>	6 <sup>‡</sup>	12 <sup>‡</sup>	6 <sup>‡</sup>	7 <sup>‡</sup>	11 <sup>‡</sup>	<b>6</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. base= those who reported that qualifications were required; 2. Due to multiple responses being possible, totals do not sum to 100 per cent; 3. includes youth work, counseling and alcohol and other drug counselling; 4. includes education and workplace assessment and training; 5. includes first aid; 6. tertiary qualifications not elsewhere classified.‡ statistically unreliable.



**Table 4.11: Program costs and funding types**

	Sport			Physical activity			Outdoor	Total
	Team	Ind	Total	Team	Ind	Total		
Costs	(mean \$)							
Annual	156,994	169,282	135,100	141,836 <sup>‡</sup>	160,587	141,032	117,976	<b>122,283</b>
Per participant	838	747	791	312	767	708	820	<b>821</b>
	(mean \$ per session)							
Participant contribution <sup>1</sup>	16 <sup>‡</sup>	21 <sup>‡</sup>	13 <sup>‡</sup>	3	20 <sup>‡</sup>	16 <sup>‡</sup>	8	<b>12<sup>‡</sup></b>
Type <sup>2</sup>	(%)							
Ongoing	55	58	54	60	62	61	66	<b>56</b>
Finite	41	39	43	38	35	37	34	<b>42</b>
Length	(mean)							
Years	1.5	1.6	1.6	1.4	1.7	1.6	1.8	<b>1.6</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. 17 programs were not included in analysis as the contribution varied; 2. some programs received both types of funding thus totals do not equal 100 per cent. ‡ statistically unreliable.

**Table 4.12: Program funding sources (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Independent <sup>2</sup>	24	26	26	30	27	27	26	<b>27</b>
Welfare agencies <sup>3</sup>	20	12	19	28	24	27	40	<b>25</b>
State government	14	22	16	21	21	20	15	<b>15</b>
Health	17	15	17	19	12	13	6 <sup>‡</sup>	<b>14</b>
Sporting	15	11	14	12	13	12	7	<b>12</b>
Education	5	8	10	5 <sup>‡</sup>	10	9	14	<b>11</b>
Social groups <sup>4</sup>	9	11	9	9 <sup>‡</sup>	5 <sup>‡</sup>	5	7	<b>9</b>
Local council	12	12	10	14	12	13	10	<b>9</b>
Corrective	8	9	9	5 <sup>‡</sup>	8	7	7	<b>8</b>
Federal government	9	8	7	9 <sup>‡</sup>	5 <sup>‡</sup>	7	4 <sup>‡</sup>	<b>7</b>
Community/corporate	9	8	6	5 <sup>‡</sup>	10	9	7	<b>6</b>
Other <sup>5</sup>	5	5 <sup>‡</sup>	4	2 <sup>‡</sup>	4 <sup>‡</sup>	3 <sup>‡</sup>	–	<b>3</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. includes fundraising, donations, gifts; 3. includes family/community services, youth services and drug services; 4. includes cultural and religious organizations; 5. includes various sources and no outside funding. ‡ statistically unreliable; – invalid or could not be computed.

**Table 4.13: Program effectiveness**

	Sport			Physical activity			Outdoor	Total
	Team	Ind	Total	Team	Ind	Total		
Self-rating	4.4	4.2	4.3	4.4	4.4	4.4	4.3	<b>4.4</b>
Evaluation (n)	53 (93)	49 (65)	49 (136)	61 (43)	51 (78)	51 (96)	63 (73)	<b>51 (175)</b>

**Table 4.14: Program conception and development (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
External Source <sup>2</sup>	53	45	51	44	50	50	56	<b>52</b>
Meet youth needs	43	39	39	51	41	42	34	<b>38</b>
Decrease antisocial behaviour	25	26	24	26	23	24	16	<b>22</b>
Improve socialisation	15	15	16	9 <sup>‡</sup>	13	10	12	<b>13</b>
Prevent boredom	3 <sup>‡</sup>	2 <sup>‡</sup>	3 <sup>‡</sup>	7 <sup>‡</sup>	1 <sup>‡</sup>	3 <sup>‡</sup>	1 <sup>‡</sup>	<b>3</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent; 2. external source includes cases where persons other than program staff were partially or fully responsible for developing the program. ‡ statistically unreliable.

**Table 4.15: Program qualitative elements and methods (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Diversion	82	83	77	88	80	80	67	<b>74</b>
Access to services	31	32	32	28	41	37	34	<b>33</b>
Leadership	19	22	19	21	26	25	29	<b>23</b>
Self-esteem	24	26	23	19	28	25	25	<b>22</b>
Community involvement	16	17	15	14	10	12	19	<b>15</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent.

**Table 4.16: Program outcomes and monitoring (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
<b>Outcomes</b>								
Increased social skills	28	31	30	28	28	30	41	<b>32</b>
Reduce antisocial behaviour	32	26	30	23	24	25	30	<b>30</b>
Improved self-esteem	31	26	28	26	35	32	41	<b>29</b>
None specified	17	22	18	23	17	19	21	<b>20</b>
Education/employment skills	15	8	17	5 <sup>‡</sup>	15	13	19	<b>18</b>
Community involvement	17	22	18	19	18	20	18	<b>17</b>
Access to services	12	14	14	5 <sup>‡</sup>	14	12	7	<b>13</b>
Positive alternatives	17	14	14	19	13	13	7	<b>13</b>
Reduce boredom	8	8	7	5 <sup>‡</sup>	5 <sup>‡</sup>	4 <sup>‡</sup>	4 <sup>‡</sup>	<b>5</b>
<b>Monitoring</b>								
None specified	53	51	52	37	44	43	45	<b>53</b>
Internal anecdotes	25	29	29	35	33	32	44	<b>29</b>
Internal statistics	31	31	27	40	35	33	26	<b>24</b>
External anecdotes	10	9	9	12	13	13	11	<b>9</b>
External statistics	7	5 <sup>‡</sup>	6	12	5 <sup>‡</sup>	8	7	<b>7</b>
Achieve steps	5	5 <sup>‡</sup>	6	5 <sup>‡</sup>	8	6	7	<b>6</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent. ‡ statistically unreliable.

**Table 4.17: Key impacts on program success (%)**

	Sport			Physical activity			Outdoor	Total <sup>1</sup>
	Team	Ind	Total <sup>1</sup>	Team	Ind	Total <sup>1</sup>		
Funding	72	72	74	72	77	76	75	<b>75</b>
Staff	63	62	61	65	68	67	67	<b>59</b>
Community links	63	52	60	51	55	52	48	<b>55</b>
Equipment	15	11	13	16	12	13	15	<b>13</b>
Connecting	13	11	10	7 <sup>‡</sup>	12	9	7	<b>9</b>
Promotion	3 <sup>‡</sup>	5 <sup>‡</sup>	4	9 <sup>‡</sup>	3 <sup>‡</sup>	4 <sup>‡</sup>	3 <sup>‡</sup>	<b>4</b>
Youth ownership	7	6 <sup>‡</sup>	4	5 <sup>‡</sup>	1 <sup>‡</sup>	2 <sup>‡</sup>	–	<b>3</b>
(n)	(93)	(65)	(136)	(43)	(78)	(96)	(73)	<b>(175)</b>

Notes: 1. Due to multiple responses being possible, totals do not sum to 100 per cent. ‡ statistically unreliable; – invalid or could not be computed.

# 5 Case Studies

Twenty-two programs were selected as case study participants. Selection was based on the existence and supply of evaluative information.

Evaluations of the programs included those evaluated by an external body (for example, a university thesis or a funded evaluation), “in-house” evaluations undertaken by the program itself and anecdotal evidence based on informal conversations between participants and staff, program literature and internal reports provided by the program. The breakdown of the 22 programs is shown in Table 5.1.

**Table 5.1: Type of evaluation undertaken by the case study sample**

Program name	Externally evaluated		In-house evaluation		Anecdotal evidence
	Process	Outcome	Process	Outcome	
BCS Adventure Services (BCS)				✓	
Cadets WA	✓	✓			
Leeuwin Sailing Ship		✓			
Melbourne Juvenile Justice Centre	✓				
Mobile Activity Centre			✓	✓	
Moree Youth Service					✓
Mount Theo Petrol & Yuendumu Youth Diversionary Program				✓	
Nambucca Shire Council Youth Development Worker					✓
Operation Flinders	✓	✓			
Outward Bound		✓			
Police Citizens Youth Clubs (PCYCs)			✓	✓	
Rock Eisteddfod Challenge	✓	✓			
Self-Esteem, Social Skills and Soccer					✓
Sport for All	✓	✓			
Sports Challenge			✓	✓	
The Gap Youth Centre					✓
The Outdoor Experience	✓	✓			
The Shak					✓
The Sports Café Project					✓
Triple Care Farm				✓	✓
Waycool					✓
Victoria Police High Challenge Camp		✓			
<b>Total</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>6</b>	<b>8</b>

Formal evaluative research is not possible for some programs due to a lack of funding. Both the literature and survey results indicate that the majority of programs receive funding for running costs but this leaves little for in-depth evaluations. Part-time volunteers, as shown by the survey results, make up the majority of program staff and may be without the expertise or resources to complete formal evaluative strategies and research.

The case studies examine program components that are considered the most important for bringing about attitude and behaviour changes in youth (see Table 5.3). These include:

- program philosophy, aims and objectives;
- target group;
- content, including activity selection and methods of delivery;
- intended outcomes;
- actual outcomes; and
- staffing and funding.

Upon examination, these evaluations highlight the importance of youth involvement, contextual and program delivery components and follow-up links in the community. These findings were used to develop Good Practice Program Principles for sport and physical activity programs in preventing antisocial behaviour in youth (see page 3).

## The Findings

The strongest themes evident in the case studies are:

- the importance of youth involvement and opportunities for leadership;
- the creation of a safe and engaging environment;
- the need for follow-up in the community.

The case studies provide evidence of the relationship between intended and actual outcomes. The overall effectiveness of the programs is therefore also assessed within this section.

### Youth Involvement and Leadership

Programs such as Waycool and the Moree Youth Service find that involving youth and obtaining their input increases their sense of ownership for a program. This produces more loyalty to the program.

Involving youth in decision-making, and encouraging them to provide direction and have input into activities and services increases the use and popularity of programs. The Shak and The Gap Youth Centre have both created client advisory teams who help ensure that programs remain relevant to youth through input and representation of program participants. Increases in participation in both of these programs are evident and are considered to be linked to the success in reducing boredom among youth in the community.

Developing youth leadership and communication skills can promote both the program and the youth involved. Both the PCYCs and Cadets WA find that this is an important aspect of their programs. Evidence of youth-generated successes (for example, youth-directed activities or excursions) helps to promote a positive image of youth within the community. Young people are also often attracted by these opportunities and the relevance of youth-directed activities, thereby increasing participation.

Creating leadership roles for youth can help to develop social skills and reinforce the intentions of the program (Reid et al. 1994; Tatz 1995, 1994; Taylor et al. 1999). Waycool, BCS and the Leeuwin Sail Training Ship have youth leadership programs where youth are able to act as mentors or facilitators for their peers. Being involved in a program in the role of participant and leader can further emphasise positive life skills as well as the underlying and explicit aims of the program.

Pro-social peer mentoring used in such programs as the Leeuwin Sail Training Ship benefits self-esteem and autonomy/confidence (Collis & Griffin 1993). Youth are given the opportunity to take control of the ship in the last few days of their voyage, requiring only guidance from the crew. Youth are able to govern themselves, learning more about themselves and developing their potential.

Encouraging personal growth through activities can remove the perception of “lecturing” from adults. Seeing the relationship between program activities and other life areas is emphasised in programs such as the Victoria Police High Challenge Camp and Outward Bound. These programs see the importance of relating skills learned in an unfamiliar environment to the participants’ everyday lives. Youth are required to make connections for themselves and not be “spoon fed” the information that will assist them in making pro-social choices.

## Safe and Engaging Environment

Some programs aim to create an environment where youth feel they are free from harassment (Lyon 1990; Reid et al. 1994; Ryckman & Hamel 1995). This was particularly the case for those involving police. Many young people who are at risk of, or are engaging in, antisocial behaviour can perceive contact with authority to be a negative experience. The Shak is one example where the importance of a relaxed and safe environment for youth is promoted.

Case studies demonstrate the importance of enabling youth to feel they can ask for help if they need it, and also to build relationships with others in order to further develop social skills. In particular, the Gap Youth Centre sees the need for creating an environment in which young people feel safe to admit that they need help. This requires having:

- staff who can develop a rapport with the young participants,
- access to information in confidence, and
- a lack of censure for youth needing help.

To try new activities, young people must feel safe to make mistakes without censure. The Baptist Community Services program, and the YMCA program at the Melbourne Juvenile Justice Centre have been successful in creating this type of atmosphere. These two programs in particular ensure that youth are comfortable physically and emotionally when trying new activities. This is supported by the literature which shows that young people who are used to “failing” in society are less willing to attempt new behaviours or activities where they feel scrutinised (Knol 1990).

The literature also indicates that the excitement of criminal behaviour and substance use can create a barrier for programs that are considered irrelevant and boring by youth (Collis & Griffin 1993). To combat this, programs have provided activities that are engaging and that can replicate the stimulation of other, socially deviant practices. High energy and extreme sports are the most popular forms of activity with youth at risk of engaging in antisocial behaviour (Reid et al. 1994; Taylor et al. 1999). Programs such as Outward Bound, Triple Care Farm, Operation Flinders and Sports Challenge incorporate this aspect. Youth are encouraged to take part in activities that challenge them and involve excitement or adrenalin “highs”.

## Follow-up Within the Community

The literature demonstrates that it is important for young people to be given the opportunity to maintain the pro-social behaviours they have learnt once they have completed a program (Cameron & MacDougall 2000; Carpenter, Cherednichenko & Price 2000; Coalter, Allison & Taylor 2000). A lack of resources within a program or the closure of a program can have a detrimental impact on the participants and the new behaviours may be lost. Operation Flinders evaluations have shown that community follow-up for program participants is essential to ensure continuation of pro-social behaviour choices. Such programs as Triple Care Farm and Baptist Community Services are in unique positions to be able to offer long-term follow-up care as they are funded and operated through larger organisations with these services already in place. Residential programs find follow-up care to be essential but difficult to achieve in the continuation of pro-social behaviour changes, while community-based programs are often more easily able to provide continual contact points for participants.

Involvement of community organisations and businesses can generate relationships with youth that will continue outside of the program. The Rock Eisteddfod Challenge, Nambucca Shire Youth Network and The Sports Cafe have found this to be the case. These programs encourage involvement of outside agencies and organisations that are able to provide ongoing contact points for youth motivated to access them.

Links to other organisations can provide young people with a large number of recreational activities that may prevent or reduce antisocial behaviours borne out of boredom. The Youth Development Officer position at the Nambucca Shire Council has been able to create community links that have ensured that programs are being developed and run at different times. Preventing overlap and encouraging diversity can reduce boredom.

The Mt Theo and Yuendumu Diversionary Program maintains contact with youth once they return from the outstation through community involvement. Youth are monitored and provided with the opportunity to engage in exciting and relevant activities as alternatives to petrol sniffing and crime. This program is culturally focused and relies on elders and community members to instil a cultural identity in youth.



Providing youth with information on resources and services is an important component of many programs. Programs such as Waycool and the Mobile Activity Centre provide youth with contacts for services they need, and encourage them to access resources. Encouraging youth to access these services and providing a supportive environment may be a lower cost alternative for smaller programs that are unable to provide follow-up care for youth.

Also important is youth involvement in the community and development of community responsibility. Cadets WA, Leeuwin Sail Training Ship, The Gap Youth Centre and Triple Care Farm all encourage this philosophy in youth. Activities that benefit the community are promoted in these programs such as environmental conservation, assisting at community events and acknowledging the effect of behaviour on the community and family.

## Overall Effectiveness

Performance measurement is an important way to assess program effectiveness. Thirteen of 22 case studies provide outcomes in their evaluations. However, this does not necessarily mean that programs not providing outcomes are unsuccessful in achieving their aims; rather, it may be that key aspects of performance are not measured. The prevalence of protective factors (such as self-esteem, leadership, interpersonal skills, life skills and socialisation) as program outcomes may be related to the relative ease in measuring these at a program's end (see Table 5.2). Positive impacts on explicit antisocial behaviours, such as crime and drug use, are more difficult to measure as they involve short-, medium- and long-term follow-up. Other important issues include:

- All programs that intend to enhance protective factors are able to report outcomes of these at the conclusion of their evaluations. The Rock Eisteddfod Challenge also demonstrates an increase in protective factors, although they are not outlined as original intended outcomes.
- The Moree Youth Service aims to increase commitment to school and is able to report positive improvements in this area. Cadets WA, Sports Challenge, Nambucca Shire Council Youth Network and the Rock Eisteddfod Challenge are also able to show improvements in school performance, even though these are not reported intended program outcomes.

- The Leeuwin Sail Training Ship, Melbourne Juvenile Justice Centre, Outward Bound, Self-Esteem Social Skills and Soccer, Waycool and the Victoria Police High Challenge Camp do not have any reported intended outcomes regarding antisocial behaviour. However, these programs report achieving the intended outcomes of improvements in self-esteem, leadership and life skills.
- The Mobile Activity Centre reports reductions in crime as a result of their activities, even though this is not listed as an intended outcome.

**Table 5.2: Intended and actual program outcomes**

Program type	Program name	Protective factors		Antisocial behaviours	
		Intended	Actual	Intended	Actual
Outdoor	BCS Adventure Services	✓	✓	Drug and alcohol	Drug and alcohol
	High Challenge	✓	✓		
	The Outdoor Experience	✓	✓	Drug and alcohol	
	Outward Bound	✓	✓		
	Operation Flinders	✓	✓	Crime, school, unemployment	Crime, unemployment
	Leeuwin Sail Training Ship	✓	✓		
Youth community unemployment centres	The Gap Youth Centre	✓	✓		School,
	The Shak	✓	✓	Antisocial behaviours	
	The Sports Café	✓	✓	Crime	Antisocial behaviours
	Waycool	✓	✓		
	Moree Youth Service	✓	✓	School	School
Sports focus	Melbourne Juvenile Justice Centre	✓	✓		
	PCYCs	✓	✓	Antisocial behaviours	
	Sport For All	✓	✓		
	Sports Challenge	✓	✓		School
	Self Esteem, Social Skills and Soccer	✓	✓		
Residential	Triple Care Farm	✓	✓	Crime, drug and alcohol	Homelessness, unemployment
	Mt Theo Petrol and Yuendumu Diversionary Program			Crime, drug and alcohol	Drug and alcohol
Miscellaneous	Mobile Activity Centre	✓	✓		Crime
	Rock Eisteddfod Challenge		✓	Drug and alcohol	Drug and alcohol, school
	Nambucca Shire Youth Network				School
	Cadets WA	✓	✓		School

- The Gap Youth Centre demonstrates increased education and employment opportunities for its clients, despite these not being listed as intended program outcomes.
- Operation Flinders aims to decrease school-related difficulties, unemployment and crime in young participants. The evaluations are unable to report findings on school difficulties, although they report reduced levels of crime and improved employment prospects.
- The Mt Theo Petrol and Yuendumu Diversionary Project intend to reduce crime associated with petrol sniffing by young people in Alice Springs. The evaluation does not report that this has occurred, although it is implied within the report.
- The BCS Adventure Services, Rock Eisteddfod Challenge and Mt Theo Petrol and Yuendumu Diversionary Project all meet their intended outcomes of reducing drug and alcohol use by youth.
- The PCYCs and The Shak both state that they wish to decrease antisocial behaviour in youth as an intended outcome, but neither report changes in this behaviour. The Outdoor Experience is also unable to report on the intended outcome of reducing drug and alcohol use.
- The Sports Café intends to provide an alternative to crime for young people, although only reports a general decrease in antisocial behaviour, with no further clarification. Triple Care Farm aims to reduce crime and drug and alcohol use in youth while the actual outcomes reported include changes in employment status and accommodation.
- Programs aiming to reduce explicit antisocial behaviours are mostly unable to report any positive effect on these behaviours. However, programs targeting protective factors are able to report positive changes in behaviours and attitudes.
- Actual outcomes relating to school performance/attendance and employment are the most prevalent outcomes reported by programs, regardless of intended program outcome. However, reductions in drug and alcohol use and crime are commonly reported as intended outcomes, but are not necessarily reported as being impacted upon. As already noted, this may be due to difficulties in measurement rather than non-achievement of aims.
- There is no discernable difference between program type and intended or actual outcomes, or ability to meet intended outcomes.

**Table 5.3: Summary of findings from program evaluations**

<b>Program name</b>		
<b>BCS Adventure Services (SA)</b>  (BCS (SA) Inc undated, a; undated, b; undated, c)	<i>Philosophy</i>	To provide disadvantaged youth the opportunity to participate in adventure activities in order to develop personal skills away from their familiar environment
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Engage disadvantaged youth in innovative interventions</li> <li>• Provide links to ongoing support such as counselling and mentoring</li> <li>• Allow youth to develop personally through participation, support and leadership</li> </ul>
	<i>Target group</i>	<ul style="list-style-type: none"> <li>• Disadvantaged young people aged 12–25 years</li> <li>• Caters for 200 young people annually referred from youth services</li> </ul>
	<i>Content</i>	<ul style="list-style-type: none"> <li>• Adventure and wilderness activities</li> <li>• Counselling/mentoring</li> <li>• Drug/alcohol education</li> <li>• Peer leadership training</li> <li>• Follow-up services</li> </ul>
	<i>Intended outcomes</i>	<p>Measured using key performance indicators:</p> <ul style="list-style-type: none"> <li>• To reduce alcohol/drug use and knowledge of harm minimisation</li> <li>• To improve links with mentoring/support programs</li> <li>• To provide opportunities for personal development</li> <li>• To train peer leaders</li> </ul>
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Reduction in drug/alcohol use for those participating in drug reduction program camp</li> <li>• Changes in lifestyle are evident from youth entering mentoring and peer support programs</li> <li>• Improved self-perception and social skills</li> <li>• Developing new skills and taking on challenges</li> <li>• Increased confidence and responsibility for those receiving leadership training</li> </ul>
	<i>Evaluation data</i>	Internal assessment of success of programs; peer leadership program evaluated internally through focus groups and participant evaluation forms
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• Volunteer leaders</li> <li>• Peer leaders</li> <li>• 2-year funding from Adelaide City Council for inner-city recreation program</li> <li>• Funding from Myer Foundation for peer leadership training</li> </ul>
<b>Cadets WA (WA)</b>  (Patterson 2000; Cadets WA 2001)	<i>Philosophy</i>	To provide opportunities for secondary school students to participate in structured activities to enhance personal and social skills and to develop community links and responsibility
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Improve social skills</li> <li>• Develop teamwork and leadership skills</li> <li>• Develop community responsibility</li> <li>• Promote a positive image of youth</li> </ul>
	<i>Target group</i>	<ul style="list-style-type: none"> <li>• Secondary school youth</li> <li>• Units established within schools with currently 7,700 cadets across 167 units</li> </ul>
	<i>Content</i>	<p>Cadet-style training and interesting challenging activities relating to the host service providers:</p> <ul style="list-style-type: none"> <li>• Fire/emergency services</li> <li>• Police services</li> </ul>

<b>Program name</b>		
		<ul style="list-style-type: none"> <li>• St John Ambulance</li> <li>• Bush rangers</li> <li>• Red Cross</li> <li>• Lifesaving</li> <li>• Australian Defence Force</li> </ul>
<i>Intended outcomes</i>		<p>2-year commitment from participants with 1.5/2 hours a week</p> <ul style="list-style-type: none"> <li>• To help youth reach their potential through developing personal skills and skills relating to the challenges they participate in</li> <li>• To promote a positive image of youth to the community</li> </ul>
	<i>Actual outcomes</i>	<p>Previous evaluation (1996) found:</p> <ul style="list-style-type: none"> <li>• Improved relationships between students and staff</li> <li>• Promotion of school in the community</li> <li>• Increased commitment to school activities</li> <li>• Positive behaviour changes</li> </ul>
	<i>Evaluation data</i>	<p>Aims and objectives had been lost/diluted</p> <p>Review of scheme; interviews held with host service providers, leaders, school personnel, other key stakeholders, and young people involved in the program; workshops/forums also held with host providers; review quotes previous evaluations</p>
	<i>Staffing &amp; funding</i>	<p>Voluntary leaders, although some may be able to claim an allowance from their organisation; State Government funded: \$450 pa grant per cadet; \$5,000 start-up grant from the Lotteries Commission; Fundraising</p>
<b>Leeuwin Sailing Ship (WA)</b>	<i>Philosophy</i>	<p>“To challenge and inspire the education and development in our youth and wider community in terms of leadership, team skills, community spirit and environmental awareness”</p>
(Neil & Richards 1994)	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Improve self-esteem</li> <li>• Improve self-discipline</li> <li>• Develop teamwork skills</li> <li>• Develop leadership skills</li> </ul>
	<i>Target group</i>	<p>All youth</p>
	<i>Content</i>	<ul style="list-style-type: none"> <li>• 10-day training sail voyage</li> <li>• Youth worked in teams of 10 under the initial leadership of the ship’s crew</li> <li>• Participants involved in all aspects of voyage—keeping watch, taking the helm, setting sails and domestic duties</li> <li>• For days 7–10 the participants selected their own team leader and took control of the ship (still supervised by the crew)</li> </ul>
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Increased self-confidence</li> <li>• Improved self-discipline</li> <li>• Achieving individual potential</li> <li>• Leadership skills</li> <li>• Teamwork skills</li> <li>• Stress management</li> </ul>
	<i>Actual outcomes</i>	<p>All the following showed significant improvements during the voyage and in the follow-up period:</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Self discipline</li> <li>• Self-confidence</li> <li>• Motivation to achieve</li> <li>• Working as a team</li> <li>• Leadership</li> <li>• Ability to deal with stressful situations</li> <li>• Using initiative</li> </ul>

Program name	
	<p><i>Evaluation data</i> Results and implications limited due to bias in sample Evaluation by Outward Bound of outcomes of 5 voyages in 1993; Life Effectiveness Surveys (version G) administered two months before voyage, at the start and end of the voyage, and 3 months after the voyage; full data sets obtained for 52.7% of sample biased towards females and those with high achievement motivation and productive teamwork scores</p> <p><i>Staffing &amp; funding</i> Private not-for-profit organisation</p>
<p><b>Melbourne Juvenile Justice Centre (MJJC) YMCA Program (Vic)</b>  (Reddrop 1995)</p>	<p><i>Philosophy</i> YMCA program is part of each trainee's "Client Service Plan" which addresses key aspects of a young person's life; leisure and recreation is one of these</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• To increase participation of many diverse groups of trainees</li> <li>• To create an enjoyable environment similar to a YMCA in the community</li> <li>• To provide a structure enabling trainees to learn new skills</li> <li>• The objectives are hierarchical</li> </ul> <p><i>Target group</i> 15–17-year-old incarcerated offenders</p> <p><i>Content</i></p> <ul style="list-style-type: none"> <li>• Sport and recreation activities e.g. basketball, swimming, gymnasium</li> <li>• Program delivery of 34 hours a week; each unit within MJJC attend separately as well as 2-hour communal sessions every week night</li> </ul> <p><i>Intended outcomes</i> YMCA staff set informal performance goals:</p> <ul style="list-style-type: none"> <li>• Improve self-perception of trainees</li> <li>• Provide activities to make time more manageable for trainees</li> <li>• Set behaviour standards to try to "deinstitutionalise" the environment</li> <li>• Access 80% of trainees per week</li> </ul> <p><i>Actual outcomes</i></p> <ul style="list-style-type: none"> <li>• Accessing 80% trainees per week; remaining 20% afraid of bullying or found other activities more interesting</li> <li>• Voluntary, non-coercive nature of program found to be important</li> <li>• The less structured, more relaxed atmosphere was viewed favourably by the trainees</li> <li>• Staff and trainees felt that trainees were able to develop anger management skills within the program</li> <li>• Staff and trainees felt that the skills learnt could help in securing future employment helping reintegration on release</li> <li>• YMCA's community links, and bringing "outsiders" into the MJJC facilitated reintegration into the community</li> <li>• Some conflict was evident between YMCA staff and MJJC staff</li> </ul> <p><i>Evaluation data</i></p> <ul style="list-style-type: none"> <li>• University thesis process evaluation</li> <li>• Structured interviews with 25 trainees and 15 staff members (YMCA and MJJC)</li> <li>• Participation rate data</li> <li>• Observation of YMCA programs</li> </ul> <p><i>Staffing &amp; funding</i> Funded by Human Services</p>

<b>Program name</b>		
<b>Mobile Activity Centre (MAC) (Tas)</b>	<i>Philosophy</i>	“To promote, protect and maintain the health and wellbeing of “at risk” young people in Tasmania through the provision of accessible, appropriate and affordable MAC services” Part of Hobart PCYC
(MAC 2001)	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Increase access to range of health, welfare, educational information and services</li> <li>• Build and enhance relationships between youth and police and community</li> <li>• Prevent and reduce offending and victimisation</li> <li>• Reduce antisocial behaviour</li> </ul>
	<i>Target group</i>	8–25-year-old youth who may: <ul style="list-style-type: none"> <li>• Be at risk of offending or victimisation</li> <li>• Be unable to access recreation/health activities</li> <li>• Demonstrate risk factors such as unemployment, homelessness, skills deficits, low self esteem, poor relations with police</li> </ul>
	<i>Content</i>	MAC select areas to visit weekly on basis of availability of venue, volunteer and community support, assistance from mainstream services; activities include: <ul style="list-style-type: none"> <li>• Computer games</li> <li>• Sporting activities</li> <li>• Health/welfare officer to provide information and access to services</li> <li>• Follow-up care dependent on funding</li> </ul> Also provide other youth programs
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Build relationships between “at risk” youth through recreation and education activities</li> <li>• Provide service that is supported by the community</li> </ul>
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• In 1998 RECLINK program using MAC equipment shows self-reported offending for 71% of youth surveyed fell over a 6-month period with 50% of those not offending at all</li> <li>• Anecdotally, relationships between youth, community and police improved</li> <li>• Young people proactively planned and organised activities</li> <li>• In 2001, 845 major queries made relating to health, legal issues and recreation</li> <li>• Young people enjoyed the experience and wanted the facilities to be available more regularly</li> <li>• Parents felt it was a good idea and provided good opportunities for their children</li> <li>• Staff at the primary school reported positive changes with children being more enthusiastic and supportive in team work since MAC had been operating</li> </ul>
	<i>Evaluation data</i>	Internal evaluation aiming to inform on development and future direction of MAC; surveyed participants of three MAC programs: <ul style="list-style-type: none"> <li>• Blackmans Bay—surveyed 13–21-year-olds attending program run in community skate park</li> <li>• Risdon Vale—surveyed 11-year-olds attending program run in community hall and their parents</li> <li>• Bowen Road Primary School—surveyed 10–12-year-olds and their teachers; program run in lunch hour on school oval</li> </ul>
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• Run by part time volunteers and part time employed staff</li> <li>• Funded for 16 hours per week</li> </ul>

<b>Program name</b>		
<b>Moree Youth Service (NSW)</b>  (NSW Department of Education and Training 2002)	<i>Philosophy Objectives</i>	Innovative way to target disadvantaged Indigenous youth <ul style="list-style-type: none"> <li>• To reduce truancy and suspension rates</li> <li>• Increase literacy</li> <li>• Increase interest in remaining in school</li> <li>• Develop interpersonal and social skills</li> <li>• Improve self-confidence and self-esteem</li> <li>• Maintain cultural integrity</li> <li>• Encourage community ownership</li> </ul>
	<i>Target group</i>	12–15-year-old Indigenous youth at risk; problems included truancy, family alcoholism, lack of parental guidance and support, living on the streets
	<i>Content</i>	Pilot project: <ul style="list-style-type: none"> <li>• Work with Indigenous artists and community members to design and stage a performance of the Rainbow Serpent</li> <li>• Activities to develop writing, dance and music skills</li> </ul> Moved from school to PCYC due to restrictive rules in the school
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Reduce truancy</li> <li>• Increase literacy</li> <li>• Increase confidence and social skills</li> </ul>
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Four-fold reduction in suspensions and referrals during pilot project</li> <li>• Change in attitude to authority</li> <li>• Community want similar courses to continue</li> <li>• High attendance rates when moved to PCYC</li> <li>• Sense of ownership and increased self confidence</li> </ul>
	<i>Evaluation data</i>	Summary report of program on Department web site
	<i>Staffing &amp; funding</i>	“Significant in-kind and financial support for the project”
<b>Mount Theo Petrol and Yuendumu Youth Diversionary Program (NT)</b>  (Stojanovski 1999)	<i>Philosophy Objectives</i>	To provide a community response to petrol sniffing and to move young people at risk to a safe environment <ul style="list-style-type: none"> <li>• To reduce petrol sniffing among the young Indigenous community of Yuendumu</li> <li>• To prevent chronic petrol sniffers recruiting at risk youth into the practice of petrol sniffing</li> <li>• To reduce associated crime and antisocial behaviour</li> </ul>
	<i>Target group</i>	Young people at risk of and partaking in petrol sniffing
	<i>Content</i>	<ul style="list-style-type: none"> <li>• Community youth program providing discos, basketball, movies and other activities as an alternative to petrol sniffing</li> <li>• Young people involved in running program and fundraising</li> <li>• Families of petrol sniffers initially approached to try and solve problem in the community</li> <li>• Chronic petrol sniffers sent to residential Mt Theo Outstation run by tribal elders</li> <li>• Activities include bush walking, gardening, cultural practices</li> <li>• Staggered return to the community and monitoring/follow-up on return</li> </ul>
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Reduced petrol sniffing</li> <li>• Improved health of petrol sniffers</li> <li>• Reduced crime and antisocial behaviour</li> </ul>
	<i>Actual outcomes</i>	In 1998: <ul style="list-style-type: none"> <li>• 63 petrol sniffers dealt with</li> <li>• 64% of those who stayed at Mt Theo stopped sniffing petrol</li> </ul>



<b>Program name</b>		
	<i>Evaluation data Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• Simply approaching families stopped 18 youth petrol sniffing</li> <li>• 75% of youth that the program dealt with stopped sniffing petrol in 1998</li> </ul> <p>Outcome evaluation undertaken by program volunteer</p> <ul style="list-style-type: none"> <li>• Staffed by volunteers</li> <li>• Initially funded through the school (\$5,000) and the community</li> <li>• In 1997 Commonwealth and Territory Governments provided funding</li> </ul>
<p><b>Nambucca Shire Council Youth Development Officer (NSW)</b></p> <p>(Hutchinson 2002)</p>	<i>Philosophy</i>	To fund a Youth Development Officer to provide a focus on issues relating to young people
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• To liaise and consult with the young community regarding needs and services</li> <li>• To develop strategies and steering committees to drive the programs forward</li> <li>• To develop networks and partnerships within the community to promote and organise youth programs</li> <li>• To provide facilities for youth programs as necessary</li> </ul>
	<i>Target group</i>	<ul style="list-style-type: none"> <li>• 12–24-year-olds in Nambucca</li> <li>• Primarily those demonstrating risk factors but also secondary school students</li> </ul>
	<i>Content</i>	<ul style="list-style-type: none"> <li>• Arts programs targeting Indigenous youth</li> <li>• Performing arts programs</li> <li>• Sports programs</li> <li>• Program for youth at risk of leaving school early</li> <li>• Program targeting 12–15-year-old girls at risk of early pregnancy teaching life skills</li> <li>• Provision of community centre and healthcare facility</li> </ul>
	<i>Intended outcomes</i>	Not specified
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Consultation mechanisms developed to ensure youth have their say</li> <li>• Strong links with local government and community developed</li> <li>• Increased community awareness and support</li> <li>• Involvement in programs has provided more education and training opportunities for young people</li> </ul>
	<i>Evaluation data Staffing &amp; funding</i>	<p>Internal evaluation form regarding Youth Development Officer post</p> <p>Position and programs funded by local council</p>
<p><b>Operation Flinders (SA)</b></p> <p>(Badenoch et al. 1995; Forensic and Applied Psychology Research Group 2001)</p>	<i>Philosophy</i>	<p>“To provide young people who have offended or who are at risk, with demanding outdoor challenges and ongoing support to help them develop personal skills so that they may grow as valued people” (Operation Flinders 1995, p. 1, quoted in Badenoch et al. 1995)</p>
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Reduce recidivism</li> <li>• Have positive impact on behaviour in order to improve school retention and employment prospects</li> <li>• Respond to needs of relevant agencies</li> <li>• Engage enthusiastic, qualified, experienced staff</li> </ul>
	<i>Target group Content</i>	<p>14–18-year-old young offenders and at risk youth</p> <p>Wilderness adventure program:</p> <ul style="list-style-type: none"> <li>• Complete 100km circuit on Flinders Range over 8 days</li> <li>• Also includes abseiling, learning about Indigenous culture, learning about survival skills, navigation</li> </ul>

Program name	
	<ul style="list-style-type: none"> <li>• Responsible for daily tasks – setting up camps, food preparation etc</li> <li>• No follow up but report goes back to referring agency</li> </ul>
<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Improve school retention and achievement</li> <li>• Improve employment prospects and achievement</li> <li>• Reduce criminality</li> <li>• Promote positive relationships between youth and authority</li> <li>• Teach bush skills and Aboriginal culture</li> </ul>
<i>Actual outcomes</i>	<p>1995 evaluation:</p> <ul style="list-style-type: none"> <li>• Positive attitudinal and behavioural change pre/post test</li> <li>• Lower offending than expected (-6% overall) over 18-month follow-up</li> <li>• Rates of employment and training comparable to general population</li> </ul> <p>2001 evaluation found positive behavioural changes, especially for high need participants, in:</p> <ul style="list-style-type: none"> <li>• Self-esteem and confidence</li> <li>• Attitudes to criminality</li> <li>• Angry feelings but not aggressive impulses</li> <li>• Attitudes to police</li> <li>• Coping with success/failure</li> <li>• Follow-up biased by attrition but effects maintained</li> </ul>
<i>Evaluation data</i>	<ul style="list-style-type: none"> <li>• External evaluation (1995) examined 4 programs in 1993–94 using pre/post-test SDQII surveys and long term follow up using police/Department of Education &amp; Training data</li> <li>• External evaluation (2001) used pre/post-test control group design with 2 follow ups (5 and 14 weeks after program completion)</li> </ul>
<i>Staffing &amp; funding</i>	Range of permanent, contract and volunteer staff; in 1999–2000, 37% of funding came from SA Government and remainder from private sector donations
<b>Outward Bound (Australia)</b>  (Neill 1998)	<p><i>Philosophy</i> “To help people discover and develop their potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings” (Outward Bound mission statement)</p> <p><i>Objectives</i> Improve:</p> <ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Self awareness</li> <li>• Physical fitness</li> <li>• Allow participants to reach their potential</li> </ul> <p><i>Target group</i> All youth</p> <p><i>Content</i></p> <ul style="list-style-type: none"> <li>• Range of physical activities based on experiential learning</li> <li>• Allow participants to try “risky” activities in safe environment</li> <li>• Includes bush walking, abseiling, ropes courses, canoeing</li> </ul> <p><i>Intended outcomes</i> Improve:</p> <ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Self awareness</li> <li>• Physical fitness</li> <li>• Allow participants to reach their potential</li> </ul> <p><i>Actual outcomes</i> Effect size of .47 which is maintained for at least 18 months:</p> <ul style="list-style-type: none"> <li>• Effect size .17 for non-OBA outdoor activity programs</li> <li>• 18% increase in rate of learning</li> <li>• 68% of participants show improvements pre/post program</li> </ul>

<b>Program name</b>		
		<ul style="list-style-type: none"> <li>• OBA challenge programs most effective, compulsory schools programs least effective</li> </ul> <p>Improvements seen in:</p> <ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Time management</li> <li>• Leadership skills</li> <li>• Social competence</li> </ul>
	<i>Evaluation data</i>	Meta-analysis of 96 studies on adventure education, including Outward Bound Australia (Hattie et al. 1997)
	<i>Staffing &amp; funding</i>	Employ full-time staff who are trained in physical activities and people skills; funded through fees, donations and sponsorship
<b>Police Citizens Youth Clubs (PCYC) (Australia)</b>  (WA Police and Citizens Youth Clubs 1999; Queensland Police Citizens Youth Welfare Association 2000)	<i>Philosophy</i>	“In partnership with the community, create opportunities to develop young people through quality PCYC services” (PCYC Mission Statement)
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Develop positive relationships between youth and police as a method to reduce crime</li> <li>• Develop positive relationships with the community to create a positive image for youth</li> <li>• Encourage young people to reach their potential</li> </ul>
	<i>Target group</i>	All youth
	<i>Content</i>	Recreational activities include: <ul style="list-style-type: none"> <li>• discos</li> <li>• sport</li> <li>• camps</li> </ul> Also provide: <ul style="list-style-type: none"> <li>• Cafes</li> <li>• Drop in centres</li> <li>• Band rehearsal spaces</li> <li>• Games rooms</li> <li>• Youth contribute to and help run the PCYCs</li> </ul>
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Reduce antisocial behaviour</li> <li>• Positive perceptions of youth in the community</li> <li>• Improve image of police with youth</li> <li>• Develop positive life skills including leadership</li> <li>• Provide access and information to services</li> </ul>
	<i>Actual outcomes</i>	Anecdotally, some programs have seen: <ul style="list-style-type: none"> <li>• Improved self-esteem</li> <li>• Improved social skills</li> <li>• Develop protective factors which may contribute to prevention of antisocial behaviour</li> </ul>
	<i>Evaluation data</i>	<ul style="list-style-type: none"> <li>• QLD PCYC annual report</li> <li>• WA strategic plan</li> <li>• Evaluation of “Youth in Sport” using content analysis, interviews, participant observation and focus groups (Darlison and Associates 2000)</li> </ul>
	<i>Staffing &amp; funding</i>	Run by paid employees and volunteers
	<b>Rock Eisteddfod Challenge (Australia)</b>  (Grunstein 2001; Cocks 2001; Research and Marketing Group 2000)	<i>Philosophy</i>
<i>Objectives</i>		<ul style="list-style-type: none"> <li>• Promote healthy, drug free lifestyle</li> <li>• Employment/education skills training</li> <li>• Improve self-esteem and confidence</li> <li>• Develop team-building skills</li> </ul>
<i>Target group</i>		Secondary schools

<b>Program name</b>		
	<i>Content</i>	National performing arts competition where participants choreograph a performance (music and dancing) of an issue of their choice
	<i>Intended outcomes</i>	Reduce/prevent drug use
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Improved school environment</li> <li>• Participants showed higher levels of resiliency (sense of identity, purpose and belonging, social competence and problem-solving) than non-participants and controls</li> <li>• Lower rates of ever using illicit drugs and alcohol amongst participants</li> </ul>
	<i>Evaluation data</i>	Grunstein (2001) undertook pre/post surveys among participants and non-participants in participating schools and students from control schools
	<i>Staffing &amp; funding</i>	Facilitated by schools; funded by government and commercial sponsorship and ticket sales
<b>Self-Esteem, Social Skills and Soccer (VIC)</b> (VicHealth 2002)	<i>Philosophy</i>	Developed from need to address concerns about group of young African boys with poor social skills
	<i>Objectives</i>	To establish soccer skills program for young people from particular high rise flats in Flemington, Victoria
	<i>Target group</i>	Aimed at a specific group of African young people (8–18 years) with poor social skills
	<i>Content</i>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Older youth (from secondary school) completed coaching course and Level 1 coaching accreditation</li> </ul>
	<i>Intended outcomes</i>	Develop: <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Team skills</li> <li>• Anger management</li> <li>• Leadership skills</li> <li>• Self-confidence</li> </ul>
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Primary school teachers reported improved team work and anger management</li> <li>• Secondary school teachers reported increased self-esteem and improved leadership skills</li> <li>• Younger students saw coaches as role models</li> <li>• Fewer detentions due to less aggression during lunch and recess breaks</li> </ul>
	<i>Evaluation data</i>	Internal evaluation by the Director based on anecdotal evidence from teachers and participants
	<i>Staffing &amp; funding</i>	Run by teaching staff; funded by State Government
<b>Sport for All (VIC)</b> (Tower & Gibbs 2001)	<i>Philosophy</i>	To provide opportunities for culturally and linguistically diverse youth to participate in sport on a regular basis
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• To increase the numbers of young people involved in sport</li> <li>• To reduce/prevent alcohol and drug use among young people</li> <li>• Create and maintain partnerships with the community and sports clubs</li> </ul>
	<i>Target group</i>	All youth, especially those from ethnic minorities who are under-represented in sport and recreational activities
	<i>Content</i>	<ul style="list-style-type: none"> <li>• School-based sports program</li> <li>• Takes place after school, lunchtimes, weekends and holidays</li> <li>• Involves community sports clubs</li> <li>• Includes basketball, badminton</li> </ul>

<b>Program name</b>		
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Increase self-confidence</li> <li>• Provide a sense of belonging</li> <li>• Leadership skills</li> </ul>
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Increased levels of participation in sport particularly amongst culturally and linguistically diverse youth</li> <li>• Improved leadership skills</li> <li>• Higher levels of self-confidence</li> <li>• Improved links with community</li> </ul>
	<i>Evaluation data</i>	Review of program by research team at Victoria University
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• Community volunteers</li> <li>• Funded by state and federal government and local businesses</li> </ul>
<b>Sports Challenge (Australia)</b>	<i>Philosophy</i>	Improve self-esteem and mental health and reduce antisocial behaviours by focusing on the concept of challenge; developed in first instance to prevent youth suicide and self-harm
(Tester 1997, 2000; MacCallum & Beltman 1999)	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Improve self-esteem</li> <li>• Improve life skills, e.g. goal-setting, problem-solving, conflict resolution</li> </ul>
	<i>Target group</i>	Primarily targeting at risk youth but also involves whole school, teachers, parents and local community; students selected using pre/post test students using Song & Hattie Self Concept Scale
	<i>Content</i>	<ul style="list-style-type: none"> <li>• Instruction from trained elite athletes/mentors in 10 week or 1-4 week intensive programs</li> <li>• Use basketball specifically but also other outdoor sports and physical activities</li> <li>• Indoor sessions concentrating on developing positive life skills</li> </ul>
	<i>Intended outcomes</i>	Improve "preparation-for-life skills": <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Goal setting</li> <li>• Stress management</li> <li>• Promoting school, family, community belonging</li> <li>• Anger management and conflict resolution</li> </ul>
	<i>Actual outcomes</i>	Improved: <ul style="list-style-type: none"> <li>• Self-esteem and confidence</li> <li>• Skill development</li> <li>• Relationships with peers and family</li> <li>• Academic performance and attitudes to school</li> <li>• Fitness levels and participation in sport</li> <li>• Average improvement of 23% in primary school and 13% in secondary school participants in the above areas</li> </ul>
	<i>Evaluation data</i>	Evaluations carried out in 1997 and 1998; program used as case study in mentoring research project (1999)
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• Coaches/mentors employed by program; also has volunteers and paid employees who administer the program</li> <li>• Funded by government, sponsorship; participating schools pay fees</li> <li>• Lack of funding a problem</li> </ul>
<b>The Gap Youth Centre (NT)</b>	<i>Philosophy</i>	"To provide a safe environment for the youth of Alice Springs to pursue recreational, sporting, cultural and educational activities" (mission statement)
(Miller 2000)	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• To strengthen family ties and provide a non-judgemental service</li> </ul>

Program name	
	<ul style="list-style-type: none"> <li>• Respect between staff and clients through mutual boundary setting</li> </ul>
<i>Target group</i>	5–20 years with majority between 13 and 17 years; primarily Indigenous youth but service available for all youth
<i>Content</i>	<ul style="list-style-type: none"> <li>• Sporting and recreational activities</li> <li>• Homework Centre and education for those who have left school early</li> <li>• Cultural activities</li> <li>• Drop-in centre</li> <li>• Transport to and from program is offered</li> <li>• Youth committee allowing young people to play active role in running the Centre</li> </ul>
<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Resource centre facilitating access to services</li> <li>• To improve self-esteem and resilience in young people</li> <li>• Provide positive life skills through role modelling</li> <li>• Reduce boredom</li> <li>• Instil mutual respect</li> <li>• Help youth achieve their full potential</li> </ul>
<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• Increase in client numbers</li> <li>• Improved behaviour and attitudes</li> <li>• Improved education and employment opportunities for Indigenous youth</li> <li>• Improved links with community</li> </ul>
<i>Evaluation data</i>	Conference paper by Administrator of the Centre
<i>Staffing &amp; funding</i>	Staffed by paid employees and volunteers; funded by Commonwealth and State Government grants and through fundraising
<b>The Outdoor Experience a program of Jesuit Social Services</b>	
(Chenery 2000; Keene et al. 2002)	
<i>Philosophy</i>	<ul style="list-style-type: none"> <li>• Alternative therapy for young people experiencing alcohol and drug-related difficulties</li> <li>• Experiences that compel a holistic restoring of their relationships with self, others, and healthy adventure</li> </ul>
<i>Objectives</i>	“To coordinate case-managed, therapeutic wilderness adventures for young people aged 12-21 years with alcohol and drug issues, and facilitate wilderness adventure skills in the alcohol and drug sector”
<i>Target group</i>	Young people who are experiencing, or at risk of, problematic substance use
<i>Content</i>	<p>A six-week core program that incorporates a two-week pre-trip preparation and team building phase; a twelve-day expedition phase that includes:</p> <ul style="list-style-type: none"> <li>• Bushwalking</li> <li>• Rafting</li> <li>• Rock-climbing</li> <li>• Cross-country ski touring</li> </ul> <p>Plus a two-week follow-up phase, that includes use of other outreach services</p>
<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• Using a case-management approach, to assist youth to minimise their substance abuse or risk of substance abuse</li> <li>• To provide youth with life skills, such as problem-solving skills</li> </ul>
<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• 100% of program participants had an individual service plan</li> <li>• 98% of program participants achieved significant treatment goals, including developing practical skills for day to day living and personal development goals</li> </ul>

<b>Program name</b>		
	<i>Evaluation data</i>	Two evaluations: one (Chenery 2000) both a process and outcome study (involving participant observation, document review, staff journaling and interviews, follow-up participant interviews between 3 and 12 months after program completion, and interviews with past program participants) and the other (Keene et al. 2002) a largely process evaluation, focusing on evaluating TOE against the 1999–2000 Program Service Plan Requirements for Outdoor Therapy
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• Staff are paid and have a range of qualifications and experience—they are all trained in alcohol/drug issues</li> <li>• TOE charges external agency who referred the participant around \$70 per day per participant—this covers costs including equipment, maintenance, on-call, communication, petrol, food, first aid and contract wages</li> </ul>
<b>The Shak</b> (Seiler 2002)	<i>Philosophy</i>	To provide and create quality programs for all youth in Darwin and its surrounds
	<i>Objectives</i>	To reduce antisocial behaviour in youth
	<i>Target group</i>	All youth
	<i>Content</i>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Rock-climbing</li> <li>• Pool competitions</li> <li>• Discos</li> <li>• Aerosol art project</li> <li>• Multimedia training</li> </ul>
	<i>Intended outcomes</i>	To help prevent boredom and reduce antisocial behaviour among youth
	<i>Actual outcomes</i>	The Shak facility has gradually increased its clientele throughout 2002; this increase was particularly evident following a refit of its premises
	<i>Evaluation data</i>	Internal status reports
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>• 3 staff positions</li> <li>• Unclear from the status reports but some funding is obtained via corporate and political donations</li> </ul>
<b>The Sports Café Project</b> (Diemar 2002; Westing 2001)	<i>Philosophy</i>	Provision of a supportive environment and the involvement of young people in physical activity
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>• Increased opportunities to participate in physical activity</li> <li>• Increased physical health, self-esteem and positive image</li> <li>• Increased opportunities to participate in activities to strengthen community capacity building</li> <li>• To reduce antisocial behaviour by promoting participation in socially acceptable sporting events</li> <li>• Increased use of Council sporting/recreational facilities, improving a sense of community</li> </ul>
	<i>Target group</i>	Young people living in Raymond Terrace
	<i>Content</i>	Boxing
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>• A reduction in crime and vandalism</li> <li>• A “stepping stone” to increased participation in sport</li> </ul>
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>• The program has provided a diversion to antisocial behaviour in the region</li> <li>• Regular participants continued to re-register with the program</li> </ul>
	<i>Evaluation data</i>	Informal feedback from the project coordinator and program participants

<b>Program name</b>		
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>Professional tutors from Port Stephens Leisure Centre were employed to conduct the activities</li> <li>\$5000 over the program's lifetime (July-December 2001)</li> </ul>
<b>Triple Care Farm</b>  (Triple Care Farm undated, 1999, 2000)	<i>Philosophy</i>	<ul style="list-style-type: none"> <li>"Every young person is unique"</li> <li>Focus on developing emotional wellbeing and vocational skills that help to restore participant's damaged lives and become contributing members of society</li> </ul>
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>Assist young people to express their emotions and to develop personal skills in a caring environment</li> <li>Emphasise the benefits of being part of a group, and in turn, part of a community</li> <li>Provide opportunities to explore options in education, work and leisure</li> <li>Develop sound relationships through appropriate behaviour</li> </ul>
	<i>Target group</i>	Young people aged 15 to 21 years for whom there are no other housing options because of interpersonal, behavioural or drug problems
	<i>Content</i>	Participants are case-managed (depending on need) through either a day program or a three stage residential program that include: <ul style="list-style-type: none"> <li>Recreational activities (including caving, canoeing, abseiling, camping, cricket, soccer and gym work)</li> <li>Vocational skills training</li> <li>Living skills training</li> <li>Individual, group and alcohol and drug counselling</li> <li>Follow-up care is provided through Sydney City Mission</li> </ul>
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>To develop trust, self-esteem, perseverance, responsibility, self-reliance, interpersonal skills and literacy</li> <li>To reduce drug consumption and crime</li> <li>To improve family connectedness</li> </ul>
	<i>Actual outcomes</i>	Following the program (a 1998 cohort), 40% of participants found employment or continued with their studies, 70% found stable accommodation, 49% returned home to their families and 70% of families reported satisfaction with behavioural changes
	<i>Evaluation data</i>	Internally produced statistical data
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>A Specialist Unit comprises a registered psychologist, clinical psychologist, a drug and alcohol worker and a case coordinator</li> <li>A fee of \$150 per person per fortnight is charged to cover board</li> </ul>
<b>Waycool</b>  (process and outcome evaluation of the Waycool program [draft] by the external funding body)	<i>Philosophy</i>	Provision of a comprehensive range of services
	<i>Objectives</i>	<ul style="list-style-type: none"> <li>To provide personal development opportunities and support services to youth in need, including Indigenous youth</li> <li>To target youth unemployment and drug and alcohol issues</li> </ul>
	<i>Target group</i>	At-risk youth between 16 and 23
	<i>Content</i>	A range of sporting activities and support (for example, accommodation assistance and educational advice) and personal counselling services (for example, drug and alcohol, sexual health, mental health)
	<i>Intended outcomes</i>	<ul style="list-style-type: none"> <li>Increase confidence and self-esteem</li> <li>To provide youth with a knowledge of support services in local area</li> </ul>



<b>Program name</b>		
	<i>Actual outcomes</i>	<ul style="list-style-type: none"> <li>Increases in self-confidence and self-esteem</li> <li>Familiarisation with range of support services</li> </ul>
	<i>Evaluation data</i>	Anecdotal data from interviews with program participants
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>Paid staff, including health and welfare professionals</li> <li>Some previous participants have gone on to have leadership roles in subsequent programs</li> <li>\$11,000 funding per program from Macquarie Health Services</li> </ul>
<b>Victoria Police High Challenge Camp</b>  (Schauder 1995)	<i>Philosophy</i>	To increase life-skills of all participants using experiential learning techniques
	<i>Objectives</i>	The overall objective is to improve youth attitudes of, and relationships with, police (and vice versa); specific key objectives include: <ul style="list-style-type: none"> <li>To assist Force personnel acquire the knowledge, skills and attitudes required for the performance of their duties</li> <li>To promote the aims and objectives of the Victorian Government Anti-Crime Strategy</li> <li>To enhance the effectiveness of community partnerships</li> </ul>
	<i>Target group</i>	<ul style="list-style-type: none"> <li>At-risk youth</li> <li>Final stage police recruits</li> </ul>
	<i>Content</i>	<ul style="list-style-type: none"> <li>Adventure-based activities undertaken (such as camping, orienteering and ropes courses)</li> <li>Program is based on two procedures: “processing” and “transference procedures”—processing is debriefing undertaken at the completion of the program, while transference is the process whereby participants take what they have learned on the program and apply it to everyday life</li> </ul>
	<i>Intended outcomes</i>	Improvements in life skills such as: <ul style="list-style-type: none"> <li>Increased communication skills, trust and empathy</li> <li>Improvements in decision-making abilities</li> <li>Acceptance of social and individual responsibility for actions and outcomes</li> <li>Provide activities and experiences that are fun and enhance fitness and wellbeing</li> </ul>
	<i>Actual outcomes</i>	Positive attitudinal improvements in program participants
	<i>Evaluation data</i>	External Honours thesis that included a survey of at risk youth who had participated in the program and a randomly selected control group who had not participated in the program
	<i>Staffing &amp; funding</i>	<ul style="list-style-type: none"> <li>Professionally qualified staff run the program</li> <li>Annual program cost of about \$100,000</li> <li>Cost per participant is around \$55</li> </ul>

# 6 Conclusion

The aims of this research are to identify Australian physical activity programs that cater for “at risk” youth and to determine their effectiveness in preventing and reducing antisocial behaviour. The development of Good Practice Program Principles is also an aim. The study identifies over 600 programs throughout Australia. Survey responses were received from 175 programs and an in-depth case study analysis of 22 of these programs was undertaken.

Findings from the 175 programs and 22 case studies indicate that:

- most programs offer a mixture of sport, physical activity and outdoor components;
- the majority of programs aim to increase social skills, provide alternatives to antisocial behaviour and boost self-esteem;
- there is no significant relationship between:
  - specific types of sport, physical activity and outdoor education program and
  - program conception, delivery and intended outcomes,which may suggest that *providing* an activity for youth is more important than the *type* of activity provided in diverting youth from antisocial behaviour;
- program delivery typically targets underlying risk factors of antisocial behaviour rather than actual behaviour (which is also supported by the literature);
- programs cater for youth *not* at risk as well as those at risk, which supports the philosophy, found in the literature, of providing positive peer influence for youth at risk of antisocial behaviour and those already engaging in antisocial behaviour;
- community involvement in program delivery and follow-up is important for program success;
- team activities act as vehicles for improving social skills; and
- skill development in the areas of education and training is more prevalent in programs offering individual activities.

In addition, findings indicate that:

- sport and physical activities provide stimulation, thereby reducing boredom, and can be used as vehicles to address underlying issues, such as low self-esteem and self-confidence;
- aside from the obvious health and fitness benefits, sport and physical activities increase social interaction, and facilitate improvement of interpersonal and communication skills; and
- the case studies provide examples of programs that have reduced antisocial behaviour (such as offending) as well as improving the protective factors that prevent a young person becoming involved in antisocial behaviour (such as leadership skills and self-esteem).

The survey and case study analysis findings have a number of implications for those considering this type of intervention for “at risk” youth. These include the target group, program structure, youth involvement, program follow-up, funding, and monitoring and evaluation.

## Target Group

Analysis of the surveys and case studies demonstrates that programs essentially cater for all youth, including those perceived to be not at risk, those at risk, as well as youth exhibiting antisocial behaviour. Socialising with youth not at risk can provide positive peer influence and pro-social modelling for antisocial youth and youth at risk of antisocial behaviour, as also indicated in the literature.

## Structure of Programs

Most programs offer a mixture of sport, physical activity and outdoor components. Team and individual elements are incorporated into all of these activities. It is therefore difficult to determine whether particular activities are more or less likely to be associated with discreet aspects of a program’s conception, delivery method or intended outcomes. Further analysis of the survey responses, however, indicates that there is no significant relationship between program conception, delivery and intended outcomes and the type of activity provided. This implies that providing an activity for youth, where

previously there has been none, may be more important than the type of activity provided. This view is supported by previous research (for example, see Catalano et al. 1998).

The majority of programs are conceived to address specific issues and meet youth needs. Very few are developed to simply reduce youth boredom. The analysis demonstrates that team activities are associated with improving socialisation skills and individual activities are associated with skill development (such as employment and education skills). This may suggest that organisers of sport and physical activity programs consider their purpose in developing objectives for a program to meet the needs of youth and the community.

The case studies and analysis suggest that activities must be specific to the target group involved if participation is to be encouraged. This includes appreciating gender differences in participation in sporting and physical activity programs, as well as the needs of different cultural and ethnic minority groups. Flexibility and adaptability to the target group is very important in initiating and maintaining participation. This is also supported by the literature.

The literature and case studies highlight the need to provide a safe environment where youth feel they are free from harassment and pressure by peers, authority figures and/or adults. Allowing young people to feel comfortable to attempt new activities and social roles and make mistakes without censure is very important. If youth feel comfortable and safe they appear to be more willing to attempt challenging activities, develop interpersonal and personal skills.

Novel and interesting activities used to meet individual and group goals can be used to teach relevant life skills. Young people may not immediately realise that the skills they learn through sport and physical activity are transferable to daily life. The case studies highlight the importance of staff emphasising this to participants when it occurs. Selection of interested, enthusiastic staff is essential if they are to engage with, not intimidate, youth. Building rapport and trust between young people and staff is extremely important in affecting behaviour change in youth engaged in antisocial behaviour. If appropriate relationships are developed, and the program is continuous, the young people are able to return for support as needed.

## Youth Involvement

The most efficient method to determine activities that are the most relevant and engaging for youth is to consult them. Many programs emphasise the need to allow young people to become involved in planning or organising activities through either advisory panels or by providing leadership training. This is a positive component of effective programs. Developing youth leadership is extremely effective in empowering young people and boosting self-esteem. When young people feel ownership of a program, they are more likely to promote it to peers and the broader community. This encourages greater participation levels and a positive perception of the services and resources provided by the program.

## Follow-up

Follow-up contact with participants is very important, as demonstrated by the report evidence. A program on its own cannot effectively produce lasting changes in antisocial behaviour by young people—there is a need for continual care in the community that encourages maintenance of positive behavioural changes. Programs that are unable to provide follow-up often find that any behavioural changes are not sustained over time. Links with other agencies and services in the local community are essential, especially for residential programs. Community organisations can then provide ongoing support and reinforcement of pro-social behaviour. By providing access to a range of community services and resources, youth may enhance and sustain any behaviour changes. Community involvement in programs may also improve the community's perception of young people.

## Funding

Program survey respondents clearly identify funding as having the most impact on a program's success. The majority of programs have either finite funding or are reliant on grants and fundraising. Participants sometimes contribute to program costs, although this can be a barrier to youth participation if young people are reliant on their parents for income. Non-ongoing funding impacts on program duration, which in turn affects any

potentially positive behavioural outcomes. Funds often cover only program running costs, which impacts on community follow-up and the ability of programs to monitor and evaluate program effectiveness.

## Monitoring and Evaluation

Programs must have clearly defined aims and intended outcomes. This ensures that programs are focused and consistent in the provision of activities. Clearly defined aims also allow measurement of program effectiveness. Monitoring of aims and outcomes permits any necessary program improvements or adjustments; for example, they can help guide appropriate selection of activities and assist in maintaining direction in reaching program goals.

Evaluation is often hampered by lack of funding and/or staff evaluation skills. However, without evaluation it is difficult to determine what effect programs are having (if any) on youth, and which are the most important components. Even if funding is provided for evaluation purposes, it often only lasts for the duration of the program. It is therefore difficult to establish whether any positive effects are sustained. Diversity of program content and differing evaluation methods also make it difficult to draw conclusions about the relative merits and/or successes of programs. Finally, comprehensive program evaluations are costly and so, for many, are unrealistic given the nature of sport and physical activity program funding.

## Good Practice Program Principles

Several principles of good practice were identified throughout this study (see page 3)—they include the most important elements that should be considered when developing and running an effective sport and physical activity program. The principles include identifying the target group and considering the most appropriate structure and content for this group. It is also important that programs are monitored and, where possible, objectively evaluated. These principles will aid the development of a well-structured program that can assist in reducing and preventing youth antisocial behaviour.

## A Final Word

This study suggests that while it is unlikely that sport and physical activity programs have a major and *direct* impact on reducing antisocial behaviour, they form an important mechanism through which personal and social development may positively affect behaviour. To maximise the benefits of sport and physical activity programs in reducing antisocial behaviour, it is important that administrators of these programs seek to integrate them with health, welfare and other support services.

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# Appendix 1: Program Inventory

## Australian Capital Territory

*Program name:* Bungee Umax

*Age group:* 0–19

*Activities offered:* Martial arts, performing arts, sport

*Community links:* Counselling, education/training, health.

*Program description:* This program identified a gap between the support offered by school counsellors and the State Mental Health service for youth. Participation in activities such as sport, performing and visual arts, and holiday activities are made available through this service. Youth are taught with a focus on self-reliance, self-esteem, body image, anger management and group work. Short term counselling is also provided.

*Program name:* Gungahlin Youth Service

*Age group:* 10–24

*Activities offered:* Indoor games, basketball, performing arts

*Community links:* Counselling, accommodation, job agency, welfare, education/training, social supports, youth services.

*Program description:* This service aims to meet the needs of young people, families and the community in a new, expanding and isolated area. Youth are provided with holiday programs, workshops in performing arts, outreach services, life skills training, young parents support, information referral and advocacy, and computer training.

*Program name:* HEC Sports Program

*Age group:* 10–19

*Activities offered:* Abseiling, aerobics, football, rock climbing, soccer, tennis, weight training.

*Community links:* Counselling, job agency, welfare, education/training, government, social supports.

*Program description:* This program closely monitors youth while boosting self-esteem, wellbeing and fitness. Participants learn team work through individualised programs which are adapted to their own needs and aptitude. Youth are provided with a balanced education and are rewarded with certificates to recognise their achievements.

*Program name:* Outward Bound Australia

*Age group:* 10–24

*Activities offered:* Abseiling, boating, bushwalking, camping, caving, outdoor experience/adventure, orienteering, rock climbing, ropes courses

*Program description:* This outdoor experience program uses both land and water to allow participants to reach their potential in a controlled and safe environment.

**Program name:** Reclink ACT

**Age group:** 10–24

**Activities offered:** Sport

**Community links:** Counselling, accommodation, welfare, education/training, social supports, youth services.

**Program description:** This program responded to a need in the ACT for an outreach mobile activity centre. The program also offers centre-based activities using a case management model so that specialised programs can be developed such as bicycle workshops for repeat offenders and carpentry classes.

**Program name:** Youth in the City

**Age group:** 10–24

**Activities offered:** Sport

**Community links:** Accommodation, welfare, education/training, sporting bodies.

**Program description:** This program is tailored to suit the needs of individual youth through a case management model. Youth can receive advice/assistance in legal, family and educational issues, as well as counselling and physical activities.

## New South Wales

**Program name:** Aboriginal Rural Training Program

**Age group:** 10–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Camping, farm skills, sport

**Community links:** Counselling, job agency, welfare, education/training, social supports, cultural.

**Program description:** This program encourages youth to stay at or return to school by providing literacy and numeracy support, cultural connections and teaching, hands on teaching styles and relevant vocational skills. Youth receive recognition for the competencies they achieve through qualifications and accredited training in rural and agricultural skills.

**Program name:** Alternative School Program

**Age group:** 10–14

**Activities offered:** Badminton, basketball, boxing, squash, weight training.

**Community links:** Education/training.

**Program description:** This program was developed for students having difficulty with mainstream education systems who were also becoming involved in crime. Physical activity and educational skills are addressed.

**Program name:** Bourke Youth Centre

**Age group:** 0–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Individual games, basketball, gymnastics, sport.

**Community links:** Job agency, welfare, education/training.

**Program description:** This facility aims to develop its use throughout the community, but particularly for youth by providing fun and educational activities for Indigenous

youth at risk. This includes a nutrition program, band practice facilities, providing or making food available, fashion parades, art and craft and other indoor games and sport.

**Program name:** Break the Ice (Bankstown PCYC)

**Age group:** 10–19

**Activities offered:** Camping, outdoor experience/adventure.

**Community links:** Counselling.

**Program description:** This 4–5 week program includes crime prevention workshops, outdoor activities and an overnight camp. It developed after police realised there was nowhere to refer youth who had been cautioned.

**Program name:** Breakaway Program (PCYC)

**Age group:** 10–24

**Activities offered:** Football, basketball, boating, bushwalking, camping, horse riding, sport volleyball.

**Community links:** Counselling, welfare, education/training.

**Program description:** Participants are picked up and taken to the PCYC where they receive lectures on crime prevention, anger management, and alcohol and drugs from professionals and non-professionals. The program lasts for 12 weeks for one day per week. Sport is provided in the afternoon and a first aid course is conducted in preparation for two camps.

**Program name:** Breakaway (Twin Towns PCYC)

**Age group:** 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Camping, football, bowling, boxing, go karting, golf, rock climbing, other sports.

**Community links:** Counselling, welfare.

**Program description:** Breakaway runs for six weeks, 1–2 days per week, and involves education about drugs and alcohol, anger management, relapse and crime prevention. Youth complete a basic first aid course and are involved in a sporting component and overnight camp.

**Program name:** Byron Youth Activity Centre

**Age group:** 15–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Boxing, performing arts.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** Youth are consulted as to what they would like to do, and then this service aims to provide it. This includes a radio show and broadcasting course, lunch during the week, computer network parties, dancing and boxing lessons and all age gigs.

**Program name:** Creative Times

**Age group:** 0–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Basketball, sport

**Community links:** Counselling, welfare.

**Program description:** This program uses a play based structure to enable youth to try out the world for themselves in order to learn. The group meets two afternoons per week and maintains links with previous clients through trips away and newsletters. Individual and group work programs are available for youth who have experienced or are at risk of abuse, and those who are emotionally and/or behaviourally challenged.

**Program name:** Drop In

**Age group:** 15–24

**Activities offered:** Individual games, basketball, performing arts.

**Community links:** Welfare.

**Program description:** This drop in centre provides various activities according to requests and funding. Rules developed and enforced by youth include the use of respect of the place and people.

**Program name:** Dubbo Skate Park

**Age group:** 0–24

**Activities offered:** Skating.

**Program description:** Based on a community needs survey, a skate park structure was provided.

**Program name:** Hassle Free (Campbelltown PCYC)

**Age group:** 15–24

**Activities offered:** Indoor games, basketball, performing arts.

**Community links:** Counselling, education/training, emergency services.

**Program description:** Responding to community complaints about underage drinking and antisocial behaviour by youth, organisers spoke to youth and developed a program with them based on their needs. Activities are provided on Friday nights that are mobile, including a barbecue.

**Program name:** Friday night 3 on 3 (Bankstown PCYC)

**Age group:** 10–24

**Activities offered:** Basketball, performing arts.

**Community links:** Counselling.

**Program description:** Providing somewhere for youth to hang out that was safe, this program includes Friday night activities, sport, prizes, music, break dancing workshops and unstructured basketball games.

**Program name:** Healthy Lifestyles (Lake Macquarie PCYC)

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Bike riding, boating, weight training.

**Community links:** Counselling, job agency, welfare.

**Program description:** This 8-week training program encourages at risk youth to participate in sport and make a positive change in their behaviour.

**Program name:** Jackaroo and Jillaroo School (Singleton PCYC)

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Farm skills, horse riding.

**Community links:** Counselling, education/training.

**Program description:** This program provides participants with recreational skills and experience, team-building and leadership practices to address issues underlying criminal activities.

**Program name:** Lifestyle Choices (PCYC)

**Age group:** 10–19

**Activities offered:** Sport.

**Community links:** Counselling, job agency, education/training.

**Program description:** Lifestyle Choices provides educational sessions with guest speakers about life issues relevant to youth, also teaching them about the services that are available to them. Participants are then encouraged to try a different sporting activity.

**Program name:** Links to Learning Manly

**Age group:** 15–24

**Activities offered:** Bike riding, boating, bushwalking, camping.

**Community links:** Counselling, accommodation, job agency, education/training.

**Program description:** Links to Learning uses experience based learning techniques to help eliminate barriers to returning to school, finding work or moving into training. Parent evenings, work experience and camps teach youth personal development, goal-setting, communication, team building, decision making, problem-solving, negotiating, budgeting and job search techniques.

**Program name:** Links to Learning Orange

**Age group:** 10–19

**Activities offered:** Outdoor experience/adventure.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** This program assists students with learning difficulties to stay in school while providing them with self-esteem building activities that involve the community and business.

**Program name:** Links to Learning Riverwood/Rockdale

**Age group:** 10–14

**Activities offered:** Boating, camping, sport.

**Community links:** Counselling, accommodation, welfare, education/training, health.

**Program description:** At risk students are supported in their school work and taught social skills during cultural outings and sports.

**Program name:** Links to Learning South Grafton

**Age group:** 15–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Outdoor experience/adventure.

**Community links:** Counselling, accommodation, job agency, education/training.

**Program description:** This program focuses on identifying and motivating youth at risk using adventure based activities to satisfy the need for adrenalin rushes. The community often become involved in arts, music or technology based activities.

**Program name:** Links to Learning Sydney

**Age group:** 10–19

**Activities offered:** Outdoor experience/adventure.

**Community links:** Job agency, welfare, education/training.

**Program description:** This program offers youth connections to further education as well as employment training and self-esteem and physical activities.

**Program name:** Maitland Youth Outdoor Experience (Maitland PCYC)

**Age group:** 15–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Abseiling, gliding, outdoor experience/adventure, other sports.

**Community links:** Job agency.

**Program description:** This program uses locations and equipment that will challenge young people on Sport and Recreation camps.

**Program name:** Moree Youth School Inc.

**Age group:** 10–14

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Sport.

**Community links:** Welfare, education/training.

**Program description:** This program offers remedial tuition to help re-enter the school system as well as life skills and sport.

**Program name:** Nambucca Shire Council Youth Network

**Age group:** 10–24

**Activities offered:** Boating, bushwalking, performing arts, go karting, other sports, rock climbing, ropes courses, skating, weight training.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, health.

**Program description:** This network allows youth to train in live performances, learn life skills, improve their health and wellbeing, team build, and develop confidence and self-esteem through new experiences.

**Program name:** Oasis Sport and Recreation

**Age group:** 15–24

**Activities offered:** Football, basketball, indoor sports, softball.

**Community links:** Counselling, accommodation, welfare, education/training.

**Program description:** This program aims to reduce boredom in youth and provide accommodation, education and training to homeless and at risk youth. Multi sport competitions on weeknights and outings motivate youth, build self-esteem and healthy relationships.



**Program name:** Oasis Youth Centre

**Age group:** 15–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Aerobics, indoor games, performing arts, indoor sports, rock climbing, skating, weight training.

**Community links:** Counselling, job agency, welfare, education/training, health.

**Program description:** Youth are encouraged to participate in and contribute to the community while maximising their potential and spiritual, physical and emotional health and wellbeing. The centre provides holiday activities, concerts and discos as well as Work for the Dole opportunities, multi-media and performance facilities and murals and anti-graffiti projects. Educational and vocational support is offered through alternative schooling, literacy, woodworking skills and computer training.

**Program name:** Play it Safe (Bankstown PCYC)

**Age group:** 10–19

**Activities offered:** Football, martial arts, cricket, performing arts, outdoor experience/adventure, rock climbing.

**Community links:** Counselling, education/training, sporting bodies.

**Program description:** Targeted at girls, they meet once a week for 18 weeks where they have workshops on self-defence, dance classes and other sports, crime avoidance, drugs and alcohol and other relevant issues.

**Program name:** Reality Check

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Sport.

**Community links:** Education/training.

**Program description:** This program aims to provide activities that serve as an energy release for youth through interaction with others. Youth who are disengaging from school are identified and taught key competencies through hands on learning, including negotiation and compromise, goal-setting, and recognising peer pressure.

**Program name:** Recreation Outreach Program

**Age group:** 0–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Football, individual games, basketball, skating, sport.

**Community links:** Counselling.

**Program description:** A social planning process developed this council recreation outreach program. Referee training courses are linked to local programs/centres for employment. Youth are provided with holiday activities, health and fitness programs.

**Program name:** Ride for Respect

**Age group:** 10–24

**Activities offered:** Bike riding

**Community links:** Welfare, social supports, youth services, cultural.

**Program description:** This program is an organised cycling relay through different towns. The aim is to build relationships and respect between police, youth and the community.

**Program name:** Rock Eisteddfod Challenge

**Age group:** 10–19

**Activities offered:** Performing arts.

**Community links:** Education/training.

**Program description:** The Rock Eisteddfod is a youth health initiative and general education and drug prevention vehicle. Secondary students enter as a school choreographing and designing a dance and drama routine, promoting fun and healthy lifestyle choices.

**Program name:** Sport not Caught

**Age group:** 10–19

**Activities offered:** Sport.

**Community links:** Job agency, education/training.

**Program description:** This program was developed to build self-esteem, decrease truancy rates, youth crime and promote awareness of sport as an important part of life. Opportunities for sport are offered using prosocial peers as models of appropriate behaviour and the rewards possible.

**Program name:** Taree Street Beat

**Age group:** 0–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Individual games, gymnastics, indoor sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, government, emergency services, justice.

**Program description:** As part of a crime prevention plan, positive contact was made with youth on the streets at risk of antisocial, unsafe and criminal behaviour. The local PCYC was later involved on Friday nights providing food and activities.

**Program name:** The Fact Tree Youth Service Inc

**Age group:** 10–19

**Activities offered:** Football, athletics, basketball, bushwalking, canoeing.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, government.

**Program description:** This program utilises a case management model to provide physical activities in consultation with young people as to their needs.

**Program name:** The Sports Café

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Football, basketball, boxing, sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, community/business.

**Program description:** A supportive environment is provided involving physical activity to reduce crime and vandalism. Mixed sport is played in the evenings with professional tutors.

**Program name:** Triple Care Farm

**Age group:** 15–24

**Activities offered:** Bike riding, boating, bushwalking, farm skills, rock climbing.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** This residential program uses a case management model to change with the needs of the current client group. Youth are taught life skills and VETAB accredited trades training courses.

**Program name:** Waycool (Wellington PCYC)

**Age group:** 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, health.

**Program description:** Waycool uses lectures, sport, field trips and visits from sporting identities to reinforce messages about drugs and alcohol, sexual and mental health, vocation, law, accommodation and Indigenous culture. This program targets the problems of youth unemployment, local health issues including drug use and domestic violence.

**Program name:** YMCA of Armidale Youth Project

**Age group:** 10–19

**Activities offered:** Camping.

**Community links:** Counselling, accommodation, welfare, health.

**Program description:** The need for a youth program was addressed by providing self-esteem and healthy relationship workshops and first aid training.

**Program name:** YWCA League Program

**Age group:** 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Football.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** This program provides youth with the opportunity to learn about a sport using it as a metaphor for life and school life. Youth learn skills and build self-esteem through sports achievement.

## Northern Territory

**Program name:** Adventure Plus RAP (Redirecting Adolescent Potential)

**Age group:** 10–19

**Activities offered:** Outdoor experience/adventure.

**Community links:** Accommodation, welfare, education/training.

**Program description:** In order to provide a prevention rather than cure to issues and effects for at risk youth, experiential education utilising adventure activities, problem-solving, initiative based activities and role modelling has been developed.

**Program name:** Auskick Football Program

**Age group:** 0–14

**Ethnic background:** Indigenous Australian.

**Activities offered:** Football.

**Community links:** Education/training.

**Program description:** This program encourages school attendance and rapport with police through drills, games and fitness as an alternative to drugs and alcohol.

**Program name:** Blue Light Disco

**Age group:** 0–19

**Activities offered:** Performing arts.

**Community links:** Emergency services.

**Program description:** This program mostly provides discos to youth as a Friday night entertainment alternative to antisocial behaviour and boredom.

**Program name:** Darwin and Districts Youth Services

**Age group:** 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Individual games, basketball.

**Community links:** Counselling, accommodation, education/training.

**Program description:** This drop in centre provides counselling and activities.

**Program name:** Duke of Edinburgh's Award

**Age group:** 10–24

**Activities offered:** Bushwalking, camping, outdoor experience/adventure, sport.

**Community links:** Education/training.

**Program description:** The Duke of Edinburgh's Award provides a balanced program of voluntary self-development activities. Participants are encouraged to achieve their own potential through meeting minimum requirements in setting their own goals and designing their own program. The program involves outdoor expeditions and any chosen physical recreation or sport as well as community service and life skills.

**Program name:** Mt Theo Petrol and Yuendumu Youth Diversionary Program

**Age group:** 0–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Football, individual games, basketball, bushwalking, performing arts, skating.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** Youth activities are provided every night as a vibrant alternative to petrol sniffing. A petrol sniffer respite outstation has also been created where youth live "out bush" with tribal elders and collect firewood, hunt and bushwalk.

**Program name:** TC Raiders Association Inc.

**Age group:** 10–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Basketball, performing arts, skating.

**Program description:** A drop in centre for after school hours, this program creates a drug free environment and enforces safety for all providing transport home in darkness. Sport is made available to younger members of the community through holiday programs and camps.

**Program name:** The Gap Youth Centre

**Age group:** 0–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Camping, sport.

**Community links:** Counselling, accommodation, welfare, education/training.

**Program description:** This drop in centre provides mentoring, assistance with homework and alternative education techniques, multimedia training and an internet café, and training for the community and families to prevent suicide and violence.

**Program name:** The Shak

**Age group:** 10–19

**Activities offered:** Individual games, bike riding, boxing, cricket, performing arts, racquet sports, skating, soccer, volleyball.

**Program description:** A need for recreational activities for youth has been met with high energy sports, music tuition, resume writing, workshops, a radio program, computer room, and holiday programs. Youth direct activities and are involved in community volunteer work.

**Program name:** Yirrkala

**Age group:** 0–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Football, basketball, boxing, performing arts, gymnastics, softball, volleyball.

**Community links:** Counselling, education/training.

**Program description:** This program offers opportunities for youth to engage in sport.

## Queensland

**Program name:** AFL Kickstart

**Age group:** 0–9 and 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian

**Activities offered:** Football.

**Community links:** Welfare, education/training, social supports, cultural, health.

**Program description:** This program is conducted in school clinics. Promotions have established Auskick centres in communities where workshops on health, domestic violence, drugs and alcohol, petrol sniffing and leadership are also given. AFL players act as role models where possible.

**Program name:** Australian Girl Guide Program

**Age group:** 0–19

**Activities offered:** Indoor sports, outdoor experience/adventure, sport.

**Program description:** Activities in this program are developed according to the needs of the girls involved. Understandings of the organisations' principles encourage girls to develop leadership and team work skills.

**Program name:** Bay Islands Community Services Inc

**Age group:** 0–24

**Activities offered:** Martial arts, bike riding, performing arts, relaxation.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, social supports, health.

**Program description:** This program provides somewhere for youth to try new things and be supervised. Boredom related to low employment is reduced, self-help and training programs to increase quality of life are offered, and community development and involvement helps strengthen social networks.

**Program name:** Beenleigh PCYC

**Age group:** 0–24

**Activities offered:** Aerobics, martial arts, boxing, circus skills, performing arts, gymnastics, racquet sports, relaxation.

**Community links:** Community/business.

**Program description:** Community interest led to this program that offers youth relevant and affordable activities.

**Program name:** Black Diamonds

**Age group:** 10–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Abseiling, boating, boxing, bushwalking, camping, cricket, performing arts, fishing, ocean sports, outdoor experience/adventure, rock climbing, sport, swimming.

**Community links:** Education/training, health.

**Program description:** Black Diamonds provides sport and recreation opportunities for young Indigenous people with a focus on culture. Camps relieve boredom and enhance self-esteem, communication skills, teamwork, leadership and self-reliance. Financial assistance is also available to Indigenous sporting clubs and team registrations.

**Program name:** Blue Light – Torres Strait

**Age group:** 0–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Camping, performing arts, drill.

**Community links:** Education/training.

**Program description:** This program offers drug and crime free activities to relieve boredom in youth such as supervised discos, movie nights to encourage “family time”, and camping trips. Youth are taught about law and order, the effects of drugs and alcohol and crime, as well as traditional values.

**Program name:** Bridging the Gap (PCYC)

**Age group:** 10–19

**Activities offered:** Football, camping, environmental activities.

**Community links:** Accommodation, job agency, emergency services.

**Program description:** This program provides a positive initiative for youth to be involved in. It includes involvement in a first aid course, community services such as Clean Up Australia Day and Driver Reviver stations, and a camp based on the effort the young person has put in. Mentoring is also available for employment and drug use.

**Program name:** Bundaberg PCYC

**Age group:** 0–24

**Activities offered:** Individual games, martial arts, basketball, relaxation.

**Community links:** Counselling, job agency, education/training.

**Program description:** This program provides youth with non-structured activities.

**Program name:** Carindale PCYC

**Age group:** 10–19

**Activities offered:** Individual games, basketball, performing arts.

**Program description:** Providing a safe hang out, youth are encouraged to try different sports. The primary activity offered is a disco.

**Program name:** Castle Hill PCYC

**Age group:** 0–24

**Activities offered:** Aerobics, football, martial arts, boxing, cricket, performing arts, swimming, weight training.

**Community links:** Job agency, welfare, education/training.

**Program description:** This program offers youth the opportunity to participate in a variety of sports and physical activities while building teamwork and leadership skills.

**Program name:** Charters Towers PCYC

**Age group:** 0–24

**Activities offered:** Individual games, martial arts, basketball, gymnastics, hockey, indoor sports, netball, skating, softball, volleyball.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** This program provides sport, social and cultural activities for youth, the general community and specific needs groups.

**Program name:** Choice Awareness Program

**Age group:** 0–24

**Activities offered:** Sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** A response to a lack of programs encouraging self-worth and belief, healthy choice making, positive thinking and responsible behaviour developed this program. This program involves developing community campaigns, and participating in group activities, sports and recreation.

**Program name:** Cunnamulla Touch Footy

**Age group:** 10–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Football.

**Community links:** Emergency services.

**Program description:** This program was developed as a community drug and alcohol diversion and crime prevention activity.

**Program name:** Deception Bay PCYC

**Age group:** 15–19

**Activities offered:** Bowling, skating.

**Community links:** Counselling, job agency.

**Program description:** Youth needs are ascertained and a youth worker attempts to provide activities to address these needs by involving the local community and businesses. This was a program requested by the local community.

**Program name:** Dimbulah BMX Track

**Age group:** 10–19

**Ethnic background:** Indigenous and non-indigenous Australian.

**Activities offered:** Bike riding.

**Program description:** An idea raised by youth at a youth forum saw the development of a local BMX track.

**Program name:** Duke of Edinburgh’s Award Access and Inclusion

**Age group:** 10–24

**Activities offered:** Outdoor experience/adventure.

**Community links:** Accommodation, welfare, education/training, justice.

**Program description:** An individual, non-competitive, personal challenge involving community service, life skills, physical recreation and an expedition is delivered by community organisations, schools, clubs, youth hostels, and detention centres.

**Program name:** Fostering Self Esteem School Holiday Youth Camp Program

**Age group:** 0–14

**Ethnic background:** Indigenous Australian.

**Activities offered:** Basketball, sport.

**Community links:** Education/training, government, local council.

**Program description:** Due to a high suicide rate, high levels of boredom in youth and their parents and a concern for children’s safety this program delivers structured and non-structured activities. Groups are coordinated to offer activities with a focus on crime and truancy reduction. Police are also involved in identifying at risk children.

**Program name:** International Cultural and Martial Arts Academy Shinbukan

**Age group:** 10–24

**Activities offered:** Martial arts, sport.

**Community links:** Counselling, welfare.

**Program description:** This program provides lots of exercise, encourages mental awareness and control, and teaches breathing exercises promoting the idea that a sound mind makes a sound body.

**Program name:** Lang Park PCYC

**Age group:** 0–24

**Activities offered:** Aerobics, martial arts, basketball, boxing, fencing, weight training.

**Program description:** This program is geared around prevention of juvenile delinquency, but also offers participants an opportunity to increase their options to make positive life choices and become a successful member of the social, cultural and economic life of the community.



**Program name:** Little Athletics Russell Island

**Age group:** 0–19

**Activities offered:** Sport, athletics.

**Program description:** This program promotes sport and recreation as a source of fun and fitness for families, but particularly youth.

**Program name:** North Queensland Remote and Indigenous Communities Hockey Development Program

**Age group:** 10–14

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Hockey.

**Community links:** Education/training.

**Program description:** Opportunities for training in leadership as coaches and officials as well as participants in remote communities are provided. TAFE provides support for teacher training with cultural awareness more available for domestic competitions.

**Program name:** PCYC Youth Camps

**Age group:** 0–24

**Activities offered:** Sport.

**Community links:** Welfare.

**Program description:** This program offers youth opportunities to develop leadership skills and experience team building through group activities. Behaviour management policies are invoked.

**Program name:** Project Challenge Inc.

**Age group:** 15–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Abseiling, bike riding, boating, bushwalking, camping, outdoor experience/adventure, rock climbing.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** Soft skills such as personal development, team and confidence building are promoted while youth participate in outdoor/adventure activities.

**Program name:** Royal Life Saving Society QLD Bronze Medallion

**Age group:** 15–24

**Activities offered:** Swimming.

**Community links:** Job agency, welfare, education/training.

**Program description:** In order to reduce the number of people drowning, this program involves basic first aid and rescue skills as well as resuscitation in theory and practice. Youth become physically and mentally fit through their involvement.

**Program name:** Russell Island Girl Guides

**Age group:** 10–24

**Activities offered:** Abseiling, bike riding, bushwalking, camping, canoeing, horse riding, skating.

**Program description:** This program offers a range of activities to promote social relationships, team building, leadership and wellbeing of young girls.

**Program name:** Schoolies on Straddie

**Age group:** 15–19

**Activities offered:** Individual games, athletics, boating, performing arts, flying fox, ocean activities, outdoor experience/adventure, sport.

**Community links:** Counselling, accommodation, welfare, social supports, government, youth services, emergency services, health, local council, community/business.

**Program description:** A mobile activity centre provides sporting equipment and drop in centre, adventure experiences, movie marathons, BBQ breakfasts, dance parties, a drink-rite program for over 18s, and day themes. The aim is to reduce inappropriate behaviour and drug and alcohol-related injuries, as well as disruption to the island community.

**Program name:** Scripture Union QLD

**Age group:** 0–19

**Activities offered:** Camping, outdoor experience/adventure.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, social supports.

**Program description:** This program provides one on one pastoral care, suicide prevention and intervention, holiday activities and camps, adventure based learning, drug programs, divorce recovery, a special program for at risk youth, leadership training and lunchtime activities.

**Program name:** Sunshine Coast PCYC

**Age group:** 0–24

**Activities offered:** Aerobics, individual games, martial arts, athletics, basketball, gymnastics, softball, swimming, weight training, wrestling.

**Community links:** Job agency, welfare, education/training.

**Program description:** This program aims to increase physical activity and wellbeing in youth while preventing criminal and antisocial behaviour by offering a variety of activities.

**Program name:** Surf Life Saving QLD – Juniors

**Age group:** 0–24

**Activities offered:** Swimming.

**Program description:** This program offers sporting activities as well as a community service.

**Program name:** The Outlook

**Age group:** 0–19

**Activities offered:** Outdoor experience/adventure.

**Community links:** Counselling, education/training.

**Program description:** This program focuses on the family of at risk youth to concentrate on family strengths in order to maintain behaviour changes on return from an adventure based camp.

**Program name:** Townsville PCYC

**Age group:** 0–24

**Activities offered:** Martial arts, archery, performing arts, gymnastics, hockey, other sports, skating, soccer, softball, relaxation.

**Community links:** Welfare, education/training.

**Program description:** This program provides activities as dictated by demand.

**Program name:** Upper Ross PCYC Youth Committee

**Age group:** 10–14

**Activities offered:** Camping, performing arts.

**Community links:** Education/training.

**Program description:** This program aims to target youth needs in the local community and assist in reducing boredom and irresponsible behaviour. Youth are offered various activities which teach leadership and responsibility.

**Program name:** Youth Enterprise Trust

**Age group:** 10–19

**Activities offered:** Abseiling, boating, bowling, bushwalking, camping, outdoor experience/adventure, rock climbing, ropes courses, swimming.

**Community links:** Counselling, accommodation, welfare, justice.

**Program description:** Gaps in service delivery for young people with parents in prison are addressed through adventure based learning activities, problem-solving activities, arts activities, and magic dinners.

**Program name:** You? Who?

**Age group:** 10–24

**Ethnic background:** Non-Indigenous Australian.

**Activities offered:** Camping, performing arts, skating.

**Community links:** Counselling, education/training.

**Program description:** As a response to increasing youth suicide rates, young people were asked what issues they were facing and what they believed would improve their lives. This led to band evenings, festivals, workshops, performing arts workshops, community service, working bees, fund raising, outings and sports being provided.

## South Australia

**Program name:** BCS Adventure Services

**Age group:** 10–24

**Activities offered:** Camping, outdoor experience/adventure.

**Community links:** Counselling, accommodation, welfare, education/training, social supports, youth services.

**Program description:** This adventure based counselling program has a key emphasis in providing ongoing personal, peer support. It involves a strategic process to engage disadvantaged youth into comprehensive interventions including mentoring and counselling (ongoing), drug use reduction and education, life skills, and the training and development of peer leaders and drug and alcohol educators.

**Program name:** Blue Light SE Youth Development Project

**Age group:** 0–24

**Activities offered:** Abseiling, outdoor experience/adventure, ropes courses.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** The community recognised a youth need and worked together to develop a program incorporating outdoor adventure activities where life skills, team building, leadership, self motivation and problem-solving would be taught. Youth also learn about themselves and their abilities to help them to make positive changes.

**Program name:** Cando4kids Adventure Club

**Age group:** 0–24

**Activities offered:** Outdoor experience/adventure.

**Program description:** This program offers a variety of adventure based activities to encourage youth to extend their choices and take risks to promote self esteem.

**Program name:** Enjoy Active Living

**Age group:** 0–14

**Activities offered:** Skipping, sport, swimming.

**Community links:** Counselling, education/training.

**Program description:** This program aims to increase appropriate behaviour during school break time by offering free sport clinics, student and staff run activities, sport skills training, and physically active raffles. A yard program is provided for recidivist offenders and participation is encouraged in national fitness initiatives (for example, Jump Rope for Heart).

**Program name:** Extreme Team (Lefvre Children's project)

**Age group:** 0–14

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Individual games.

**Community links:** Counselling.

**Program description:** This is a drop in centre after school hours where participants choose the activities they want to do. Food is always provided and guest speakers and leaders are invited. Team work is encouraged through participation in activities, and vandalism and boredom are reduced.

**Program name:** Operation Flinders Foundation

**Age group:** 15–19

**Activities offered:** Abseiling, bushwalking, camping, outdoor experience/adventure.

**Community links:** Counselling, welfare.

**Program description:** Youth are involved in a wilderness expedition where they learn different survival and life skills while developing team work and leadership abilities. They are also taught Indigenous history and respect for the environment.

**Program name:** Playford Reconnect Program

**Age group:** 10–19

**Activities offered:** Camping.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** Based on a lack of early interventions for families within this community a program promoting socio-educational development and recreational opportunities was developed. Family mediation is offered to prevent homelessness and case management and assessment of youth referred or who are no longer at school occurs.

**Program name:** Rush

**Age group:** 10–24

**Activities offered:** Football, individual games, basketball, bushwalking, camping, cricket, fishing, golf, other sports, skating, soccer, volleyball.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, social supports, cultural, sporting bodies.

**Program description:** In assisting youth to develop a well-rounded, active lifestyle and better life skills, this program offers leisure activities and promotes community involvement.

**Program name:** Risk It Adventure Program

**Age group:** 10–19

**Activities offered:** Abseiling, athletics, boating, bushwalking, camping, caving, gliding, other sports, rock climbing, ropes courses.

**Community links:** Counselling, welfare, education/training.

**Program description:** This program runs for 10 weeks on one day per week with a camp at the end. Activities during the program become progressively more challenging and involve team building, establishing norms, animal education and problem-solving.

**Program name:** South Australian Police Rangers

**Age group:** 10–19

**Activities offered:** Drill, sport.

**Community links:** Social supports, emergency services, health, community/business.

**Program description:** In this program, participants study a recruit course including uniform, behaviours, expectations, standards and discipline. They are taught policing life skills subjects such as police radio communications, road traffic, justice systems, politics, and investigation techniques. Participants are also involved in community events, assist at fairs, fetes, Xmas carols, ANZAC services etc.

**Program name:** Summer Activities Program

**Age group:** 0–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Basketball, boating, circus skills, cricket, performing arts, indoor sports, ocean sports, sailing, volleyball.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** This 4–6 week program offers sports, discos, and an “artsfeast” that includes dance, circus skills and painting. Bus transport is provided late at night.

**Program name:** Teen Challenge SA

**Age group:** 15–24

**Activities offered:** Outdoor experience/adventure.

**Community links:** Counselling, accommodation, welfare.

**Program description:** This program aims to provide troubled youth with resources and information to make positive life choices in regard to crime, drug and alcohol use, social relationships and employment. Activities are provided to boost self-esteem and respect for self and others.

**Program name:** WIRED

**Age group:** 15–19

**Activities offered:** Bushwalking, indoor sports, other sports, rock climbing, skiing, skirmish, swimming.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, health.

**Program description:** In order to maintain school attendance, at risk behaviour is addressed in a non-threatening, age-appropriate manner and environment. Recreation, personal development and anger management are attended to. Just consequences for crime, masculinity and communication issues are used as well as drug and alcohol use and employment assistance.

**Program name:** Wirraway Homestead

**Age group:** 10–14

**Ethnic background:** Non-Indigenous Australian and European.

**Activities offered:** Archery, camping, flying fox, horse riding, ropes courses.

**Community links:** Welfare, education/training.

**Program description:** Youth at risk are given the opportunity to socialise with those not at risk as they participate in different activities and learn life skills and develop their self-esteem.

**Program name:** Youth Adventure and Recreation Service

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Abseiling, boating, bushwalking, caving, outdoor experience/adventure, rock climbing.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** This program based on a consultative model uses experiential activities, to enhance worker's client files or plans, and develop programs for specific issues.

**Program name:** Youth Diversionary Program

**Age group:** 0–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Fishing.

**Community links:** Counselling, welfare, education/training.

**Program description:** This program was developed in response to the needs of local youth and provides them with cultural activities that relieve boredom.

**Program name:** Youth Under Konstruction

**Age group:** 10–19

**Activities offered:** Bushwalking, camping, sport.

**Community links:** Counselling, welfare, education/training, social supports.

**Program description:** Older peer mentors help to provide a safe environment for group games and activities and study groups on topics of relationships with parents and peers, God, drug proofing, self esteem, and everyday issues, for example, sex.

## Tasmania

*Program name:* Chiawell Community House Youth Centre

*Age group:* 10–19

*Ethnic background:* Indigenous and non-Indigenous Australian.

*Activities offered:* Individual games, skating.

*Community links:* Counselling, job agency, welfare, education/training.

*Program description:* The centre is open two afternoons per week and also provides a skate park where youth congregate on a regular basis. Youth are able to discuss problems, get help with their homework and access physical and individual activities.

*Program name:* Mobile Activity Centre

*Age group:* 0–19

*Activities offered:* Camping, indoor sports, sport.

*Community links:* Counselling, accommodation, job agency, welfare, education/training, social supports.

*Program description:* A bus and trailer of sporting equipment and a barbecue are taken to areas identified as needing assistance. Indoor and outdoor activities are offered to fit with facilities available and weather. This program involves the whole community in developing a long term solution.

*Program name:* Pulse Youth Health Centre

*Age group:* 10–24

*Activities offered:* Aerobics, football, individual games, cricket, weight training.

*Community links:* Counselling, accommodation, job agency, welfare, education/training, social supports, youth services, health.

*Program description:* Youth needs identified by research suggested the services offered by this centre. Youth are able to access a GP, family planning advice, driver education, information about drug and alcohol harms, counselling, information advocacy, a social worker, a youth worker, a housing worker, an alcohol and drug worker, nurses, laundry and shower facilities, and assistance with school work. It operates mostly as a drop in centre for youth in need.

*Program name:* Reclink

*Age group:* 15–24

*Activities offered:* Football, athletics, basketball, cricket, fishing, indoor sports, soccer.

*Community links:* Counselling, accommodation, job agency, welfare, education/training, emergency services, justice.

*Program description:* Young people involved in this program assist in umpiring, first aid, scoring, BBQs and meetings. Police officers and youth workers help with driving, coaching and mentoring.

*Program name:* Teen Vacation

*Age group:* 10–19

*Activities offered:* Bike riding, bushwalking, rock climbing, skating.

*Community links:* Counselling, welfare, social supports, youth services.

**Program description:** This program provides at risk youth with a variety of recreational activities during holidays, including a planning day where youth decide what activities they want (they are given a budget to work within). Activities are organised by the coordinator who may delegate tasks to participants.

**Program name:** Youth Activities for Kids (YAK)

**Age group:** 10–19

**Activities offered:** Camping, indoor sports, sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, health.

**Program description:** This program targets at risk young people and provides a venue and activities that will teach life skills and promote positive community involvement while boosting self-esteem.

## Victoria

**Program name:** Active Beginnings

**Age group:** 10–19

**Activities offered:** Basketball, netball.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, government, emergency services, local council, sporting bodies.

**Program description:** A high youth population and low physical activity opportunities and options prompted the development of this program. Youth are offered training in coaching, leadership and administration.

**Program name:** Active Youth in Swan Hill

**Age group:** 10–19

**Activities offered:** Skating.

**Community links:** Government, local council.

**Program description:** Youth are given skating skill demonstrations and workshops in a safe environment (not car parks).

**Program name:** Alternatives

**Age group:** 10–19

**Activities offered:** Bushwalking, netball, soccer, sport, swimming.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** A worker helps girls about to be or just released from incarceration find interests in physical activity through one on one consultation. The worker finds relevant activities and assists the girls in becoming involved in them to help girls develop new peer groups and become more independent.

**Program name:** City of Maroondah

**Age group:** 10–24

**Activities offered:** Golf, indoor sports, sport.

**Community links:** Counselling, accommodation, job agency, welfare.



**Program description:** Young people are involved in all aspects of the planning and implementation of this program in order to make it more relevant to the needs of this group. This program encourages the physical, social, environmental and economic benefits associated with physical activity in young adults.

**Program name:** Girls Go Extreme

**Age group:** 10–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Abseiling, bike riding, ocean sports, rock climbing, skating.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** As a response to unequal opportunities for women in sport, this program aims to increase awareness of and access to sporting and positive recreational activities to this group. Participants select activities they wish to try with the aim of increasing self-esteem and motivation and promoting healthy lifestyles and a positive body image.

**Program name:** Gymnasium 2 – Robinvale Murray River CDEP

**Age group:** 10–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Sport.

**Community links:** Job agency, education/training.

**Program description:** This is a Community Development Employment Program that employs Aboriginal youth at the gymnasium where they participate in activities.

**Program name:** High Challenge Program

**Age group:** 10–24

**Activities offered:** Outdoor experience/adventure, orienteering, ropes courses.

**Community links:** Counselling, welfare.

**Program description:** High Challenge takes people outdoors and places them in situations that involve an element of risk, challenge and adventure. Strengths and weaknesses in personal skills are identified and an overriding goal to improve self-concept while working with others is encouraged. Youth learn through enjoying what they are doing, and benefits are discussed and related back to other contexts.

**Program name:** Koori Kids in Care New Active Recreation Project – Victorian Aboriginal Child Care

**Age group:** 0–14

**Ethnic background:** Indigenous Australian.

**Activities offered:** Abseiling, football, basketball, bowling, camping, performing arts, skating, soccer.

**Community links:** Welfare, sporting bodies.

**Program description:** This program offers one activity type per month and a camp focussing on recreational and cultural specific activities such as Aboriginal dance for Indigenous children in foster care.

**Program name:** Lets Get Physical School Activity Program

**Age group:** 0–14

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Basketball, sport.

**Community links:** Education/training.

**Program description:** This program aims to increase physical activity levels in primary school children by creating a competition between schools. Students record the amount of physical activity they do, and schools win money based on the total activity levels of students. Professional athletes conduct clinics in schools to promote physically active lifestyles. A directory of local sporting clubs is given to students and parents.

**Program name:** Melton Fishing Clinic

**Age group:** 10–19

**Activities offered:** Fishing.

**Community links:** Counselling, welfare, education/training, social supports.

**Program description:** This program aims to reduce boredom and provide an opportunity for youth to learn about fishing. It also involves a tour of the police station and provides information about laws and skills related to fishing.

**Program name:** On Track

**Age group:** 15–19

**Ethnic background:** Not Indigenous Australian.

**Activities offered:** Camping, rock climbing, sport.

**Community links:** Education/training.

**Program description:** This is a one-week program including first aid, a camp and a field trip where the activity changes each month.

**Program name:** On Side Soccer

**Age group:** 15–24

**Activities offered:** Soccer.

**Community links:** Job agency, social supports, cultural.

**Program description:** This program is sponsored by the Victorian Magistrate's Court and provides positive activities, role models and experiences for culturally and linguistically diverse youth. Opportunities for social events, tickets to soccer matches, multicultural nights watching World Cup Finals and low-cost accessible competition for teams without their own ground or unable to pay fees are provided. The program also offers support and advice for similar groups such as those offering recreation for physically disabled youth.

**Program name:** Operation Emmett

**Age group:** 15–19

**Activities offered:** Camping, outdoor experience/adventure.

**Community links:** Counselling, welfare, education/training.

**Program description:** This program consists of a camping trip for youth identified as needing firm guidance and leadership in their social or personal lives, and positive reinforcement regarding self-image. Protective behaviours, drug and alcohol use, personal wellbeing and social skills are addressed. Physical activities are utilised to improve fitness, develop team attitude, and demonstrate what can be achieved with effort. Positive aspects in young people are highlighted to encourage them to pursue goals and achieve their best.

**Program name:** Operation Newstart – Northern

**Age group:** 15–19

**Activities offered:** Abseiling, bushwalking, camping, rock climbing, ropes courses.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** Youth at risk of leaving education early with no employment are identified and referred to this program, which addresses behavioural issues. Students make an informed commitment to make personal changes and create a more positive existence. Activities include high risk experiences and vocational alternatives through taster sessions at TAFE. Accomplishments such as fire safety and CPR are certificated.

**Program name:** Our Rainbow Place

**Age group:** 0–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Bushwalking.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** This program aims to fill a service gap providing community support and a recreation program for Indigenous communities. Assisting people to get out and about, do positive healthy activities and develop a more positive approach to everyday living and an alternative to minimise substance abuse and boredom. Using an holistic model, this program provides opportunities for individuals to reclaim their identity and culture by developing and providing workshops to enhance spiritual and physical wellbeing.

**Program name:** Recreation Program

**Age group:** 15–24

**Activities offered:** Aerobics, indoor sports, sport, swimming, weight training, relaxation.

**Community links:** Education/training, sporting bodies.

**Program description:** This program runs every day of the week and seeks to assist in reintegration of clients to the community by normalising life in the institution.

**Program name:** Recreation Support Group for Unemployed Youth

**Age group:** 15–24

**Ethnic background:** Non-Indigenous Australian and European.

**Activities offered:** Abseiling, basketball, bushwalking, performing arts, go karting, horse riding, others ports, ropes courses, skating, swimming, weight training.

**Community links:** Job agency, education/training.

**Program description:** Participants plan activities for each week and have their costs subsidised. The program is run in partnership with the job networking industry and promotes community development.

**Program name:** Self-Esteem, Social Skills and Soccer

**Age group:** 10–19

**Ethnic background:** Non-Australian.

**Activities offered:** Soccer.

**Community links:** Education/training.

**Program description:** Students gain coaching accreditations and train younger students in a 20 week round robin competition. This program aims to increase the social skills of African boys and youth with warfare and trauma backgrounds.

**Program name:** Sports Focus – Y-Rap (Youth Recreation and Participation)

**Age group:** 10–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Sport.

**Community links:** Counselling, welfare, education/training, health.

**Program description:** This program enables individuals or groups to be involved in community sport and recreation activities by removing barriers of confidence, awareness, experience, cost, support and transport. Young people determine activities, and the project coordinator liaises with sport and recreation groups to introduce the group, determine fees, and assess appropriateness etc.

**Program name:** Sport for All

**Age group:** 10–19

**Activities offered:** Racquet sports, soccer, sport, volleyball.

**Community links:** Counselling, accommodation, welfare, education/training, sporting bodies.

**Program description:** To engage young people in positive activities and reduce crime and drug and alcohol use, proactive strategies were developed to encourage participation of women and culturally and linguistically diverse communities in sport. Programs are delivered through schools, local sporting clubs and associations and include anti-bullying and holiday activities.

**Program name:** Sportsfun

**Age group:** 0–14

**Ethnic background:** Non-Australian.

**Activities offered:** Aerobics, basketball, performing arts, gymnastics, hockey, netball, soccer, volleyball.

**Program description:** This program provides activities for children from a housing estate to take part in.

**Program name:** The Outdoor Experience Program

**Age group:** 15–24

**Activities offered:** Outdoor experience/adventure.

**Community links:** Counselling, accommodation, job agency, welfare, education/training, health.

**Program description:** This is a six-week program encouraging youth to participate in challenges through a choice process. A wilderness journey offers opportunities for group formation and trust and self-directed goal-setting. A solution-focused approach is used.

**Program name:** Victoria Police Youth Corp

**Age group:** 10–19

**Activities offered:** Boating, bushwalking, camping, outdoor experience/adventure, other sports, rock climbing, skiing.

**Community links:** Education/training.

**Program description:** This program has core components of the Duke of Edinburgh's Award, first aid training, and camps. Youth are taught community leadership and information on police, community and social order. They are also involved in community service and fund raising.

**Program name:** Westside Circus

**Age group:** 15–24

**Activities offered:** Circus skills, performing arts.

**Community links:** Counselling, welfare, education/training.

**Program description:** This program offers an outreach service to rural and regional areas, providing theatre projects, circus activities and workshops.

**Program name:** YMCA – Juvenile Justice

**Age group:** 15–24

**Activities offered:** Aerobics, football, basketball, cricket, sport, swimming, water polo, weight training, relaxation.

**Community links:** Welfare, education/training, sporting bodies.

**Program description:** This program aims to maximise participation, education and enjoyment. The community become involved with excursions and as visitors. Transition programs and health and fitness accredited courses are offered.

**Program name:** Youth Central

**Age group:** 10–19

**Activities offered:** Performing arts.

**Community links:** Counselling, welfare, education/training.

**Program description:** Consultation with young people produced a series of break dancing workshops. This group then stayed together and performs regularly. This program targets youth at risk of truancy and school drop outs. Content changes with emerging needs and issues and actively involves young people in planning in an attempt at community strengthening.

**Program name:** Youth Linkages

**Age group:** 10–24

**Activities offered:** Sport.

**Community links:** Welfare, education/training, sporting bodies.

**Program description:** This community development project offers "taste-tests" of community activities, and delivers activities in youth's local environment. Community groups who provide skill development and support and engage and maintain young people's involvement, and develop new activities for youth are assisted.

## Western Australia

**Program name:** Armadale PCYC

**Age group:** 10–19

**Activities offered:** Abseiling, other sports, skiing, sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** Antisocial and students at risk for drug use are taken for half-day excursions for 10 weeks. They are given the opportunity to participate in physical challenges, education and life skills excursions.

**Program name:** Blue Light Association

**Age group:** 0–19

**Activities offered:** Abseiling, football, athletics, camping, performing arts, swimming.

**Community links:** Counselling, accommodation, welfare.

**Program description:** This program aims to provide drug and alcohol free activities for youth.

**Program name:** Cadets WA

**Age group:** 10–19

**Activities offered:** Environmental activities.

**Community links:** Counselling, welfare, education/training.

**Program description:** Youth learn life skills and gain personal development through conservation projects and training.

**Program name:** CALM Bush Rangers Albany

**Age group:** 10–19

**Ethnic background:** Non-Indigenous Australian and European.

**Activities offered:** Abseiling, bushwalking, camping, environmental activities.

**Community links:** Education/training, government.

**Program description:** Youth are involved with their community in conservation of their environment in practical activities while developing team work and leadership skills and initiative.

**Program name:** CALM Bush Rangers Bayswater

**Age group:** 15–19

**Ethnic background:** Non-Indigenous Australian.

**Activities offered:** Drill, environmental activities.

**Program description:** This program provides youth with the opportunity to learn team building and leadership skills while being involved with their natural environment and community.

**Program name:** CALM Bush Rangers Beeliar

**Age group:** 10–19

**Activities offered:** Environmental activities.

**Community links:** Education/training.

**Program description:** This program allows youth to become involved in volunteer work within their community restoring native areas and providing assistance to animals, as well as learning bushcraft skills.

**Program name:** CALM Bush Rangers Ellenbrook

**Age group:** 10–14

**Ethnic background:** Non-Indigenous Australian.

**Activities offered:** Bushwalking, environmental activities, orienteering, rock climbing.

**Program description:** Youth learn through outdoor education about animal care and conservation as well as life skills and team work.

**Program name:** CALM Bush Rangers Esperance

**Age group:** 15–19

**Ethnic background:** Indigenous Australian.

**Activities offered:** Environmental activities.

**Community links:** Education/training.

**Program description:** This program aims to increase literacy and numeracy skills using positive interaction, conservation and land care.

**Program name:** CALM Bush Rangers Kalbarri

**Age group:** 10–19

**Ethnic background:** Non-Indigenous Australian.

**Activities offered:** Camping, environmental activities.

**Community links:** Education/training.

**Program description:** A need for a youth program arose due to a new school being developed which would keep larger numbers of youth in town. This program offers team building, physical and practical activities that assist the community in fire safety, first aid and environmental conservation.

**Program name:** CALM Bush Rangers Katanning

**Age group:** 10–19

**Activities offered:** Environmental activities.

**Community links:** Welfare, education/training, emergency services.

**Program description:** Youth are given the opportunity to increase their self-esteem and sense of civic responsibility through environmental activities and community service.

**Program name:** CALM Bush Rangers Newman

**Age group:** 10–19

**Activities offered:** Environmental activities, outdoor experience/adventure.

**Community links:** Education/training, government.

**Program description:** This program offers youth an opportunity to experience outdoor education and learn environmental science skills.

**Program name:** CALM Bush Rangers Norseman

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Camping, drill, environmental activities.

**Program description:** Youth are given the opportunity to develop leadership and team building skills while being involved in conservation projects and regimented activities.

**Program name:** CALM Bush Rangers Northam

**Age group:** 10–19

**Ethnic background:** Non-Indigenous Australian.

**Activities offered:** Bushwalking, camping, environmental activities, orienteering.

**Community links:** Education/training, social supports.

**Program description:** This program offers youth the opportunity to learn curriculum theory, conservation, wildlife monitoring, navigation and water monitoring skills.

**Program name:** CALM Bush Rangers Perth

**Age group:** 10–19

**Activities offered:** Environmental activities.

**Program description:** This program provides team building and leadership activities through marine work and fauna rehabilitation.

**Program name:** CALM Bush Rangers Roleystone

**Age group:** 10–19

**Activities offered:** Drill, environmental activities, sailing.

**Community links:** Education/training.

**Program description:** Youth learn about environmental conservation through practical experiences and community service. They are also exposed to personal development and life skills.

**Program name:** CALM Bush Rangers Tardun

**Age group:** 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Environmental activities, outdoor experience/adventure.

**Community links:** Welfare.

**Program description:** This program provides youth with the opportunity to be involved in native revegetation and bush craft.

**Program name:** CALM Bush Rangers Warnbro

**Age group:** 10–19

**Ethnic background:** European.

**Activities offered:** Abseiling, bike riding, bushwalking, drill, environmental activities.

**Program description:** Youth learn about their environment through practical and adventure activities. They also learn about themselves.

**Program name:** Challenge Achievement and Pathways in Sport (CAPS)

**Age group:** 0–19

**Activities offered:** Sport.

**Community links:** Education/training, sporting bodies.

**Program description:** Students educated with coaching skills and theory are allocated to primary school students to coach the skills of their chosen sport. This program is extremely flexible to suit individual schools or youth groups.

**Program name:** Ern Halliday Recreation Camp

**Age group:** 0–24

**Activities offered:** Abseiling, flying fox, indoor sports, rock climbing.

**Community links:** Accommodation.

**Program description:** This Recreation Camp offers team building and leadership packages involving adventure activities.



**Program name:** Halls Creek Youth Services

**Age group:** 0–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Boating, camping, performing arts, sport.

**Community links:** Welfare, education/training.

**Program description:** The Shire council saw a need to provide a youth service and, after discussing youth needs for this program, provides holiday activities, social sporting activities, movie nights and discos.

**Program name:** High NRG Youth

**Age group:** 15–24

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Basketball, boxing, other sports, softball, golf, volleyball.

**Program description:** This program offers sporting activities in youth detention centres as well as local area sports, 4 wheel driving and sports clinics from athletes.

**Program name:** Hysteria Youth Holiday Program

**Age group:** 10–19

**Activities offered:** Bike riding, bowling, caving, flying fox, outdoor experience/ adventure, rock climbing, skating.

**Program description:** This program offers opportunities for youth to participate in adventure-based activities during their holidays. Youth enrol and then go onto a program after being consulted as to it's content.

**Program name:** Indigenous Sport Program

**Age group:** 0–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Sport.

**Program description:** This organisation delivers sport programs to Indigenous Australians.

**Program name:** Kimberley Aboriginal Lore and Culture Centre

**Age group:** 10–24

**Ethnic background:** Indigenous Australian.

**Activities offered:** Camping.

**Community links:** Counselling, welfare, education/training.

**Program description:** Initiated by Elders, this program aims to reconnect youth to their culture and country by taking them out bush for extended periods.

**Program name:** Leeuwin Ocean Adventure Youth Scheme

**Age group:** 15–24

**Activities offered:** Boating.

**Community links:** Counselling, job agency, welfare, education/training.

**Program description:** Participants are presented with the challenge of learning to sail a ship. As they meet these challenges they develop life skills. Responsibility is gradually handed over to participants.

**Program name:** Moora Youth Group Inc-Seniors

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Camping, sport.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** This drop in centre is open a couple of nights per week and offers youth a safe space to “hang around”. Youth are also able to participate in physical and sporting activities, as well as experiences in self-esteem and confidence building, controlled risk taking and team building.

**Program name:** Mukinbudin Community Youth Group

**Age group:** 10–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Farm skills, sport.

**Community links:** Health.

**Program description:** This program was developed to provide youth with opportunities to interact and have fun that did not involve drug use or crime. The youth centre provides a bus to allow travel.

**Program name:** Rally Australia Youth Project

**Age group:** 10–19

**Activities offered:** Abseiling, camping, drill, environmental activities, gliding, outdoor experience/adventure, orienteering, other sports, rock climbing.

**Community links:** Education/training, emergency services.

**Program description:** This program includes cadets with the police rangers, emergency services, bush rangers, St Johns Ambulance, and defence force. Youth have the opportunity to learn new skills, both adventurous and character building, survival techniques, communications, emergency services responses, safety, rescue and adventure training. Interesting and challenging structured training provides practical and interpersonal skills and community responsibility and service.

**Program name:** Rockingham Baptist Church Youth Group

**Age group:** 10–19

**Ethnic background:** Non-Indigenous Australian and European.

**Activities offered:** Sport.

**Community links:** Social supports.

**Program description:** This program challenges young people with positive messages that boost their self esteem and promote concern for others. Games and activities are available with a talk at the end of the night.

**Program name:** Sports Challenge Australia

**Age group:** 0–24

**Activities offered:** Football, martial arts, athletics, basketball, bike riding, boating, boxing, gymnastics, hockey, horse riding, netball, soccer, softball.

**Community links:** Counselling, welfare.

**Program description:** This is a mentoring program using sports mentors and intensive training to deliver preparation-for-life skills and develop self-esteem. It was first created to assist in reducing suicide and self-harm among youth.

**Program name:** Sportsfun

**Age group:** 10–19

**Activities offered:** Camping, sport.

**Community links:** Sporting bodies.

**Program description:** This program allows youth to experience other aspects of sport than participation, such as administration, event management, coaching, officiating and health. Participants complete an Active Australia leadership award.

**Program name:** Suitcase Circus

**Age group:** 0–14

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Circus skills.

**Community links:** Education/training.

**Program description:** Young people who are essentially “loners” by nature are given opportunities to learn individual skills which then contribute to the whole. Youth are required to physically assist each other and learn there is a “right way” by immediate experience. The thrills of circus performance aim to replace the thrills of drugs and motor vehicle theft.

**Program name:** Surf Life Saving WA

**Age group:** 0–19

**Activities offered:** Ocean sports, swimming.

**Community links:** Education/training.

**Program description:** This program offers first aid and surf skills depending on the needs of the group.

**Program name:** Teen Challenge International

**Age group:** 15–24

**Activities offered:** Badminton, basketball, camping, canoeing, performing arts, horse riding, indoor sports.

**Community links:** Education/training.

**Program description:** This program aims to provide troubled youth with resources and information to make positive life choices in regard to crime, drug and alcohol use, social relationships and employment. Activities are provided to boost self-esteem and respect for self and others.

**Program name:** WA PCYCs

**Age group:** 10–14

**Activities offered:** Abseiling, individual games, martial arts, badminton, performing arts, fishing, ocean activities, rock climbing, skating, surfing, tennis.

**Community links:** Counselling, accommodation, job agency, welfare, education/training.

**Program description:** Originally developed to provide youth with a male role model while older males were at war, this program changes to meet the needs of youth in current society. Self-esteem is boosted through providing a safe area to “hang out” where different activities are offered. Youth have high responsibility in running and initiating programs.

**Program name:** Warnbro Church of Christ Youth Group

**Age group:** 10–24

**Activities offered:** Bowling, camping, sport, swimming.

**Community links:** Counselling, accommodation.

**Program description:** This program offers physical activities and games to promote safe fun, including high impact games, recreational activities and excursions. Youth are also able to form small group support networks, develop leadership skills and be involved in community service.

**Program name:** Young Men’s Program

**Age group:** 15–19

**Ethnic background:** Indigenous and non-Indigenous Australian.

**Activities offered:** Boating, fishing, outdoor experience/adventure, rock climbing, sport.

**Community links:** Counselling, job agency, education/training.

**Program description:** This program was developed to prevent cannabis use by young men and the resulting poor example they were setting for younger boys. Personal fitness and the risks involved with natural growth and the use of pot are addressed. The program aims to increase self-confidence in regards to physical feeling and appearance through gym memberships and adventure based activities and outings.

# Appendix 2: Survey

## General Information

Q1. What is the name of this program? \_\_\_\_\_

Q2. Where is this program located?

Suburb(s)/Town(s): \_\_\_\_\_ State(s): \_\_\_\_\_

Q3. What is the program's target group?

(a) Age (tick as many as apply):

Under 9 years     10–14 years     15–19 years     20–24 years

(b) Gender:

Males only     Females only     Both males and females

(c) Youth at risk of (tick as many as apply):

Crime     Homelessness  
 Alcohol/Drug Misuse     Truancy/School leaving  
 Suicide/Self-harm     Mental health  
 Youth not at risk     Unemployment  
 Other (please specify): \_\_\_\_\_

Q4. Which groups does your program service (tick as many as apply)?

Australian Indigenous     Australian non-Indigenous  
 European     Middle Eastern  
 Asian     Other (please specify): \_\_\_\_\_

Q5. (a) What capacity does the program have (i.e. how many participants in total are you able to accommodate?) \_\_\_\_\_

(b) What is the current number of program participants?

Males: \_\_\_\_\_ Females: \_\_\_\_\_

Q6. (a) When did this program commence?

Month: \_\_\_\_\_ Year: \_\_\_\_\_

(b) What is the duration of the program (e.g. 12 weeks, 1 year, ongoing)?

\_\_\_\_\_

## Detailed Program Information

**Q7. How was this program conceived/developed?**

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**Q8. Please describe the content of your program (e.g. activities, procedures).**

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**Q9. What are the intended outcomes of this program and how are they monitored?**

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**Q10. What do you see as the key issues impacting on the success of this program (for example, Funding, community links, staffing, external support)?**

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**Q11. Does this program have links with other services or agencies (tick as many as apply):**

- Counselling       Accommodation       Job agency       Welfare  
 Education/Training       Other (please specify) \_\_\_\_\_

## Program Referral

**Q12. Are the program participants referred?**

- No (go to Q15)                       Yes

**Q13. Who refers the participants?**

- Government                               Criminal Justice System  
 School                                         Law Enforcement  
 Other (please specify): \_\_\_\_\_

**Q14. How many program participants have been referred?**

Since inception: Males: \_\_\_\_\_ Females: \_\_\_\_\_

Last 12 months: Males: \_\_\_\_\_ Females: \_\_\_\_\_

## Program Staff

**Q15. How many staff are currently involved in this program (specify number)?**

\_\_\_\_\_ Full-time volunteer                      \_\_\_\_\_ Part-time volunteer

\_\_\_\_\_ Full-time professional                      \_\_\_\_\_ Part-time professional

**Q16. (a) Are program staff required to have professional qualifications?**

No (go to Q17)                                       Yes (go to part (b))

**(b) What qualifications are they?** \_\_\_\_\_

## Program Costs/Funding

**Q17. What is the annual cost to run this program?** \_\_\_\_\_

**Q18. Roughly how much does this work out to be for each participating young person?** \_\_\_\_\_

**Q19. (a) Are participants required to contribute to this cost?**

No (go to Q20)                                       Yes (go to part b)

**(b) Roughly how much per session/program do they contribute?**

\_\_\_\_\_

**Q20. (a) From where does the program receive its funding?**

\_\_\_\_\_

**(b) Is the program funding:**

Ongoing     Finite (please specify):

Months: \_\_\_\_\_ Years: \_\_\_\_\_

## Program Evaluation

**Q21. How would you rate the effectiveness of this program (please circle)?**

Not very effective      1      2      3      4      5      Very effective

**Q22. (a) Have the program outcomes ever been formally evaluated?**

No (go to Q23)                                       Yes (go to part b)

**(b) Is the evaluation a public document?**

No     Yes

**(c) May we contact you to obtain a copy of the program evaluation?**

No

Yes

**Q23. If selected, would you be willing for this program to participate in a case study?**

No

Yes

**If yes, please supply contact details of the appropriate person.**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email (if applicable): \_\_\_\_\_

**THANK YOU FOR YOUR TIME**



