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Program Flexibility, Capacity Building, and Cultural Integration Among Indigenous Youth *Right to Play* Program Planning Recommendations

Although there are many sport, arts, and leadership programs designed to promote positive outcomes in youth, there are relatively few accessible to indigenous youth. Furthermore, these programs do not automatically lead to improved psychosocial outcomes; rather, these benefits depend on the quality of the program. The Right to Play Promoting Life-skills in Aboriginal Youth (PLAY) program helps youth develop life skills and become community leaders. The authors share results from a utilization-focused program evaluation to examine staff perceptions of program implementation. A utilization-focused evaluation involves intended program users to ensure real-world application to implement changes and recommendations from the findings. This is done by having the evaluator and intended users determine the type and kind of evaluation that is most useful. Nine participants (one indigenous) who were individuals at the upper and middle management levels of the PLAY program took part in semistructured interviews. These participants managed the 57 communities involved in the PLAY program and had the ability to make adjustments to the program. The participants shared the perceived strengths and challenges of the program. Five themes emerged to inform future programming in this context. The first emphasized the need for the program to be flexible within each community to promote local agency. Second, skills training for community mentors was seen as essential and effective to build capacity, increase mentor confidence, and build relationships. Third, participants identified a need to have a motivated staff and organization adaptable to changing needs. Fourth, it was important to balance the integration of indigenous culture and tradition into the PLAY program. Finally, participants noted challenges to the rapid growth of the program, such as funding and pressures placed on community mentors, as well as being able to truly adapt to community needs so quickly. Based on these findings, the authors recommend that Right to Play and community-based leadership programs for indigenous youth maintain program flexibility, recruit indigenous staff to increase their organizational presence and decision-making authority, follow a community-centric approach, facilitate community ownership, and enhance cultural sensitivity training.

Arellano, A., Halsall, T., Forneris, T., & Gaudet, C. (2018). Results of a utilization-focused evaluation of a Right to Play program for Indigenous youth. *Evaluation and Program Planning, 66*, 156–164. doi:10.1016/j.evalprogplan.2017.08.001

Self-Critical Perfectionists Struggle to Praise Themselves Even When They Succeed

Perfectionism is a multidimensional construct widely understood as a debilitating personality trait. Personal standards perfectionism refers to attempts to achieve high self-set standards and goals. A second dimension, self-critical perfectionism, involves trying to achieve high standards and negative self-evaluation. Self-critical perfectionism is especially debilitating as it arises as a coping response to unmet needs of self-esteem and belonging. As such, self-critical perfectionists strive for self-worth and others' approval via the attainment of excessive standards and engage in harsh self-criticism when these needs are not met. A series of studies by Levine et al. recently sought to test the punitive nature of self-critical perfectionism by examining responses to goal attainment in college students. Specifically, the authors looked at how people attributed success or failure. In these studies, personal standards and self-critical perfectionism were assessed prior to two longitudinal studies of goal attainment. Here, students reported their goals for the next 3 weeks (Study 1) and semester (study) before being asked again at the end of the study period whether they met their goals and whether this success could be attributed to internal (i.e., self) or external (e.g., others) sources. Across both studies, self-critical perfectionism positively predicted external attributions of success for their goal attainment, whereas personal standards perfection was associated with attributed failure to external standards. These results are highly relevant to the sport and exercise domain where the attribution of success is a salient source of self-esteem and competence. The authors suggest that, though a highly energizing trait, self-critical perfectionism is debilitating for development and well-being because it inhibits the internalization of success to the self and instead diverts praise to sources other than the individual.

Levine, S.L., Werner, K.M., Capaldi, J.S., & Milyavskaya, M. (2017). Let's play the blame game: The distinct effects of personal standards and self-critical perfectionism on attributions of success and failure during goal pursuit. *Journal of Research in Personality, 71*, 57–66. doi:10.1016/j.jrp.2017.08.005

Adolescents' Race/Ethnicity, Not SES, Important for Understanding Declines in Physical Activity

Despite the documented psychological and physiological health benefits of physical activity (PA), children and adolescents become less physically active as they get older. Previous investigations have focused on a variety of individual and contextual factors, such as the amount of social support provided to youth and the availability of PA equipment in a youth's home, to explain why PA behaviors decline. The purpose of this study was to extend the literature by focusing on two key sociodemographic variables—race/ethnicity and socioeconomic status (SES)—in predicting changes in PA over time. The sample of 643 youth and their parents was selected from participants enrolled in a prospective cohort study (i.e., Transitions and Activity Changes in Kids) that assessed youth during their transition from elementary school (fifth grade) to middle school (seventh grade). The researchers included only youth who identified as either non-Hispanic Black ($n = 275$), non-Hispanic White ($n = 296$), or Hispanic ($n = 72$). Total PA behavior was collected via accelerometer, whereas demographic information, including race/ethnic background and SES, was

assessed through self-report surveys. Children and parents also reported on several individual (e.g., self-efficacy, enjoyment), interpersonal (e.g., friend support for PA), and environmental (e.g., time to closest park) variables important for youths' PA behaviors. Consistent with previous research, youth in all race/ethnicity and SES categories showed declines in their PA behavior from fifth to seventh grade. Interestingly, race/ethnicity, but not SES, was a distinguishing factor in these PA decrements. For Black youth, a child's self-efficacy and availability of PA-related equipment predicted changes in PA behavior. For White and Hispanic youth, changes in PA behavior were explained by the child's enjoyment. The interpretation of these findings is limited by the dearth of interventions that have targeted PA behaviors of Black youth, signaling the need for more studies with racially heterogeneous samples. The results suggest that one-size-fits-all PA interventions may be ineffective when they are not designed in a culturally appropriate way that meets the needs of children from different races/ethnicities.

Barr-Anderson, D.J., Flynn, J.I., Dowda, M., Taverno Ross, S.E., Schenkelberg, M.A., Reid, L.A., & Pate, R.R. (2017). The modifying effects of race/ethnicity and socioeconomic status on the change in physical activity from elementary to middle school. *Journal of Adolescent Health, 61,* 562–570. doi:10.1016/j.jadohealth.2017.05.007

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The Gendering of J-i-ms: What Socio-Spatial Processes Tell Us About Gyms

Notable gender differences occur in terms of physical activity behavior, with women less likely than men to meet physical activity guidelines. Using social theories of gender, the present study explored the place of gyms to understand socio-spatial processes that might contribute to the gendering of physical activity. Self-identified regular gym users who had a current coed membership and engaged in activities, which included the use of both weight and cardiovascular training areas of the gym ($N = 52$; 11 gyms), participated in the study. Following a semistructured interview, participants were asked to draw in response to the question "How do you feel in the gym?" and then complete a 1-week gym journal about their thoughts and experiences before going to the gym and while training there. Interviews, drawing descriptions, and journals were triangulated to understand similarities and differences across and within data types and participants. Thematic analysis was used to systematically identify patterns and meanings through a three-stage coding process, separated by gender of the participant (34 women and 18 men; the majority of the sample was heterosexual). Four broad themes were found: embodying gender ideals, policing gender performance, spatializing gender relations, and breaking gender binaries. Participants made direct connections between gendered body ideals and their chosen gym activities. For example, men described weight training activities to achieve a sense of strength (a masculine quality) versus women who described doing activities to achieve a toned, not too muscular, body. Gender lines were described such that women tended to stick to certain areas of the gym and specific activities and men to other areas and activities. When gender lines were crossed, this created altered behavior or awareness (i.e., one woman described tiptoeing and apologizing for going into the "male space").

Both men and women described how gyms are hypermasculine in unappealing ways. Overall, findings suggest that socio-spatial processes within the gym setting serve to normalize gender differences in exercise. Finding ways to have gender body ideals outside the current ideals in Western society is required to address gender inequalities. A call for gender transformation interventions that go beyond simply contending with gender hegemony (e.g., building separate areas or gyms for women) is needed. The authors highlight that although gyms may have health promotion qualities, they may also be places that reinforce gender inequalities.

Coen, S.E., Rosenberg, M.W., & Davidson, J. (2018). "It's gym, like g-y-m not J-i-m": Exploring the role of place in the gendering of physical activity. *Social Science & Medicine, 196,* 29–36. doi:10.1016/j.socscimed.2017.10.036

Journal website: www.elsevier.com/locate/socscimed
Author website: http://www.theheal.ca/team_scoen.php

Negative Gender Stereotypes: The Ingroup Goes Out

Stereotype threats (STs) occur when an individual interprets their behavior through a negative stereotype. Although most research on ST has focused on the individual, recent theoretical developments suggest that a person may feel threatened not only as an individual but also as a group member. According to social identity theory, belonging to a positively valued group is important for a members' self-image. The current study examined whether gender identification affected the experience of ST and whether individual or group ST experiences influenced identity management strategies that were used. Ninety-six French women rugby players participated in the study. They completed the study's first phase in their respective clubs by completing a gender identification measure. During the second phase, participants were asked to imagine a training situation where they would be training next to a men's rugby team, and following training, the men would be watching their game. Participants reported individual and group ST; individual ST was assessed by asking participants to rate their concern about others thinking their poor performance was a result of being female, whereas group ST was assessed by asking participants if they were concerned that a poor performance would lead men to generally think that women were poor at rugby. In addition, they completed measures of ingroup- and outgroup-perceived rugby ability and gender identification. Results showed that the group identification level did not affect individual or group ST. Furthermore, the higher the individual ST, the more women positively rated men's ability and negatively rated women's ability at rugby. By contrast, when they experienced group ST, they tended to rate women's ability more positively. Thus, when an individual woman experiences a negative gender stereotype, she tends to psychologically distance herself from her group as a form of protection.

Laurin, R. (2017). Group and individual stereotype threat and identity management strategies: An investigation of rugby women. *Journal of Applied Social Psychology, 47,* 584–588. doi:10.1111/jasp.12466

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