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Sports Team Participation and Wellbeing Among South Asian Adolescents in Minnesota

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Abstract

Despite evidence that sports participation is associated with positive outcomes among adolescents, research on South Asian adolescents remains limited. Using data from the 2022 Minnesota Students Survey (N = 1,517), this study aims to examine the sports participation rates of South Asian students in Minnesota and how it affects their mental wellbeing and academic performance. Participation rates were variable by ethnic subgroup, with the highest being among multiethnic students (60%) and the lowest being among Bangladeshi students (32%). Logistic regression models indicated that sport participation was associated with lower odds of elevated anxiety (OR = 0.76, 95% CI [0.60, 0.96]) and depressive symptoms (OR = 0.46, 95% CI [0.34, 0.62]) and higher odds of receiving mostly As (OR = 1.58, 95% CI [1.19, 2.12]) among South Asian adolescents after controlling for assigned sex, grade, access to resources, and number of non-sport activities. These findings suggest that sport participation could be a protective factor for mental health and boost academic performance among South Asian students. Disaggregating racial data allows for meaningful insights about specific ethnic subgroups, informing targeted intervention and public health initiatives.

Keywords

Sports Participation, South Asian

1 Introduction

Despite growing research interest in the contributions of organized sports participation to healthy development, significant gaps remain in this topic area. For instance, little is known about sport participation and potential benefits among ethnic subgroups of youth within broader racial umbrellas (Knoester & Bjork, 2024; University of Massachusetts Boston et al., 2024). Particularly, little scholarship focuses on South Asian American youth. Surveys like the National Survey of Children's Health (U.S. Census Bureau, 2022) and the Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention, 2023) gather data on adolescents' sport team participation, but they do not disaggregate

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findings by specific Asian or Asian American racial and ethnic subgroups, including South Asians.

This is a concern, as grouping South Asian American students under the broader "Asian American" category hides potentially significant differences in their experiences, outcomes, and participation. The data aggregation, along with a general absence of South Asian and South Asian American athletes in sports media, seems to reflect the underrepresentation of this group in sports research (King, 2008). This shortage of public narratives and research may relate to cultural stereotypes or assumptions. For instance, some believe that South Asian American families emphasize academic activities over sports, or that sport participation is not aligned with their cultural values (Ho & Bedford, 2013; Tian, 2023). Although cultural, familial, and historical reasons may play a role in the sport participation patterns of these students, without disaggregating data, it is impossible to understand broad trends in sport participation rates of South Asian American youth or how sport participation contributes to their overall well-being (Muthusamy et al., 2021).

Lack of data, research, and representation reinforces stereotypes about South Asian American youth, such as the belief that they are uninterested in sports and only driven in academics (Tian, 2023). With little to no research, media, or counterexamples to contradict stereotypes, youth may purposefully distance themselves from a space where they do not feel included (King, 2008). Since sport participation is associated with many positive outcomes among adolescents, including improved physical health, mental health, and social development, South Asian American students could miss out on important developmental opportunities if they are under involved in sports (Piercy et al., 2018; Xiang et al., 2020; Zhang et al., 2021). Research focused on the participation rates and experiences of South Asian American students and families could assist schools, sports organizations, and other stakeholders in ensuring that these students are fully included in, and benefitting from, sports at the same level as their peers. For instance, disaggregated data and tailored information could increase awareness about the benefits of sport participation among South Asian American youth in families looking to promote positive developmental outcomes for their children (Muthusamy et al., 2021).

In addition to mental health benefits, sport participation has also been linked with improved academic performance. Although some adults may assume that sports take too much time away from schoolwork, research consistently shows that involvement in organized sports can increase cognitive performance, school attendance, academic engagement, and school connectedness (Owen et al., 2022; Reece et al., 2023). Despite limited research to understand sport engagement and academic performance among South Asian American students, South Asian American youth are portrayed as strong academic performers in public, media, and cultural settings. It could be that the benefits of sport participation are masked by this stereotype; being seen as 'natural' academics could obscure the relative importance of non-academic activities to South Asian American students' academic successes (Lee, 2015; Sue et al., 2012).

The purpose of this study was to address empirical gaps by exploring sports team participation among South Asian American adolescents in Minnesota and examining its association with mental well-being and academic performance. With limited access to disaggre-

gated data and little research on this population, this exploratory study focused on addressing important gaps in the literature by concentrating specifically on South Asian American students' well-being. Our research questions were:

1. What are the prevalences of sports team participation among South Asian American students across different South Asian ethnic subgroups and demographic characteristics?
2. Are South Asian American students who participate in sports teams less likely to report mental health concerns than students not involved in sports?
3. Are South Asian American students who participate in sports teams more likely to report stronger academic performance than students not involved in sports?

2 Methods

2.1 Data Source and Participants

This study used data from the 2022 Minnesota Student Survey (MSS), an anonymous, statewide, cross-sectional epidemiological survey administered every 3 years to evaluate the health, academic, and social experiences of fifth, eighth, ninth, and 11th-grade students across Minnesota (Minnesota Department of Education, 2022). We limited our sample to students in eighth, ninth, and 11th grades to focus on older adolescents in middle and high school. We also limited our sample to South Asian students, given our research questions. To identify South Asian students, we used two MSS items. Students were asked to identify all racial categories they belonged to, including the option of "Asian, South Asian, or Asian American." Students who selected this option were prompted to identify their specific Asian ethnicity or ethnicities from a check-all-that-apply list of 13 options. We included students who selected the South Asian identities of Bangladeshi, Indian, Nepali, or Pakistani, regardless of whether they selected other Asian ethnicities (e.g., Chinese, Lao) or non-Asian racial groups (e.g. White, Black). Thus, we included monoracial, multiethnic, and multiracial South Asian students. The final sample consisted of 1,517 South Asian students.

2.2 Measures

2.2.1 Dependent Variables

Elevated Anxiety Symptoms. Elevated anxiety symptoms were assessed using the two-item Generalized Anxiety Disorder scale (GAD-2). Students were asked how often they had felt nervous, anxious, or on edge and how often they were unable to stop or control worrying in the past two weeks. Response options for each item ranged from "Not at all," which was coded as 0, to "Nearly every day," which was coded as 3. Following scoring from scale developers and former MSS studies, scores from both questions were summed, and a total score greater than 3 (out of a total possible score of 6) indicated elevated anxiety symptoms (Kroenke et al., 2007).

Elevated Depressive Symptoms. Elevated depressive symptoms were assessed using the two-item Patient Health Questionnaire (PHQ-2). For the past 2 weeks, students were asked how often they had experienced little interest or pleasure in doing things, and how often they felt down, depressed, or hopeless. Response options for each item ranged from

"Not at all," coded as 0, to "Nearly every day," coded as 3. Also following scoring guidelines from scale developers and former MSS studies, scores from both items were summed, and a total score greater than 3 (out of a total possible score of 6) indicated elevated depressive symptoms (Kroenke et al., 2003).

Academic Performance. Academic performance was assessed via a single item that asked students, "How would you describe your grades this school year?" Response options included "Mostly As", "Mostly Bs", "Mostly Cs", "Mostly Ds", "Mostly Fs", and "Other." For analyses, we dichotomized responses as "Mostly As" (coded as 1) versus any other grades (coded as 0) to create a meaningful distinction between students achieving top-tier academic performance and other students.

2.2.2 Independent Variable

Sports Team Participation. Sports team participation was assessed using a question that asked students, "During a typical week, how often do you participate in the following activities outside of the regular school day? Sports teams, such as park and rec teams, school teams, in-house teams, or traveling." Participants could select 0 days, 1 day, 2 days, 3-4 days, or 5 or more days. This variable was dichotomized because among students who reported participating in team sports, more than half did so at the highest number of days (Kaja et al., 2024). Students were categorized as sports team participants if they reported participating more than one day per week and non-participants if they selected "0 days."

2.2.3 Control Variables

Number of Non-Sport Extracurricular Activities. The number of non-sport extracurricular activities students participated in was calculated using students' responses to items with the stem, "During a typical week, how often do you participate in the following activities outside of the regular school day?" Students were given options of non-sport school-sponsored clubs or activities (e.g., drama, music, chess, or science club), tutoring, leadership (e.g., student government or youth council), artistic activities (e.g., music, dance, drawing, photography, or pottery), cultural heritage programs, physical activity lessons (e.g., tennis or karate), community clubs or programs, and religious activities. For each activity, students could indicate that they participated on 0 days, 1 day, 2 days, 3-4 days, or 5 or more days in a typical week. We determined each student's total number of non-sport extracurricular activities by counting how many of these activities they reported participating in for at least one day per week. We included this measure to better understand the unique effects of sport on mental health and academic outcomes, rather than the effects of extracurricular engagement generally.

Grade. Given associations between students' grades in school (i.e., age) and our variables of interest, we included age as a categorical control variable (i.e., eighth, ninth, or 11th grade).

Access to Resources. We created a variable to indicate students' access to resources based on recommendations from the National Center for Education Statistics and previous MSS research (Cowan et al., 2012; Kaja et al., 2024). The variable included participants' responses to an index assessing their access to six resources in their home (e.g., having a computer, having their own bedroom). It also included responses to items about food insecurity (e.g., "During the last 30 days, have you had to skip meals because your family did not have enough money to buy food?") and housing insecurity (e.g., "During the past 12

months, have you stayed in a shelter, somewhere not intended as a place to live, or someone else's home because you had no other place to stay?"). Participants who reported having all six resources and no food or housing insecurity were categorized as "highest access to resources." Participants who reported fewer than six resources, but no food or housing insecurity were categorized as "medium access to resources." Participants with food or housing insecurity, regardless of the number of resources they reported having access to, were classified as "lowest access to resources."

Assigned Sex. Given associations between assigned sex and our dependent variables of interest, we included assigned sex as a categorical control variable (i.e., female or male; Toro et al., 2025).

2.3 Data Analysis

First, we calculated descriptive statistics to understand the sample of South Asian students (Table 1). Specifically, we measured frequencies and percentages of sports team participation across demographic subgroups, including multiracial status (monoracial vs. multiracial South Asian), ethnicity (Bangladeshi, Indian, Nepali, or Pakistani), grade (eighth, ninth, or 11th), assigned sex (male or female), and access to resources (low, medium, or high). Next, we examined the frequencies and percentages of each dependent variable (earning mostly A's, elevated depressive symptoms, and elevated anxiety symptoms) by whether they participated in sports teams or not. To explore the associations between sports team participation and each dependent variable, we conducted three separate logistic regression models for earning mostly A's, elevated depressive symptoms, and elevated anxiety symptoms. Each model included sports participation (any vs. none) as the independent variable of focus. We also included access to resources, the number of non-sport extracurricular activities, grade, and assigned sex as control variables in each model. We used $p \leq .05$ to indicate statistical significance, as this was an exploratory, epidemiological study.

Table 1 *Demographic Characteristics and Sport Participation Among South Asian Students in Minnesota (N = 1,517). Note. South Asian Only includes students who selected only Asian as their race and only South Asian ethnicities, whether one or more. South Asian Ethnicity includes South Asian Only students who selected only one South Asian ethnicity, except for Multiethnic South Asian, which refers to students who selected multiple South Asian ethnicities (e.g., Indian and Nepali)*

	n (%) Playing Any Sports
South Asian Only	691 (50.29%)
Multiracial South Asian	40 (50.63%)
Specific South Asian Ethnicity	
Bangladeshi	15 (31.91%)
Indian	583 (49.83%)
Nepali	25 (37.88%)
Pakistani	47 (40.87%)
Multiethnic South Asian	21 (60.00%)
Grade	
Eighth	303 (54.50%)
Ninth	289 (53.82%)
11^{th}	139 (38.61%)
Assigned Sex	
Female	344 (46.30%)
Male	386 (54.52%)
Access to Resources	
High	439 (55.50%)
Medium	199 (40.12%)
Low	52 (50.49%)

3 Results

3.1 Sports Team Participation

Overall, 50% of monoracial and multiracial South Asian students reported participating in a sports team (see Table 1). Across ethnic subgroups, sport participation was highest among multiethnic South Asian students (60%), followed by monoethnic Indian (50%), Pakistani (41%), Nepali (37.88%), and Bangladeshi students (32%). Sports team participation varied somewhat by grade level, with eighth-grade students participating at the highest level (55%) in comparison to ninth-grade (54%) and 11th-grade (39%) students. Male students had a higher prevalence of sports team participation than their female peers (55% vs. 46%). Regarding access to resources, students with the highest level of access to resources had a higher prevalence of sports team participation (56%), compared to those with medium (40%) and low access (51%).

3.2 Academic Performance and Mental Health Variables by Sports Team Participation

In unadjusted analyses, academic performance and mental health differed by sports team participation (Table 2). Students who participated in sports reported lower rates of elevated depressive symptoms (13% vs. 29%) and elevated anxiety symptoms (39% vs. 50%) than non-participants. Following a similar pattern, among students who participated in a sports team, 85% received mostly A grades, compared to 74% of non-sports participants.

3.3 Logistic Regression Analyses

We used logistic regression models to examine associations between sports team participation and each dependent variable, controlling for access to resources, number of non-sport extracurricular activities, grade, and assigned sex.

Table 2. *Academic Achievement and Mental Health by Sports Team Participation Among South Asian Students in Minnesota (N = 1,517)*

	n (%) Earns Mostly "A" Grades	n (%) Reports Elevated Depressive Symptoms	n (%) Reports Elevated Anxiety Symptoms
Participation on Any Sports Team	621 (84.95%)	90 (13.43%)	260 (38.75%)
No Participation on Any Sports Team	530 (73.71%)	191 (28.85%)	332 (50.00%)

Table 3. *Logistic Regression Model Testing Associations Between Elevated Depressive Symptoms and Sports Team Participation, Number of Non-Sport Extracurricular Activities, and Demographic Characteristics Among South Asian Students (N = 1,517*

	OR	95% CI	SE	p-value
Participation on Any Sports Team (vs. None)	0.46	[0.34, 0.62]	0.15	<.001
Medium Access to Resources (vs. High)	1.42	[1.07, 1.90]	0.15	.017
Low Access to Resources (vs. High)	2.93	[1.53, 5.47]	0.32	<.001
Non-Sport Extracurricular Activities	0.91	[0.83, 1.00]	0.05	.046
Ninth Grade (vs. Eighth Grade)	1.30	[0.93, 1.81]	0.17	.124
11th Grade (vs. Eighth Grade)	1.97	[1.39, 2.80]	0.18	<.001
Female Assigned Sex (vs. Male)	1.74	[1.31, 2.33]	0.15	<.001

3.3.1 Elevated Depressive Symptoms

Controlling for access to resources, number of non-sport extracurricular activities, grade, and assigned sex, sports team participation was significantly associated with lower odds of reporting elevated depressive symptoms (OR = 0.46, 95% CI [0.34, 0.62], $p < .001$; Table 3). Low access to resources (OR = 2.93, $p < .001$), being female (OR = 1.74, $p < .001$), and being in 11th grade (OR = 1.97, $p < .001$) were all significantly associated with higher odds of depression when compared to students who had high access to resources, were male, and were in eighth grade. Involvement in more non-sport activities was marginally associated with lower odds of elevated depressive symptoms (OR = 0.91, p = .046).

3.3.2 Elevated Anxiety Symptoms

Controlling for access to resources, number of non-sport extracurricular activities, grade, and assigned sex, sports team participation was also significantly associated with lower odds of reporting elevated anxiety symptoms (OR = 0.76, 95% CI [0.60, 0.96], p = .024; Table 4). Medium (OR = 1.30, p = .035) and low (OR = 2.29, p = .006) access to resources were significantly associated with higher odds of anxiety, as were being in ninth grade (OR = 1.53, p = .001), 11th grade (OR = 2.37, $p < .001$), and female (OR = 2.59, $p < .001$) when compared to students with high access to resources, eighth-grade students, and those who were male. The number of non-sport extracurricular activities was not significantly associated with anxiety symptoms.

3.3.3 Academic Performance

Controlling for access to resources, number of non-sport extracurricular activities, grade, and assigned sex, sports team participation was significantly associated with higher odds of earning mostly As, accounting for other variables (OR = 1.58, 95% CI [1.19, 2.12], p = .002; Table 5).

Table 4. *Logistic Regression Model Testing Associations Between Elevated Anxiety Symptoms and Sports Team Participation, Number of Non-Sport Extracurricular Activities, and Demographic Characteristics Among South Asian Students (N = 1,517)*

	OR	95% CI	SE	p-value
Participation on Any Sports Team (vs. None)	0.76	[0.60, 0.96]	0.12	.024
Medium Access to Resources (vs. High)	1.30	[1.02, 1.66]	0.12	.035
Low Access to Resources (vs. High)	2.29	[1.27. 4.17]	0.30	.006
Non-Sport Extracurricular Activities	0.96	[0.89, 1.03]	0.04	.276
Ninth Grade (vs. Eighth Grade)	1.53	[1.18, 1.99]	0.13	.001
11th Grade (vs. Eighth Grade)	2.37	[1.76, 3.20]	0.15	<.001
Female Assigned Sex (vs. Male)	2.59	[2.05, 3.29]	0.12	<.001

Table 5. *Logistic Regression Model Testing Associations Between Earning Mostly "A" Grades and Sports Team Participation, Number of Non-Sport Extracurricular Activities, and Demographic Characteristics Among South Asian Students (N = 1,517).*

	OR	95% CI	SE	p-value
Participation on Any Sports Team (vs. None)	1.58	[1.19, 2.12]	0.15	.002
Medium Access to Resources (vs. High)	0.57	[0.42, 0.76]	0.15	<.001
Low Access to Resources (vs. High)	0.19	[0.12, 0.30]	0.23	<.001
Non-Sport Extracurricular Activities	1.27	[1.15, 1.39]	0.05	<.001
Ninth Grade (vs. Eighth Grade)	1.04	[0.75, 1.43]	0.16	.816
11th Grade (vs. Eighth Grade)	0.74	[0.52, 1.05]	0.18	.095
Female Assigned Sex (vs. Male)	0.82	[0.62, 1.09]	0.14	.176

Participating in more non-sport extracurricular activities also predicted greater academic performance (OR = 1.27, $p < .001$). Reporting medium (OR = 0.57, 95% CI [0.42, 0.76], $p < .001$) and low (OR = 0.19, 95% CI [0.12, 0.30], $p < .001$) access to resources was associated with lower odds of earning mostly As, compared to reporting high access to resources. Grade level and assigned sex were not significantly associated with academic outcomes.

4 Discussion

This study addressed three research questions related to sport team participation among South Asian American students in Minnesota. First, we established prevalences of sport participation across South Asian subgroups and demographics. The results indicated that about 50% of South Asian American students in the sample participated i n organized sports teams. This is important knowledge added to youth sport scholarship, due to the limited available estimates about this group's involvement. This rate is slightly lower than the general MSS sample for all students in eighth, ninth, or 11th grade of about 53% (Minnesota Department of Education, 2022). Second, we observed that South Asian American students who participated in organized sports had greater odds of reporting strong academic performance (i.e., earning mostly A's). Third, we found that sports team participants were significantly less likely to report elevated depressive or anxiety symptoms. Given that South Asian adolescents are at relatively high risk for mental health concerns compared to other groups, our results highlight the potential importance of sport participation as a protective factor for mental health in this population (Tummala-Narra et al., 2016). These findings help counter the lack of representation of South Asian American students in sport research and unmask important relationships between sport and developmental processes in this population.

Despite a lack of public and scholarly attention, South Asian middle and high school students are participating in sports at relatively high rates. This challenges assumptions, potentially due to stereotypes or limited data, that South Asian adolescents are not interested in or are uninvolved in organized sports (Stodolska & Alexandris, 2004). Although this group does not yet meet the national Healthy People benchmark, which aims to have 63% participation in organized sports and physical activities for all youth by 2030, they are much closer than other populations of youth of color (U.S. Department of Health and Human Services, 2020). Multiethnic students reported the highest levels of sport participation, and Bangladeshi students reported the lowest. These differences highlight that even students who share a general South Asian background may have variations in sport participation by the specific South Asian ethnic group they belong to. Participation also varied slightly by sex and grade level, with the lowest rates being reported by 11th-grade and female students. This is similar to general trends among adolescents' sport participation (Valenzuela-Moss et al., 2024). The decline may reflect academic pressures, demands from other extracurricular activities, cultural gender roles, or limited access to sports opportunities for girls and older students. These patterns are important because they emphasize a group of South Asian students who are at the most significant risk of missing out on the physical, social, and mental health benefits associated with sport participation. Targeted programs and interventions are important in closing gaps, creating better opportunities for older and female South Asian students to play organized sports.

Importantly, this study emphasizes the importance of following questions about racial identification with questions about ethnic identity. Without a follow-up question identifying the ethnic subgroup of students, meaningful differences could remain hidden by the

overly general "Asian" category. As mentioned above, the sport participation rate for South Asian students was observed to be around 50%, which is higher than the rate of 40% for the general Asian, South Asian, or Asian American racial group in the MSS (Minnesota Department of Education, 2022). Identifying students only by their racial group produces little meaningful or actionable insight, causing researchers and policymakers to miss important variations that arise during the disaggregation of the data. Uncovering data for ethnic subgroups could allow for meaningful public health initiatives and sports programming. Additionally, detailed ethnic information allows for the creation of programs that more effectively address inequities and monitor whether current interventions are appropriate for each group. Future studies and surveys should follow up on race with a detailed question about ethnicity to develop a more nuanced story of who participates and who does not.

Our second research question addressed associations between sport participation and mental health outcomes among South Asian youth. National organizations have identified adolescent mental health as an urgent crisis in need of attention (Centers for Disease Control and Prevention, 2024). Concerningly, anxiety and depressive symptoms were common among our sample. However, students who reported playing on sports teams were significantly less likely to report elevated depressive or anxiety symptoms. These findings suggest sport may have the potential to serve as a non-stigmatized, community-based, accessible space for supporting mental well-being, particularly for adolescents who may be unable or unwilling to seek clinical mental health services (Eime et al., 2013). Sports teams can offer positive peer and coach relationships, physical activity, a structured routine, and other protective elements for mental health (Piercy et al., 2018; Xiang et al., 2020; Zhang et al., 2021). The relationship between sport, academic performance, and mental health may be especially important to understand among South Asian American youth who are navigating multiple pressures and expectations.

Our third research question focuses on whether sport participation was associated with academic outcomes. Although sport and school can be seen as mutually exclusive priorities, our findings suggest the opposite. Sport participation was associated with higher academic achievement when controlling for other potentially influencing factors. Future research and practice should consider this mutually reinforcing triangle of mental health, sports participation, and academic outcomes, investigating how to best leverage it among different minority racial groups and groups with high prevalence of mental health concerns. The benefits of sport participation in the classroom could be seen in improved attendance, increased academic engagement, or stronger feelings of school connectedness, which could also be related to or indicate better mental health (Owen et al., 2022; Reece et al., 2023). Among South Asian American youth, who may already feel the pressure to perform academically, sport participation could provide additional cognitive and social benefits that increase academic achievement, instead of detracting from it (Lee, 2015; Sue et al., 2012).

4.2 Limitations and Strengths

This study had some limitations. The data were cross-sectional, so we are unable to

draw causal conclusions about sport participation and mental health or academic outcomes. Future research could use a longitudinal approach following South Asian students over time to clarify the chronology of sport participation and developmental outcomes. This study only observed South Asian students from one U.S. state, potentially limiting its generalizability to South Asian American youth in other parts of the country. Other scholars should disaggregate sports participation data in other contexts and states to further the generalizability of our findings. The MSS is an epidemiological survey of health behaviors and was not designed for sport research, so there was minimal detail on the types of teams that students were on, their reasons for participating, their experiences with coaches and teammates, duration of participation, or level of competition. As a result, we were unable to examine how different sport contexts may relate to academic and mental health outcomes. We also dichotomized participation in sports as any versus none, losing information about how the frequency or intensity of involvement could impact the outcomes. Although sport-specific datasets might provide further detail on the contexts of sport participation, they usually involve smaller samples, insufficiently collect race and ethnicity data, and lack questions about academic performance and mental health. The study also had multiple strengths. We used a large sample of South Asian American students, focused on a group that is typically aggregated under the broader Asian American umbrella, and included multiple indicators of healthy development, including academic performance and mental health.

5 Conclusion

Despite prominent stereotypes and limited public attention, South Asian American youth are participating in organized sports at notable rates and are likely benefiting from participation substantially. This study highlights the importance for scholars to disaggregate ethnic and sub-ethnic groups, as well as challenge assumptions about whether and for whom sport is important for healthy development. In particular, our findings highlight the importance of actively encouraging and retaining South Asian students, an historically understudied and overlooked group, in a sports environment. By intentionally addressing barriers that South Asian students and other under researched groups may face in sports participation, organizations can ensure that there is equitable access to the social, academic, and benefits of sport participation. Researchers, schools, community sport organizations, and families should acknowledge the benefits that sport can bring to all youth, focusing their efforts on uncovering unheard stories of young people for whom sport may be incredibly meaningful.

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