



## Let Every Child Choose “1 OUT OF 5”

The “1 Out Of 5” Campaign encourages everyone involved in the lives of foster children - parents, social workers, foster parents, Judges, Children’s Court attorneys, GaLs, youth attorneys, CASA volunteers, CRB members, therapists, and treatment team members - to do their part to get foster children involved in extracurricular activities.

Extracurricular activities benefit children in a number of ways:

- Physical Development
- Creativity
- Stress Relief
- Self Confidence
- Social Skills
- Time Management

We believe that every child in foster care should have the opportunity to participate in at least one of these five extracurricular activities:

1. Performing Arts
2. Visual Arts
3. Sports and Outdoor Activities
4. Community Involvement
5. Clubs

**You can make a positive difference in the life of a foster child just by asking: ‘What is this child’s “1 OUT OF 5”?’**

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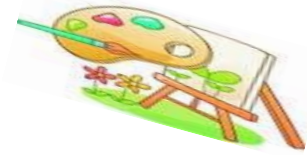
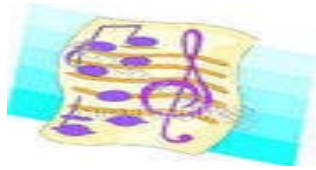
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## What You Can Do To Help:

- **Ask** ‘What is this child’s “1 Out Of 5”?’ at Court hearings, Child Welfare team staffings, CRB hearings, Treatment Team meetings and Parent/Teacher conferences and IEPs
- **Brainstorm** with your child’s team on how to get the child to and from an activity
- **Insist** that neither the child welfare team nor the school impose conditions such as behavior or academic performance on a child’s participation
- **Provide choices** to children and youth who may be reluctant to participate rather than asking them if they would like to participate at all
- **Work with your community** to find and develop extracurricular activities for foster children



### Research confirms the importance of extracurricular activities in improving outcomes for children and youth.

- Academic commitment and better academic performance (Cooper, Valentine, Nye, & Lindsay, 1999; Eccles & Barber, 1999; Jordan & Nettles, 1999);
- Lower rates of high school dropout (Davalos, Chavez, & Guardiola, 1999; Mahoney & Cairns, 1997; Mahoney & Stattin, 2000; McNeal, 1995);
- Lower levels of delinquency and arrests (Cooley, Henriksen, Van Nelson, & Thompson, 1995; Eccles & Barber, 1999; R. Larson, 1994; Mahoney, 2000; Mahoney & Stattin, 2000);
- Development of positive social relations (Khmelkov & Hallinan, 1999), particularly for boys.



*Participation In School-Based Extracurricular Activities And Adolescent Adjustment*, Journal of Leisure Research, January 1, 2005, Darling, Nancy; Caldwell, Linda L.; Smith, Robert.



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