Belizean Youth Sport Coalition (BYSC)

Mission: To promote youth development and social change through sport and physical activity
Youth Development through Sport and Physical Activity

By: Paul Wright
Physical Activity and Life Skills (PALS) Group at Northern Illinois University
Objectives of this presentation

- Define youth development
- Present research-based best practices
- Share model for youth development through sport
What is positive youth development?

- How is that term interpreted and used in Belize?
- What are some recent activities and initiatives?
A brief history of the field in the US

Largely a reaction to deficit-based programming
  ◦ Violence prevention
  ◦ Drop out prevention
  ◦ Etc.

Shifts focus to working with whole child
  ◦ Emphasis on strengths and potential
  ◦ Largely developed in afterschool programming
A few conceptual frameworks

- Developmental Assets
- Lerner’s 5 C’s
- Life Skills
- Social and Emotional Learning (SEL)
- Petitpas et al framework for youth development through sport
Developmental Assets (Benson, Search Institute)

- External
  - Support
  - Empowerment
  - Boundaries and expectations
  - Constructive use of time

- External
  - Commitment to learning
  - Positive values
  - Social competencies
  - Positive identity
Lerner’s 5 C’s (Tufts University)

- Competence
- Confidence
- Connection
- Character
- Caring
Life Skills (Danish, Virginia Commonwealth University)

- Skills that can be learned in a youth development program and applied in other areas of life
  - Cognitive (goal setting)
  - Behavioral (taking turns)
  - Personal (persistence)
  - Social (communication)
Social and Emotional Learning (SEL)

**Self-awareness:** knowing strengths & limitations;
**Self-management:** stay in control & persevere through challenges;
**Social awareness:** understanding & empathizing with others;
**Relationship skills:** being able to work in teams & resolve conflicts; and
**Responsible decision-making:** making ethical & safe choices.
Social & Emotional Learning Core Competencies

- **SELF-MANAGEMENT**: Managing emotions and behaviors to achieve one's goals
- **SELF-AWARENESS**: Recognizing one's emotions and values as well as one's strengths and limitations
- **SOCIAL AWARENESS**: Showing understanding and empathy for others
- **RESPONSIBLE DECISION-MAKING**: Making ethical, constructive choices about personal and social behavior
- **RELATIONSHIP SKILLS**: Forming positive relationships, working in teams, dealing effectively with conflict
Connection to life outcomes

- In school...
  - Academic learning outcomes
  - Positive relationship with commitment and completion
- In the workplace...
  - people must be able to work well with others, communicate, embrace diversity, solve problems and act professionally.
- In life...
  - people must be able to contribute to thriving communities and healthy neighborhoods.
Best-practices in youth development

- Focus on youth potential vs. deficits
- Physically and psychologically safe environment
- Explicit norms and values
- High expectations for youth
- High levels of engagement & empowerment
- Skill development
- Consistent routine and structure
- Relationships with caring adults
PYD through Sport (Petitpas et al, Springfield College)

- Sport provides unique context and effective vehicle to promote PYD
- But…sport does not ‘build character’ automatically
- Intentional and purposeful integration of PYD in sport programming
- Requires focused effort on program design, implementation and evaluation
Teaching Personal and Social Responsibility
(an instructional model)

- Value-based instructional model
- Physical activity as vehicle to teach life skills
- Developed by Don Hellison
  - Primarily with urban/underserved youth
  - Outside margins of PE at the time
- Applied in varied settings & cultures
  - Physical education, sport camps, after-school programs
  - Spain, Portugal, Brazil, Mexico, Korea, New Zealand, South Africa...
TPSR Themes

- **Integration**: responsibility integrated into physical activity
- **Transfer**: connections to life skills in other settings
- **Empowerment**: teacher shares responsibility with students
- **Teacher–Student Relationship**: students are treated as individuals deserving respect, choice, and voice
TPSR Responsibility Goals and Life Skills

- Respect the rights and feelings of others
- Self-motivation
- Self-direction
- Caring/Leadership
- Transfer “outside the gym”
Respect rights & feelings of others

- Self-control (mouth and temper)
- Include everyone
- Resolve conflicts peacefully
Self-motivation

- Participating
- Trying new things
- Persisting through difficulty
- Giving good effort
Self-direction

- Setting and working toward goals
- Working independently
- Making good choices
Caring/helping

- Leading others
- Considering welfare of group and others and not just self
- Compassion and empathy
- Helping and peer coaching
Discuss ways to apply life skills in other settings such as…
- Classroom
- Home/family
- Community/neighborhood
- Future/possible selves
Teaching Strategies

- Modeling Respect
- Setting Expectations
- Opportunities for Success
- Fostering Social Interaction
- Assigning Tasks
- Leadership
- Giving Choices and Voices
- Role in Assessment
- Transfer
Student Behaviors

- Participation
- Engagement
- Showing Respect
- Cooperation
- Encouraging Others
- Helping Others
- Leading
- Expressing Voice
- Asking for Help
Thank you!

Questions?

Paul M. Wright, Ph.D.
Associate Professor, Department of Kinesiology and Physical Education
Director, Physical Activity and Life Skills (PALS) Group
Northern Illinois University
pwright@niu.edu

http://www.niu.edu/cea/pals
Introducing our training team

Background and key focus areas
Objectives

- Understand principles and best practice of youth development
- Learn specific strategies to promote youth development through sport
- Teaching for skill development
Objectives
- Understand motivation in youth sport
- Learn strategies to effectively motivate athletes
- Framing competition positively
Objectives

- Understanding effective planning for instruction
- Integrating instruction in sport skill with instruction in personal-social skills
- Identify strategies for fostering responsibility in sport settings
Teaching character through fun games
Jinhong Jung, Ph.D.

- Objectives
  - Teaching for character
  - Fostering fun and enjoyment
  - Creating an inclusive environment
Objectives

- Understand purposeful warm-ups to prevent lower extremity injuries
- Become more aware of prevention and treatment of common sport injuries
- Develop an awareness of concussions, including prevention and response
Building community through sport  
Rob Castaneda, Executive Director, Beyond the Ball

- Objectives
  - Think outside of the box in designing sport/play programs
  - See importance of being intentional in sport/play programs
  - Using sport/play to reclaim public space
  - Using sport/play as a community organizing tool
Thank you!

Questions?