

Belizean Youth Sport Coalition:

Using Sport to Promote Social Change

Training Manual

January 26th- February 2nd



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Contributors and Resource Persons

Rob Castaneda (*Key Consultant*) is the founder and executive director of Beyond the Ball, an organization that seeks to develop youth through a number of sport-based programs in order to help change the negative norms present in some Chicago neighborhoods and replace them with a positive culture. Mr. Castaneda has developed a program curriculum based in building community morale, developing student leaders and peer coaches, and incorporating values of perseverance, respect, responsibility, and teamwork into sport curricula. He has worked as the executive director of Beyond the Ball for seven years and has run youth programs for 14 years. He has seen thousands of youth go through his programs and developed pathways for those who wish to stay involved and become part of his coaching staff. He has received many grants and awards from the City of Chicago and other organizations. Most notably, he received the Most Courageous use of Sport award in 2010 at the international Beyond Sport Conference.

Jewel Crawford (*Belize Coordinator*) is the Planner for the Department of Youth Services in Belize's Ministry of Education, Youth and Sports. She is ideally positioned to serve as a key partner and our in country coordinator. Ms. Crawford is in direct communication with government offices, such as the National Sport Council, that influence youth sport throughout Belize. She and her staff have extensive contacts with non-governmental organizations involved in youth development and/or youth sport. With these contacts, Ms. Crawford can help us identify and recruit partners for the BYSC in communication with the Public Affairs Section at the U.S. Embassy in Belize. Ms. Crawford and her staff will facilitate in country logistics such as ground transportation, securing training facilities, and organizing meals. Her connections, influence, and willingness to facilitate logistics will be key to the success of the project.

Dr. Steve Howell is an Assistant Professor of Sport Management in the KNPE department and serves as a consultant on the BYSC project. Dr. Howell's primary line of research centers on areas of sport/recreation management, marketing, and economics. More specifically, his interests focus on examining the extent to which incentives are created and impacted by changes in policies within sport and recreation. Additionally, he has an interdisciplinary interest in exploring the alcohol-related behaviors and beliefs of college-aged students related to their consumption of sport-specific events, activities, and services. Dr. Howell has a number of experiences in coaching youth sports; as well as teaching applied and practical concepts of sport management.

Jennifer Jacobs (*Key Consultant*) is currently a doctoral student in the Department of Educational Psychology at NIU. She earned a bachelor's degree in Kinesiology from University of Illinois at Champaign-Urbana and a master's degree in Kinesiology from University of Wisconsin-Milwaukee. Mrs. Jacobs serves as the Assistant Director of the PALS Group and received a fellowship from the NIU Collaborative on Early Adolescence in 2012 and NIU's Great Journeys Program in 2013 to support her work on youth development through physical activity. She has extensive experience working in afterschool fitness programs and is the founder and director of Camp Play-A-Lot, a summer camp in Chicago, IL that seeks to empower youth through teaching life skills and promoting an active lifestyle.

Dr. Lina Davide-Ong, (*Director of the International Training Office*) is an alumna of the University of the Philippines in Diliman, and a former member of the faculty of UP College-Cebu. Dr. Ong has more than a decade of experience in developing international training programs that are appropriate to learners from diverse cultural backgrounds. Dr. Ong served as the administrative director of the ACCESS-Philippine Youth Leadership Programs (2004-2010), the ARMM Philippines Majority-Minority Program (2005), the Cultural Citizens Program (2008), and the Fulbright American Studies Summer Institute on Contemporary American Literature (2002 – 2004). Dr. Ong obtained her Doctor of Education degree in 1995 from Northern Illinois University in DeKalb, Illinois.

William A. Pitney (*Co-Content Director*) is a Professor in the KNPE department and serves as the Director of Resources and Planning. Dr. Pitney is a certified athletic trainer with clinical experience working with adolescent athletes in a variety of sport settings (e.g., high school, summer camps for pre-adolescents). His primary line of research relates to organizational issues experienced by athletic trainers in various work settings. He is a leading scholar of qualitative research in athletic training.

Dr. Jim Ressler (*Co-Content Director*) is an Assistant Professor in the KNPE department and serves as the Associate Director of the PALS Group. Dr. Ressler's primary line of research relates to curriculum design, instruction, and implementation. Specifically, he has focused on the training of pre-service and in-service teachers in using well-established instructional models in physical education and sport pedagogy. In particular, he has expertise in Adventure-Based Learning and outdoor education. Dr. Ressler has several years of practical experience as a physical education teacher and a coach. He is highly skilled in training others how to improve their teaching/coaching practice.

Dr. Paul Wright (*BYSC Program Director*) is an Associate Professor in the Department of Kinesiology and Physical Education (KNPE) and serves as the Director of the Physical Activity and Life Skills (PALS) Group. Dr. Wright's research relates to the design, implementation and evaluation of physical activity programs that promote positive youth development. He is regarded internationally as a leading scholar on the TPSR model, having received a Fulbright Research Award in 2010 to support and study the implementation of TPSR in Spain. He has a strong track record of directing funded projects and disseminating results.

Chapter 1

Program Purpose

The purpose of the BYSC project is to increase the extent to which youth sport programs promote youth development and social change. We will lead BYSC member organizations in the development and implementation of action plans to transform their programs into social settings that not only provide an alternative to anti-social behavior, but empower youth and teach them skills they can use to contribute to a more stable and inclusive community. We will also train BYSC coaches in evidence-based strategies to foster leadership, responsibility, teamwork, healthy living, and self-discipline. This will be accomplished through a 3-year, 2-way exchange program that includes program administrator training, coach training, and consulting. In each of the first two years, a delegation of six BYSC program administrators will travel to the U.S. for training that will result in action plans to enhance their programs' ability to foster youth development and social change. Also, in each of the first two years a delegation of six trainers from the U.S. will travel to Belize to train and certify 50 (40 adult; 10 youth [15-18 years old]) BYSC coaches. In the second year, 12 (8 adult; 4 youth) certified BYSC coaches from the first year will also be recruited to repeat the training as assistants resulting in certification as BYSC "coach trainers". These activities will result in the formation of the BYSC with at least nine member organizations that have adopted and implemented appropriate action plans, 100 (80 adults; 20 youth) BYSC certified coaches, and 12 BYSC certified coach trainers. All training materials will be provided to the BYSC and their certified trainers so they will have the capacity to sustain the program after the grant. Consulting and evaluation activities will occur throughout the program, but will become a major focus in year three with particular emphasis placed on sustainability planning and the transition of training responsibilities to the BYSC.

Program Mission

The purpose of the Belize Youth Sport Coalition (BYSC) is to promote youth development and social change through sport and physical activity.

Specific Program Aims

Specific Aim 1 is to increase BYSC member organizations' effectiveness in promoting youth development and social change through sport. Outputs related to this aim are associated with Milestones 1 and 4, when BYSC program administrators visit the U.S. We anticipate: 1) 12 administrators from at least nine different organizations will participate; 2) 50% will be female; 3) two years in a row we will deliver 14 sessions/workshops over 6 days amounting to 36 hours of formal training time; 4) all 12 trainees will develop action plans; and 5) all 12 will involve four staff on average in their action plan. Performance data in these areas will be reflected in process documentation.

Specific Aim 2 is to increase BYSC coaches' knowledge, confidence, and skill in using TPSR coaching strategies. Outputs related to this aim are associated with Milestones 2 and 5, when the U.S. delegation travels to Belize to train coaches. We anticipate: 1) 100 (80 adult and 20 youth) BYSC certified coaches; 2) 12 (8 adult; 4 youth) certified coach trainers; 3) 50% of

coaches and trainers will be female; and 4) two years in a row we will deliver 14 sessions/workshops over 6 days amounting to 36 hours of formal training time.

Specific Aim 3 is to create the capacity within the BYSC to sustain and expand their activity after the initial funding period. Relevant outputs are associated with Milestones 3, 6, 7, 8, & 9. We anticipate: 1) the PD will make three separate consulting visits; 2) he will conduct interviews with all 12 program administrators to get status reports on action plans and other information; 3) site visits and observations will be made to at least three different BYSC programs each consulting visit (9 total) for observations and interviews with BYSC coaches and trainers to assess implementation; and 4) electronic and paper copies of all training materials will be presented to BYSC to continue training as well as a training DVD, evaluation reports, and project briefs that can be used to promote the program and pursue additional funding.

Program Outcome Areas

Outcome Area 1: Participant Satisfaction. Regarding participant satisfaction, our primary focus will be on perceptions of the training experiences. Satisfaction with the program administrator and coach training will be assessed by certain quantitative items on the workshop feedback forms (Appendix E) and the training feedback form (Appendix F). We will be able to triangulate these quantitative responses with qualitative data from observational field notes and follow up interviews. These qualitative data sources will also allow us to assess the extent to which people have been satisfied with the project overall and the coalition that has been created.

Outcome Area 2: Participant Learning. Short-term impact on participant learning will be assessed during the program administrator and coach training through certain items on the session and training feedback forms. Regarding the program administrators, the action plans and SMART goals they develop will provide evidence of how well they have understood the material covered. Regarding the coaches, we will review proficiency assessments (Appendix G) used to certify them as BYSC coaches and/or trainers as well as responses to a survey assessing perceived increases in knowledge and self-confidence related to the TPSR strategies (Appendix H). The stability of this learning for both groups can be assessed in follow up interviews and observations during consulting visits.

Outcome Area 3: Participant Behavior. For program administrators, participant behavior change will be reflected in the extent to which action plans are put into place and SMART goals are achieved. Our goal is that all 12 will fully implement at least two of three goals within six months of their training. This will be primarily assessed during follow up observations, interviews, and document reviews. Administrator reports can be triangulated with informal conversations with coaches and staff. Regarding the coaches, participant behavior change will relate mostly to the use of TPSR coaching strategies in their programs. This will be assessed through self-report, observation and interviews during consulting visits. Coach reports can be triangulated with informal conversations with youth participants, staff and administrators.

Outcome Area 4: Institutional Changes. The most concrete evidence of institutional change will stem from the implementation of action plans and achievement of SMART goals. These changes and their impact can be assessed by observations, follow up interviews, and document reviews especially in the later stages of the project. However, we will use qualitative

methods to assess what other organizational changes may emerge, such as greater levels of youth empowerment in BYSC member programs, increased cooperation and collaboration between members of the BYSC, continuation of the training after the grant period, recruitment of new BYSC members beyond the second year of the grant, and infusion of YD principles and TPSR strategies into non-sport youth programs. Institutional changes might also have to do with the way coaches are recruited, trained, and developed. We may see that coaches have an increased sense of being part of a community of practice within and across BYSC organizations. This information will primarily be gleaned from interviews and observations during consulting visits.

Appendix A: Belizean Youth Sport Coalition, SMART Goal Action Planner

Name:

Date:

Organization:

Role/title:

Number of direct reports you will involve:

SMART Goal: State your goal using the SMART framework (Specific, Measureable, Attainable, Realistic, and Time-bound).

1. What are the actions/steps required to achieve this goal?
2. What resources, personnel, approval, etc. will be needed to achieve this goal?
3. What are some likely barriers and facilitators to reaching this goal?
4. How will you know that you are making progress? What are your benchmarks?
5. How will you determine that your goal has been reached? What are your measures?
6. How will you communicate during the process and when you have results? Who is involved? Methods? How often?

Appendix B: Belizean Youth Sport Coalition, Workshop Feedback form

Your Name:

Date:

Your Organization:

Workshop/Session Title:

Name of Presenter(s):

On a scale of 1-5, how satisfied were you with various aspects of this session/workshop (1=very unsatisfied; 2=unsatisfied; 3=not sure; 4=satisfied; 5=very satisfied).

1. Effectiveness of the presenter(s)_____
2. Organization of the session/workshop_____
3. Amount of material covered_____
4. Relevance of the material to your organization_____
5. Balance of lecture and discussion/active learning_____
6. The workshop overall_____

What did you like best about this workshop?

What do you think could have been improved?

What was one of the most valuable things you learned in this workshop?

Appendix C: Belizean Youth Sport Coalition, Training Feedback form

Your Name:

Date:

Your Organization:

Your Role:

On a scale of 1-5, how satisfied were you with various aspects of this six day training (1=very unsatisfied; 2=unsatisfied; 3=not sure; 4=satisfied; 5=very satisfied).

1. Effectiveness of the presenter(s) overall _____
2. Organization of the training overall _____
3. Quality of training materials _____
4. Amount of material covered _____
5. Relevance of the material to your organization _____
6. Balance of lecture and discussion/active learning _____
7. The training experience overall _____

What aspect of this training was most useful to you?

What aspect of this training was least useful to you?

What are the three most important things you learned in this training?

Appendix D: TPSR Implementation Checklist

Trainee _____

Date _____

Session/sport _____

Observer _____

<p><i>Which of the Levels (goals) was directly addressed in this lesson? (mark all that apply)</i></p> <p><input type="checkbox"/> Level One (respect)</p> <p><input type="checkbox"/> Level Two (self-motivation)</p> <p><input type="checkbox"/> Level Three (self-direction)</p> <p><input type="checkbox"/> Level Four (caring)</p> <p><input type="checkbox"/> Level Five (transfer)</p>	<p><i>Which components of the Lesson Format were used in this lesson? (mark all that apply)</i></p> <p><input type="checkbox"/> Relational time</p> <p><input type="checkbox"/> Awareness talk</p> <p><input type="checkbox"/> Physical activity with responsibility</p> <p><input type="checkbox"/> Group meeting</p> <p><input type="checkbox"/> Reflection time</p>
<p><i>Which of these Teaching Strategies was used in this lesson? (mark all that apply)</i></p> <p><input type="checkbox"/> Modeling respect</p> <p><input type="checkbox"/> Setting expectations</p> <p><input type="checkbox"/> Providing opportunities for success</p> <p><input type="checkbox"/> Fostering social interaction</p> <p><input type="checkbox"/> Assigning management tasks</p> <p><input type="checkbox"/> Promoting leadership</p> <p><input type="checkbox"/> Giving choices and voices</p> <p><input type="checkbox"/> Involving students in assessment</p> <p><input type="checkbox"/> Addressing transfer of life skills</p>	<p><i>Which of these Student Behaviors could be seen in this lesson? (mark all that apply)</i></p> <p><input type="checkbox"/> Participating</p> <p><input type="checkbox"/> Engaging</p> <p><input type="checkbox"/> Showing Respect</p> <p><input type="checkbox"/> Cooperating</p> <p><input type="checkbox"/> Encouraging others</p> <p><input type="checkbox"/> Helping others</p> <p><input type="checkbox"/> Leading</p> <p><input type="checkbox"/> Expressing voice</p> <p><input type="checkbox"/> Asking for help</p>

Additional Comments _____

Appendix E: TSPR Coach Training Survey

Your Name:

Date:

Your Organization:

Your Role:

On a scale of 1-5, how effective was this training in helping you understand the following coaching skills, i.e. what they look like in practice, how and when to use them, etc.? (1=very ineffective; 2=ineffective; 3=not sure; 4=effective; 5=very effective).

Modeling respect _____

Setting expectations _____

Providing opportunities for success _____

Fostering social interaction _____

Assigning management tasks _____

Promoting leadership _____

Giving choices and voices _____

Involving students in assessment _____

Addressing transfer of life skills _____

On a scale of 1-5, how effective was this training in increasing your confidence in using the following coaching skills? (1=very ineffective; 2=ineffective; 3=not sure; 4=effective; 5=very effective).

Modeling respect _____

Setting expectations _____

Providing opportunities for success _____

Fostering social interaction _____

Assigning management tasks _____

Promoting leadership _____

Giving choices and voices _____

Involving students in assessment _____

Addressing transfer of life skills _____

Youth Development: Principles, research, and best practices

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

~~BELIZEAN YOUTH SOCIAL SKILL~~ (BYSC)

Mission: To promote youth development and social change through sport and physical activity



Objectives of this presentation

- › Define terms and concepts related to youth development
- › Discuss various conceptual frameworks
- › Present research-based best practices
- › Discuss next steps

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
- ▶ Internal
 - 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)

SEL promotes development personal competencies:

- Self-awareness:** knowing your strengths & limitations;
- Self-management:** being able to 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



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

Crucial, but often neglected...



What does research say about youth development?

Reviews of PYD research shows quality programs have psychological and behavioral outcomes and foster healthier behaviors related to (STD, violence, risk taking, etc)

Meta-analysis of 213 evaluation studies of SEL in schools showed that students receiving quality SEL programming:

- score an average of 11 percentile points higher on standardized tests;
- show improved self-esteem and commitment to school;
- engage in less classroom disruption and delinquent acts; and
- experience less depression and anxiety.

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.

How does this match up with PYD
in Belize?



Research-based best practices in PYD

Policies and Practices

- › All spaces provide **physical and psychological safety** for all the youth they serve.
- › All **adults receive orientation as well as ongoing training and support** in working with youth using a PYD perspective.
- › PYD practices are **written into policies and procedures**.
- › All levels of youth-serving organizations (Board, Management, and Direct Care Workers) **understand and apply the purposeful nature of PYD** and can **articulate the philosophy** and the integration of practices within programs.
- › Youth and adults are active and **equal partners in any youth development initiative**.
- › Focus of opportunities and supports are on **PYD rather than the prevention** of negative outcomes.
- › Youth-serving **organizations' missions** include language around youth development.
- › Evidence of PYD practices occurs at **all levels of programs, places, and policies**.
- › **Measurable objectives** are included in employee evaluations to assess their understanding and implementation of PYD practices, if applicable.

High Expectations

- › There are clear expectations for quality youth/adult interactions within opportunities and supports.
- › Opportunities and supports promote positive experiences, values, and norms for youth.

Skill Building

- › Opportunities and supports are focused on plans that promote action, responsibility, and accountability from youth.
- › Skill-building activities should begin from a perspective of youth strength, interests, and preferences.

Engagement

- › Opportunities and supports encourage and teach youth to embrace and **contribute to their community** and likewise serve as an advocate for the community to engage and support all youth.
- › Opportunities and supports provide meaningful **recognition of youths' achievements**.
- › Youth **develop the 5 C's** (competence, connection, character, confidence, and caring/compassion) through programs and community efforts.
- › Opportunities and supports work with youth on **personal development goals** outside of referred concerns, if applicable.
- › Opportunities and supports help youth achieve their fullest potential by providing access to tools that **break down barriers to opportunities**.
- › Opportunities and supports **empower youth to assume leadership roles**, providing youth opportunities to consider themselves as resources.
- › Youth have the opportunity for **skill building and intentional learning** experiences through program activities and community involvement.

Routine and Structure

- › Adults serve as **positive role models** to youth through consistent support, empowerment, expectations, and constructive uses of time.
- › Opportunities and supports for youth are **developmentally appropriate**.
- › Opportunities and supports expose youth to **protective factors**, or factors that buffer youth from involvement in risky behaviors and mediate the impact of risk factors.
- › All programs and places have a **clear daily structure**.
- › All programs and places have an **appropriate adult/youth ratio**.
- › Adults clearly communicate **expectations**.

Relationships

- › **Youth satisfaction surveys** are provided to all youth in a program or place AND the suggestions are implemented.
- › Meaningful **youth-adult partnerships** are visible throughout programs, places, and policies.
- › Youth and adults are mutually equipped to have **healthy and positive relationships**.
- › Youth have opportunities for **long-term organizational involvement with adults**, even after referred concerns have been achieved.

Strategic Support and Collaboration

- › Individuals and organizations work together to promote youth development through collaboration, linking resources, sharing expertise, and connecting people.
- › Individuals and organizations work together to encourage engagement and support of youth.

So where do we go from here?

- ▶ Putting these ideas in context
 - In a range setting like PE, afterschool, organized sport
 - With a major focus on practical applications
 - Around the theme of sport and physical activity programs
- ▶ Exploring topics, programs and local site visits
 - To stimulate thinking about your organizations
 - And to develop organizational action plans
- ▶ Setting the stage for BYSC coach training
 - Framed around an evidence-based teaching model

Reactions? Suggestions?
Questions?