



FACTSHEET

Sample Frameworks in Youth Sport and Physical Activity Programs that Support Positive Youth Development (PYD)

This factsheet outlines popular frameworks and models that have been used within youth sport programming.

Youth sport and physical activity programs must be deliberately structured to foster positive psychosocial development. One way to facilitate PYD outcomes is to adopt an intentional program structure. In the frameworks outlined below, there are similarities that cluster around providing a safe and supportive environment, youth voice, and intentionally teaching life skills. Staff who are intentional with these approaches provide opportunities for learning, internalizing, and transferring skills.

A | 8 PROGRAM SETTING FEATURES

Eccles and Gootman (2002) outlined eight program setting features, which, when present, have been proposed to be useful within all youth programming to foster positive developmental outcomes.

PROGRAM SETTING FEATURE	DESCRIPTION
Physical and Psychological Safety	An environment that allows youth to feel free from physical harm, accepted, and respected
Appropriate Structure	Clear and consistent rules and expectations (e.g. behavioural guidelines and age-appropriate monitoring)
Supportive Relationships	The presence of adults and peers who demonstrate concern and support for youth
Opportunities to Belong	Youth develop a sense of belonging, and feel valued as an individual and part of a group
Positive Social Norms	Clear, healthy, ethical standards, beliefs, and behaviour guidelines that promote prosocial behaviour and minimize health risks
Support of Efficacy and Mattering	Opportunities for youth to develop leadership, efficacy, mattering, and responsibility
Opportunities for Skill-building	Opportunities for youth to develop physical, intellectual, psychological, emotional, and social skills that will prepare them for the future
Integration of Family, School, and Community Efforts	Increase opportunities for synergy and positive relationships

B | FRAMEWORK FOR PLANNING YOUTH SPORTS PROGRAMS

This framework promotes psychosocial development in youth and is comprised of four major components:

CONTEXT

The environment of the program; psychologically and physically safe environment, intrinsically motivating activities that are voluntary in nature. There are to be clear rules, goals, and incentives over a consistent time period for fostering positive development of participants.

EXTERNAL ASSETS

The opportunity for developing close relationships with programmers and associated adults, and the opportunity for parental monitoring and community service engagements.

INTERNAL ASSETS

Youth's personal development, through the practice of goal setting and problem solving within social interactions. Overall, confidence is to be developed in one's abilities to transfer and successfully use the learned life skills outside of the sport context.

RESEARCH AND EVALUATION

Evaluations that can assess the program outcomes, processes, and implementation variables.

C | TEACHING PERSONAL SOCIAL RESPONSIBILITY (TPSR) MODEL

The TPSR model (Hellison, 1995) was developed from after-school sport and physical education programs that were incorporated in schools for youth who are facing barriers. There are four themes within the model.

The goal of a TPSR program is to enhance five levels of responsibility over the course of the program, including:

01. Personal Responsibility/Self-Control	To control behaviour and conduct
02. Effort	To apply him/herself to a specific task
03. Self-Coaching	To utilize goal setting and planned practice to improve in a specific area
04. Leadership	To successfully direct a group towards an agreed upon goal
05. Transference	To use skills in various contexts beyond the program (e.g., school, home, community)

To help facilitate this process, the TPSR model uses a specific program structure, as each session of a TPSR program uses the following format that is divided into four components:

01. Relational Time	Time taken at the beginning of each session to check-in with youth
02. Awareness Talk	One TPSR skill is discussed (progress to increased opportunities for youth to utilize personal responsibility, effort, the ability to self-coach and to take on greater leadership roles)
03. Sport or Physical Activity	Youth engage in the specific sport or physical activity that is of focus in the program or youth can be provided with choice as to what type of activities they wanted to engage in
04. Group Discussion	Session end where staff and youth discuss the progress and challenges of the session, as well as what was learned and how the skills can be used beyond this program

D | SPORTS UNITED TO PROMOTE EDUCATION AND RECREATION (SUPER)

- Created to teach life skills to youth through the development of 18 modules based on various life skills (e.g., goal setting, managing emotions, communication, respect, seeking help from others; Danish, 1997, 2002).
- This program is effective as it provides practical and tangible activities that can be used when teaching various life skills within a sport or physical activity context.

Each program session is broken into three activities:

1. Learning the physical or sport-related skill
2. Learning about life skill-related in a general context
3. Playing the sport or physical activity with the life skill of focus integrated and emphasized through engagement

References

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