Teaching Personal and Social Responsibility through Physical Activity

Richard Jones, Onerahi Primary School, Whangarei, New Zealand

In a time of education where the focus becomes teaching competencies for future oriented learners there is increasing awareness that students need to be “independent lifelong learners”. Covey (et al) argues that independence is merely the second stage in a hierarchy of personal effectiveness and that interdependence is what leads to synergy, creativity and a range of new possibilities for their future.

A good teacher may be able to teach a range of taxonomies in their classroom, elicit higher order thinking and model great leadership. However, unless students have the skills and strategies to engage in learning, and grow from independence to interdependence, then frustrations can easily arise for both them and the teacher.

I first discovered TPSR while teaching at a rural primary school in 2004. Ironically it came in the form of a fax of Hellison’s 5 levels:

1. Respect
2. Effort
3. Self-Direction
4. Caring and Leadership
5. Outside World (outside the gym)

We had requested some guidance, from a local Health and PE advisor, for a teacher who was struggling with behaviour management issues in their classroom. Curious, I queried where the levels had come from and was given a copy of Don Hellison’s Teaching Personal and Social Responsibility through Physical Activity (Human Kinetics). In this particular case, as which seems to be the case in many scenarios, it was the modification of the teacher’s own behaviours which led to greater success.

What I personally discovered from inquiring into TPSR was not so much a process of teaching personal and social responsibility, but more a philosophical approach which challenged me to reflect on what I wanted to achieve for my students as learners and citizens.

With the purpose of taking responsibility for your own wellbeing and contributing to the wellbeing of others, the model is underpinned by its four core values and four themes.

**Values**

- Respect the rights and feelings of others
- Effort (participation)
- Self - Direction
- Caring and leadership

**4 Themes**

- Student - Teacher - Relationship
- Integration - Life skills + physical activity
- Transfer - What does it look like outside the PE lesson? What does it look like in your life?
- Empowerment - The gradual shift of responsibility from teacher to student. These are the teacher’s responsibilities.

TPSR is a model of teaching personal and social responsibility to children through physical activity. It was first developed by Professor Don Hellison, University of Chicago Illinois, for troubled youth and has since been applied in many PE settings worldwide.

My own realisation at the time was that if this model was successful in teaching these competencies to troubled youth in a limited time setting, what then were the possibilities for a generalist primary teacher who had the luxury of building on the themes and principles throughout the day - every day?
The result was not only empowering for my students but also for me as a teacher who could create the space to be able to improve the craft of teaching without “managing” the behaviour for my students.

By teaching personal and social responsibility through physical activity the students and I were able to transfer the principles and strategies into the classroom setting. We all had to realise that this was a goal that had to be achieved throughout the day and did not just stop at the end of a PE lesson or morning fitness activity. Satisfaction comes from not only seeing students grow personally to realise their goals, or to see particular students turn around their behaviour, but also in the different ways that we can creatively adapt the strategies for our own situation. Many of the ideas that I continue to apply come from the students themselves. These result from the group meetings at the end of a session.

TPSR is about personal leadership and developing strategies for effective interpersonal relationships. Hellison’s Cumulative Levels are easily identifiable. Therefore, these behavioural strategies can be transferred into any situation when dealing with demanding daily pressures, difficult relationships, effective goal setting and teamwork.

While role play of these situations in a health lesson, for example, does have its place. For me, to be able to teach students to work through these situations, peacefully and creatively in authentic contexts, seems more real and sustainable. However, in order for this model to be truly effective, the teacher must consider WHY they are teaching personal and social responsibility, be prepared to apply the principles throughout the day, and continually reflect on how they can improve on assisting students to meet their responsibility goals. The students must also be given daily opportunities to consider the same.

After a year of trial and error, and a subsequent opportunity to work with Don Hellison and Associate Professor Dave Walsh for three days in New Zealand, I began to cement my understanding of the principles and adapted a number of strategies with my class.

My current role requires that I do not have my own class, but to work across the school in blocks to release teachers. This gives me an opportunity to help develop strategies for teachers who are applying TPSR in their settings and introduce the levels to new classes.

Putting first things first - Where to start?

As Don points out, one of the keys to success is developing a genuine teacher - student relationship. This can be as simple as making sure you try to touch base, or at least acknowledging students personally before school (or your gym session) starts. At the very least, this should be within the start of the day. On busy days my goal is to do this before the first break.

Introduce the levels, using awareness talks and cut and paste activities. Y-charts that unpack what each level would look like, feel like, and sound like is a way to help students to develop their understanding of the levels.

One of the first adaptions I made to morning routines was that “roll call” at the start of the lesson was eliminated. Taking a great idea from my daughter’s kindergarten, each child would have their name on a laminated card with a small magnet glued to the back (these were chopped up magnetic strips from out of an old fridge door - but Velcro works also). In the morning, as the students came in, they would take their name out of an ice cream container and place it at the level which would be their focus goal for the day. I would do the same. We would start the day with a discussion of what goal they chose and what “you will see me doing”. The names left in the container were my absent students or the one or two who forgot to set their goal straight away (another good opportunity to quickly touch base with them).

In some classes 5 big hands displaying the cumulative levels on the wall for the student to “high five” as they come into class may be all that is needed as an initial goal setting technique.

Hellison also suggests:

- Display the levels on the wall
- Relate the levels to current classroom experiences
- Develop one-liners and praise phrases as a common language
- Revisit the levels during reflection time
- Focus on the levels during class meetings.

I use my PE lessons, morning fitness activity, or cooperative group problem solving activities to slowly introduce some of Don’s strategies and set goals as a class for each session. I outline a vision that we could move from initially being teacher directed to situations where students could have increasing choice and responsibility for how they managed the learning experiences. We also reflect back on how well we are achieving this vision at the end of some sessions.
What could a lesson look like?

Before the lesson

Awareness talk

Goal setting - Just for today you will see me...

Class goal - To start and complete the goal setting meeting without teacher direction

Share success criteria - For fitness

What we are trying to achieve

What it will look like if we are successful as a class

Class goal for today - To complete this activity within 5 minutes at the next fitness session

The lesson

Intensity scale

Continuum or “thumbometer” - How much effort are you considering putting into your fitness this morning?

Warm up self-paced challenge

Stretching by invitation - Teacher demonstrates stretches to begin with. Then after time, invites students to lead this until this can be led without teacher direction.

Group Task Challenges

Group fitness and ball skills challenge

Team leader picks up task from the instructor

Rules

- The entire team does all of the tasks
- All must complete the task before the next one is done
- All must huddle to decide on the next task to be done
- The leader makes the final decision
- Team members must call each other by their first names

Pass and follow

Corner Spry

Multiple Relays

Running circle pass/ everyone has a turn in the centre

Tunnel Ball

Over and Under

Rob Ball

Hi Five your teacher

Eden Ball - Competitive Choice

http://www.sportnz.org.nz/Documents/Young%20People/S_5620-3_SPC_A4_4_manipulative-ff_WEB_additional.pdf

Allow three levels for this game to be played and for students to choose and move freely the level

1. Competitive games
2. Social Games
3. Individually or in peers developing skills to be applied to the game.

Class Meeting/Reflection.

Meeting Rules

- No disrespect
- Inclusion of all
- Peaceful conflict resolution

Teacher/leader questions - show with thumbometer - thumbs up/ thumbs down

1. Who didn’t cause anyone a problem today?
2. How hard did you try today?
3. How was your self-control during class today?
4. How self-directed have you been today?
5. Did you help anybody learn something at school/outside school?
6. Who has tried something that they need to improve (or have been learning at home?)

**Continuum - Self Reflection**
- How engaged were you in your warm up/stretches?
- How well did you work in your group?
- How effective was your group in achieving their goal?
- What strategies did you use to solve group problems/personal problems?
- What do you/we need to improve next time?

**Some preferred strategies that I like to develop with my classes:**

**The Accordion Principle**
Reduced game time vs. drill time - expand and contract the game time accordingly to promote co-operative behaviour and motivation towards a higher level.

This also applies to the classroom - see how far you can “let out the reins” from teacher direction to self-direction, before having to redirect students, groups or class again. Seeing others enjoying greater autonomy is often a motivational tool for students to make better choices for themselves.

**Sport Court**
Three students that have been elected to make a decision that the group cannot decide on.

**Self-Officiating**
The child has to pull themselves up if they break a rule in the game. The teacher pulls them up and sin bins them for a short period for not calling their own violation. This leaves the team shorthanded. This is a great strategy to use to work towards playing with no referee freeing the teacher to work with individuals or small groups.

**Making New Rules**
e.g. “Bump” how can we make it so that everybody gets to run?

**All Touch**
Room 5 created Bump/Block by putting hands on your head if you have been bumped. This creates a block for the other runners making it more difficult to be “safe”.

**NBA Timeouts**
Students use these to solve problems such as abusive behaviour or arguments. They can call:
- 20 second timeout (touching both shoulders with hands) for small problems
- Full Timeout (“T” with hands) for big problems
- To help get started the teacher can call first and take the lead in problem solving then explain that they have the right and responsibility to solve problems but must call a time out to do so.

**No Plan No Play**
Student are not allowed in the game until they come up with a plan to change the behaviour which resulted in the sit-out (Sin Bin).

**Talking Bench** (conflict resolution)
- Students are asked to go to an area designated for talking
- Resolve the problem

- Report back to the teacher when the problem has been resolved
- Allowed back into the activity.

As Hellison suggests, TPSR may not be everyone’s cup of tea. It does require time for the students to reflect, discuss and resolve conflict. At first this might be seen as cutting into the lesson time. However, as the teacher and students become more competent in this approach the need for conflict resolution is reduced, students gain a greater sense of autonomy for their learning, and problem solving skills are increased. In my own experience the teacher is freed to coach individuals and develop their craft with reduced incidents of managing others’ behaviours.

As a minimum I have seen this model used as a behaviour management tool in other classrooms with a focus on the language, reference to the cumulative levels, and with some application of the principles. However, it is not until teachers are prepared to apply the strategies in a physical activity setting and strive towards students transferring these into the classroom and their daily lives, that they experience the satisfaction of making a real difference in the lives of their students.

Further examples and resources are available at [http://responsibilitymodel.wikispaces.com/home](http://responsibilitymodel.wikispaces.com/home)

If you have any ideas or adaption that you can contribute feel free to contact me through the wiki so that these can be shared with others.

**References**


**About the Author**

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Beyond Behavior Management

What does behaviour management look like in your school?

Is it working?
Yes / No / It depends

What are the issues for you?

Could it be better? How?

What are you looking for? What else is out there? What comes next?

What have you heard that interests you?
What do you want to do?

What steps do you need to take?

Yourself

With others

As a school

What support do you need?
Introducing Teaching Personal and Social Responsibility into Physical Education

The Teaching Personal and Social Responsibility (TPSR) model is a values-based sport and physical activity pedagogical model that has been used by practitioners around the world in a variety of settings such as physical education and community sport program (Lee & Choi, 2015; Walsh, Veri, & Willard, 2015; Wright, Jacobs, Ressler, & Jung, 2016). When used in physical education, TPSR simultaneously promotes teaching and learning around both social and personal development and physical education curriculum goals. TPSR focuses on students achieving five major goals (often described as levels). These are described as respect (Level 1), participation and effort (Level 2), self-direction (Level 3), caring and leadership (Level 4) and transfer of the various goals to other contexts (Level 5). A TPSR-based lesson generally begins with relational time where teachers build relationships with their students and encourage learners to establish and build relationships with each other. This is followed by a group awareness talk where teachers focus students’ learning on the group goals for the day, both TPSR and physical education related, and outline what will be covered in the lesson. The physical activity content of the class is then taught using a variety of pedagogical approaches designed to generate learning around the physical education curriculum and the TPSR related goals. These pedagogical approaches include giving students choices, peer teaching, cooperative activities and allowing students to increasingly take responsibility for their learning. The class concludes with a group meeting and reflection time. During the group meeting students provide feedback on the lesson, reflect on the goals of the day and discuss the positives and negatives of the lesson. This is followed by an opportunity for students to individually reflect on their own behavior during the lesson. The group meeting and reflection time also offer the opportunity to discuss the transferability of these lessons to their family, school, and community settings (Hellison, 2011; Hellison et al., 2000).

TPSR has a strong connection with social and emotional learning (SEL), an area that has become more visible in curricula internationally over recent years with Scotland, Singapore, New Zealand and the USA as examples of countries which have identified SEL as central to their vision of learning into the future. In many of these countries, physical education has been identified as an important learning area for achieving SEL and TPSR, when implemented well, has been found to be effective in doing so (Gordon, Jacobs, & Wright, 2016).

Australia has also identified SEL through the Australian Curriculum in the Health and Physical Education learning area’s sub-strand of “Communicating and Interacting for health and wellbeing” (Australian Curriculum, 2015) and the General Capability of Personal and Social Capability where the writers note that, in the Australia Curriculum: Health and Physical Education, students work independently and collaboratively in movement- and non–movement-based activities to develop personal and social skills as well as an awareness and appreciation of their own and others’ strengths and abilities. (General Capabilities in the Australian Curriculum: Health and Physical Education, 2015)

Health and Physical Education in the Australian Curriculum has been shaped by the identification of five interrelated propositions informed by a strong and diverse research base for a futures-oriented curriculum. It should be noted that all five propositions are aligned with the goals of TPSR. TPSR has a focus on educating students around SEL, it is fundamentally a strength-based approach and it values movement both as a means to generate teaching and learning around personal and social responsibility and for the inherent value of improved movement competence. The development of understanding around personal responsibility for health is aligned with Health literacy and the encouragement for students to take action to promote personal health and the wellbeing of others. A high fidelity TPSR program also engages students in critical inquiry processes which are central to learners developing understanding of the contextual factors that influence their lives and impact their decision making around health and wellbeing. Readers who are interested in exploring the five propositions will find greater detail through the following link: http://www.australiancurriculum.edu.au/health-and-physical-education/key-ideas.

A similar situation exists in New
Zealand where the New Zealand Curriculum supports TPSR through the key competencies, which include managing self and relating to others, and the essence statement for physical education which states that students:

Through learning and by accepting challenges in health-related movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, their communities, environments, and society. (Ministry of Education, 2007, p. 16)

The experiences of New Zealand physical education teachers introducing TPSR into their teaching is generally positive with a national survey finding that many teachers continued to use the model over a number of years. The teachers found TPSR led to more successful teaching and learning in physical education, improvement in the students levels of responsibility while at the same time improving the culture of the classroom (Gordon, Thevenard, & Hodis, 2011).

For teachers considering introducing TPSR into their classrooms there can be, understandably, some level of trepidation. Two studies give insight into the process. In the first study (Sanders, 2017) seven undergraduate students participated in a college evaluation course designed around Hellison's TPSR Model. The students had little to no pedagogical background and no experience with TPSR. All students described themselves as knowledgeable and competent in physical activity. The course met twice a week for fifteen weeks. Initially, the students were assigned to read Hellison's (2011) Teaching Personal and Social Responsibility Through Physical Activity along with guided discussion questions. In addition, the students were introduced to the Tool for Assessing Responsibility-Based Education (TARE) (Wright & Craig, 2011) which was used to help the students become more familiar with the terminology and components that should be observed during a TSPR lesson. Using the TARE, the students watched and coded a mock TPSR lesson that had been previously recorded and validated. The students also participated in a typical TPSR lesson that was led by the instructor prior to planning their own lessons. The students explained that the combination of these activities helped to build a better understanding of TPSR and helped prepare them to implement their first lessons with middle school aged students.

The students taught five TPSR based lessons in a middle school, located in a rural area with a high amount of poverty. For the first lessons, the seven college students were divided into groups of two or three and co-taught a TPSR-based lesson to 20-30 middle school students. Changes were made for the remaining lessons due to the lack of management skills and the limited amount of learning taking place. For the rest of the lessons, the college students taught individually in a station-organised format. Each college student prepared a five to seven minute lesson using the TPSR daily format with shortened awareness talks and group meetings. To end the session, the middle school and college students came together for a large group meeting and self-reflection. The group meeting discussion at the end of the session also improved with more students honestly sharing their opinions and experience. On many occasions Hellison has commented on the importance of starting small and always keeping things simple. In this study the college students learned first-hand the importance of small and simple.

The findings from this study suggest that learning and implementing TPSR is a "messy" process. Becoming knowledgeable is only step one; implementing a sound TPSR-based lesson and program takes time and practice. When asked to rate his/her understanding of TPSR, one student stated, "It's one thing to know the model. I can explain TPSR and TARE. However, it's really hard to emphasise and teach the levels (goals) to the kids, especially when they don't do it every day." It was also evident that consistent exposure to the model is important and expecting the middle students to show significant changes in behavior in five sessions was unrealistic. As practitioners, one needs to dedicate sufficient time and resources to develop a supportive learning environment to assist students in becoming personally and socially responsible leaders in and outside of the program.

Another study (Richards & Gordon, 2017) examined TPSR implementation with a group of 8 experienced physical education teachers at two different schools. The teachers participated
in a year-long professional learning program aimed at integrating TPSR into their physical education curriculum. The first phase of the professional development included a workshop on the philosophical foundations of TPSR led by well-known scholars in the area. Following the workshop, each teacher had the opportunity to reflect on ways that TPSR may align with their curriculum. During this reflective process, teachers had an opportunity to answer the question “what’s worth doing?” (Hellison, 2011) in their physical education program.

Four teachers chose not to emphasise TPSR based on their preferences for a more teacher-centered approach. The other four teachers decided that they did value TPSR and opted to engage in a continuing professional development process.

The TARE instruments (Wright & Craig, 2011) were used to guide the professional development process. Teachers were trained to use the observation instrument and the TARE Post-teaching Reflection (Wright, 2016) was used to assist teachers in reflecting on their own lessons. The four teachers successfully used the TARE instruments to integrate TPSR into their teaching strategies while remaining empowered to decide how TPSR fitted into their school culture. Periodically, a TPSR researcher visited the school to conduct an observation which was then compared to the observations and reflections of the teacher. The TARE tools generated practical data that led to several formal and informal conversations. This research suggests that for some teachers, providing space and time for TPSR implementation along with meaningful data may enhance a TPSR professional learning program for in-service teachers (Hemphill, Templin, & Wright, 2015).

While there are challenges for teachers considering introducing TPSR there have been many teachers who have previously done so successfully. For teachers who are considering introducing TPSR into their practice the following suggestions, based on other teachers’ experiences, are offered.

Teachers should ensure that they have a good knowledge of TPSR before implementing the program. This includes an understanding of, and an affinity to, the philosophy that underpins the model, an understanding that will help ensure that the implementation is more than a superficial presentation of the levels. The resources identified previously will allow teachers to gain this knowledge.

When developing programs based on TPSR, teachers give careful consideration to the pedagogical approaches used in the activity segments of the lesson. A successful implementation of TPSR requires students to have opportunities to practice decision-making and to be personally and socially responsible. This means that the classes must be structured in ways that supply these opportunities. It is important, therefore, that appropriate pedagogical approaches be implemented to allow this to occur.

When introducing TPSR start with a single class. The program can be expanded as confidence builds. It is also suggested that teachers start with a movement context which they have full confidence in teaching.

Ideas that have been successfully implemented with TPSR classes should be tried with other classes without necessarily implementing the full model. This is done with an understanding that this is not a high fidelity implementation of TPSR but rather an opportunity to share good teaching practices with other students.

The importance of the transfer of learning to other contexts should be clearly identified as an important outcome and taught carefully and overtly. This should be explicit, occur right from the start of the implementation and be consistent.

Serious consideration should be given to introducing and teaching the goals as being independent rather than as being cumulative. While accepting that treating the goals as cumulative levels has become the norm for many teachers, implementing TPSR as independent goals offers many potential advantages. These include introducing goals when appropriate for the students, removing the belief that four goals need to be met before transfer can be considered and that there is a hierarchy of goals where leadership/caring, for example, is of a higher order then respect, self-directed learning or effort.

Be aware that the research has shown that most teachers feel unsure at times about what they are doing, especially in the initial stages of any implementation. Teachers should remember, however, that this uncertainty tends to ease as the teacher and the class gets familiar with TPSR. (Gordon, 2010a)

We believe strongly that TPSR offers a valuable way to enrich the physical education experiences of students. It is ideally suited to meet the goals
of contemporary physical education and the needs of students as they prepare to live in a rapidly changing world. To help teachers interested in introducing and/or further developing their teaching with TPSR Rick Baldock and Barrie Gordon are forming an Asia–Pacific group that will be aligned with the USA based TPSR Alliance. We would encourage readers to contact either Barrie or Rick via email for further information and to visit the TPSR alliance website.

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Rick Baldock: rick@achpersa.com.au

Resources

When implementing a new pedagogical approach in Physical Education, educators can enhance their work by using evidence informed approaches. When considering TPSR, a rich source of evidence can be gleaned from a number of sources including:


The TPSR Alliance website (http://www.tpsr-alliance.org/): A comprehensive reference list for the Teaching of Personal and Social Responsibility (TPSR) Model that was updated in 2016. The latest version is available at http://www.tpsr-alliance.org/reference-list.

The ACHPER Active + Healthy Magazine: In 2016 the Magazine devoted a special issue to the TPSR Model. Dave Walsh edited the issue with a number of excellent contributing writers. The special edition of the magazine (which is free to ACHPER members) can be accessed at: https://www.achper.org.au/associationnews/special-magazine-issue-teaching-personal-and-social-responsibility.

The Journal of Physical Education, Recreation, and Dance (JOPERD): In 2016 JOPERD released a special issue devoted to the TPSR Alliance as a community of practice.

References


About the Authors

Barrie Gordon is a senior lecturer in health and physical education at the Victoria University of Wellington, New Zealand. He has a strong research interest in TPSR and social and emotional learning through physical activity contexts.

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Michael Hemphill is an assistant professor of kinesiology at the University of North Carolina at Greensboro (USA). His scholarly interest focus professional development and pedagogical approaches to sport-based youth development.

Rick Baldock is the current Australian Council for Health Physical Education and Recreation (SA) (ACHPER) Branch Professional Learning Coordinator and works at Flinders University as a casual staff member teaching HPE Curriculum Studies. Rick is also the current editor of the Active and Healthy Magazine and a Life Member of ACHPER.
Tool for Assessing Responsibility-Based Education (TARE)
Post-Teaching Reflection

Paul M. Wright, Ph.D.
University of Memphis
2009

Description

This tool was adapted from the Tool for Assessing Responsibility-Based Education (TARE) observation instrument. The original tool was validated and tested favorably for reliability. It has been presented in AAHPERD’s Research Consortium and is currently being prepared for publication. This post-teaching reflection variation is designed to serve as a self-report compliment to the direct observation tool. The structure and content are completely aligned to facilitate triangulation. Dr. Paul Wright, who led the development of the observation tool later developed and field-tested this instrument. He has used it in his own TPSR programs to guide reflection and assess fidelity of TPSR implementation. He has used it as a tool to train others.

Name: ________________________________ Date: ________________________________

TPSR Developmental Stage: _____ Physical Activity Content Taught: ________________________________
Responsibility-based Teaching Strategies
For the time period being reported, use the scale provided to rate your use of each of the nine responsibility-based teaching strategies below. More explicit definitions for these strategies can be found at the end of this form. After selecting your rating, provide some comments to justify that rating, i.e. give concrete examples of things you did and said that would serve as evidence. In cases where you realize you did not make full use of the strategy, you may want to identify ways that you could have or that you might in future lessons.

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>4-Extensively</th>
<th>3-Frequently</th>
<th>2-Occasionally</th>
<th>1-Rarely</th>
<th>0-Never</th>
<th>Comments to Justify Rating</th>
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<tbody>
<tr>
<td>Modeling Respect</td>
<td>4</td>
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<td>Setting Expectations</td>
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<td>Opportunities For Success</td>
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<tr>
<td>Fostering Social Interaction</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Assigning Tasks</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Teaching Strategies, continued</td>
<td>4-Extensively</td>
<td>3-Frequently</td>
<td>2-Occasionally</td>
<td>1-Rarely</td>
<td>0-Never</td>
<td>Comments to Justify Rating</td>
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<td>Leadership</td>
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<td>Giving Choices and Voices</td>
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<td>Role in Assessment</td>
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<td>Transfer</td>
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*Extensively* – Seamlessly addressed directly and evidenced in multiple ways throughout the lesson through the words and actions of the teacher.

*Frequently* - Addressed directly and evidenced at several points in the lesson through the words and actions of the teacher.

*Occasionally* – Some of the teachers’ words and actions connect to this theme either directly or indirectly during the lesson.

*Rarely* – This theme is not generally integrated into the teaching but may be reflected in some isolated words or actions on the teacher’s part.

*Never* – Throughout the entire lesson, none of the teacher’s words or actions clearly convey or align with this theme.
**Personal-Social Responsibility Themes**

For the time period being reported, use the scale provided to assess your overall application of these general themes. After selecting your rating, provide some comments to justify that rating, i.e. give concrete examples of things you did and said that would serve as evidence. In cases where you realize you did not address a theme very strongly, you may want to identify ways that you could have or that you might in future lessons.

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<thead>
<tr>
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<th>4: Extensively</th>
<th>3: Frequently</th>
<th>2: Occasionally</th>
<th>1: Rarely</th>
<th>0: Never</th>
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<tr>
<td>Integration: extent to which responsibility roles and concepts are integrated into the physical activity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Transfer: extent to which connections being made to the application of life skills in other settings</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Empowerment: extent to which the teacher shares responsibility with students</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Teacher-Student Relationship: extent to which students are treated as individuals deserving respect, choice, and voice</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Extensively** – Theme is seamlessly addressed directly and evidenced in multiple ways throughout the lesson through the words and actions of the teacher.

**Frequently** - Theme is addressed directly and evidenced at several points in the lesson through the words and actions of the teacher.

**Occasionally** – Some of the teachers’ words and actions connect to this theme either directly or indirectly during the lesson.

**Rarely** – This theme is not generally integrated into the teaching but may be reflected in some isolated words or actions on the teacher’s part.

**Never** – Throughout the entire lesson, none of the teacher’s words or actions clearly convey or align with this theme.

**Student Responsibility**
After the observation period and interval coding is completed on the first page, provide a holistic rating for these general areas of student responsibility. Consider observed student behavior and interaction throughout the lesson. Keep in mind that current application of this rubric assesses the group overall and not individual students.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Control:</strong></td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Student does no harm to others verbally or physically; includes/works well with others; resolves conflicts peacefully if they emerge</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Student will try every activity and take on various roles if asked</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Effort:</strong></td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Student tries hard to master every task and focuses on improvement</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Direction:</strong></td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Student will stay on task without direct instruction or supervision whether working alone or with others; does not seem to follow bad examples or peer pressure</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership:</strong></td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Student will help, encourage others, and offer positive feedback</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

**Very Strong** – All students displayed this responsibility throughout the lesson with no observed exceptions.
**Strong** – Most students displayed this responsibility throughout the lesson with only minor and/or isolated exceptions.
**Moderate** – Many students displayed this responsibility but many did not; several exceptions were observed.
**Weak** – Some students displayed this responsibility, but many did not; exceptions were frequent and/or serious enough to impede learning.
**Very Weak** – Few, if any, students displayed this responsibility while the majority struggled to do so; exceptions were frequent and/or serious enough that at least some portions of the lesson were rendered ineffective.
Extended Description of Responsibility-Based Teaching Strategies

The following are 5 effective teacher qualities for both implementing TPSR and more traditional approaches:

**Modeling Respect:** Teacher models respectful communication. This would involve communication with the whole group or individual students. Looks like: appropriate communication and instruction. Does not look like: rolling out the ball, losing temper, or embarrassing students.

**Setting Expectations:** Teacher explains or refers to explicit behavioral expectations. These could relate to safe practices, rules and procedures, or etiquette.

**Opportunities for Success:** Teacher structures lesson so that all students have the opportunity to successfully participate and be included regardless of individual differences.

**Fostering Social Interaction:** Teacher structures activities that foster positive social interaction. This could involve student-student interaction through cooperation, teamwork, problem solving, conflict resolution or debriefing. [This only counts if it is structured by the teacher; rolling out the ball does not count.]

**Assigning Tasks:** Teacher assigns specific responsibilities or tasks (other than leadership) that facilitate the organization of the program or a specific activity. This could look like taking attendance, setting up equipment, keeping score/records, or officiating a game.

The following are 4 effective teacher qualities specific to implementing TPSR:

**Leadership:** Teacher allows students to lead or be in charge of a group. This could look like demonstrating for the class, leading a station, teaching/leading exercises for the whole class, or coaching a team.

**Giving Choices and Voices:** Teacher gives students a voice in the program. This could involve group discussions, voting as a group; individual choices, students asking questions, making suggestions, sharing opinions, evaluating the teacher or program.

**Role in Assessment:** Teacher allows students to have a role in learner assessment. This could take the form of self- or peer-assessment related to skill development, behavior, attitude, etc.; it could also involve goal-setting or a negotiation between teacher and student on their grade or progress in the class.

**Transfer:** Teacher directly addresses the transfer of life skills or responsibilities from the lesson beyond the program. This could include links such as: the need to work hard and persevere in school; the importance of being a leader in your community; keeping your self-control to avoid a fight after school; setting goals to achieve what you want in sports; the need to be a good team player when you grow up and get a job; or the value of thinking for yourself to avoid peer-pressure.
TPSR Overview
TPSR is a curriculum and instructional model developed by Don Hellison, Professor Emeritus at the University of Illinois at Chicago in the United States (US). He developed this model through his direct experience working with at-risk youth. TPSR is applied by physical education teachers, coaches and youth workers throughout the US and many other countries. It has been field tested in school-based physical education as well as in after-school and community-based programs. The practical effectiveness of the model and its unique approach to empowering students makes it appealing to practitioners. Moreover, the base of empirical and theoretical literature supporting the model is rapidly expanding.
The ultimate aim of this model is to help students develop themselves as people, learning to be responsible for the ways they conduct themselves and treat other people. Physical activity is used as a vehicle to teach students various life skills that they can practice in the gym and transfer to other settings such as school, community, and home life.

From: TPSR Alliance web site: http://www.tpsr-alliance.org/

Personal & Social Responsibility model of Don Hellison
Students are asked to focus on:
1. Self Control and respect
2. Participation & Effort: Responsibility for one’s actions
3. Self Direction
4. Caring for others & Leadership
5. Transfer of the goals to other contexts: Taking it out of the gym – applying it outside the lesson

Program Goals:
- All work is undertaken with young people and provides a service to young people
- Training/education program for adults
- Research projects with dissemination through workshops and papers
- Trying out new ideas

Dave Walsh believes that, “Youth seem to have more choice and less guidance from families.” Through this work he is promoting human decency and enabling young people to make smart choices.

Essence of the Responsibility model (The Big Picture)
1. Relational Dynamics are Utilised (It’s about relationships) – Genuinely respecting the young people’s strengths – ‘treating them unequal but fair’ – respecting their voices – give them responsibilities and let them practice these.
2. Physical Activity is Connected to Life – Integrate life skills into physical activity and then into their lives – Teach them things that are much more important.
3. **Emphasis on Empowerment** – The responsibility and power gradually shifts to the student from the teacher – Individual and group empowerment.

**Purpose & Principles**
- To teach young people to take responsibility for:
  - Their own well-being
  - For being sensitive and responsive to the well-being of others
Responsibility Models Goals/Levels

1) Respect for the rights and feelings of others
   - Self Control
   - Include others
   - Resolving conflicts peacefully
   - Controlling temper, impulses, etc.

   Instructor values: Respect for students, empowerment, equity

2) Participation & Effort
   - Participating in all activities
   - Putting forth effort
   - Persisting in difficult tasks (Having the courage to not give up)

   Instructor values: self paced tasks, task variation, competitive choices

3) Self Direction
   - Working independently
   - Setting and working towards goals
   - Personal plan of progression
   - Making good choices

   Instructor values: Empowerment

4) Caring & Leadership
   - Helping others
   - Leading or teaching others
   - Considering the welfare of others

   Instructor values: Well-being of others

5) Transfer of the goals to other contexts: Outside the Gym
   - Understanding the value and relevance of these skills beyond the program setting
   - Applying these skills beyond the program
   - Being a role model

   Instructor values: Value transfer
Cumulative Goals/Levels
Young people work at a variety of levels in these programs. Each level builds on and involves the previous level(s).

0) **Socially Irresponsible** (abusive and disruptive)

1) **Personally Irresponsible** (off task)

2) **Participant** (Under supervision)

3) Participant and **Self Directed**

4) Participant, self directed, and **Helpful to Others**

5) Tried some of these things **Outside the Gym** since the last class meeting
Teaching Strategies

The following list of teaching strategies for assessing the fidelity of TPSR implementation is not meant to be exhaustive; others could certainly be identified. However, these provide a manageable list of concrete strategies that are consistent with the TPSR teaching philosophy and frequently used by experienced practitioners.

They come from an instrument called the Tool for Assessing Responsibility-based Education (TARE) as described in (Wright & Craig, 2011). These are framed as strategies because they represent certain pedagogical approaches to move students toward the desired goals and objectives. Under each, there are numerous specific tactics that a teacher might use depending on the content, the nature of the group, etc. For example, promoting leadership is a general strategy that could be implemented with various tactics such as a) having one student lead the whole class in a warm up exercises, b) assigning team captains for a soccer game, c) having the class work through fitness stations, each with a student leader, and d) having students pair up and take turns being peer-coaches. For more information, see Wright & Craig, 2011.

- **Modelling Respect** – The teacher models respectful behaviour in interactions with the students and others.
- **Setting Expectations** – The teacher organizes all aspects of the lessons and clearly communicates directions and behavioural expectations to students.
- **Providing Opportunities for Success** – The teacher structures all activities so that no students are excluded or unable to successfully participate due to individual differences.
- **Fostering Social Interaction** – The teacher creates structures that allow students to have interactions with one another that are not directly controlled by the teacher.
- **Assigning Management Tasks** – The teacher asks students to contribute to the management and organization of the lesson by taking on specific tasks or jobs.
- **Promoting Leadership** – The teacher shares some instructional responsibility with students by giving them the opportunity to instruct or lead some of their peers.
- **Giving Choices and Voices** – The teacher creates opportunities for students to voice their opinions, offer suggestions, and make decisions.
- **Involving Students in Assessment** – The teacher lets students engage in self-and or peer-assessment.
- **Addressing Transfer of Life Skills** – The teacher directly addresses the life skills taught in the program and their application outside the program.

From: TPSR Alliance website, Teaching Strategies
http://www.tpsr-alliance.org/teaching-strategies
Lesson Format
Sessions are approximately 1 hour lessons in length

1. **Relational Time**
   This refers to the informal one on one interactions the teacher has with students that help to create a welcoming environment and establish personal relationships with students. It is an opportunity to chat, ask students how their day is going, and discuss things that may be coming up or going on in their lives. Unlike the other components that occur in a specific order, Relational Time can happen whenever an opportunity arises, (i.e. before or after the lesson, or even during the lesson while the students are in transitions).

2. **Awareness Talk**
   This is a brief structured meeting that officially begins the lesson. During this talk, usually just a few minutes, the teacher can go over the plan for the day, invite input from students, and most importantly, remind them of the goals and objectives of the program. Depending on the stage of the program, a teacher might be focusing on a particular aspect of responsibility or just reminding students of the overall emphasis in the program, (e.g. how they conduct themselves and how they treat others as well as things about life (others, mine or the young people’s))

3. **Physical Activity Lesson Time**
   This constitutes the majority of the lesson and could involve any age appropriate physical activity, exercise, or sport content that would normally be taught to a given group in their physical education program. The key difference is that the teaching strategies employed during this activity time shift power to the students and put them in responsible roles. The key here is to integrate the teaching of responsibility with the teaching of the physical activity.

4. **Group Meeting – Feedback, likes & dislikes (problems, how the program’s working, what’s working, what’s not)**
   After most of the time has passed in the lesson and the physical activity is completed, the teacher gathers students together to discuss the lesson. This provides students an opportunity to share their opinion about the lesson, make suggestions, as well as comment on the group’s performance and cohesion. If the day’s activities had involved student leadership, this Group Meeting could provide a safe and structured opportunity for students to provide feedback to their peer-leaders and vice versa. Only a few minutes are necessary for this meeting.

5. **Reflection Time**
   For the last few minutes of the lesson, students are asked to reflect on their OWN attitudes and behaviors during the lesson. Using the responsibility levels as reference points, the teacher prompts the students to think about their performance that day relative to each. Depending on the number of students and the climate of the program, the teacher may have students share their self-reflections at this time verbally, with a hand signal (thumb up for ‘great’, sideways for ‘okay’, or down for ‘needs work’), or writing in a reflective journal.

6. **Counselling Time – Talking with the young people about where we are up to (if necessary)**
Responsibility Progression with the Instructional Strategies

<table>
<thead>
<tr>
<th></th>
<th>At First</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness talk</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Empowerment</td>
<td>15%</td>
<td>50%</td>
</tr>
<tr>
<td>Group Empowerment</td>
<td>5%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Typical Sport-Exercise Lesson Plan

1) **Awareness Talk**
   - Teach the levels

2) **Fitness Progression**
   - Task Variation/Inclusion
   - Self Paced
   - Non-competitive

3) **Skill Development**
   - Self–paced Challenges
   - Reciprocal Teaching

4) **Game**
   - Competitive Choices
   - Required Teamwork, Sit Out Progression, Conflict Resolution Strategies
   - Coaches

5) **Group Meeting**
   - Group Reflection

6) **Reflection Time**
   - Individual Reflection

Young people need to have a say in the empowerment process

Young people need to have a say in their assessment if you believe in empowerment
Assessment Tool - Example

Responsibility Rubric

<table>
<thead>
<tr>
<th>Self-Responsibility</th>
<th>Consistent</th>
<th>Sporadic</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goal setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Group Responsibility

|                      |            |          |        |       |
| • Respect            |            |          |        |       |
|                      |            |          |        |       |
| • Helping             |            |          |        |       |
|                      |            |          |        |       |
| • Group Welfare      |            |          |        |       |

Want More Assessment Tools
A range of assessment tools can be found in:

Other Hints
- Whole school approaches work well
- Start small
- Try with one class
- Try a few strategies with young people
- Try it with a small group after school – Try things in small ways
Reflection Time

<table>
<thead>
<tr>
<th>Responsibilities:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect:</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>OK</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>OK</td>
</tr>
</tbody>
</table>

Comment about respect and/or effort: ________________________________

Since we last met, share something you did in your life: ________________

Comment about the program/lessons and/or the teacher(s) and mentors: _________

Ask a question to help you improve: _________________________________

<table>
<thead>
<tr>
<th>Technique:</th>
<th>Beginner</th>
<th>Can do it</th>
<th>Can teach it</th>
<th>Led an activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies:</td>
<td>Beginner</td>
<td>Can do it</td>
<td>Can teach it</td>
<td>Led an activity</td>
</tr>
<tr>
<td>Personal &amp; Social Skills:</td>
<td>Beginner</td>
<td>Can do it</td>
<td>Can teach it</td>
<td>Led an activity</td>
</tr>
<tr>
<td>Favourite Activity Today:</td>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The IVAC-approach (Investigations, Visions, Actions, and Changes)

A. Investigation of a theme
- Why is this important to us?
- What is its significance to us/others—now/in the future?
- What influence does ‘life style’ and living conditions have?
- What influences are we exposed to and why?
- How were things before and why have they changed?

B. Development of visions
- What alternatives are imaginable?
- How are the conditions in other schools, countries, and cultures?
- What alternatives do we prefer and why?

C. Action and change
- What changes will bring us closer to the visions?
- Changes within ourselves? In the classroom? In society?
- What action possibilities exist for realizing these changes?
- What barriers might prevent the undertaking of these actions?
- What barriers might prevent actions from resulting in change?
- What actions will we initiate?
- How will we evaluate those actions?

Work with the eight dimensions aims at developing students’ action-competence:
1. Which topic or theme should be worked on?
   Physical Activity or Healthy Eating?
2. Which problem within the topic in question should we work with?
3. What are the causes of this problem?
4. Why did it become a problem?
5. What alternatives can we imagine?
6. What action possibilities exist to secure these alternatives?
7. What barriers will be brought to light through these actions?
8. What actions will be initiated?