

Levels of Responsibility

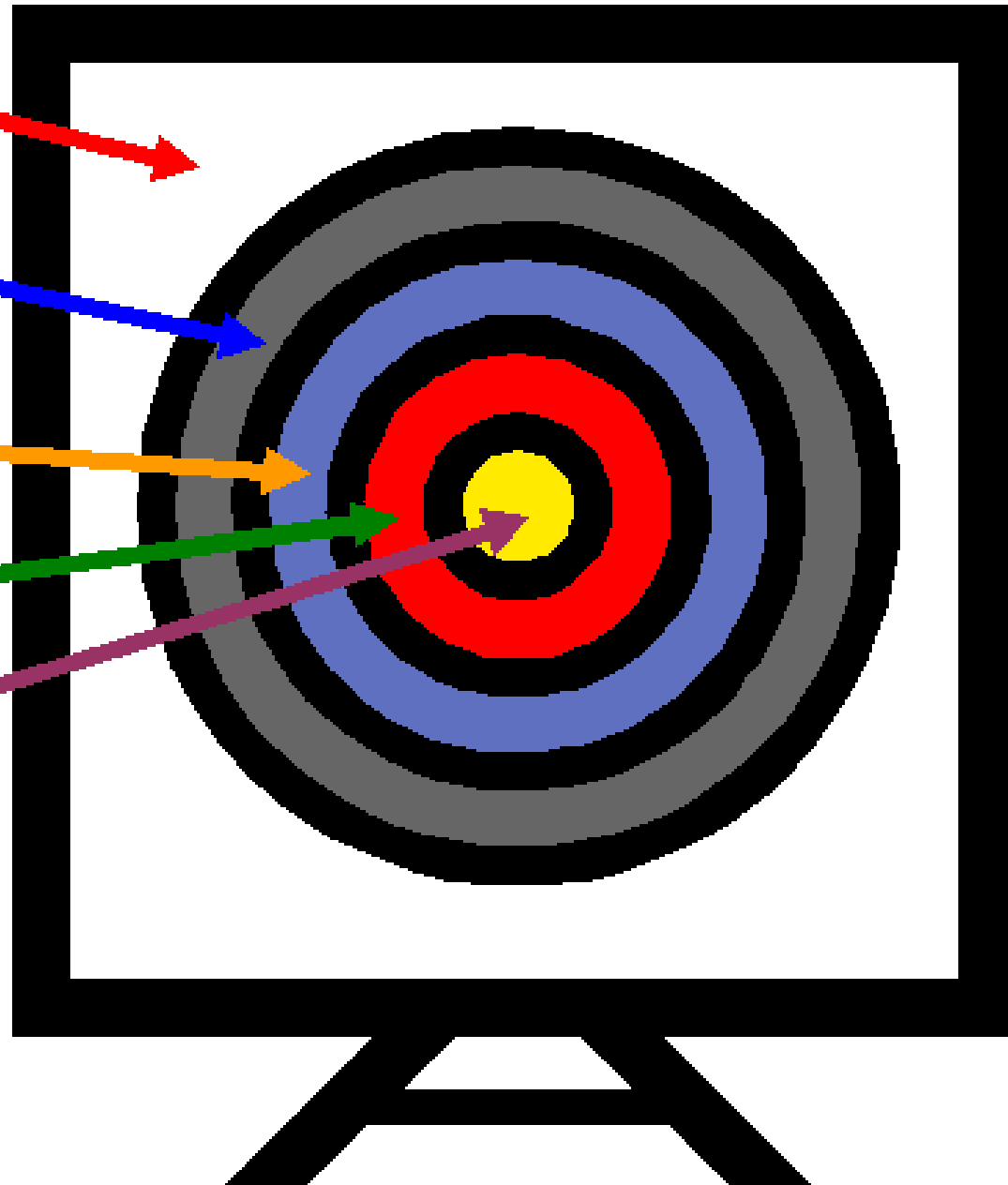
Level 0: Little Self-control
I did not play today
I used put-downs
I was not responsible
I was disruptive

Level 1: Under Control – not involved
I did not play today
I did not put down anyone
I was non-productive

Level 2: Effort
I did play today
I needed prompting
I needed frequent reminders

Level 3: Self-Direction
I did things on my own
I did everything today
I had a positive attitude

Level 4: Helping
I cared about others
I helped someone
or more than one person



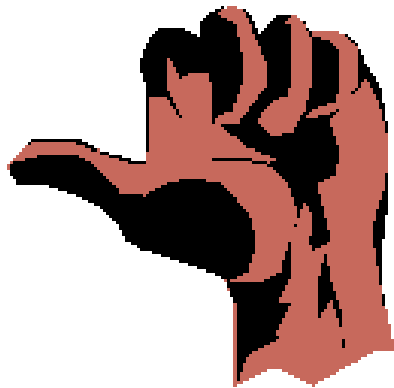
Tap IN
and **Tap Out**

Responsibility

How did you do today?



I did things on my own
I helped other people
I did play today



I needed some reminders
I sometimes played
I did not put down anyone



I did not play
I used put-downs
I was disruptive

PERSONAL & SOCIAL RESPONSIBILITY MODEL Don Hellison, University of Illinois at Chicago

1. **PUTTING KIDS FIRST:** Caring about kids as whole people; importance of the instructor-student relationship; respecting their struggles, individuality, voices, capacity for decision-making.
2. **PURPOSE:** Taking responsibility for one’s own well-being & for contributing to the well-being of others.

TAKING RESPONSIBILITY LEVELS	TEACHER VALUES	COACHING CLUB LEVELS
I. RESPECT FOR OTHERS’ RIGHTS & FEELINGS ➤ Control temper and mouth ➤ Right to be included ➤ Peaceful conflict resolution	➤ Respect for students ➤ Empowerment ➤ Equity	➤ Self-control
II. EFFORT ➤ Explore effort & new tasks ➤ Self-motivation ➤ Courage to persist when going gets tough	➤ Self-paced mastery ➤ Task variation ➤ Competitive choices	➤ Teamwork & coach ability
III. SELF-DIRECTION ➤ Independence ➤ Goal-setting progression ➤ Courage to resist peer pressure	➤ Empowerment	➤ Self-coaching
IV. HELPING ➤ Sensitivity & responsiveness ➤ Leadership & group welfare	➤ Well-being of others	➤ Coaching
V. OUTSIDE THE GYM ➤ Trying these ideas outside the gym ➤ Being a role model	➤ Value Transfer	➤ Outside the gym

Levels of Progression as a Sequence of Three Categories

Category	Levels
Beginning	Level I, Respect Level II, Participation
Advanced	Level III, Self-direction Level IV, Caring
Most Advanced	Level V, Outside the gym

LESSON FORMAT	GENERAL STRATEGIES	SAMPLE STRATEGIES
1. AWARENESS TALK	Awareness	Teach the levels
2. LESSON	Direct Instruction	All-touch rule (I) Reciprocal teaching (IV)
	Individual decision-making	“No plan no play (IV) Teacher-directed option (I) Task difficulty choices (II) Level III time (III) Coaching roles (IV)
	Group decision-making	NBA time out (I, V) Emergency plan (I) Talking bench (I)
3. GROUP MEETING	Group decision-making	Program evaluation Problem-solving
4. REFLECTION TIME	Individual decision-making	Self-evaluation
(COUNSELING TIME: One to one check in, negotiation, personal plans)		
REFERENCES: Hellison (1995) <u>Teaching responsibility through physical activity</u> . Hellison et al. (2000) <u>Youth development & physical activity</u> . Both by Human Kinetics.		

Self-Evaluation

Date _____

Self-control: How well did you control your temper and mouth today?



Effort: How hard did you try today?



Self-coaching: Did you have a self-improvement or basketball goal and work on it today?



Coaching: Did you help others, do some positive coaching, or help make this a good experience for everyone today?



Outside the gym:

Self-control?



Effort?



Goal-setting?



Helping others?



One comment about yourself today:

TPSR Teacher Questionnaire

1. Do you like kids, and can you relate to them?
2. Do you try to treat all kids as individuals?
3. Do you spend some time consciously focusing on students' strengths?
4. Do you listen to students and believe that they "know things?"
5. Do you share your power as a teacher with students?
6. Do you help your students to solve their own conflicts so that they can do this on their own?
7. Do you help your students to learn to control their negative statements and temper, or do they rely on you to control them?
8. Do you help students to include everybody in the activities so that they can do this on their own?
9. Do you give students opportunities to work independently and on their own goals?
10. Do your students have a voice in evaluating each lesson and solving problems that arise?
11. Do your students have opportunities to assume meaningful leadership roles such as teaching and coaching?
12. Do you place some emphasis on transferring the levels from your class to their lives outside physical education?
13. Do your students leave your program understanding what taking responsibility means and how it applies to them?

Adapted, by permission, from D. Hellison, 2000, Youth development and physical activity (Champaign, IL: Human Kinetics), 45-46.

From Teaching Responsibility Through Physical Education, Second Edition by Don Hellison, 2003, Champaign, IL: Human Kinetics.

The TPSR questionnaire will help you check your compatibility with both the levels of responsibility and the four themes and the questionnaire items that ask about them:

- **Integration of responsibility with the physical activity lesson:** questions 6, 7, 8, 9, 11.
- **Empowerment:** questions 4, 5, 6, 7, 8, 9, 10, 11, 12.
- **Teacher-student relationship:** questions 1, 2, 3, 4, 5.
- **Transfer outside the gym:** questions 12, 13.

Table 2.1 The Components of the Levels

Level	Components
I	Respecting the rights and feelings of others Self-control The right to peaceful conflict resolution The right to be included
II	Participation and effort Self-motivation Exploration of effort and new tasks Courage to persist when the going gets tough
III	Self-direction On-task independence Goal-setting progression Courage to resist peer pressure
IV	Helping others and leadership Caring and compassion Sensitivity and responsiveness Inner strength
V	Outside the gym Trying these ideas in other areas of life Being a role model

From "Teaching for affective learning in physical education," L. Masser, 1990. This article is reprinted with permission from the Journal of Physical Education Recreation and Dance, 1990. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.

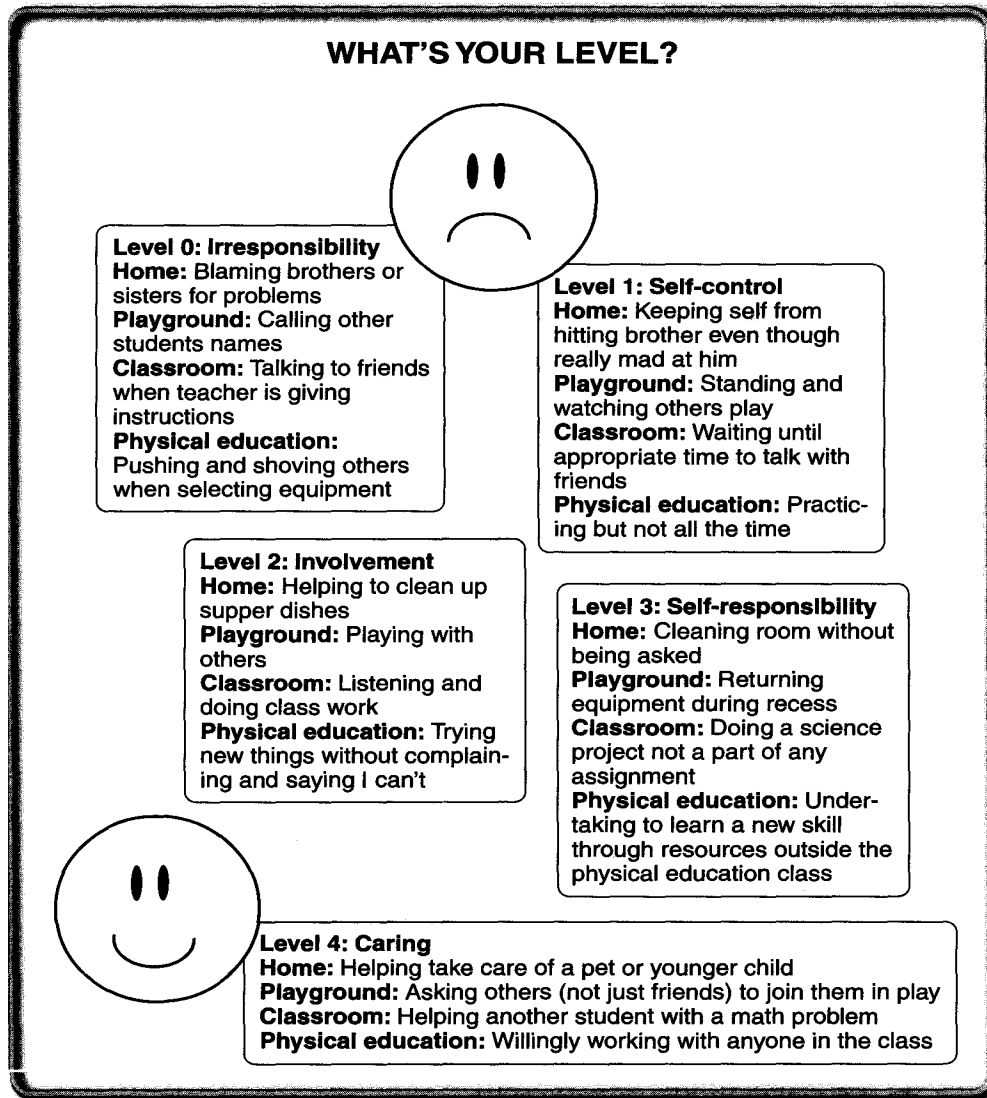


Figure 3.2 Linda Masser's application of the four Levels in various settings. From "Teaching for Affective Learning in Physical Education," by L. Masser, 1990, *Journal of Physical Education, Recreation and Dance*, 61, p. 19. Reprinted with permission of the *Journal of Physical Education, Recreation and Dance*. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.