

Martinek, T., & Hellison, D. (2016). Teaching personal and social responsibility: Past, present and future. *Journal of Physical Education, Recreation & Dance*, 87(5), 9-13.

### **What is it about? (Aim/objectives)**

The development of the Teaching Personal and Social Responsibility (TPSR) Model to disadvantaged youth.

### **Where is it from? (Context/location)**

The model originated in the 1970s in Chicago, but is applied globally.

### **Who are involved? (Research participants)**

Many under-serviced youth in communities where social ills contribute to a high school drop-out and deviant behaviours among youth. The model is applied in different community settings and at institutions of higher learning as to develop life skills and social responsibilities for pre-teaching professionals. It has implications for participants, instructors, teachers and/or coaches working with youth and children in different settings.

### **What are the readings and main concepts?**

The Model: Teaching Personal and Social Responsibility (TPSR) is based on:

#### **LEVELS (GOALS) OF TPSR**

Level I: Respecting the rights and feelings of others

Level II: Effort and cooperation

Level III: Self-direction

Level IV: Helping others and leadership

Level V: Transfer outside the gym/classroom/club or setting

#### **TPSR CORE VALUES**

- Putting kids first
- Human decency
- Holistic self-development
- A way of being

#### **STRATEGIES**

- Gradual empowerment
- Self-reflection
- Integration of levels into physical activities
- Transfer
- Being relational with Kids (Source, Hellison, 2011: 18 & 20)

### **What are the main findings? (Results)**

The Model has application across various settings and is based on two main questions: What is worth doing? (i) What is best for the kids?

### **What are the main lessons? (Discussion/Reflections/Learnings)**

To ensure the success of the programme, continuous monitoring and evaluation information should feed back into the programme to adapt the current strategies and/or change the programme to better fit the needs of the participants.

Leadership development and taking responsibility to offer programmes or activities to others ensure that personal and social responsibilities are transferred beyond a particular programme.

Holistic approach, transfer of values, skills and attitudes from learning into real life settings.

Focus on relational learning – social connections and relationships – also reduce the distance between coach/teacher or instructor and children/participants.

Valuable approaches: (i) Community-based to link with existing values, culture and needs of local people: (ii) Assist schools – before, during and after-school programmes and focus on children and youth who struggle academically and socially; and (iii) Professional development programmes – offer value-based training and learning to coaches and teachers.

### **Is it useful? (Chat room, knowledge sharing)**

How will you go about teaching personal and social responsibility in your programme? What strategies will you follow? How will you make sure the values are transferred from your class/sessions to real life

situations? Think about taking responsibility for your and others health in terms of preventing the spread of Covid-19.