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Applying the TPSR Model in Middle School Physical Education

Bijen Filiz

Utilizing sport activities in physical education based on the teaching personal and social responsibility (TPSR) model allows all students to have similar basic skills and to participate in games under equal conditions. Yet, physical educators often do not have many opportunities to teach responsibility in depth because the majority of class time is spent on teaching sport skills. With this in mind, it is necessary to find ways to better incorporate the application of TPSR values into a sport unit. This article presents teaching recommendations for incorporating the TPSR model's level of respecting others' rights and feelings into a secondary physical education sport lesson.

The TPSR model introduced by Don Hellison (1995) was designed at first for at-risk youth groups. It is a training model used in physical education courses, summer camps and after-school programs, especially for children with limited access to services (Hellison, 1995, 2011; Hellison & Martinek, 2006; Hellison & Walsh, 2002). The general purpose

of the TPSR model is to ensure that participants internalize personal and social responsibility values into their belief systems so that these values can transfer from the sport arena to the classroom to their home and to society in general (Hellison, 2011). As it was remarked by Hellison (2011), harnessing physical activity as a responsibility catalyzer and effective responsibility-development program includes the following elements:

- Respecting the rights and feeling of others (e.g., self-control, the right to be included, peaceful conflict resolution)
- Effort/cooperation (e.g., getting along, being a self-starter, trying new tasks, self-motivation, exploring new duties, perseverance)
- Self-direction (e.g., being on task, setting and sticking to personal goals, resisting peer pressure, independence)
- Helping others and leadership (e.g., showing care, sensitivity and concern for others in the class)
- Taking TPSR outside of the gym (e.g., integrating TPSR values into other areas of life, being a role model)

The purpose of this article is to provide recommendations for effectively applying the TPSR model in a volleyball lesson. These recommendations are based on TPSR model applications identified by working with a secondary-school student group that receives regular volleyball training taught by the author.

Recommendations for TPSR Application

In the pre-TPSR application period, students were informed about the TPSR model and levels. The lesson was divided into five segments: (1) relational time, (2) awareness talk, (3) physical activity plan, (4) group meeting, and (5) reflection time. Students were also informed about the instructional methods to be used and the goals of the lesson. Proper explanation of the TPSR model is important so that students are aware of how to behave in class. In order to ensure they understand it, prerecorded TPSR application videos could be viewed by students.

Lesson Instruction

The TPSR application lesson was conducted with seventh-grade students during one volleyball lesson lasting a total of 80 minutes in an indoor sport facility. The TPSR level applied in the lesson was to respect the rights and feeling of others. The learning focus of the lesson was to learn self-control through games. Lesson objectives included participation in the game and finding logical solutions to problems.

Following initial greetings, students were notified that the lesson would be conducted as a group activity to practice the overarm pass in volleyball. The first level of the TPSR, which relates to respecting the rights and feeling of others, was briefly explained, and the teacher



Students are given daily reflection-time assessment forms at the end of class to evaluate their behavior.

and students all sat in a circle to begin relational time.

1. *Relational Time: 5 minutes.* Students were asked how their day or week was at school. Were there any events that made them happy or sad? Were they helped by someone, or did they help anyone? Students shared their feelings and opinions about the situations being discussed. During this relational time students may not always share their thoughts willingly. Therefore, it may be useful to allow students some free time in the gym and to approach them individually in order to gain their trust and allow them to express themselves without their peers present. When a matter of concern arises or if the teacher determines that students who do not want to talk may be in need of special attention, it is important to take notes and get in touch with students' parents outside of class.

2. *Awareness Talk: 10 minutes.* For the awareness talk, the following questions were asked, and students' answers were discussed in the group within the scope of respecting the rights and feeling of others:

- In your opinion, what does respect mean?
- Do you respect yourself? Could you give an example? How do you behave to show your self-respect?
- Do you behave toward others respectfully? Could you give an example? How do you behave toward others to show your respect?
- When you respect others, how does it show in the way you communicate? If you do not behave respectfully, what happens? And how could you consider this in terms of the way in which you communicate?
- If you behave respectfully, would it contribute toward your self-respect? If you do not behave respectfully, what sorts of issues could arise in your life? Could you give examples?

During this question-and-answer session the volleyball could be passed around as a "respect ball." Students must take "the respect ball" before they start talking. This practice is continued until they learn how to ask for permission to speak and to talk in order. Thus, students

are expected to listen to one another as a way of showing respect. Students should not be pushed to speak; instead, they must volunteer to do so. Students who are reluctant to speak should be given opportunities to participate and be encouraged to converse with their peers; they can be assigned tasks such as equipment handling, peer coaching and leadership so that they can gain confidence.

3. *Physical Activity Time: 40 minutes.* Before physical activity started, the teacher said:

Today, we will play volleyball. Our purpose is to behave respectfully toward one another, to control ourselves, to participate in the game, and to find reasonable conflict resolutions while we are in the game. All I ask from you is to not interrupt while I am explaining the drills, to participate in the game even if you experience difficulty, to collect balls quickly when asked, to throw your trash in the proper container at the end of the lesson, and to put the equipment back where it belongs and leave the gym in an organized fashion.

Physical activity time was divided into three stages: warm-up (15 minutes), exercises and drills (15 minutes), and physical activity (10 minutes). The duration of each stage could be altered according to the content.

During the physical activity period student behaviors were observed by the teacher so that any negative behaviors

could be addressed immediately (using approaches such as talking bank, grandma's law, sport court, no plan no play, making new rules; Hellison, 2011). For instance, if two students started arguing while practicing the overhand pass on the wall, they would be sent to a quiet spot (talking bank) and asked to discuss and resolve their problem. If a student refused to participate, the teacher would encourage him or her by saying, "You will be disqualified from the bump match unless you play 100 bump passes on the wall" (grandma's law). If students displayed negative behaviors throughout the training and refused to participate in activities, the teacher asked them to form a small group in order to discuss and efficiently solve their problem on their own (sport court). A student who displayed negative behaviors (like trying to hit a peer with the ball) while practicing the overhand pass would be excluded from the activity and asked to return with a reasonable plan to correct that behavior before becoming involved in the activity again (no plan, no play). If students had difficulty while doing plyometrics during the warm-up, they were asked to make new rules for the training (making new rules). Additionally, students evaluated one another's behaviors using peer evaluation forms. These evaluations can be completed carefully and respectfully during group meeting and reflection time.



The TPSR lesson was conducted with seventh-grade students during one volleyball lesson lasting a total of 80 minutes.

4. *Group Meeting: 15 minutes.* All students sat down on the floor in a circle. Each person, including the teacher, took the “respect ball” before speaking. Students were asked the following questions and given a chance to comment:

- How was the lesson today?
- What did you learn today, and how did you feel?
- Do you think you treated one another respectfully during today’s lesson? Which behaviors were appropriate?
- Do you think you treated your teacher respectfully?
- Did you have any difficulty doing the exercises with today’s student leaders (who were assigned during the warm-up)? If you did, what solutions did you create? Did your friends listen to you?
- Did you participate in all the activities held during the lesson today? If not, why?
- How did you consider your respect level to be today?
- Where else could you show the behaviors that you learned here outside of sports?
- Do you have any questions about today’s lesson and goals?

During group meeting time students were asked how they showed respect, the consequences of disrespectful behavior, and any necessary steps to show more respect in the future. This information-sharing process allows the teacher to see how students are applying the lessons learned. Language is considered to be a significant part of the process of learning respect and an important way of exhibiting respect among children. Language needs to be especially emphasized as a valuable tool for interpersonal communication, such as using the proper tone to express opinions in a polite way and waiting for one’s turn to speak.

5. *Reflection Time: 10 minutes.* Students were given reflective evaluation forms and expected to fill them in. At the end of the lesson all evaluations were collected by the teacher. The lesson ended after the activities and objectives of the next lesson were communicated

Figure 1.
Daily reflection-time assessment form

Name:	Class:								
	1	2	3	4	5	6	7	8	9
1. I was sensitive to the rights and feelings of my friends.									
2. I managed my anger during drills.									
3. During difficult tasks, I persisted instead of giving up.									
4. I tried to do my best to accomplish the tasks assigned to me.									
5. I observed all the rules.									
6. I cooperated with my friends during exercises.									
7. I helped my friends.									
8. I tried to motivate my friends when I worked with them.									

briefly. Students received a form consisting of eight expressions (Figure 1) to let them evaluate the level of responsible behavior they exhibited during that day’s lesson. Based on the information obtained by means of this form, the teacher should be able to determine if progress is being made in students’ responsible behaviors.

Conclusions and Benefits of the TPSR

In the program described here, which focused solely on the TPSR level of respecting the rights and feelings of others, a significant development was observed in students’ respectful behaviors toward the end of the lesson. It was also observed that the majority of students succeeded in displaying self-control and showed more respect toward one another while observing the rules of the games. The students also recognized the importance of language as they communicated respectfully with the teacher and treated one another kindly. In this responsibil-

ity-based lesson, an environment was created in which students could get to know one another, learn to express their opinions, and gain confidence by exploring their own strengths.

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