

Hellison's Teaching Personal and Social Responsibility Model through Physical and Sport Activity

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Abstract: Hellison's Teaching Personal and Social Responsibility (TPSR) model, based on physical and sport activities (within or outside educational institutions) is a model that helps children and young people build their personality and gain some life skills both inside and outside the gym. This paper describes the model of teaching personal and social responsibility, the objectives, the five levels, some learning strategies for the program by levels, provides some program applications that have been erected in different environments and cultures. Finally, suggests some recommendations, including the implementation of personal and social responsibility program during physical and sports activities in the local environment.

Keywords: Teaching Personal and Social Responsibility; Physical and Sport Activities; Children and Young people.

Résumé : Le modèle d'enseignement de la responsabilité personnelle et sociale d'Hellison, basé sur les activités physiques et sportives (au sein ou en dehors des établissements d'enseignement) est un modèle qui aide les enfants et les jeunes à construire leur personnalité et à acquérir des compétences de vie à la fois à l'intérieur et à l'extérieur du gymnase. Cet article décrit le modèle d'enseignement de la responsabilité personnelle et sociale, les objectifs, les cinq niveaux, certaines stratégies d'apprentissage pour le programme par niveaux, fournit quelques applications de programme qui ont été érigées dans différents environnements et cultures. Enfin, suggérer quelques recommandations, y compris la mise en œuvre du programme de responsabilité personnelle et sociale lors d'activités physiques et sportives dans l'environnement local.

Mots clés :Enseignement de la responsabilité personnelle et sociale ;Activités physiques et sportives ;Enfants et jeunes.

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Introduction

Childhood and adolescence are crucial stages in the development of individuals, especially in the formation of their identity and giving lessons about how to behave themselves and deal with others (Hamilton, Hamilton & Pittman, 2004). And cultural schemas, values and norms vary from one country to another around the world, and this greatly affects the moral learning of individuals (Hsueh et al., 2005).

During the 20th century, the life experiences of adolescents changed dramatically, as it became easy to get drugs, have access to electronic media and various social networks that deal with money, fame, fashion, incitement to violence, and communication with unknown people who may be gangs or member of terrorist groups (Seligman & Kumpfer, 2003).

It is well-known that physical and sport programs provide a strong and authentic space for children and young people to learn moral behaviour and develop attitudes that help them reach their own potential in life and contribute to the well-being of others (Hsu, 2004; Jones, 2005), as well as contributing to the positive development of youth (Escarti, et al, 2010). Accordingly, the concept of using physical and sport activity to promote personal and social responsibility is consistent with the position statements of many international organizations such as UNICEF, WHO, UN and IOC (Jinhong & Wright, 2012).

Among the well-established educational programs that are currently being applied most widely across different parts of the world is Teaching Personal and Social Responsibility Model (TPSR) through physical and sport activities, which was developed in the United States of America, and then applied and continues in many cultures across the world such as East Asia South Korea, Western Europe Spain and North America Canada. According to the researcher's knowledge, it has not been applied in the Arab environment until now. Therefore, this paper focuses on the model of teaching personal and social responsibility through physical and sports activities by addressing its objectives, Levels, strategies, and some program applications in the foreign environment in which the model was applied.

1-Hellison Model for Teaching Personal and Social Responsibility

The model of teaching personal and social responsibility (TPSR) was developed by Hellison in 1970 during his work with troubled youth who were dropping out of school, which causes dangerous behaviours such as drug abuse, criminal activity. Hellison formed the model through a democratic approach that focuses on the learner, the personal values of Hellison, and sense of the needs of learners. The goal was to develop live experiences that would enhance and develop their personal and social skills during and outside the exercise period (Escarti, et al. 2005; Hellison, 2011).

The fundamental assertion of the model is that learners must be responsible for themselves and others while incorporating strategies that allow them to control their lives. The model defines responsibility as a moral obligation to oneself and others, and the basic premise of the model (TPSR) is that responsible behaviours can be taught through many strategies, and that these behaviours and attitudes help children and young people adapt to life changes, they develop as adults and they enjoy health and well-being. The values of personal responsibility are effort and autonomy, values for social development and integration are respect for the feelings and rights of others, empathy and social feeling (Escarti et al., 2012).

2- Objectives of Teaching Personal and Social Responsibility

The main objective of teaching personal and social responsibility is that the learner becomes a more responsible and responsible person during and outside physical and sport activities. You are responsible for yourself if you have the desire to experiment with new

things, and if you are self-sufficient, you will implement a plan that will enhance your well-being. You are responsible for others if you respect the rights and feelings of others and work on their well-being, and fulfill those responsibilities not only during physical and sport activities, but also outside.

Personal responsibility is «doing an effort and self-reliance (autonomy)». Social responsibility is "respect for the rights and feelings of others, and empathy with them". (Llopis-Goig et al., 2011). Brown & Keath (2014) indicated that sub-goals fall under the main objective, when realized the learner becomes responsible:

- ✓ Respect the rights and feelings of others through: self-control, conflict resolution.
- ✓ Work and effort: self- motivation, desire and willingness to work, new tasks, perseverance and continuity.
- ✓ Self-direction: work independently, progress and achievement of objectives, resist pressure of others.
- ✓ Leadership and helping others: caring and sympathy, sense and response.
- ✓ Outside physical and sports activities (outside the gym): perform the same behaviours outside physical and sport activities.

3-Levels of Teaching Personal and Social Responsibility Model

The levels of teaching personal and social responsibility model are divided into six levels if we enter level zero. Hellison (2011) divided and interpreted it as follows:

3-1-level zero irresponsibility: when the learner focuses on his wishes and demands only, and when he or she practices sport, he or she focuses only on his or her own achievements, not the achievements of the team or group. The Learners who have a zero level have tough positions with their classmates who dislike them and do not prefer playing with them.

Zero level is characterized by inappropriate behaviour, aggressive play, for this Hellison worked on moving children and young people from this level to a higher level.

3-2- Level one respect for the rights and feelings of others: At this level the learners may not participate and may not improve in their work, but they are able to control their own behaviour enough not to be confused with others. The learner understands that he or she lives in a society and that his or her needs and desires do not always come because the work is for the benefit of the community, that means he or she does not hinder others, and he or she avoids conflicts.

Hellison tells his students that this level means "Control your nerves and your mouth," if the first level contains a song, it will be R-E-S-P-E-C-T, as one of the children said, "When someone is rioting, I do not feel angry just tell them what happened."

3-3-level two self-motivation: At this level, the learner has inner powers that move and motivate him to do his best, also he accepts the experimentation of new tasks and works to achieve them and shows perseverance for that.

The learners at this level also work with everyone even if they are not friends, there is a feeling that they are one team, and this is bigger than anything else being at this level means rejection of disability and negative behaviour.

3-4-level three self-direction: There is a great achievement at this level where learners keep their focus and do the job as required, learners can set goals for fitness and skills.

This means that learners show respect, participation and work on skills development without direct supervision, where they can begin to implement their specific physical and sport activity program.

3-5-level four caring (leadership and helping others): Children and young learners broaden their sense of responsibility through cooperation, showing interest and helping others this requires a lot of internal forces.

The fourth level of youth offers more maturity, especially when playing the role of leader within a group or class, the development of youth leadership requires four stages (1) responsibility and progress towards leadership awareness, (2) leadership by age and experience, (3) self-realization, (4) leadership outside the gym (Hellison & Martinek, 2009).

3-6- Level five transfer outside physical and sport activity (gym): This level refers to exploring the application of the four other levels outside the program changes in attitudes and behaviours such as dress, punctuality, attention to school work, housework, and the task of guiding younger children. Other teachers (other than physical education teachers) can also adopt the TPSR in their instruction and assessment.

4- Daily program format (Hellison, 2003 ; 2011)

Matching the daily program with the abilities of learners (children / youth) is the responsibility of the program leader this matching is so important that the program is in line with the learners' level and abilities, as well as developing a plan that facilitates implementation.

According to Hellison, the program consists of five parts:

4-1- Relational time: Be either before or after the lesson / activity or whenever the opportunity is given creating a close relationship with learners is very important to the success of the TPSR program the process of communication with the learners gives positive results, so it is better to communicate with each member of the group in the program so that we can know:

- The weaknesses that must be worked on.
- Characteristics and differences of each individual.

4-2- Awareness talks: Are sessions to ensure that participants understand the purpose of the program (take responsibility) during the awareness talks, the leader should not chatter, but rather speak in a concise manner, and choose specific words so that the learners can focus on them because many words alienate them, and it is better to avoid the many questions.

The awareness raising was used by Hellison to implement the levels Program, the most important suggestions during his experience in implementing the program are the following:

-Setting the plan of levels on the wall of the gym or the playground as posters and refer to them when needed.

-Link the responsibilities of learners with immediate experiences in the program.

-Permanent follow-up and observation of learners' reactions during awareness talks.

4-3-Physical activity lesson time: The leader (teacher / instructor) uses teaching strategies for the TPSR model to integrate responsibility education into physical activity with the exception of some occasions or during emergencies, most programs allocate the greatest time to physical activity the purpose of the physical activity plan is to make the TPSR program more active. The integration of TPSR with specific physical activities often changes the patterns and methods of teaching physical activities integrating the learners' responsibilities into the physical activity lesson will make some difficulties at first, but after a while the work becomes easier, the teacher returns to the back and leaves the leadership to the learners.

4-4-Group meeting: During group meetings, the teacher gives learners the opportunity to discuss and express their views in the lesson or program they can also pose issues and propose solutions. These meetings are often held after the end of the physical activity lesson, then another level comes according to the programmed plan.

4-5-Reflection time: Reflection times come after the group meetings the meeting transforms the evaluation of the program and work plan into a self-evaluation of learners. The learners evaluate themselves about the respect for the rights and feelings of others, their cooperation

with them, the extent of their effort, motivation during activity, and whether they put some of these things in practice outside the program.

5- Some strategies for teaching personal and social responsibility

There are many strategies for teaching personal and social responsibility, which are used according to the circumstances and attitudes, as well as for the type of activities provided and according to the levels of the program.

Hellison(2011) mentioned some strategies as follows:

5-1- Strategies of level one: Children who suspend the lesson who do not respect their peers and their appeals with inappropriate name and who threaten them and grab the ball during the group games causing a problem that must be solved and everyone must participate in an appropriate manner. Respecting everyone's right to participate, can be treated before a problem arises by changing the rules of the games. For example, one rule that can be changed to reduce kids feelings of exclusion ("nobody wants me") is the much-maligned but nonetheless common practice of choosing sides. With so much criticism and so many alternatives available, it is amazing that choosing sides has survived. If I give kids the choice, they go right back to it, but that is driven both by habit and by the most outgoing and confident kids for whom choosing sides works.

The strategy of modifying games that help participants to get the idea that each of them has the right to participate is very important and fruitful. For example, before trying to score in basketball you must pass the ball to all individuals otherwise, a foul will be calculated for the opposing team also when playing in football, the participant is entitled to touch the ball only twice and then pass it to the colleague (Stiehl, Morris & Sinclair, 2008).

5-2- Strategies of level two: Self-motivation drives the second-level strategies of participants especially for non-enthusiastic participants, and encourages cooperation, access to roles and adequate participation during play time.

5-2-1-Self-modification of tasks: When teaching motor skills instead of using guided exercises, participants can be encouraged to adjust skills themselves appropriately direct teaching can help them understand how to perform and encourage them to get started.

During fitness activities and when doing muscle strengthening we encourage participants to choose a method of action. For example, when strengthening the muscles of the abdomen, the leader shows that this can be done either by combining the legs or by moving them from bottom to top or fixing the legs, and then gives them other options either to calculate the timing during the action period or each one calculates the duplicates that it can perform. This gives a kind of challenge and trying to do the greatest possible effort. It can also be used in speed, and aerobic activities (of course under constant monitoring - e.g. measuring the heartbeat).

Sometimes the participants refuse to work, so the leader must do his job best and must find the right solutions in a timely manner to push the participants to work and encourage them. For example, who can run the ball back and forth without stopping until I order him will be given him the task of penalty shootings and free kickers during the matches Competitiveness.

This strategy in stills the spirit of challenge, recognizes that they are responsible for their bodies and that improving their fitness depends mostly on their commitment and perseverance during working hours.

5-2-2- Self-Paced challenges: This process requires sequential tasks during physical and sport activity and guiding participants to move and execute each one according to his own ability, so that the first task must be completed before the start of the second and so on until the end of the stations.

There are some options when you do the operation:

- The establishment of stations (workshops) with specific goals when the goal is achieved at the first station the learner must move to the second station.

- Tasks are more difficult gradually.

If the leader notices that some of the participants are suffering and complaining from some stations, the leader should set them a special station supervised by him or choose a leader from the participants the purpose of this is not punishment but giving them the opportunity and providing a positive atmosphere that helps them make their own decisions.

5-2-3-Redefining success: The defeat is an important experience for all of us, but no one prefers continued failure this is why the adjustment of tasks and self-challenges that can help participants redefine success for themselves, so that they do their best. The redefinition of success means giving learners choices, and success is not limited to who is better and who gets the awards always.

The following strategies can help learners redefine success:

- Improvement is a measure of success (score results and when you see improvements in results you should inform learners to give them self-enhancement of their efforts).

- Use some forms of self-evaluation so that learners can give definitions of success of their own.

- Creation of the "mad station", the station of expressive activities to emphasize creativity as a personal goal (Williamson & Georgiadis, 1992).

5-2-4-Intensity scale: Another strategy for participation and effort is intensity scale you only have to ask the participants to choose their own number between 10 (maximum effort) and 0 (without effort) this represents the effort they wish to provide during the activity the method can then be used as follows:

- Give them a chance to choose to join one of the set groups e.g. Group 8-10, Group 4-7 and Group 1-3 This method brings together participants who are willing to make a similar effort

- Ask them to compare the number obtained with the minimum required to participate in the game in the previous example the minimum numbers for each group is 8.4.1 to determine participation in this process the participant learns that the activities of each particular group require a particular effort.

- After the activity, ask them to evaluate their actual effort and compare the number with the expectation of their future participation through reflection the participants can predict more accurately.

5-3—Strategies of level three: Individual decision-making and the experience of self-direction among participants is very important in order to create and implement their own physical activity plan.

5-3-1-Task independence: The first step towards independence is to make participants independent during work without direct supervision. For example, the tasks are defined in a physical activity beforehand by the leader after that the participants proceed to the selection by selecting the stations and exercises according to different tasks depending on their needs and interests.

An example was used by Hellison with seventh graders to promote independence in tasks:

A- Provide routine physical activity from 10 minutes to 15 minutes using the direct learning method, incorporating fitness concepts such as strength, speed, aerobic activity and repetition for several days until the participant has knowledge in which to develop a personal plan for the third level.

B -One day, when the leader sees that the participants are ready, they are asked to make fitness plans for each one according to their own abilities. Those who cannot plan or join the group are directed by the teacher to remind them and encourage them to work.

C- Encourage them to develop their own plan, rearrange the exercises and skip what they do not like.

5-3-2-Goal-setting progression: Goal setting follows the progress of independence of tasks, whether in fitness, motor skills, or anything else they can take more responsibility for developing personal plans based on their goals. They can also develop a way to assess themselves, e.g. the amount of time it takes to accomplish a specific task related to their goal, and how many times can be accomplished.

One way to help learners in setting goals is to use self-report, which ensures the development of motor skills and fitness to improve and evaluate goals the learner needs to know himself.

5-3-3- Personal plan: Setting up a goal is an important element in developing a personal or individual physical activity plan. Each personal plan can take a variety of forms depending on the level of participants and the time spent on the class, such as checklists, verbal contracts

Level three and children: As the age increases, the third level is easier to apply because the older participant has more responsibility, but children also often do things that cannot be expected, and they are more open to new ideas. Hellison recalls that one day an eighth-grader told him, Hellison recalls that one day an eighth-grader told him, "We are evaluating our roads." We must give them the opportunity to make the decision and go beyond the idea of leaving it to mature but of course not with all children.

5-4- Strategies of level four: Strategies of level four mean that participants must collaborate, be trustworthy, support each other and take leadership roles.

5-4-1- Helping and leadership roles: To enhance experiences of level four, program leaders can integrate leadership roles, among these methods reciprocal coaching for leading out of the gym (Level 5), which is called self-leadership (Martinek & Hellison,2009)

5-4-1-1- Reciprocal coaching: Reciprocal coaching is to provide opportunities for participants to play leadership roles, where the participants are distributed in the form of pairs and each pair consists of coach and learner the participant tries to teach the coach a certain skill to his colleague with correct errors, then exchange of roles.

5-4-1-2-Peer teaching and coaching: It is known during physical and sport activities that high-skilled athletes and those involved in sports teams are given the opportunity to lead, but when the TPSR program is implemented, it is necessary to give the opportunity to lead others because it is very necessary that the participant feels that he or she is an important element of the group to which he belongs.

5-4-2- Group goals: The participants are divided into small groups; each group has a specific goal. For example, the first group must collect more balls in the basket, and a second group must gather the cones in the box. This action makes the participants work for the group's goal, creating a spirit of cooperation and synergy between them.

5-5- Strategies of level five: The fifth level focuses on the need to take responsibility and transform it out of the gym and sports activities. One of the successful strategies at this level is what the learners in the schools who applied the program and turned it into the younger children and worked as leaders who have demonstrated the ability to conduct awareness talks, lessons, group meetings, and reflection time Hellison recorded the videos during the application of the program to the participants those videos helped them a lot after seeing them several times and made it easier for them to apply to children.

This experience is a social contribution that young leaders can apply to children camp and refuge and help them in their personal and family life to take responsibility for many things.

6- Some implementations of personal and social responsibility program

The TPSR program was implemented during physical education and sport classes in schools and educational institutions that follow national educational curricula developed by government authorities (Wright & Burton, 2008; Jinhong& Wright, 2012), as applied in cultural clubs, sports, camps and shelters for young people and children (Whitley et al., 2016; 2012).

6-1- The study of (Jinhong& Wright, 2012) This study described the Hellison social responsibility model based on the physical education and sport program in middle schools in South Korea the case study was designed to apply TPSR to six students at risk. The data sources showed that the program consisting of 20 lessons was welcomed by the students examined. The program has contributed to changing some negative behaviours to positive behaviours, and it has been shown that the basic goals and life skills were associated with the TPSR program and were very acceptable however, the concept of self-direction has been shown to be difficult for students because of the nature of the country's culture and educational schemes and standards. This study expanded TPSR literature as one of the first studies in East Asia.

6-2- The study of (Whitley et al, 2011) The study aimed to implement the program of teaching personal and social responsibility of underserved girls in the summer camps in Detroit 10 participants aged between 8 and 10 were selected to apply the case study within 06 weeks, underserved girls suffered the economic and social problems and conditions that the city had and the work covered all five levels of the TPSR program, the programs were implemented through consultation times, awareness talks, group meetings, reflection times. Physical and sport activities included football, yoga, tennis, feathers, rope jumping. One of the most significant results is a remarkable development in the five TPSR levels young leaders are also able to contribute to the success of the program. Among the most important recommendations are young leaders who should learn about the program through lectures, continuous meetings and workshops, and it is always necessary to adapt the program to suit the needs of participants in order to achieve better levels.

6-3- The study of (Whitley et al, 2016) This study was an initial evaluation of sport and physical recreation program for refugee youth based on the Teaching Personal and Social Responsibility Model (TPSR) 16 young refugees participated in semi-structured interviews, with content analysis and validation procedures used to data analysis. The interviews showed that the participants' experiences were positive in the program, including enjoyment of the atmosphere, learning new sports, a sense of belonging. Participants also worked on the program's concepts of respect, teamwork, leadership and bringing it into their daily lives. This study highlighted the need for such programs to help educate and integrate young refugees into a new society.

Conclusion A program of personal and social responsibility during teaching physical education, physical activity, sports or recreational games can teach life skills. The idea of teaching personal and social responsibility program is that the learner becomes integrated, gives structure to his or her life, value and internal discipline, and that these skills are not only shown in the gym but must be transferred to other aspects of his or her life.

Through the above, the researcher recommends the following:

- Presenting lectures and lessons on the program of teaching personal and social responsibility of leaders, teachers, educators and trainers working in educational institutions, sport, cultural and social clubs.
- Presenting workshops on how to implement teaching personal and social responsibility program.

- Applying case studies to the program of teaching personal and social responsibility in the Arab environment both in educational institutions and in sport, cultural and social clubs (teams).

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