C·H·A·P·T·E·R

2

A Framework for Teaching Personal and Social Responsibility

You gotta have a system.

—Eddie Robinson, former Grambling football coach

In chapter 1, I briefly told the story of how TPSR came into being, in part to highlight a few of the basic ideas, but more important, to show what a human and therefore flawed process the development of this approach has been. It amounted to taking a few values and beliefs (less is more) and some physical activities into a teaching situation with kids who didn't exactly roll out the red carpet. What followed was all trial and error (mostly error) and a heavy dose of the three Rs—reflection, reflection, and reflection—which is why I call it a working theory-in-practice. That's just a fancy way of saying I made it up and continue to do so! The rest of chapter 1 discussed the rationale for TPSR in greater depth and explored promising developments for PE and PA programs in youth development, alternative schools, and after-school programs as possible answers to the questions: What's worth doing? and What's possible?

In his first year of coaching, renowned Grambling football coach Eddie Robinson attended a clinic and learned that, as a new coach, "You gotta have a system." Taking a cue from Eddie Robinson, I assert that the only way the mix of ideas and values in this book has a chance of being shared is to be at least somewhat systematic, to give it some structure, even though imposing a structure threatens to reduce its humanity by overlooking the idiosyncratic zigzag nature of the educational process. My compromise is to offer a framework—not a rigid structure or blueprint—of basic values, ideas, and implementation strategies that honors the craft of teaching (see figure 2.1). These ideas and strategies are described in depth throughout the book, but first, this chapter offers a guided tour of the framework.

TPSR Framework

- Core values
- Assumptions
- Levels of responsibility
- Program leader responsibilities
- Daily program format
- Suggested embedding strategies
- Problem solving
- Assessment

FIGURE 2.1 TPSR is shared through a flexible framework.

CORE VALUES

Although the purpose of TPSR can be summarized as teaching kids to take personal and social responsibility through physical activity, which implies a values orientation, a small set of core values underlie this purpose (see figure 2.2). Values fall outside the boundaries of science; they are *not* derived from data-based findings anchored in rigorous research methods.

In essence, the core value of TPSR is "putting kids first" (Hellison et al., 2000, p. 36) and being "youth-centered" (McLaughlin, 2000, p. 9). Although this sounds like one of those slogans such as "sport builds character" that can be interpreted in many different ways, at least it tells us what it is not. It is not putting physical activity or an active lifestyle or sport or fitness first and certainly not putting oneself first (as in focusing on one's win–loss record). But what is it? Borrowing from Fraser-Thomas, Cote, and Deakin (2005), it is simply to help kids become better people. That includes promoting human decency and positive relationships with others. In this world we need to help each other more than compete against each other, whenever possible supporting acts of kindness and negotiation instead of acts of war, and controlling our inclination to put ourselves first.

A complementary core value is holistic self-development. Physical development must take place side by side with emotional, social, and cognitive development in TPSR. As Noddings pointed out, these basic dimensions of being human may be separated for convenience but cannot be separated in practice. Viewing our

Core Values

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

FIGURE 2.2 The core values of TPSR.

job as helping the whole person puts kids first. Every time I try to help some student with her temper or ask some young man with basketball stars in his eyes whether he'd like help improving his grades and why that might matter to him "when the air goes out of the ball" (as Jimmy Jones, coach and professor at Henderson State College, told his students), I am trying to promote holistic self-development.

Later in this chapter, and more fully in chapter 3, the five levels of responsibility are described. Level V, transfer to other aspects of one's life, which is unfortunately ignored by many TPSR users, is really the essence of the core values. In my view, this is truly what's worth doing.

Core values also involve a process. Nick Forsberg called TPSR not a way of teaching but "a way of being." First and foremost it needs to be a way of being for us as program leaders! To the extent that we are able, it needs to be who we are, the values that we live as we work with kids, the values we hope they seriously consider as potential guidelines for their lives. (See chapter 7 for more on living our values.)

Two examples provide another way to understand these core values. John Hichwa's wonderful book, *Right Fielders Are People Too* (1998) is not based on TPSR, but John is a kindred spirit. Closer to home (my home), Amy and Rob Castenada direct Beyond the Ball, a cluster of related programs for kids in a low-income Latino community in Chicago. Beyond the Ball is not based on TPSR. Instead, it is based primarily on Amy and Rob's personal values and intuition, informed to some extent by their visit to the New York City playgrounds and their observations of some of the influential program leaders involved at those playgrounds. When I talk with John, Amy, and Rob, I would not even begin to suggest that they change anything, because they embrace what I believe are the core values of TPSR. It is simply what's worth doing for Amy and Rob, for John, and for me and others as well.

ASSUMPTIONS

Assumptions bring to our attention those often-hidden beliefs and values that provide a foundation for our programs. Here are three assumptions that have particular relevance for TPSR:

- PE and PA programs offer unique personal and social development opportunities, but it takes more than rhetorical claims to turn these opportunities into realities. Personal and social development is not automatic: progress requires responsibility-based goals, strategies, and teacher qualities.
- If PE and PA programs are to be truly developmental and holistic, they need to be focused as well. Following Sizer's (1992) less-is-more guideline, a program with a few goals will have more effect on kids than one with many goals.
- If physical activities are central to our programs, we must be competent at teaching and coaching them, even if we are also teaching TPSR. That is, we must embed TPSR ideas and strategies in the PA content knowledge, pedagogical skills, and activities we teach and coach.

Assumptions by definition are those ideas and concepts we take for granted. By making TPSR assumptions explicit, we can compare them to our current practices to be certain they are indeed providing guidance.

LEVELS OF RESPONSIBILITY

When I visit gyms of PE and PA professionals who tell me they are teaching their students to take personal and social responsibility, I am often greeted by a wall chart announcing the levels of responsibility followed by four numbered descriptions of specific behaviors. My knee-jerk reaction is to wince, not because of what the program leader is doing with students—I don't know what he or she is doing—but because the simplicity of a four-concept wall chart does not truly represent TPSR and omits a key responsibility.

To be fair, program leaders, especially those who work in public schools rather than after-school programs or alternative schools, typically face large classes and lots of students every week. Unless the school uses some form of block scheduling or other structure to add depth to the classes, shortcuts are necessary. Wall charts meet that need. Moreover, I started the same way. I created and then whittled seven unwieldy levels down to four, later adding Level V and many of the other ideas and strategies described in this book as I learned more from working with kids (more making it up!). As my understanding of the complexity of TPSR grew, I thought perhaps I had created a monster.

I continue to learn more about what becoming personally and socially (and morally) responsible entails, which then informs and gradually transforms my teaching practices, a process similar to that of other veteran TPSR users. In this way, TPSR becomes a more robust theory-in-practice. However, even if program leaders who work under severe constraints understand the complexity of TPSR, they can only do what is possible in their settings. Depending on the setting, they may be able to successfully lobby for structural changes (such as block scheduling) or else restructure their own classes as John Hichwa (1998) did when he created three mini-classes within his middle school class of 30 students. Fortunately, teachers' personal testimonies (Mrugala, 2002) revealed that some who adopted what they thought was an approach to reduce discipline problems became more sensitive and holistic teachers as they used the first four levels, even though that wasn't their intention. Because TPSR makes teaching less adversarial, they also benefitted from having fewer problems with kids.

Wall charts listing the levels of responsibility are often helpful to students, but both teacher educators and practitioners need to somehow communicate that the true essence of TPSR is more than a wall chart. Table 2.1 provides a more expanded and nuanced conception than figure 1.1. It is followed by an overview of the other TPSR framework components to emphasize that TPSR is more than just levels of responsibility.

Table 2.1 helps kids focus on what they need to take responsibility for. Although taking responsibility for one's own development and well-being and for contributing to the well-being of others is the purpose of TPSR, the five levels give students specific responsibilities, specific targets to shoot for, within the broader purpose. Chapter 3 explains each of these goals more fully. The point here is to introduce a more authentic version than that shown in figure 1.1.

Table 2.1 Components of the Levels of Responsibility

Level	Components
I: Respecting the rights and feelings of others	Self-control
	Right to peaceful conflict resolution
	Right to be included and to have cooperative peers
II: Effort and cooperation	Self-motivation
	Exploration of effort and new tasks
	Getting along with others
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: Transfer outside the gym	Trying these ideas in other areas of life
	Being a positive role model for others, especially younger kids

These goals are often referred to as levels because they represent a loose teaching and learning progression from I to V. Although students don't always progress in a linear fashion, the levels provide specific steps to keep in mind when planning lessons and making personal plans for individual students.

The first two levels, respect and effort, including cooperation as a dimension of effort (as in a team effort), can be viewed as the beginning stage of responsibility development; both are essential to establishing a positive learning environment. Respect can be traced back to the core value of human decency, whereas effort is an important component for improving oneself and others in just about everything. The next two levels, self-direction and helping, extend the learning environment by encouraging independent work, helping roles, and leadership roles, thereby freeing program leaders to work with kids who need more help while at the same time contributing to a more positive experience for all students. Both also represent more advanced examples of human decency and holistic development. Transfer outside the gym is the most advanced stage; it involves exploring the previous four responsibilities in school, at home, with friends, and so on, to evaluate whether they work better than what the student has been doing. Because transferring positive behaviors outside the gym was the original impetus for developing TPSR, it is unfortunate that program leaders often exclude this goal.

PE teachers in particular often stress the behavioral nature of the levels. That makes sense because they deal with behaviors all the time, and some of them interfere with teaching and learning. But TPSR encompasses more than observable behaviors; it also includes attitudes, beliefs, values, and intentions. In other words, it takes into account the inside self as well as the outside self. Focusing exclusively on behaviors, although easier, addresses only the tip of the iceberg. Fortunately, strategies are available to make the inside self more accessible (see,

for example, the discussions of group meetings and reflection time in the Daily Program Format section).

A number of goal modifications are available to suit a variety of teaching situations and perspectives, including the cumulative levels, which are especially popular with PE teachers. Cumulative levels are described in chapter 3 as part of an in-depth treatment of TPSR student goals.

PROGRAM LEADER RESPONSIBILITIES

Although the levels of responsibility occupy center stage for some, and perhaps many, TPSR program leaders, the true essence of TPSR is both broader and more nuanced. For those of us who base our programs on TPSR, daily themes are essential to guide an authentic day-to-day implementation process. After the first few weeks, the point is to try to make the themes a constant presence. If the levels of responsibility are the kids' responsibilities, the themes—empowerment, self-reflection, integration, transfer, and our relationships with the kids—are the program leader's responsibilities (see figure 2.3).

Program Leader Responsibilities

- Gradual empowerment
- Self-reflection
- Embedding TPSR in the physical activities
- Transfer
- Being relational with kids

FIGURE 2.3 The TPSR program leader's responsibilities.

Gradual Empowerment (Shifting Responsibility to the Kids)

Lickona (n.d.) captured the essence of empowerment:

> Choices determine our quality of life. You get to choose: how to treat other people, how much you'll learn, how you'll handle adversity, your character—the kind of person you'll become. It's an inside job. (p. 2)

I would add only that circumstances, including socialization and peer pressure, enhance or restrict an individual's ability to choose. With effort and guidance some hurdles can be overcome, as the resiliency literature demonstrates. But freedom of choice is not unrestrained.

TPSR really stands for *taking* personal and social responsibility. That's why I often use terms such as ***self****-control,* ***self****-motivation,* and ***self****-direction* when referring to the levels. The implication is that these are the kids' responsibilities. The program leader's role is to facilitate the empowerment process, gradually shifting responsibility to students until they are doing more and adults in charge

are doing less. In actuality, this role gradually shifts from direct instruction to guidance as necessary, somewhat similar to Mosston's now-classic spectrum of teaching styles (Mosston and Ashworth, 1994). Facilitating and providing guidance means helping students learn to make wise personal and social–moral decisions and giving them opportunities to do so, accompanied by self-reflection.

Of course, nothing is simple when it comes to dealing with the complexity of human beings, as Joe McDonald (1992) so eloquently pointed out in his book *Teaching: Making Sense of an Uncertain Craft.* Empowerment is an uneven process. Kids in our programs may take on considerable responsibility one day and regress the next. They may show little interest for several weeks (or months) and then suddenly show signs of controlling their temper, learning independently, or even stepping up to leadership roles.

A number of strategies are available to help program participants make their way through the empowerment process. Later chapters describe these approaches, but a specific example might help in understanding how empowerment might be implemented. The program leader can adjust the extent of responsibility given to an individual student, a small group working together, or everyone in the program based on how they handle their responsibilities.

My rule of thumb is to gradually empower the whole class and build this idea into my planning. At the same time I know that some students can move along the empowerment continuum faster than others—for example, by working on their own at a station or by providing peer leadership for a drill. I also know that some won't be ready to assume the extent of responsibility I'm asking of the group; they need a more structured situation. Reducing empowerment sometimes becomes an issue—for example, when I replace student leaders who have slacked off. They don't always want to hear the reasons, but that too is part of their responsibility (and part of the negotiation process described in chapter 6). Confrontations come with the territory. This process of loosening and tightening control based on how much responsibility each youth can handle reminded me of playing an accordion (although I've never touched one), so I call it the accordion principle.

Schilling, Martinek, and Tan (2001) use the following developmental continuum for youth empowerment:

1. Students share their ideas and thoughts in the group meeting.
2. Students make decisions within the physical activity program.
3. Students engage in peer teaching and coaching.
4. Students take on leadership roles with younger kids—that is, become cross-age teachers or leaders.

Self-Reflection

When Socrates reportedly said, "The unexamined life is not worth living," he was referring to self-reflection. Self-reflection is also central to professional development. What's worth doing? and its companion questions Is it working? and What's possible? require deep and critical self-reflection. Is this approach and content relevant to students' lives? To my sense of purpose as a professional? Whether it's worth doing or not, is it working? Are students interacting with TPSR ideas and strategies, learning from them, and raising questions about them? What's

A program called the Youth Leader Corps allows youths who are veteran members of an elementary and middle school sport club (called Project Effort) to plan and lead other kids through values-based physical activity instruction. The youth leaders create lessons that incorporate both sport skills and the TPSR goals. They teach them to preschool children (Head Start) and elementary age children from various segments of the Greensboro community. The Youth Leader Corps runs one day each week during the entire school year. In addition, six undergraduate and graduate students assist the leaders in planning and teaching. They also play a vital role in evaluating the leaders' performance.

Recently, the Youth Leader Corps has been extended to include a community service project. The Youth Leader Corps members set up a homeless shelter on the campus of the University of North Carolina at Greensboro. The shelter was part of larger program called the Guilford Interfaith Hospitality Network (GIHN). GIHN seeks out agencies (mainly churches) to house and feed homeless families on one-week rotations. The Youth Leader Corps is now part of this network. Leaders provide activities for the children, help to set up rooms for sleeping, and provide dinner and breakfast for three families. This experience provides the leaders with opportunities to expand their leadership skills to a broader community. More important, it fortifies my effort to interface leadership skills with the spirit of helping and serving others.

Tom Martinek, University of North Carolina at Greensboro

possible in my situation with these kids? Am I helping them reach beyond what they think is possible for themselves? Am I doing the same for myself?

All of these questions and more require us as professionals to learn how to critically self-reflect. This task is made more difficult by our ability to use defense mechanisms such as rationalization and denial to avoid being self-critical. These same questions, adjusted to match kids' perspective, maturity, and circumstances, are relevant as well, including the issue of defense mechanisms.

Self-reflection is a companion skill to empowerment. Making decisions and choices requires thoughtfulness. Whom does this help? Whom does this harm? What am I trying to accomplish? Is it a worthwhile goal? Will this really help me achieve my vision for these kids? (One of my many eye-openers from kids: When I mentioned contributing to the group, a middle school student asked, "What does *contribute* mean?" Language and word definitions matter!)

Just as sport skills require practice, so does self-reflection. To ensure that self-reflection is practiced on a regular basis, it is built into the daily program format (discussed later).

Embedding

To be most effective, the TPSR levels and strategies should be embedded in the physical activities of the daily (lesson) plan rather than taught separately. Those

of us doing this work therefore must be competent not only in teaching physical activities but also in teaching students to become more personally and socially responsible—and in integrating the two sets of content.

A popular but insufficient substitute for embedding, called the add-on, does not tamper with the game or activity. The game is played in the usual way, whatever that is. But afterward, the program leader tries to teach fair play, teamwork, or some other strategy that promotes the way the game ought to be played. But by separating the activity from the lesson, the game continues to be played the same way, and the lessons are truly "academic." Another type of add-on gives information about the game or activity (e.g., a geography lesson to show where the game originated or where it is popular).

Transfer

After using TPSR in my teaching for several years and being mindful of the less-is-more guideline, I hesitated to add a fifth level. But when I realized that transfer is really my ultimate goal in teaching kids to take personal and social responsibility, I had to build it into the goals or else leave it to chance. All along, my sense of purpose, my vision, my passion has been to help kids lead better lives. But their lives don't end when they leave the gym. Kids can learn to take responsibility in PE and PA programs, but transferring those behaviors from the activity setting to other arenas of life such as other places in school, the playground, the street (if possible), and home is not automatic. It must be taught just as surely as respect for others must be taught. At the same time, the provisional nature of transfer must be honored. It cannot be a top-down dictate. Instead, kids need to be empowered to explore possibilities and make choices about whether to put TPSR ideas into practice in their lives—no easy task in many settings.

There are many ways to teach for transfer. For example, program leaders can talk with a classroom teacher about one or more of their students who are in the TPSR program. They can ask how they are doing with self-control or effort. Then they can tell the kids that their teachers are sometimes asked how responsible they have been in class. They can also ask their students by a show of hands how responsible they have been in class or on the playground. Better yet, students can be asked to volunteer how they were responsible outside the gym.

Being Relational With Kids

None of the other ideas matter if a certain kind of relationship with kids is not developed. Although much has been written about this issue (e.g., McDonald, 1992; Noddings, 1992; Tom, 1984), it is still too often perceived as either a mixture of artistry and charisma or, in contrast, a set of concrete pedagogical skills. Chapter 7 expands this discussion, but the key in my experience is to be able to recognize and respect the strengths, individuality, voice, and decision-making capabilities of our students (imagine these qualities entering the door to the gym).

KID QUOTES

"The talks were good so everything doesn't get chaotic."—High school sophomore

"I'm very grateful he has you in his life."—Mother of a high school sophomore

Strengths

Each student has strengths, not just deficiencies that need to be fixed. (Who wants to be fixed?) Sure, we all need work to be better human beings, but by recognizing and building on strengths, program leaders can help kids be open to working on their issues, such as making fun of others, getting angry when things don't go their way, or being good team members.

Individuality

Each student is an individual and wants to be recognized as such, despite the uniformity of attire, slang, gestures, and so on. Gender matters, of course, and so does race and ethnicity. (Whoever said, "It doesn't matter to me if they are green or blue" just didn't get it.) I've never met a kid who wanted to be known as a category. She may be proud of being a girl or a Mexican American, but that's not all she is. And kids are not just a bundle of behaviors. They have an inside self that contains feelings, dreams and fears, values, intentions. Of course, most kids don't want to stand out in ways that they or their peers judge to be uncool (although those seeking attention are another matter), but they do want to be recognized and respected for who they are. That's where recognizing kids' strengths and potentials comes in.

Voice

Each student knows things the teacher does not; each has a voice, an opinion, a side that needs to be heard, whether we agree or not. When I first got the idea to listen to what kids think, I only had in mind to convey to them that I cared about their thoughts. What I found was that they know things I don't know and often evaluate things differently than I do. Listening to them made me a better program leader (and person)!

Decision Making

Each student has the capacity, if not the experience, to make good decisions. Often, they just need practice, as they do in learning a motor skill. If given the opportunity, they will make mistakes, but that's an important part of the process. Self-reflection is needed to accompany decision making; it is built into the daily program format to help students become more reflective about the choices they make.

Putting It All Together

If we want to treat kids with dignity and promote self-development, working from a strengths perspective shifts the focus from their inadequacies and incompleteness to their positive qualities, providing a base from which to work. Recognizing and respecting their individuality conveys to them that everyone starts in a different place and has unique strengths, capacities, needs, and interests. As Walt Manning, former professor at Portland State University in Oregon, used to say, "You gotta treat them unequal but fair." Honoring differences among students is what individuality is all about. Giving them a voice in the process and gradually turning some choices and decisions over to them are central to the process of taking responsibility. And what better way is there to treat kids with dignity?

A caveat needs to be attached to this issue of being relational (as well as most of the ideas in this book). None of these qualities—recognizing strengths, listening, treating kids as individuals, and so on—means caving in to everything kids want or demand. It is absolutely crucial for TPSR users to have the courage to stand up for its core values and principles and to confront kids when necessary. However (and this is a big however), the way we confront reflects how relational we really want to be. The kids we are confronting still need to be respected and valued for what they contribute positively to others and to their own development. They still have a "side" that needs to be acknowledged and negotiated. Here is one line I've drawn on multiple times: "What you did is not okay; the question is not whether you did it, but what you are going to do about it." That leaves room for negotiation (which is still relational). In my experience, kids don't like being confronted, but in the long run, they come to understand that being relational means something other than the program leader being a pal or a pushover.

DAILY PROGRAM FORMAT

To ensure that my responsibilities truly became themes throughout the program, I found it necessary to create and use a daily program format—which is a daily curricular or programmatic structure for TPSR programs (see figure 2.4). It consists of five flexible components, each intended to address one or more of the themes, and all of them are intended to reinforce the role of the levels in the program.

Relational time takes place before the program begins or sometimes during or after the program, during which the program leader can interact briefly with

Daily Program Format

- Relational time
- Awareness talk
- Physical activity plan
- Group meeting
- Self-reflection time

FIGURE 2.4 The daily curricular structure for TPSR programs.

some of the kids, just to recognize them, say their names, and maybe mention something special about them (maybe just a new pair of shoes). Problems that occurred in the last meeting can sometimes be addressed as well.

The awareness talk more formally opens the meeting, although sometimes it helps to conduct a quick activity such as a warm-up or an icebreaker (or a shoot-around in invasion sports) before the awareness talk. If the group isn't too large, students can sit in a circle with the program leader. The purpose is to emphasize the importance of taking responsibility in this program, that it is the first step in putting responsibility into practice (i.e., know and then do). Levels come in handy as a way to discuss being responsible. This talk should be very brief, at first perhaps only describing Level I or Levels I and II or sometimes just broader concepts, such as, "Today let's really focus on not causing problems for anyone." As soon as possible, kids should be invited to volunteer what they think the program is really about (in their own words) as they understand the basic concept. Simply choose one or two to share a sentence describing what this program is really about. If they are even vaguely "in the zone," thank them and go on to the physical activity lesson.

The physical activity plan by far takes up most of the time. The principles of TPSR such as the levels and themes need to be embedded in the physical activities during this time.

Near the end of the program, students gather in a circle again for the group meeting to discuss how the program went that day. The discussion should include deciding who made positive contributions and giving advice to the teacher about what worked and what didn't (but not all in one session).

Reflection time, in the same circle, is really a time for self-evaluation. The levels can be a way for each student to assess his or her responsibilities that day.

OTHER ASPECTS OF THE TPSR FRAMEWORK

Perhaps the most difficult task for a rookie TPSR user involves embedding TPSR values and principles in the physical activity content. That's because it requires discarding old beliefs and habits about how to teach and trying things that one physical educator called "turning teaching on its head." As already stated, it requires knowing two sets of content, TPSR and the knowledge and pedagogy of specific physical activities, and then integrating the two. The suggested integration strategies consist of the unique contributions of different physical activities, a strategies progression, and strategy suggestions for each of the levels. These aspects of embedding TPSR values are explained in detail in chapter 5.

Lesson and program planning are often emphasized in professional preparation programs, but what if something unexpected happens? What if a student says, "That's stupid; I'm not doing it"? Problem solving and preparing for unanticipated occurrences are an integral part of effective instruction and of the TPSR framework and are addressed in chapter 6.

Assessment, the final piece of the TPSR framework, focuses on two questions: Do the program activities and interactions reflect the program framework and associated activities (fidelity)? and, Is the program being evaluated for what is working and what isn't in relation to the impact on students? Chapter 11 offers a toolbox of assessment ideas for evaluating these questions in TPSR programs.

TAKE-AWAYS

Here are some key points from this chapter that you might consider taking with you:

- A set of core values underlies the purpose of teaching personal and social responsibility through physical activity. But unless daily interactions with students embody and demonstrate the principles of TPSR, the program will not succeed as planned.
- Although TPSR is often interpreted as "the levels," the levels are just one part of the TPSR framework or building blocks (or principles) of TPSR. The building blocks consist of a few ideas and a number of suggested strategies and themes. To ignore these is to risk missing the point of TPSR.
- Basic TPSR ideas include the core values, a few assumptions, the levels of responsibility, and five responsibilities of program leaders (i.e., program themes). Suggested strategies include a five-part daily program format, integration strategies for physical activity time, problem-solving strategies, and assessment tools that address program fidelity and impact.
- If responsibilities are not gradually shifted to the participants, taking personal and social responsibility becomes a slogan without meaning.
- Unless TPSR is integrated into the physical activity lesson, the lesson is not likely to teach kids to take responsibility.
- If transfer to life outside the gym is ignored, the original purpose of TPSR will not be fulfilled.