Teaching Personal & Social Responsibility Model

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Belizean Youth Sport Coalition (BYSC)
Mission: To promote youth development and social change through sport and physical activity

Background
- From Don Hellison at UIC
- An alternative model to traditional
- At risk-student
- To teach social-affective and moral values (character edu.)

Why Teach TPSR
- Moral crisis and social problems
- Integration (inclusion)
- Holistic approach (whole child)
- NASPE Standard 5 & IL 21.A & B: Personally & socially responsible behavior
Premises of TPSR
- Responsibility is a skill that should be taught, just like other skills
- Gym & sports can be an ideal setting for learning it
- Teachers can provide learning experiences that can empower kids to accept responsibility for their action

Beliefs about Children
- Intrinsic motivation (constructivism)
  - Children are capable of making appropriate decisions
  - Children have the rights to be connected, to have a voice
  - Each child is a unique individual
  - All have strengths to fulfill their potentials

Philosophy of TPSR
- Less is More!
  - 4 values
  - Respect and Caring: social well-being
  - Effort and Self-direction: personal well-being

Purpose of TPSR
To help students learn personal and social responsibility through PA
Levels of TPSR

- L 0: Irresponsibility
- L 1: Respect/Self-control
- L 2: Effort/Participation
- L 3: Self-direction
- L 4: Caring/Helping

Level 0: Irresponsibility

- Out of control
- Make excuses and blame others
- Deny responsibility for their abusive behaviors
- Example: “name calling, bullying, losing their temper” or “pushing others when selecting equipment”

Level 1: Respect

- Provide safe learning place
- May not participate in daily activities
- Demonstrate self-control
- Don’t interfere with others’ rights
- Inclusion
- Example: “Waiting until appropriate time to talk with friends”

Level 2: Participation

- The role of effort in improving oneself
- “Try it, you might like it”
- The first step in taking personal responsibility
- Personal definition of success
- Task-involved vs. ego-involved (Nicholls, 1989)
- Example: “trying new things without saying I can’t”
Level 3: Self-direction

- On-task independence
- Giving student choice and power
- Plan and carry out personal programs
- Self-knowledge for personal needs
- Example: “working a station without teacher’s supervision based on the contract”

Level 4: Caring

- Extend the sense of responsibility beyond self to others
- Help the students to learn interpersonal skills for social well-being
- Example: “helping low-skilled through peer coaching” or “asking others (not just friends) to join them in play”

Ultimate Goal of TPSR

To apply TPSR into real world outside of gym-classroom, home, and society

Strategies

- Awareness talk
- Group meeting
- Reflection time
- Counseling time
Example Lesson: L1
- Objective: to respect the rights and feelings of others
- Activity: “No Running Soccer Game”
  - The ball must be touched by all teammates before shooting
- Reflection time
  - Nobody wants me!
  - Nikos’ story (former NBA player)

Example Lesson: L2
- Objective: to help students participate in the assigned task with effort
- Activity: “Basketball dribbling tag games with Effort Box”
  - Goal is “Practice dribbling 30 times in Effort Box to join the game again after you get tagged”
- Reflection time
  - All can not be a winner (True Champion!)
  - Rate your degree of effort

Limitations of TPSR
- IT TAKES TIME
- CONCERN ABOUT “TIME FOR LEARNING MOTOR SKILLS
- DIFFICULTY OF TEACHER EDUCATION

Conclusions & Implications
- TEACH CHARACTER LIKE MOTOR SKILLS
- BUILD TRUST AND RAPPORT FIRST
- WALK THE TALK
  - http://www.youtube.com/watch?v=BZq98-aswZ0&feature=player_embedded
- BE CONSISTENT AND PATIENT
- COOPERATE WITH OTHER SUBJECT TEACHERS AND PARENTS
Youth Sport Safety
Belize Youth Sport Coalition
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Mission: To promote youth development and social change through sport and physical activity

Sport participation carries an inherent risk of injury.
Risks and adverse outcomes can be minimized.
In order to maximize participation we must seek to minimize injury and illness.

Objective:
- Provide an overview of common youth and adolescent sport injuries.
- Identify common sudden death injury and illnesses that occur in youth sports.
- Discuss accepted strategies and tactics to reduce the incidence of injuries and prevent youth sport sudden death.
Emergency Room Injuries for Baseball, Softball, Basketball, Soccer
- 401,207 children between 5–14
- 443,092 people from 15–24

Basketball
- Most Common Injury
  - Ligament Sprains > 40% of all injuries
- Most injured Position
  - Guards ~50% of all injured players
- Common Mechanism of Injury
  - Collision with another player (~22%)
  - Injured while Rebounding (~25%)

Concussions
- 10–14 year olds have greatest number of concussions in most sports
- Soccer – Est. 1% of all injuries
- Basketball – Est. 11.6% of all injuries
- Baseball – Est. 6.5% of all injuries

Basketball cont.
- Locations of Injuries

Figure 1: Body sites injured in high school girls’ and boys’ basketball. High School Sports-Related Injury Surveillance Study, United States, 2005–2006 and 2006–2007 academic years. Data were weighted to be nationally representative. Totals at small numbers of cases exclude data not shown the body site of many fewer numbers are similar to body slightly overlap than the total number of injuries. Other includes respiratory distress, internal organ damage, and so forth.
**Baseball**

- Most Common Type of Injury (all ages)
  - Overuse ~50% of all injuries 6-18 y/o
- Most Injured Position (all ages)
  - Pitcher~5% who play for 10yrs will be forced to quit the game due to injury
- Most Injured Body Part
  - Elbow~22% of all Pitchers require surgery before graduating High School

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**Soccer**

- 44% of all injuries occur in children <15 y/o
- Contact Injuries > Overuse Injuries
  - 48% of all contact injuries occur due to tackling
  - Knee- up to 36% of all contact injuries
  - All reported fatalities come from head contact with the goal post
- >50% of all injuries are to the lower extremity
- More injuries in match play than training

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**Soccer cont.**

**Locations and Types of Injuries**

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**Youth vs Adolescent (all sports)**

- Youth <13
  - ~7 out of every 1000 get injured in sports
  - >50% of all injuries are traumatic injuries
  - Most injuries due to contact with object or player
- Adolescent 14–17
  - ~2 out of every 1000 get injured in sports
  - >50% of all injuries are overuse injuries
  - Most injuries occur during practice
Participant health and safety

- There is a need to address both acute traumatic and overuse injuries in youth sports
  - Lower extremity sprains and strains
  - Head injuries (Neurological injuries)
  - Upper extremity overuse injuries
  - Environmental/exertional conditions
  - Cardiac Events

Selected Youth Sport Safety Alliance Recommendations

- Proper personnel to deal with injuries
- Safe practice and play facilities
- Plan for selection, fit, function and proper maintenance of equipment
- Training/education for staff
- Utilize injury and illness prevention strategies
- Training/education for parents

Injury Prevention Strategies

- Lower extremity Injuries
  - Adequate warm up procedures
  - Dynamic range of motion instead of stretching
  - Movement patterns
  - Neuromuscular control and Balance Training
  - Ankle Bracing or taping
- Upper Extremity Injuries
  - Throwing mechanics
  - Pitch Counts
- Head Injuries—Concussions
  - Coaching education—recognition of concussion
  - Proper return to play guidelines
  - Proper equipment
  - Rule enforcement
Preventing sudden death

- Pre-participation examination
- Heat Illness
  - Hydration guidelines
- Coaching Education and Training
- Emergency Action Planning

Practical Application...

- Where to start?

Planning for Emergencies

- NATA Emergency Action planning Guidelines
  - Overview
  - Venue Specific EAPs

Helpful Resources

- National Athletic Trainers' Association
  - www.nata.org
- Youth Sport Safety Alliance
  - http://www.youthsportssafetyalliance.org/
- Centers for Disease Control
References


