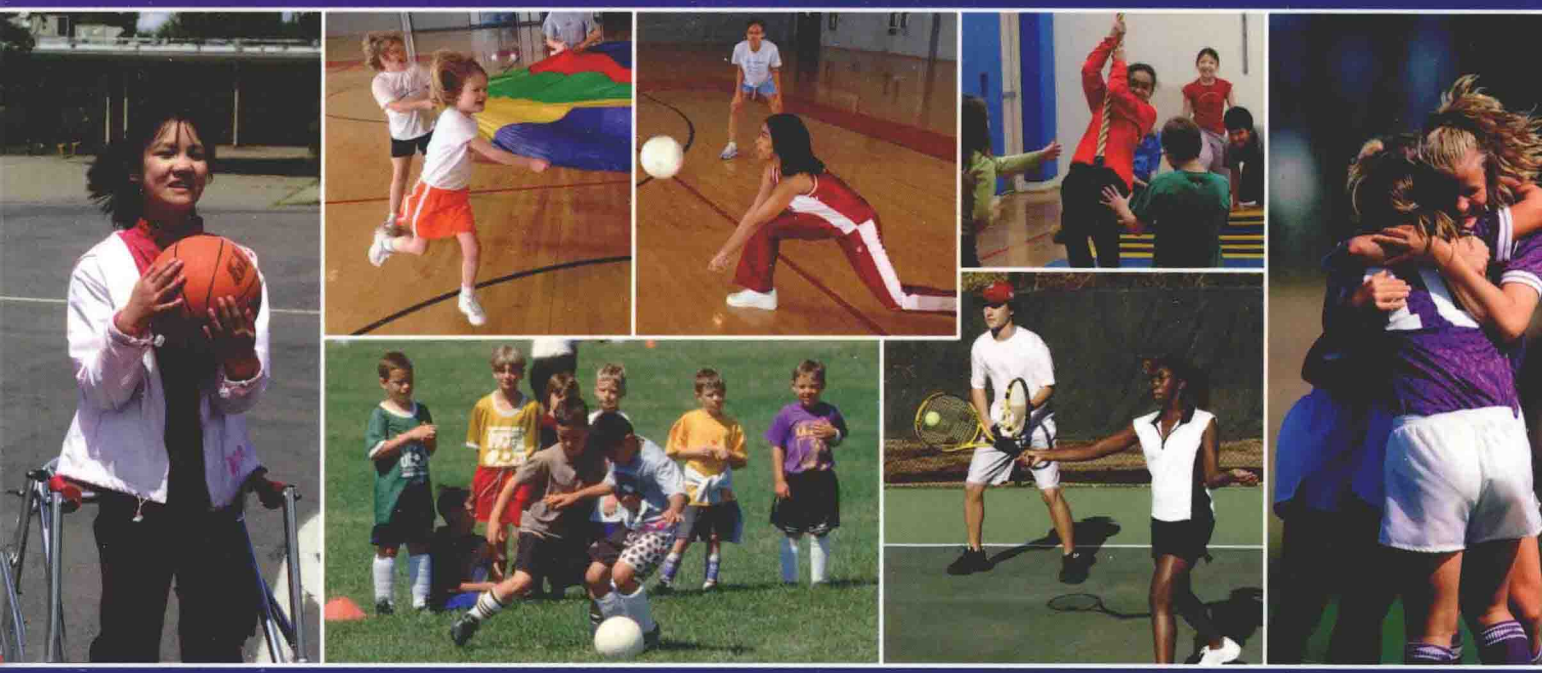
Using Physical Activity and Sport to Teach Personal and Social Responsibility



Doris L. Watson • Brian D. Clocksin

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Human Kinetics
Website: www.HumanKinetics.com

United States: Human Kinetics
P.O. Box 5076
Champaign, IL 61825-5076
800-747-4457
e-mail: humank@hkusa.com

Canada: Human Kinetics
475 Devonshire Road Unit 100
Windsor, ON N8Y 2L5
800-465-7301 (in Canada only)
e-mail: info@hkcanada.com

Europe: Human Kinetics
107 Bradford Road
Stanningley
Leeds LS28 6AT, United Kingdom
+44 (0) 113 255 5665
e-mail: hk@hkeurope.com

Australia: Human Kinetics
57A Price Avenue
Lower Mitcham, South Australia 5062
08 8372 0999
e-mail: info@hkaustralia.com

New Zealand: Human Kinetics
P.O. Box 80
Torrens Park, South Australia 5062
0800 222 062
e-mail: info@hknewzealand.com

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Foreword

Paul M. Wright, PhD
Northern Illinois University

David Walsh, PhD
San Francisco State University

As individuals who were trained by Don Hellison in his Teaching Personal and Social Responsibility (TPSR) model and who have made it the primary focus of our professional careers, we have a vested interest in how this work is interpreted, described, and shared. With that said, we are honored to have been invited by Doris and Brian to write a foreword to this book, *Using Physical Activity and Sport to Teach Personal and Social Responsibility.* We have known Doris and Brian as colleagues and friends for many years and are not surprised at the quality of writing, organization, and insight they have poured into these pages. The content, their interpretation of this work, and the way they have connected it to related topics make this a relevant and timely contribution for anyone interested in implementing TPSR with kids or training others to do so.

We assume most people interested in this text have already read some of Don Hellison's books, chapters, and articles about the TPSR model. If you haven't, we recommend that you do. These are the best resources for understanding the goals and underlying values of the model. Some of you may be familiar with the research articles on TPSR, the number of which is rapidly growing. These are great resources for understanding the theoretical and empirical support for the model. However, based on our perception and feedback from countless practitioners over the years, this body of literature is lacking resources in the middle—i.e., detailed, step-by-step examples of how to organize and implement instruction based on TPSR. This is why we need Doris and Brian. They have done an excellent job reviewing the current research and capturing the true "kids first" spirit of the model, but what makes this book such an important contribution is the second and largest section that is focused on using TPSR in physical activity and sport settings.

What you will find in this book, and in no other that we are aware of, is a series of chapters devoted to specific sports and other physical activities integrated with the TPSR model. The activities covered in these chapters are as varied as adventure education, tennis, and yoga. In each case, a fully detailed and consistently organized description is provided, showing not only how a teacher could guide students through skill development in that area but also how teachers can gradually hand over the reins of responsibility to them. These chapters are rich with specific examples of how to share responsibility with kids in any given lesson, but perhaps even more important is that instead of being presented as isolated examples, they are presented so that you can see the flow of instruction using the model over time. For example, which responsibility goals and empowerment strategies should you focus on (and how) in the first few lessons of a golf unit versus the last few lessons of a team handball unit? With the structure of these chapters, you'll get these answers and many more.

In addition to taking the reader through the developmental stages of teaching a given unit, Doris and Brian highlight connections to Mosston's spectrum of teaching styles in these chapters. This connection to core physical education pedagogy is another great strength of this book, especially as it applies to physical education teachers and teacher educators. For this audience, it is also important to note that promoting personally and socially responsible behavior is identified as one of six national content standards for K-12 physical education (NASPE 2004). We would argue, however, that this area of content is not as well understood and implemented as the other standards are. With this in mind, there are few resources as concrete and practical as this book to help people in the field of physical education to see exactly how they can teach this mandated content.

We believe the book is a great resource for physical educators working in schools, and this book also applies directly to coaches and youth workers in other settings, such as after-school programs or summer camps. In fact, much of the development of TPSR over the years has occurred in extracurricular programs. To highlight these varied applications, Doris and Brian

invited a number of prominent TPSR practitioner-researchers to share vignettes in which they describe their programs and ways they have interpreted and adapted the model to fit their settings and meet the needs of the kids they are teaching.

In writing this book, Doris and Brian draw upon years of experience, not just studying TPSR but using it with kids. On top of this, they both have experience as teacher educators and have trained people to use this model. Their practical experience, as well as their broad knowledge of education, youth development, and related fields, made them the right authors for this book.

In the end, *Using Physical Activity and Sport to Teach Personal and Social Responsibility* is a valuable resource for anyone interested in TPSR. This book is an excellent complement to Hellison's writing and also establishes important links between TPSR and related topics such as caring, social emotional development, and mattering. For all these reasons, this book "matters," and we applaud Doris and Brian for their contribution.

Preface

In June of 2010, Brian and I participated in the second annual Teaching Personal and Social Responsibility (TPSR) Conference in Springfield, Massachusetts. In its second year, the conference was the brainchild of Don Hellison—the originator of the TPSR model—along with assorted suspects (check the About Us link on the TPSR website at www.tpsr-alliance.org). Designed to present the key components of the TPSR model to teachers and youth workers, from novice to expert, the conference focused on how the model has been used and can be used in school as well as out-of-school settings, barriers to the model's implementation, collaboration efforts, and assessment strategies. Another topic that received a lot of attention was the ways in which TPSR can be implemented. The program allowed participants to watch as three sets of instructors skilled in TPSR taught a 90-minute session to kids enrolled in a summer sport camp. The gym was divided into three areas, and participants could observe sessions on martial arts, basketball, or soccer, all using the TPSR model. Afterward, participants had a breakout session with the instructors to process what they saw and what had been done.

Where do I begin to integrate the model in my curriculum? Should I process the components in the same order that all of you did? What if I'm not skilled at teaching martial arts, basketball, or soccer—then what do I do? As the flurry of questions continued, it became evident to Brian and me that while many participants may have understood the TPSR model conceptually, they may have had less understanding of how to implement it. Certainly, experiencing the model over time with kids in a teaching or sport setting would help those new to TPSR get a handle on its use. However, we are not certain this is the best or most helpful way to go!

As physical education teacher educators and as instructors of out-of-school programs for at-risk youth, we have over 25 years of experience using the model within our undergraduate physical education teacher education (PETE) curriculum as well as implementing the TPSR model in sport settings. Thus, this book is written as a complement to Don Hellison's *Teaching Personal and Social Responsibility Through Physical Activity, Third Edition.* We are writing for preservice physical education teachers as well as their PETE professors. We are writing for physical education instructors who have taught in the trenches for years and those who have just come to the TPSR model. We are writing for professionals in out-of-school and community-based programs who seek to create greater connections with the youth they serve. This book is written for anyone who believes in sport and physical activity as a hook that brings youth to a deeper awareness of their own personal potential and their place in their communities as responsible participants.

As a complement to Hellison's text, *Using Physical Activity and Sport to Teach Personal and Social Responsibility* will provide teachers and practitioners with bridges between the content and techniques spelled out in Don's book and their own practices in the actual teaching setting. The book is divided into three parts.

Part I consists of chapters 1 to 3 and lays the foundation for the implementation of the model. Chapter 1 presents the history and evolution of the TPSR model. The chapter also highlights how TPSR meets current National Association for Sport and Physical Education (NASPE) standards for teaching physical education as well as meeting the needs of beginning teacher candidates. Chapter 2 presents what we know about what works in youth development. The chapter synthesizes current literature concerning key concepts about motivational climate in a teaching or physical activity context and concludes with a look at current literature demonstrating effects of the TPSR model in the sport and physical activity setting.

Chapter 3 spotlights elements critical to the creation of a learning environment. The chapter examines the literature on socioemotional learning, caring, and physical activity toward creation of positive learning climates. Facilitating student-centered learning via altering one's teaching styles concludes the chapter and presents a tie-in to part II of the book, which focuses on implementation of the TPSR model in a variety of sports and physical activities—a shift from the theory of TPSR to the practice of TPSR.

Part II includes chapters 4 through 12 and centers on methods for teaching sport and physical activity via the TPSR model. A balance of individual, team, and lifetime activities serves as the foundation for this section and represents the types of sport and physical activities taught in K through 12 and youth sport

settings. Chapters use the TPSR lesson plan format (awareness talk, lesson focus, group meeting, and reflection) in connection with each developmental level (stages 1, 2, and 3). In addition, these chapters include examples of activities using the styles of teaching discussed by Mosston and Ashworth (2002). Hands-on examples are provided as well as sample lesson components.

Lastly, part III of the book comprises chapters 13 and 14. Chapter 13 presents real-life examples of programs from teachers and youth workers who are currently using the TPSR model. The contributors describe their programs and explain how their programs maintain the TPSR core themes of student–teacher relationships, integration, transfer, and empowerment (SITE). Chapter 14 discusses how TPSR can underscore the creation of youth leaders in school and community settings.

We believe that the organization of the book will enable readers to naturally evolve their use of TPSR methods. Throughout, readers will consider conceptual frameworks associated with the TPSR model, examples of sport and physical activity lesson implementations, and ways to create additional teaching moments pertaining to responsibility in school and out-of-school settings.

The chapters in parts I and III end with a section that checks for understanding. These checks for understanding follow a processing style commonly used in adventure education that progressively moves the learner (you) through higher-order thinking questions. The process begins with "What?" questions that summarize the key aspects of the chapter. The "So What?" section expands on this line of questioning to ask learners to make connections between what they have learned and why it might be important or how it can affect their lives. We see these as good discussion-style questions to use in PETE classes and synthesis questions that practitioners can use to check on their understanding of what they have read. The final section, "Now What?", provides additional reading recommendations for practitioners and PETE faculty whose interest has been piqued and want to know where to go next.

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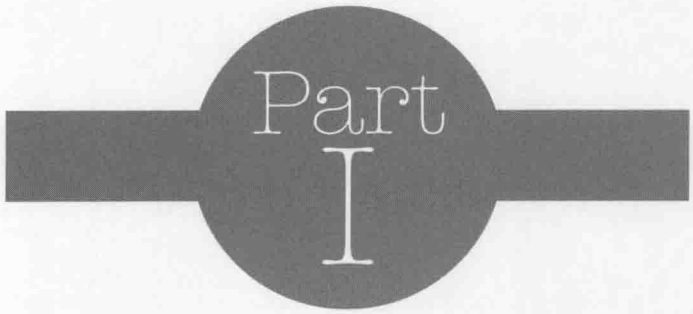
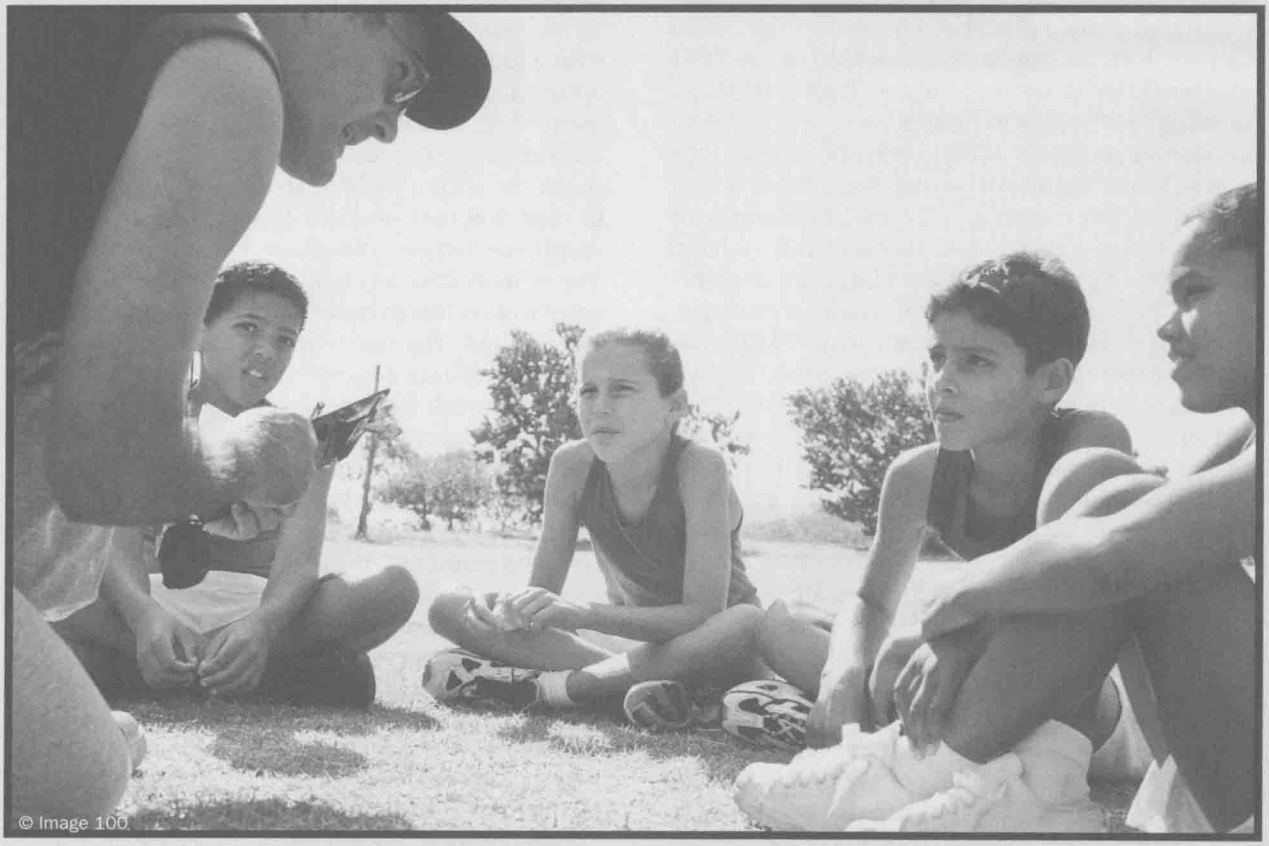


The Foundation of the TPSR Model

1

Introduction to the Personal and Social Responsibility Model



It is 1986 and I am sitting in the front row of my physical education methods course. Coach Williams is flipping the slide on the overhead projector (this is pre-PowerPoint days—imagine!) while presenting the concept of teaching personal and social responsibility (TPSR) as advanced by Dr. Don Hellison. I sit rapt with attention and think, "This is so cool! This totally makes sense!" Later during the summer as an instructor working for the National Youth Sport Camp, I begin to integrate Dr. Hellison's model into my soccer lessons. At first the kids look at me as though I am a freak: *Lady, you want us to do what? Talk about how we* feel? *Are you* crazy? *This is just soccer!* But slowly over the course of the summer, not only do the kids in my soccer classes begin to respond positively, but some of the other instructors are asking me what it is I am doing out there. I am hooked!

Flash forward to the fall of 2001, and I am in a gymnasium full of middle school girls, music is pumping, and the girls are shooting hoops with a few of the players from the (then) WNBA Utah Starzz (now the San Antonio Silver Stars). The Starzz have joined us for our afternoon of "U Move With the Starzz," an after-school program created for middle school girls to help them become more active. Brian is a new doctoral student working with me and five undergraduate students at the site. The music stops, signaling for the girls to huddle up so we can begin the afternoon lesson. When everyone is quiet, the student leader begins with a question, "What does it mean to respect someone?" The middle school girls sit quietly for a moment in thought; then a hand shoots up—"It means you don't be mean to someone." "Good, good," the student leader encourages. "But what does it mean not to be 'mean'?" Again, the young women think. "It means things like waiting for your turn or getting someone's ball when it rolls by you. You know, helping them out." This is my version of an awareness talk, a modification of the TPSR model (and Don encourages such modifications). The discussion ultimately creates teachable moments for both the girls and the student leaders for the day's lesson about offensive strategy but also about respect. Brian is hooked!

It is now fall 2012, and Brian and I are still out there working with kids and preparing teachers and youth workers to use the TPSR model. TPSR has grown quite a bit since 1986 in its conceptualization and use, not only as a result of lots of people reading the work by Don and his graduate students (notably Paul Wright and David Walsh) but also because teachers and youth workers have been using the model and adapting it to their context to meet the needs of the kids they serve. In this chapter we discuss the basics of the TPSR model. For a longer discussion, you are invited to read Don Hellison's *Teaching Personal and Social Responsibility Through Physical Activity, Third Edition* (2011). We also encourage you to do a little retro-reading and pick up a copy of *Humanistic Physical Education* (1973) by Don. This work lays the foundation for what is today known as TPSR.

Background

Approximately 30 years ago, Don Hellison reconceptualized the teaching of physical education. As a function of his work with youth in inner-city Chicago, Hellison adopted a more humanistic approach to teaching and working with young people (Hellison 1973). Recognizing that it was the activity or sport that drew youth in, Hellison began to focus on development of moral qualities that stemmed from teachable moments during the course of the class. He targeted attributes of personal well-being (e.g., control, effort, and self-direction) together with characteristics of positive social interactions (e.g., respecting the rights and feelings of others, caring for and helping others). Thus, TPSR emerged (Hellison 1973, 1985, 1995, 2003). The model possesses a strong foundation in humanism to create a student-centered approach that purports to facilitate development of student personal and social responsibility. The uniqueness of the model is situated in focusing youth on setting daily goals for their participation in class. Another important aspect of this model is that it encourages students to become more reflective in their decision making and provides them a voice with which to express their opinions, interests, and feelings. The underlying hope is that students will demonstrate appropriate behavior and activity choices through this type of instruction and will show greater concern for the well-being, safety, and quality of experience of their peers (Hellison 1995, 2003).

During the last 30 years, researchers have implemented the TPSR model across a variety of settings and with populations ranging from at-risk youth to intact sport teams. In the next chapter we look at what we know works, but first we discuss how the responsibility levels have evolved and how they relate to student development and characteristics. Through this understanding, physical educators can select learning experiences that meet the developmental needs of the learner and promote the development of responsibility. It is our belief that teaching personal and social responsibility is not simply a unit of instruction or behavior management tool but a guiding philosophy by which teachers create an environment conducive to learning for all students. We hope that through

reading this book and integrating TPSR into your teaching practice, you will be hooked too.

Responsibility Levels

The responsibility levels have evolved over the years, but they retain a commitment to an interrelationship between personal and social well-being. These "values" provide an opportunity for participants to reflect on their responsibility as a progression through levels, thus moving the focus from responsibility for the self to responsibility for others over time. Understanding these levels provides insight into student characteristics and helps teachers adopt curricular choices. Figure 1.1 provides an overview of the responsibility levels. The bowl represents the amount of responsibility students can take on in relation to the level or levels they exhibit. Teachers can "fill" the bowl to the point of transfer by providing progressive and supportive experiences that increasingly allow students to demonstrate responsibility, share their voice, and reflect on these experiences.

Level I: Respect

Students at responsibility Level I are able to control their behavior to the extent that they do not interfere with the learning opportunities of others. They respect the rights and feelings of others to safely (emotionally and physically) engage in activities but may not participate by choice. Hellison (1995) describes this in the context of three subcomponents of Level I behavior: self-control (verbal and physical behavior), agreeing to peaceful conflict resolution, and inclusion as a right for all (p. 15). Students who are not able to meet these basic components of Level I have been described as Level 0 or irresponsible students. These are the students who disrupt the learning opportunities of others through bullying, verbal or physical abuse, or manipulation. Moving students from Level 0 to Level I can be a significant struggle but facilitates progression of other students through the responsibility levels.

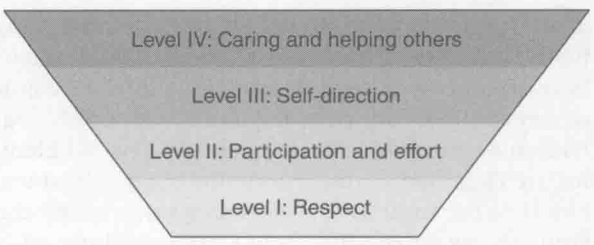


Figure 1.1 Responsibility bowl.

Level I students come prepared to learn, but they are often selective about the types of activities they engage in. They participate fully in activities they are good at or perceive as meaningful while disengaging in activities they perceive as meaningless or have limited skill in. The type (competitive or noncompetitive) and presentation of activities (teaching style and motivational climate) can influence student responses. Chapter 2 discusses the impact of teaching and motivational climate on student behavior.

Level II: Participation and Effort

Students at responsibility Level II maintain the respect for others' opportunities to learn while fully participating in activities. These students are willing to try new activities and to practice activities they are not skilled at. Level II students generally follow directions from teachers and are able to work in team settings. These students benefit from positive feedback and teaching styles that are primarily teacher centered and from practice sessions that are under teacher supervision. Hellison (1995) identifies three components of Level II behavior: exploration of effort, willingness to try new things, and beginning to define personal success.

Students in Level II are particularly influenced by the motivational climate in which tasks are presented. Teachers can expect these students to work cooperatively with other students during skill practice and application. Gradual shifting toward more student-centered teaching styles (e.g., task, reciprocal), under direct supervision, can occur as these students understand their role in the learning process.

Level III: Self-Direction

Students at responsibility Level III have demonstrated respect for their peers and the willingness to participate and give effort in a variety of tasks. These students are able to work independently toward self-identified goals and in cooperation with peers. Students at this level benefit from opportunities that promote self-regulation and teaching styles that encourage student responsibility. Using peer assessments and teaching episodes, having students self-assess, and developing goal-setting skills benefit learners at Level III. As students reach this level, the teacher's role can change from that of a "sage on the stage" to that of a "guide on the side" allowing for student-led learning opportunities.

Many students have not had the opportunity to set goals and develop plans to obtain their goals. Providing students with opportunities to set short-term performance goals, self-evaluate, and reflect on

their experience helps in the development of goals. Students can then begin to set long-term goals and determine strategies for meeting these goals. Individual goal-setting skills can be transferred to group goal setting as students take on a greater role in the learning process. This provides motivation for students to move beyond Level III and to see how individual and group interactions play a role in learning.

Level IV: Caring and Helping Others

The willingness to positively help peers in the learning process is a key characteristic of Level IV learners. These students are able to lead learning experiences and assess their peers. They are ready for leadership opportunities during the lesson. This can involve facilitating the awareness talk or group meeting, leading warm-up or closure activities, or working with less skilled peers during the lesson focus. A continued shift toward student-centered teaching styles is needed to encourage the development of Level IV behavior in students. Students benefit from reciprocal styles of teaching that allow for teaching opportunities, peer interaction, and reflection.

Level IV learners need to be provided with opportunities to demonstrate helping and caring behaviors. The teacher needs to be willing to release some of the control to students at this level to foster these behaviors. Increasing the responsibility of the learner in the learning process facilitates the development of peer leaders. This in turn will transform the physical education classroom to a collaborative learning environment where peers support each other in the learning process, respect differences in learning, and understand the feelings and attitudes of others.

Level V: Transferring to Life Outside the Gym

Physical educators can promote transfer through awareness talks and group meetings and by exhibiting responsible behavior in all interactions with students. Integrating TPSR ideas into after-school and extracurricular activities can create a climate of responsibility that promotes transfer beyond the gym as well. Through the use of the pedagogical strategies discussed throughout this book, physical educators and youth leaders can develop learning experiences that provide students with opportunities to develop responsibility and reflect on how these experiences relate to life outside the gymnasium. The first step in this process is understanding the developmental readiness of learners to take on responsibility.

Level V students are able to make connections between the learning experiences in physical education and those beyond our doors. The teacher needs to incorporate experiences and reflections that promote transfer and to look for ways to provide leadership opportunities for these students. These students can benefit from teaching styles that promote goal setting and allow them to learn to self-assess and reflect on these experiences.

Developmental Stages

Expanding on the work of Hellison, Walsh (2008b) identified developmental stages of students as they progress through the responsibility levels (table 1.1). These stages form a foundation for curricular choices that support responsibility development and student–teacher interactions. Understanding the interaction between responsibility levels and developmental stages is essential for successful implementation of a responsibility-based physical education program. Think of the developmental stages as transition points for shifting responsibility from the teacher to the learner. As students demonstrate the ability to consistently perform at designated responsibility levels, the teacher introduces opportunities that promote greater levels of responsibility. Culminating with the creation of peer leaders, the developmental stages foster the development of responsibility by matching developmentally appropriate experiences with demonstrated behavioral readiness.

You will note that Level V is omitted from this table. It is our belief that connections to Level V (transfer) are infused throughout TPSR and are independent of curricular choices. Teachers and coaches need to make connections for the learner with what is occurring in the curriculum regardless of developmental readiness of the learner to take responsibility in the learning environment. As you will see throughout this book, the strategies for promoting transfer change as students move through the developmental stages.

Stage 1: Developing Responsibility

As we begin to introduce the TPSR model to a class, many students will be at Levels I and II. It is natural to have a period of transition as we begin the discussion of responsibility for personal and social well-being. Students who demonstrate primarily Level I behavior are classified as developmental stage 1 learners. Much of the time in this stage is spent making the students aware of what behaviors constitute each

Table 1.1 Developmental Stages as They Relate to Levels

Developmental stage	Responsibility level	Student characteristics	Teaching strategies
1	I	• Respects the right of others to learn • Controls behavior • Comes to class prepared	• Use teacher-centered teaching styles • Provide positive feedback for engaging students • Use behavior contracts • Provide opportunity for teacher–student relationship time
	II	• Tries new activities • Has positive interactions with peers • Follows directions • Needs some prompting to stay on task	• Move toward a student-centered teaching style (task) • Use team activities and cooperative games • Develop reflection skills
2	III	• Is able to self-regulate behavior • Can work independently and with peers • Stays on task, is able to set goals	• Use student-centered teaching styles (task, reciprocal, self-check) • Develop goal-setting and self-assessment skills
3	IV	• Is ready for leadership opportunities • Demonstrates interest in working with peers • Promotes personal and social responsibility	• Use student-centered teaching styles (reciprocal, self-check, guided discovery) • Provide opportunity for student leadership • Use peer assessment and instruction

level. During awareness talks and reflection time, the teacher can promote the students' use of behavioral self-assessment. Nearly the entire lesson (about 80 percent) is spent in teacher-directed activities that promote Level I and II behaviors. During this stage teachers are developing students' self-reflection skills and promoting a climate that allows students to have a voice.

Stage 2: Promoting Self-Directed Learning

The teacher transitions to a focus on developmental stage 2 once most of the students can demonstrate self-control and respect for others (Level I) and regular participation and effort (Level II). The task in this stage is to develop self-directed behavior (Level III) and to identify students who are ready for leadership (Level IV) opportunities. Thus a greater amount of time (70 percent) is spent in activities that promote self-direction and leadership. Transitioning from teacher-centered to student-centered teaching styles helps to facilitate the development of Level III and IV behaviors by increasing the role of the student in the learning process. Teachers can introduce goal setting, self- and peer assessment, and peer-teaching episodes during this stage.

Stage 3: Creating Peer Leaders

The final developmental stage targets the development of youth leaders. The majority of students consistently demonstrate self-directed behavior (Level III), and further transfer of responsibility from the

teacher to the learner is warranted. Students continue to take a leadership role in awareness talks and are provided opportunities to exhibit Level III and Level IV behaviors throughout the lesson. Using teaching styles and curricular models that promote student leadership facilitates development during this stage.

Themes

The first question we get, and one that provides motivation for this book, is consistently "I understand the model, but how do I begin?" Central to the implementation of the model are four thematic objectives that guide teachers in the delivery of responsibility-based pedagogy. They are student–teacher relationships, integration, transfer, and empowerment (SITE). The themes guide the creation of a climate of responsibility that is fostered through shared respect, modeling, and teachable moments. By keeping "SITE" of these themes, teachers can promote personal and social responsibility through any curricular activity.

Student Relationships

From the beginning, Don has promoted a humanistic approach to teaching that requires teachers to know their students. Grounded in work ranging from Maslow to Noddings, establishing an environment of caring that is emotionally and physically safe begins with the relationship between students and the teacher. Dedicating time to fostering student–teacher and student–student relationships is essential for creating a climate of respect. For students to buy in to a responsibility-based climate, we have to model, reinforce, and reflect upon what it means to respect the rights of others. This needs to occur daily, and students need a voice in the process.

Chances are you have begun to develop relationships with your students. Physical education offers a medium that is conducive to relationship development between teachers and students. Don recognized this 30 years ago and speaks to the importance of providing opportunities to foster relationships. This is the keystone of using the responsibility model as a philosophical foundation for your physical education and sport programs. Participants need to feel respected and need to feel that they have a voice in the learning experience in order to buy in. They need to see respectful behavior modeled and reinforced. As Maslow would say, their "love" needs have to be met if they are to feel a sense of belonging and in turn a willingness to respect others. Without positive student–teacher and student–student relationships, the best we can hope for from the responsibility model is for it to serve as a behavior management tool.

Building positive student relationships is one theme in TPSR.