Case Study

Teaching Responsibility in Physical Education

The first day of the new school year at Mesa View Elementary is rapidly approaching. Last year's end of the school report suggests that students at your elementary school have been not been respecting the teachers or other students the way district personnel and parents expect. The physical educators and many of the other teachers have had to write referrals for student’s behaviors. Students are showing a lack of self-control. In physical education you have noticed students refusing to participate, pushing and hitting others, and have heard some name-calling.

Last year you have attempted several collaborative problem solving activities with the fourth and fifth graders and they did not work together well. A fight broke out during your last group activity in April. The majority of students are not directly involved in disruptive and uncooperative behaviors but a seemingly large number of students can be characterized as self-centered. All that seems to matter to them is being number one and better than somebody.

The principal Ms. Garcia, the 4th grade teachers, and the two physical educators have decided to focus on teaching all of the fourth and fifth graders responsibility in the upcoming school year. The physical education team must submit a plan that includes specific lesson plans, guidelines and procedures that you will adopt in order to facilitate the learning of responsibility in the fourth and fifth grade physical education classes.

Available in the physical education office are the following:

Case study
Mission statement
Physical education rules
Class roster
Levels of responsibility
Goal setting sheets
Teachers lesson plans
Completed goal setting sheets
Sample Student Documents--Go to the physical education office at Mesa View Elementary

Media:

Clips of students demonstrating responsibility levels.

Mesa View Elementary

In addition, you have several textbooks including
You have also been referred to the web site.

Levels of Responsibility
Levels of Responsibility (Hellison, 1995)

**Level 0 - No responsibility**
Blame others for your behavior
Call people names
Talk when teacher is giving directions
Push or hit others

**Level 1 - Respect for self and others**
Self control
Peaceful problem solving
Allowing others to listen and participate

**Level 2 - Participation**
Participate in new activities
A personal definition of success
Listen to teacher directions

**Level 3 - Self-direction**
Set personal goals
Work to meet goals
Put equipment away-picking up after yourself

**Level 4 - Caring about and helping others**
Help other students
Be willing to work with any classmate
Contribute when you can

**Level 5 - Outside of Physical Education**
Be responsible at school, at home and everywhere you go!

Virtual School District Plan

Course Name & #: Methods of Elementary Physical Education EXHP 351

Segment Name: Teaching Personal and Social Responsibility in Physical Education

Target Users: Elementary teachers and pre-service teachers, youth workers

Abstract:

An important aspect of developing healthy lifestyles is being personally and socially responsible. K-12 students need to be taught methods of goal setting and socially acceptable behavior in the physical activity setting to meet NASPE standards. Pre service physical educators will analyze the VRSD elementary school programs mission statement and policies. They will also set personal goals related to beginning teacher standards. After developing and implementing a lesson in which elementary students are lead to improve responsibility, reflective discussion and journals will be completed.
Instructional Standards for this segment of the VSD:

A. NASPE standards for K-12 students

Standard Number:

3. Exhibits a physically active lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness.

5. Demonstrates responsible personal and social behavior in physical activity setting.

B. NASPE's National Standards for Beginning Physical Education Teachers

Standard Number:

1. Content Knowledge
2. Growth and Development
3. Diverse Learners
4. Management and Motivation
5. Communication
6. Planning and Instruction
7. Learner Assessment
8. Reflection

C. Standards Beginning Teacher Goal Areas

Goal Number and Goal Description

1. Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
2. Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
3. Creates a learning community in which individual differences are respected, appreciated, and celebrated.
4. Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
5. Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students.
6. Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.
7. Creates communities of learning by working collaboratively with colleagues, families, and other members.
8. Models the professional and ethical responsibilities of the education profession.

Learner Outcomes:
1. Pre service students will comprehend content knowledge related to personal and social responsibility.
2. Pre service students will understand how individuals learn and develop personal and social responsibility.
3. Pre service students will include opportunities for development of personal and social responsibility in lesson plans.
4. Pre service students will understand how the development of personal and social responsibility is related to physical, cognitive social and emotional development.
5. Pre service students will understand how to modify personal and social responsibility instruction for diverse learners.
6. Pre service students will demonstrate the ability to create safe learning environments that encourage self-motivation.
7. Pre service students will utilize effective verbal, nonverbal and technological communication techniques to enhance the development of personal and social responsibility.
8. Pre service students will develop assessment samples for assessing levels of responsibility.
9. Pre service students will reflect their learning of personal and social responsibility education through journals and education philosophy.

**Instructional Pedagogies:**

1. Self assessment of teacher standards
2. Field work video tapes
3. Case study development and inquiry,
4. Personal/social responsibility lesson plan
5. Lesson plan implementation