

Teaching Responsible Behavior in Elementary & Middle School Physical Education

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Physical education offers a unique opportunity to foster personal and social responsibility in all students. The Society of Health and Physical Educators (*Shape America*) supports the use of physical education to teach personal and social responsibility. Standard number four states “The physically literate individual exhibits responsible personal and social behavior that respects self and others.” One system for addressing these standards and fostering responsible student behavior is Hellison’s Levels of Responsibility. Prior to implementing this system, students must be taught appropriate behavior through effective classroom management and the creation of an efficient learning environment. This can be accomplished by utilizing principles of effective management such as developing rules and consequences, establishing efficient routines, shaping acceptable behavior, setting clear, high expectations, being attentive and active, creating effective lessons, reflecting on lessons, and addressing unacceptable behavior.

Developing Responsible Behavior through Effective Classroom Management

Principles of Effective Management

- 1. Develop rules and consequences**
 - a. Establish 3-5 rules
 - b. Avoid being rule specific
- 2. Establish efficient routines**
 - a. Stopping and starting
 - b. Retrieving/returning equipment
 - c. Grouping
 - d. Lining up
 - e. Notes, injuries, etc.
- 3. Shape acceptable behavior**
 - a. Deliver specific positive feedback
 - b. Use names
 - c. Provide reinforcement
- 4. Set clear, high expectations**
 - a. Students will meet your expectations
 - b. Shape behavior to meet your expectations
- 5. Be attentive**
 - a. Scan after freeze and before, “Go”.
 - b. Scan during directions
- 6. Be active**
 - a. Model enthusiasm for activity
 - b. Move randomly, but purposefully
 - c. Stay on the perimeter
 - d. Stop in different areas
- 7. Develop effective lessons**
 - a. Deliver concise directions
 - b. Develop efficient transitions
 - c. Address equipment issues
- 8. Reflect**
 - a. What did I do?
 - b. Did it work?
 - c. Could I have been more effective?

Expectations
Consequences



Time-Out

Please sit quietly and face this direction.
DO NOT look at the class. Please think
about how you will improve your
behavior.



You may return when you
are ready to behave
appropriately!



Please stay here until the
end of P.E. class.



Thank you for
improving your
behavior!

Handling Misbehavior

1. **Deliver consequences privately**
2. **Eliminate emotion**
 - a. It is not personal
 - b. Do not show your trigger points
3. **Avoid conflict by eliminating...**
 - a. Eyeballing students
 - b. Watching students after delivering consequences (i.e. deliver and move)
 - c. Addressing misbehavior publicly

Using the Levels of Responsibility to Teach Responsible Behavior

Based on the work of Don Hellison, this system can be easily implemented and integrated into any existing physical education or athletic program. In this system there are five levels (defined below) including: irresponsibility, self-control, participation, self-responsibility and caring. *It is important to note that this system is not a discipline system and should not be used as such.*

Level 1 Irresponsibility (Needs Improvement): Students are unmotivated and undisciplined.

Level 2 Self-Control: Students control their behavior enough so they do not interfere with other students' right to learn or the teacher's right to teach.

Level 3 Involvement/Participation: Students show self-control and are involved in the subject matter or activity.

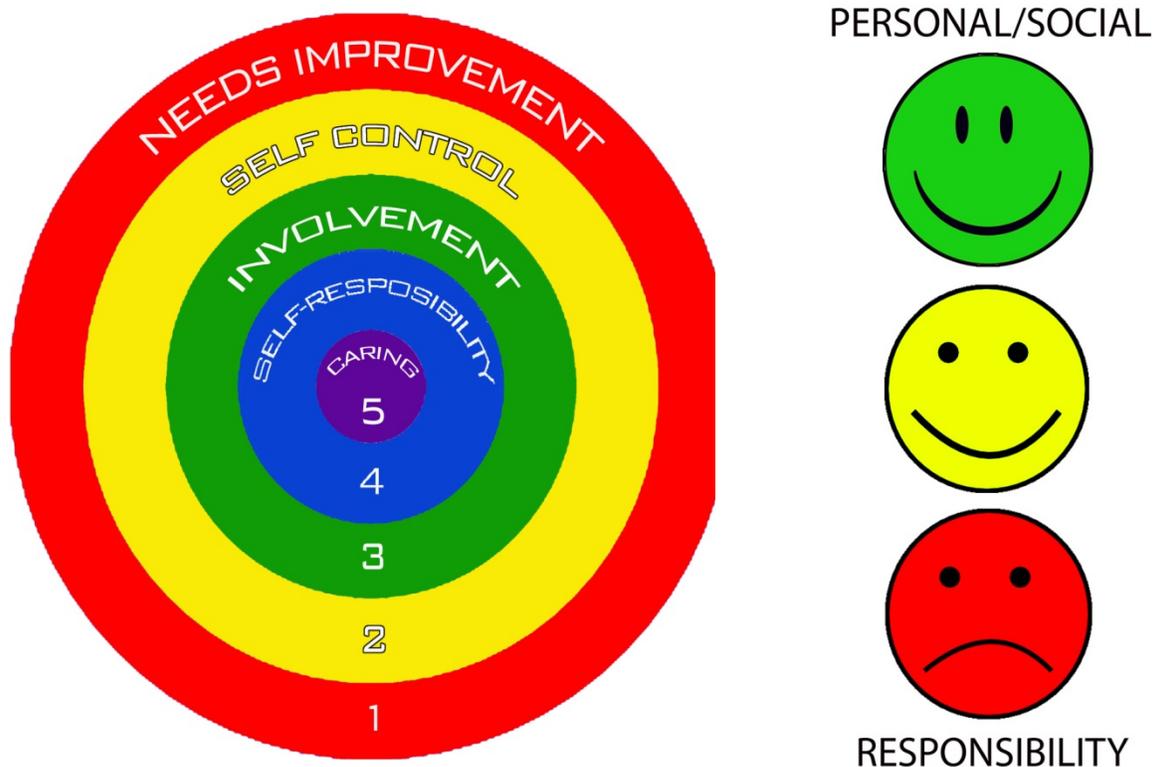
Level 4 Self-Responsibility: Students take responsibility, are able to work without direct supervision and eventually take responsibility for their intentions **and** actions.

Level 5 Caring: Students are motivated to extend sense of responsible behavior by cooperating, giving support, showing concern, and helping.

Using the System

1. Planning

- Develop **charts** and **signs** to post in your teaching area
- Determine a starting date



2. Class Orientation

- Develop a short (no more than 10 minutes) presentation explaining the system.
- With teacher talk, provide examples of the levels of behavior and how you will use them. For example, “Wow Ryan, you are participating safely on your own, that’s being self-responsible”.

3. Teacher strategies

- Consistently refer to the levels while teaching and observing behavior. Always use the language used in the posted signs.
- Catch students using the higher levels and express your appreciation publicly (i.e. let other students hear your praise to their peers).
- Address Level 1 behavior **privately**. Briefly discuss the current level of behavior and the level that should be attained.
- Use the language of the signs when giving feedback to students.

4. Model desired behaviors

- Demonstrate your beliefs and values
- Treat students with respect and dignity
 - Deliver consequences privately
 - Avoid sarcasm

5. Delivering reinforcement

- a. Provide specific feedback pertaining to behavior
- b. Use rewards sparingly

6. Goal setting

- a. Have students set a goal prior to each lesson
 - **Hand signals**



- **Touch the level**
- b. Ask students to evaluate their progress throughout the lesson
 - c. Allow students to self-evaluate their level of responsibility for the entire lesson

7. Discuss behavior outside of physical education

- a. Provide examples of behaviors in each level at:
 - School
 - Recess
 - Home
 - Outside of school

Resources

Hellison, D. (2011). *Teaching Personal and Social Responsible Through Physical Activity*. (3rd ed.) Champaign, IL: Human Kinetics.

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