



LEVELS IN ACTION

Themes

- Teaching character (self-control, respect, cooperation, helping, etc.)
- Make your activity fun and enjoyable
- Inclusive learning environment everyone has right to be included

The Levels & Strategies

TPSR provides a series of learning experiences. A brief introduction of each level is as follows:

Level 0: irresponsibility-not under control, students make excuses and blame others or deny responsibility for their actions (name calling, intimidation, or losing their temper)

Level 1: Respect for others rights and feelings or self-control- while not participating, students are under control to the extent that they are not interfering with others' (student or teacher) rights to learn and teach.

Level 2: Participation or Effort- willing to participate and accept challenges while under the teacher's supervision

Level 3: Self-direction-be able to work without teacher's supervision on personal plans

Level 4: helping- Extend the sense of responsibility beyond the self to encourage, support, and help others

An ultimate goal (**Level 5**) of TPSR is for the students to extend such caring for others beyond the gym into their real lives outside school.

Levels in Action: Examples Game Activities

1. Teaching "level 1: respect/self-control" with "No Running Soccer Game"

- The objective of this game is to respect for rights and feeling of other students
- Equipment: 10 cones-including 4 big cones, 20 pennies (two colors, 10 of each color), soccer balls
- Game rules:
 - a) 3-4 will be players and 3-4 will be goalies
 - b) no running, no body contact
 - c) the all-touch rule or most-touch (3 or 4 passes)
 - d) others are the same as those in soccer game
- When 2 teams play the game the other 2 teams stand side lines, so they can participate in the game. They can kick in the ball (when we have 4 groups)
- Change the rules (allow the players to run or to change pace; can add more a ball)
- Reflection time (a brief reflection time at the end of every class will reinforce the awareness talks-the focus that day): Traditional large side soccer game vs. modified soccer game; what if one of you never touched the ball during game, how's your feeling? Goal is not to be winner, but to respect others rights and feeling

2. Teaching “level 2: participation/effort” through “Basketball Dribbling Tag Game”

- The objective is to help the students participate in the assigned task with effort
- Equipment: 20 basketball balls, 4 cones
- One space for the dribbling tag game and the other for “Effort Zone” to practice individually
- Let them to play a tag game while they are practicing a basket dribbling skill
- Game rules:
 1. Dribble the ball in the area and try to tag gently other students’ back
 2. No standing at the corner of the space
 3. If you are tagged, you practice the dribble in the practice area (Effort Zone)
 4. To join game again, if you practice dribbling 20 times in the practice area, you can join the game again. Next time you got tagged, add 10 more times.
- Reflection time: Did you work on the activity eagerly? Did you try your best? Rate your degree of effort. Rate your activity. If you didn’t try your best, write the reason in the comments section.
- Redefining Success

3. Teaching “Level 3: self-direction” with “Group-Designed Basketball Dribbling Routine”

- Objective: to help the students work together in a team to complete a 1-minute basketball dribbling routine using previously learned basketball skills.
- Equipment: Music box, 20 basketballs
- The students will create a routine using music in counts of 1/8, 1/4, and 1/16 to the song “Car Wash or Any popular Caribbean song” The students will self-direct their routine using the following guidelines.
- Guidelines
 1. Include at least one idea per teammate
 2. Dribbling with both hands
 3. Dribbling at different levels
 4. Chest or bounce passing
 5. Protect dribble
 6. Cross-over
- At the end of practice time, we will have a dribbling showcase to show the class.
- Reflection time: Did you make your own decision? Can you work the task independently? Remember that life is yours not others.

4. Teaching “Level 4: caring and helping” with “Card Sharks Passing Game ” or “Bodyguard Dodge ball” (10min)

- The objective is to help their team members to develop volleyball passing skills through the passing game
- Equipment: 10 volleyballs, a deck of card, 4 cones
- Keep original teams and let them choose one helper while others find their partner to practice volleyball skills based on the number of the card the helper carries from a deck of card
- Game rules:
 - a. A deck of card will be placed on the center of the gym
 - b. A helper will run, pick up, bring a card back to his team
 - c. Red means set, black means bump
 - d. Decide winner team by adding all numbers of cards they practiced or if they reach Group Goals (total 100 times).
- Role of helpers is to bring cards to their team, to observe team member’s performance based on skill cues, and to give feedback as coaches
- Reflection time: Did you help your team members to practice passing skills? If your members have low skills, they need practice with your help. Again, our goal is not to be winner, but to help and care for your members

3. Closure and Discussion

- Younger kids are not exempt from the empowerment process, although you need to modify the process so that it is developmentally appropriate (Hellison, 2003).
- Ultimate goal is to apply TPSR into real world outside of the gym, classroom, home, and society