**Intention #5**

**Hellison Response Essay**

Riley Knoll

200445061

Education University of Regina

EPE 100

Nick Forsberg

November 17 2020

Teaching physical education is always something that has intrigued me since attending high school. Teaching physical education is something people do not view as a hard task, but from taking this class, I have learned there is a lot more to teaching physical education than throwing dodgeballs around. Through reading “Teaching Personal and Social Responsibility Through Physical Activity” by Don Hellison, has allowed my emerging teaching identity to really take a deeper meaning with respect to education. Education is not just in place for students to learn something and forget, but it is put in place for students to have life long skills that are used everyday. Teaching self motivation, self discipline, and self awareness can be taught through physical education. Physical education is an aspect in student development which is often overlooked. Through my learning and understanding of TPSR I have developed many questions along with understanding of what it will take for me to succeed at teaching.

Teaching is based off of building relationships with students. In chapter seven, Don is talking about building relationships with students. One key point that really stuck with me is when Don is talking about being genuine with kids. “Being genuine does not mean being cool or being nasty” (Hellison 2011). Being genuine with students allows you to build relationships with students where both sides have mutual respect. As a teacher, if you can take responsibility for your actions, mistakes, and better yet, put your students before yourself, the students will be able to relate with you. Listening is one of the greatest tools you can have as a teacher. It allows you to not only learn about students, but challenge your own personal beliefs and values. Reflection on yourself is critical and allows you to demand the most out of yourself. If the students can recognize this, they will get more out of the class and create self discipline and responsibility. If students can reflect on themselves, it will allow them to get more out of the class, and learn a little about bit more about themselves along the way.

As teachers, it is our goal to create lifelong skills within students. If students are not learning anything from our programs, it would be good to look at feedback from students on how to make our programs better. For students to benefit from TPSR, it is important to understand the purpose behind it. The purpose is for students to build skills that they can use in everyday life. A great quote from Don is “Instead of looking for role models, look for role models in yourself” (Hellison 2011). This quote shows how important it is for students to realize how gifted each one of them is. Students can create leadership quality’s in physical education everyday. A good example could be staying later and putting equipment away, or more skillful movers helping students out who may be struggling with certain concepts. Leadership is a hard task to grasp. Many people in life do not possess leadership qualities; however, each student can be a contributing factor within a physical education class. These leadership qualities should transfer outside of the classroom. If students can learn to take responsibly within their self and deal with conflict amongst themselves, it will create a lifelong skill.

Each student brings different strengths and weaknesses to the class. Don has a great concept on what a physical education should look like. His program includes relation time, awareness talk, physical activity plan, group meeting and finish with self reflection time. I have seen this plan work well first hand. I attended Martin Academy’s baseball program. I had the benefit of learning from Mr. Cherepuschak, he had Don’s program down to a science. Each class would start with him relating to each one of us, and bringing up topics we could discuss. Then he would discuss the plan for the day. After the class, we would come back together as a group and would reflect on the class. I did not understand why he would do all this, but after reading Don’s work, his plan works. I really enjoyed this type of program and I believe it benefited me in a huge way. Self reflection time allows you as a student to really think about what you are getting out of the class. It also allows the teacher to give students a voice in the class that can help teachers expand and grow their programs.

To wrap things up TSPR plays an important part in the development of students through physical education. It creates leadership, builds character, self discipline, and allows students to build peer and teacher relationships. This program gives students building blocks that they can continue to grow on with time. Physical education can be seen as an easy class that can not help create change and development within students; however, through TPSR we can create an inclusive, self motivated class concept, that can be beneficial to any student who buys in to the concept. That will definitely be the hardest part of teaching. Getting students to buy in to your program. The program only works if the students can buy in to what you are learning. There is a purpose in each lesson taught, and there is a purpose for each student to participate in each class. Success in physical education is not about how many baskets you can make in a minute, or how many goals you can score in a floor hockey game. Physical education is about showing students different varieties of activities to be lifelong participants within physical activity, and allowing students to be reflective amongst themselves and create self discipline within each student to help them reach goals and aspiration is life.

References

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