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CONDUCTING A TPSR PROGRAM FOR AN UNDERSERVED GIRLS' SUMMER CAMP

DIRIGIENDO UN PROGRAMA TPSR EN UN CAMPAMENTO PARA NIÑAS MARGINADAS

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ABSTRACT

The Teaching Personal and Social Responsibility (TPSR) Model (Hellison, 1995, 2011) has been used in numerous after-school and gym class settings. The typical make-up of TPSR programs is all boys or mixed-gendered (e.g., Tom Martinek's Project Effort in Greensboro, NC; Dave Walsh's Coaching Club in San Francisco, CA), with there being little written on programming for all girls. So when I was approached in the spring of 2010 by a women's shelter in Detroit, Michigan, to lead a physical activity program for an all girls' summer camp, I was excited about using the TPSR Model with this population. The purpose of this article is to outline the delivery of this TPSR Model program, including the challenges that were encountered, the successes that were experienced, and the overall lessons that were learned. This article concludes with a section that outlines the second year of the program, with a specific focus on programmatic changes and ideas for future programming efforts that were borne out of this second year.

RESUMEN

El modelo de Enseñanza de la Responsabilidad Personal y Social (Teaching Personal and Social Responsibility, TPSR; Hellison, 1995, 2011) se ha utilizado en muchas clases de gimnasia y en programas extraescolares. Por lo general, estos programas se han llevado a cabo con grupos mixtos o sólo de chicos (por ejemplo, el Proyecto Esfuerzo de Tom Martinek en Greensboro, NC; El Club de Entrenamiento de Dave Walsh en San Francisco, CA), y las publicaciones relativas a programas realizados sólo con chicas son muy escasas. Por este motivo, cuando en la primavera de 2010 un refugio-hogar para mujeres me pidió un programa de actividad física para un campamento de verano sólo para chicas, me entusiasmó la idea de usar TPSR con esa población. En este marco, el objetivo de este artículo es describir la implementación del modelo de TPSR (los

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retos que hubo de afrontar, los éxitos percibidos y, en general, las lecciones extraídas). El artículo concluye con una sección que esboza el segundo año del programa, centrándose específicamente en los cambios programáticos y en las ideas y conclusiones de cara a futuros programas.

KEYWORDS. Girls, TPSR, underserved, sport, physical education.

PALABRAS CLAVE. Chicas, TPSR, marginación, deporte, educación física.

1. Community Involved and Organization Background

Over the past few years, the United States has experienced a large economic downturn, with the city of Detroit in particular being affected on numerous levels. Specifically, Detroit has consistently been rated as one of the most dangerous cities in the United States (Greenburg, 2010), as well as having very high unemployment rates (13.4 percent; Bureau of Labor Statistics, 2010) and extremely low high school graduation rates (24.9% compared to a national average of 51.8%; Toppo, 2008). These conditions have created a particularly challenging environment for Detroit residents, with girls being disproportionately affected. In fact, girls from Detroit who are between the ages of six and 11 years old are over three times more likely to be below the poverty line when compared with the mean for girls living in the state of Michigan (city-data.com). In addition to these particular issues facing Detroit, research from the Women's Sport Foundation suggests that girls who live in urban areas are the least participating sector in youth sports and physical activity, with urban girls often entering sport later than girls who live in suburban and rural areas; this is also true when urban girls are compared with boys from rural, suburban, and urban areas (Sabo & Veliz, 2008). This information is especially concerning given the knowledge of the benefits that girls can attain through sports, such as learning social skills, creating peer relationships, and learning how to effectively cooperate and work as a member of a team (Brady, 1998), along with the decreased chances of pregnancy and substance abuse (Staurowsky et al., 2009). Given the potential benefits of sport, physical activity, and physical education for girls, there have been numerous studies examining girls' experiences in these realms (e.g., Ennis, 1999; Kuo et al., 2009; Oliver & Lalik, 2004). However, there has been little discussion within the Teaching Personal and Social Responsibility (TPSR) community that focuses on girls, with Wright, Stockton, and Hayes' (2008) study on gender equity and relevance for girls in TPSR-based physical education classes being one of the only sources of literature.

In this context, this is the story of our experiences in a TPSR program serving only girls in Detroit, which adds to this small body of literature on girls' experiences within TPSR programs.

In the spring of 2010, the Chief Operating Officer (COO) of Alternatives for Girls (AFG) and I (lead author) met to discuss my involvement in the development and integration of a physical fitness program at AFG's facility². Alternatives for Girls (AFG) was constructed in 2002 in response to community members of southwest Detroit noticing an increase in drug use, homelessness, prostitution, and street activity among girls and young women (www.alternativesforgirls.org). It is a multi-service agency that delivers three key services to the community: prevention programming, shelter facilities, and outreach services. The COO decided that my contributions would best be used by conducting a physical activity program (called *Let's Move It!*) and delivering a weekly talk on nutrition during the lunch hour for *Rise N' Shine*.

Rise N' Shine is AFG's summer camp for girls who are at risk for academic failure and issues like alcohol abuse and teen pregnancy. Through grants and other funding sources, the girls are able to attend the camp free of charge, with transportation services offered through vans that stop at each participant's home. The camp provides a variety of educational, cultural, and social activities for approximately 50 to 75 second through eighth grade girls for six weeks during the summer, with reading programs in the morning and numerous other programs in the afternoon (e.g., African dance, gardening, baking). An integral part of *Rise N' Shine* is the Youth Leaders: young women between the ages of 16 and 18 (some who were once *Rise N' Shine* participants themselves), who are employed by AFG to serve as leaders for the young girls. This leadership experience is designed to provide role models for the young campers to look up to while also teaching the Youth Leaders valuable life skills.

Every Wednesday afternoon during the *Rise N' Shine* camp, the *Let's Move It!* program was delivered. The initial intent of *Let's Move It!* was to teach different types of sports and physical activities to the eight to 10 year old girls participating in this program. With my knowledge of the TPSR Model, I also believed this could be a great opportunity to use this model in a practical setting. After explaining my rationale to the COO and the Director of *Rise N' Shine*, they agreed that the TPSR Model could be very beneficial for the girls involved. Having received approval for this program, I began to prepare for *Let's Move It!* by reading Hellison's 2003

² This story is told from the perspective of the first author. The second author was instrumental in the initial design of the program and in aiding with the editing of this story. The third author helped design and implement this program in its first year.

second edition of *Teaching Responsibility Through Physical Activity*, Martinek and Hellison's 2009 *Youth Leadership in Sport and Physical Education*, and several journal articles written about the TPSR Model. I also had numerous discussions with Meredith (second author), who had three years of experience running TPSR programs. Additionally, I was fortunate to have a recently graduated undergraduate intern from Michigan State University's Department of Kinesiology, Gem (third author), who volunteered to help with the development and weekly implementation of the program. At that time, Gem had one and a half years of experience with the TPSR Model, making her suggestions, feedback, and overall involvement invaluable to Let's Move It!

2. Preparation for Let's Move It!

With the understanding that we would be working with around 10 female participants between the ages of eight and ten years for our six-week program, we wanted to create a manageable program that would have a long-lasting impact on the participants. We therefore decided to predominantly focus on the first level of the TPSR Model, which is self-control and respecting the rights and feelings of others. Gem and I tried to infuse respect and responsibility teachings into the various sports and physical activities that we played during each session. While not our primary focus, we also wanted to address level five, application outside the gym, in hopes that the girls could start to transfer what they were learning in the program to other areas of their lives. This was largely reached through group discussions and thoughtful reflection on how these respectful and responsible behaviors can be demonstrated outside of the program. After clarifying these underlying purposes, Gem and I met to develop a rough six-week plan outlining the sports that would be taught and the goals of the program (see **Figure 1** for list of program goals).

Another task during our pre-program preparations was the construction of three different posters that were used each week in *Let's Move It!*: (a) a *Reflection Poster* with pictures of thumbs up, thumbs down, and thumbs sideways, which was used during Reflection Time; (b) a poster with the word "Respect" written in large font, which was used at different times throughout each daily session; and (c) a poster with *Let's Move It!*'s goals listed, which was used primarily during Awareness Talks and Group Meetings. With these goals in place, we were able to develop a weekly lesson plan (see **Table 1**). This lesson plan was adapted from lesson plans developed by Meredith, who created it for a similar TPSR-based program. The

weekly lesson plans were extremely helpful in providing a framework for each of the sessions and in keeping everyone on task, since there was a lot to accomplish in the time allotted for each daily session.

The preparation didn't end once *Let's Move It!* began, as the program design constantly evolved throughout the six sessions. One of the critical pieces to the ongoing evaluation process were the debrief meetings that were held at the conclusion of each session. With the session still fresh in our mind, Gem and I met for an extra fifteen minutes to discuss the day's highs and lows in an effort to begin planning for the next week's session, with notes from these meetings used later on when creating the following week's lesson plan. For subsequent weeks, we used previous lesson plans to assist in planning future lessons. In our planning, we did not let ourselves become tied to every detail. Instead, flexibility was paramount to *Let's Move It!* success, as is often the case with children's sport programs.

3. Year 1: Delivery of Let's Move It!

As Hellison (2011) describes, it is important for individuals who are employing TPSR to be able to adapt the model to fit their particular program's goals, while still considering the basic principles of Teaching Personal and Social Responsibility. We began with the plan to include each of the five parts of the typical TPSR format during each session: Counseling Time, Awareness Talk, Activity, Group Meeting, and Reflection Time. Including the modifications mentioned above, we made additional adaptations regarding the overall formatting and delivery of the TPSR Model; these personal adaptations are highlighted below. For an in-depth look at these changes within a sample lesson plan, please see **Table 1**.

3.1. Counseling Time

Individual Counseling Time is generally used to get to know each participant and recognize them as a unique person with a voice that matters (Hellison, 2011). An adaptation to this component was made soon after programming began, as we realized that individual Counseling Time could not occur consistently. The main reason for this was the fact that the beginning and end of each session was held in a conference room, which did not allow for casual conversation or interactions. We tried to counteract this by checking in with some of the girls during our lunchtime nutrition talk, but we did not take a systematic approach to speak with every girl. This is certainly an area for improvement in future programming efforts, as we felt like we could have developed closer relationships with the girls with more one-on-one time, no doubt leading to a better program overall.

3.2. Awareness Talk

We consistently began each day of our program with the Awareness Talk. In the TPSR Model, Awareness Talks are typically used to teach the five levels of responsibility. However, as *Let's Move It!* was focused largely on the first level, we explored different ways to talk about respect and responsibility in each session (e.g., how to be a respectful teammate). One of these methods was our “*shoe check-in*”, where everyone in the program put one foot on the table to see if each person had demonstrated personal responsibility by remembering to wear their gym shoes. This check-in was well received by the girls and emphasized one way of taking personal responsibility for their involvement in the program. It is important to note that we knew the girls had access to shoes at the facility, so this lessened the chances of ostracizing any individuals.

Another strategy was using the “*Respect*” poster, which allowed the girls to decide what behaviors and concepts should be highlighted during programming. This began during the Awareness Talk in the first session, as the instructors wanted respectful and responsible behaviors defined by the participants so everyone involved in *Let's Move It!* would be on the same page. Along with defining respect, this created an opportunity for the participants to be part of the decision-making process in the program, which was symbolized with each participant's signature on the poster marking their commitment to *Let's Move It!* Looking back, we believe this strategy was very effective, as not only did the girls provide meaningful and insightful answers, but the poster was incredibly helpful throughout the rest of *Let's Move It!* as it empowered the girls by reminding them that the program was about them.

During the Awareness Talk in later sessions, we checked in with the girls to see if anything should be added to the poster or if there were any questions. This was especially relevant when new girls joined the program after the first session. In the Awareness Talk in the second half of *Let's Move It!*, we began to focus more on level five of the TPSR Model: transfer. We asked if the girls had any stories of them being more responsible or respectful at home, as we wanted to see if these concepts were transferring outside of the program. One story came from Donica³, who shared with the group how she became more responsible around her house with her family's new dog. Donica's mom told her and her brother that she was going to give the dog away if the dog was not potty-trained by the end of the summer. Donica explained that she took it upon herself to “*take the dog out more*

3 All names of participants have been changed to provide confidentiality.

and be more responsible with it". This example, provided during Week 4, was especially rewarding, since we were questioning whether the girls were actually transferring the lessons outside of sports.

3.3. Activity

We spent between 30 and 40 minutes with our sport or physical activity each week, with sessions devoted to jump rope, badminton, yoga/stretching, soccer, and tennis. Overall, the girls really enjoyed all of the sports and activities we planned, but our most effective day was with soccer. This could be due to the team aspect of the sport, which allowed us to really "test out" some of the respectful behaviors listed on our "Respect" poster. Another notable session was with yoga, which included a segment on deep breathing and visualization. We received positive feedback from the Youth Leaders that these skills could be very helpful for some of the girls when they may encounter stressors in their everyday lives, whether at home, in the community, or in school.

3.4. Group Meeting

The Group Meeting time allowed the participants to share their views on how they felt the session went that day. During this part of the lesson, individual girls recounted their likes and dislikes from the day, any issues that may have cropped up, and suggestions for the next week. The time allotted for the Group Meeting was set at 15 minutes; however if the day's lessons were being successfully integrated into our sport or physical activity, we allowed the activity portion to last a bit longer and shortened this Group Meeting time. Once again, this demonstrated our flexibility in our delivery of the lesson plan, allowing for Gem and I to capitalize on the most effective teaching methods for that day.

3.5. Reflection Time

The Reflection Poster was the main focal point during this time. Initially, each girl came up and pointed to the thumb picture (thumbs up/thumbs down/thumbs sideways) that described her degree of respectfulness for the day. We changed this format after Week 2 for two reasons. First, this process was quite time consuming, leading to a rush at the session's end to finish on time. More importantly, we suspected that the girls were starting to answer the same way as the other participants, perhaps rating themselves higher than what they actually accomplished that day. To address this, we developed individual cards where they circled their respect level for the day (thumbs up/thumbs down/thumbs sideways) while also describing two specific areas that they wanted to work on for the next

week. They wrote this information on two identical cards: one for Gem and I to keep and one for each girl to show to her family and use as a reminder for the lessons learned that week. While some TPSR programs include Counseling Time at the end of each session, we built this into the Reflection Time. When the girls were quietly writing out their cards, Gem and I checked in with each participant to see what they were writing and to provide any guidance that was needed.

4. Year 1: Successes Experienced with Let's Move It!

Overall, it was very rewarding to witness the girls exhibiting more respectful behavior throughout the summer. An especially memorable example was displayed during a soccer game in Week 4, when a girl stopped the play and called a time out when someone on the opposing team fell down. This demonstrated her concern for her program peers and perhaps of her growing sense of social responsibility. This was just one example of the positive changes exhibited over the span of the program. Probably the biggest successes and most rewarding moments were listening to the girls' stories of how they were transferring the lessons learned to the home environment and other areas of their life outside of the camp. However, this link to their actions outside of the program did not initially occur. The transfer sheets that we used initially (see **Figure 1**) were not as effective as we would have liked, with their answers getting more generic and less meaningful each week. Originally, the transfer sheet they filled out at the end of each session had all of the eight program goals that were established by Gem and I at the beginning of the program on it (see **Figure 1**), but the girls tended to simply copy down two goals from the left side of their paper. Therefore, after Week 3, Gem and I decided to adjust the format and become much more hands-on with this process. While the girls were working on the transfer sheets, we walked around and helped each girl personalize her answers, which resulted in more meaningful answers. For the last week, we made even more changes with this part of the session by omitting the goals of *Let's Move It!* from the transfer sheet (see **Figure 2**), which resulted in our best, most in-depth responses yet. In our group discussions, we also noticed that the participants became much more aware of using these skills outside of the program.

Another success that we experienced was watching one of the participants, Jasmin, become much more involved and begin to open up to Gem, myself and her peers as each week passed. After the second session, we asked the Youth Leaders about Jasmin's behavior, as we noticed that she became very distant and

often withdrew from interactions when the attention was directed towards her. We learned that she has had a difficult life with an unstable home environment, living in numerous foster homes. Seeing her slowly open up to the group and to Gem and I was incredible, as was watching her begin to enjoy playing sports in the last few weeks of the program. However, this was not a smooth ride, as there were times throughout the program when she would close up or refuse to participate, despite our best efforts as leaders. While some may not view her case as a true success, Gem and I believe that her ability to reflect on her actions during each session and take personal responsibility for her behavior increased throughout the six weeks. We also saw a change in her attitude towards sports, which was encouraging given the numerous benefits that sports can provide in the lives of girls, as demonstrated by research from Brady (1998) and Staurowsky et al. (2009). Taking a step back, this example reminded us of the importance of the tenets of the TPSR Model, in that we must treat every girl as an individual and recognize her strengths instead of focusing on her weaknesses. Unfortunately, it is often too convenient to focus on someone's weaknesses, which would have been a great disservice to Jasmin.

5. Year 1: Challenges Encountered with Let's Move It!

One of the greatest challenges in *Let's Move It!* revolved around the Youth Leaders who participated in the program. Before the program started, I was informed that I could conduct a training session with the three Youth Leaders selected to work with *Let's Move It!*, whereby I would be able to go over a handout that I had prepared for them that specifically highlighted the four "recognize and respect" relational goals of the TPSR model: recognizing strengths, recognizing individuality, recognizing voice, and recognizing decision-making ability (Hellison, 2011). Unfortunately, when I arrived for the training session, only one of these individuals was available to meet with me, while the other two Youth Leaders were unavailable due to last-minute scheduling conflicts. The Youth Leader who attended the training session ended up being minimally involved in our program, whereas the other two Youth Leaders who did not receive the training were much more active with *Let's Move It!* While we were able to briefly outline the general concept of a TPSR program with these Youth Leaders, we never had the chance to convey in-depth the key concepts for effective leaders within TPSR programs, as the Youth Leaders had responsibilities with the camp both before and after all of our sessions.

The Youth Leaders' lack of training was apparent in their leadership style, which did not follow the principles that were strived for in the *Let's Move It!* program. This

included the emphasis on empowerment, which is one of the themes of the TPSR Model as well as one of the main goals of our program. An example of this occurred during the Awareness Talks, when questions were posed to the group in an effort to give the girls a sense of empowerment and feel as if their voices were being heard. Frequently, a Youth Leader was the first person to answer, which reduced the chances for the participants to feel empowered. While I recognized the trouble with this behavior, I found it difficult to provide feedback to the Youth Leaders, in part because I felt like an outsider coming into their community and this program and asking them to change their leadership style. In hindsight, I believe this issue relates back to the initial problem of not having a proper training session with two of the Youth Leaders, as this needed to be a priority. A more proactive approach would have been scheduling a meeting shortly after our first session to discuss the key concepts and effective leadership style within the TPSR Model. By doing this, it would have been easier to reinforce these concepts with the Youth Leaders throughout the sessions and help them be more effective leaders for Let's Move It! Looking back, we cannot place blame on these Youth Leaders, as we assumed they were trained to lead in a more authoritarian manner. Despite the contrast in leadership style, we recognized their dedication to the girls and their interest in having a positive impact on the girls' lives.

Other smaller challenges to our program included having new girls join during Week 2 (one girl) and Week 4 (three girls). These changes negatively impacted the cohesion that was building week by week. This also affected the continuity of the program, as Gem and I were forced to review key concepts that had already been established. Despite these challenges, we worked hard to effectively incorporate the new girls into Let's Move It! One method was asking the original group of girls to explain our program and describe the important concepts for the new girls to understand. This process also let Gem and I assess the level of understanding of the concepts covered so far. Therefore, this challenge turned out to be a benefit to the program, as the girls were granted yet another opportunity to take ownership of the program and demonstrate their understanding of the concepts.

Another challenge occurred when Gem was unable to attend one of the last sessions. For the TPSR Model to work effectively, it is important for the members to trust their leaders and have day-to-day consistency (Hellison, 2011). While I knew of this absence before the program began, I felt the benefits of her involvement far outweighed the cost of one missed session. The girls expressed sadness on the day she missed, but were understanding when told of the reason. This day was

probably one of our least effective days, as not only was this one of the hottest days of the program, the Youth Leaders were not as hands-on as was needed. With this in mind, the girls did not model the behaviors that they had defined at the beginning of the program and had been improving on throughout the summer. While this led to an ineffective session that week, the following week, Gem and I used this experience as the focal point for that week's lesson.

6. Year 1: Lessons Learned with Let's Move It!

There were numerous lessons learned through our involvement with the first iteration of *Let's Move It!* The sheer importance of having consistent leadership, where Gem, the Youth Leaders, and I were all working within the TPSR Model, was perhaps the most important lesson learned. In the future, we need to ensure that all of the Youth Leaders receive training prior to the first session, not only to ensure that they are well prepared, but also to help the leaders get to know each other and be more cohesive as a leadership group. Another lesson we learned early on in our program was the importance of being flexible with our planning. By incorporating different ideas and suggestions from the girls and the Youth Leaders and making changes during the debriefing sessions, we were able to adapt our programming to best fit the needs of the girls. We believe this allowed for *Let's Move It!* to be that much more successful in its first year.

An area that could be improved would be to take a more systematic approach when choosing the sports and physical activities for the Activity portion of *Let's Move It!* During the yoga and deep breathing/visualization session, the Youth Leaders suggested that this combination of activities could be valuable for the participants, especially when considering the fact that some of the girls have rather significant stressors in their lives (e.g., parent in prison, living in foster homes). Knowing this, it would be beneficial to include more of these activities in the program, since this could provide the girls with a skill set for handling stress and negative emotions that they may experience. Lastly, we believe that in order for the program to have a greater impact on the young girls, a more deliberate focus was needed on how to be respectful in individual sports, such as jump rope and tennis. The girls often struggled to make this link in the individual sports, while the team sports seemed to be easier for them to see how their respectful behavior affected others.

7. Year 2

At the conclusion of Year 1, we were uncertain if we were to continue with programming in subsequent years. There were numerous personnel changes at AFG, with both the Executive Director of AFG and the Director of the *Rise N' Shine* program having recently stepped down. I also was unsure of my future summer schedule and Gem was unable to be involved due to other commitments. However, I was still very interested in continuing with *Let's Move It!*, so that we could build on our successes and improve the program, and therefore was excited when *Let's Move It!* was approved for a second year. To aide in running the programming, I found a new assistant, Ramona, who is currently a doctoral candidate in the same kinesiology program. While Ramona did not have prior experience with facilitating TPSR programs, she had recently attended the annual TPSR conference, had observed a TPSR-based program, and was well-read on the TPSR model, so she was quite familiar with this programming. Ramona also brought with her a wealth of experience in running youth programs, as she also works at a Boys and Girls Club in Detroit.

8. Year 2: Programmatic Changes

Although the overall format of *Let's Move It!* was similar in Year 2, there were a series of programmatic changes that were implemented. One observation from Year 1 was the large impact that team sports had with the participants in bringing to life some of the key aspects of the TPSR model. We also noticed that the girls really seemed to enjoy playing team sports and interacting with one another. With this knowledge going into Year 2, Ramona and I decided it would be beneficial to include a session focused on soccer, another session focused on flag football, and a third session focused on kickball. However, we soon learned that team sports were not always the answer, as the new group of girls in this program were not as interested in these team sports, with some of the participants especially hesitant to try out flag football. While we thought that team sports would provide the best environment for the programming, we realized we had to be flexible and adapt the program to fit our participants, knowing that the TPSR model works best when the girls have input into all facets of the program. Therefore, our last few days centered on yoga (which was a favorite activity in both years) and hula hooping – an activity requested by a few of the girls that was enjoyed by all involved. Since it can be a challenge to run a TPSR program when some of the participants don't want to be

there or participate, it is critical for the leaders to remember that the onus is on us to be responsive to the participants' interests and try to foster participation in activities that are determined by the participants. This concept of participant-driven programming that empowers the participants is fundamental to the TPSR model.

While our overarching focus still remained on helping the girls learn about respect and responsibility and how to transfer these behaviors outside of the program, one new area we wanted to address in Year 2 was increasing the opportunity for leadership roles for the girls (level four in the TPSR model). After attending the TPSR conference and hearing how other programs effectively infused leadership into their daily sessions, we believed this consistent focus on leadership could be a great addition for Year 2. Therefore, we started the practice of identifying two girls who had shown leadership skills in the past week and who were comfortable with that day's sport – and then asking these two girls at the beginning of the session if they would like to be captains for the day, with these captaincies rotating each week. Ramona and I then worked with the captains during the activities by helping them serve in leadership roles, both in teaching certain skills to teammates and leading them in different games. One example of this was during our jump rope activity, when I worked with a leader by asking her how she could involve her teammates in the game and how she could help them learn and improve in the game. To make sure that we provided our captains with an opportunity for reflection, we dedicated a certain amount of the Reflection Time to discussing the experiences of the captains, with everyone invited to comment on what the captains did well during that session. Ramona and I also provided examples of good leadership that we witnessed throughout the day, as well as situations that were “teaching points” to discuss ways of becoming even better leaders. While we thought that using captains to help develop leadership would be an excellent tool, we found that there were many unexpected challenges with this process. First, due to the young ages of the girls, their lack of experience with some of the sports and activities, and their lack of experience with leadership, this approach to leadership development was not proving to be effective. With this realization, we adapted this format halfway through the program; instead of having two captains each week who led every aspect of that day's program, we tried to find opportunities for each of the girls to take smaller leadership roles throughout the day. This approach seemed to be more effective, as it allowed a variety of girls to act as leaders with skills that they were comfortable with, and it also allowed girls who were less comfortable taking on a large leadership role to still develop some leadership skills by leading some of the smaller tasks.

In terms of the actual TPSR programming, we made a few adaptations to address certain areas from Year 1 that we felt could be improved. One specific change from our first year of programming was that we wanted to have our individual Counseling Time outside, instead of in a small and uncomfortable conference room. With this change in location, we believed that the girls would be more active, allowing us to interact in a more relaxed and natural environment. We initially struggled with this change, as the girls weren't that interested in the physical activity options that were offered during this free-time period (e.g., throwing a football, kicking a soccer ball). However, when we incorporated warm-up activities that the girls requested into this time period (e.g., hula-hoops, jump ropes), they became happier, more active, and more communicative with Ramona and I, therefore leading to a much more productive Counseling Time. We still struggled with team cohesion throughout the entire program as we had new participants leaving and joining the program every week, but this outside location with activities that the girls found more enjoyable enabled us to build stronger relationships with many of the participants. This was probably the biggest key for the successes we experienced in the second year of this program.

As for our Awareness Talk, Ramona and I started off the first session using the same strategy as Year 1: asking the girls to define respect and responsibility in their own words. Then, in subsequent sessions, Ramona and I provided the focus for the day by highlighting one or two of these areas. The areas that we chose to focus on were typically concepts that the participants struggled with in the previous week. For example, one week we focused on communicating respectfully, since the week before, some of the girls were yelling at teammates while others were not even communicating at all. About halfway through the summer, we found that this part of the program was becoming stale and the girls seemed to be going "through the motions" instead of thinking critically about their responses. During a brainstorming session, Ramona and I discussed how it could be very powerful for the girls to choose which behaviors they wanted to focus on during each session instead of us making these choices beforehand. We changed the Awareness Talks so that the girls both chose the behaviors to focus on, and also asked the girls to describe how we could see that they were doing these behaviors in that day's sport or physical activity. This programmatic change allowed for more involvement by each of the participants, which greatly increased their participation and effort (TPSR's second level). Interestingly, this demonstrates how although our initial program focus for this second year was on levels 1, 4, and 5, there were times throughout the program where, while not deliberately, most if not all of the TPSR

levels became a part of the program. This exhibits how well the TPSR model fits within the sport and physical activity context.

During our Reflection Time following each session's activity, we again chose to use the reflection sheets, although we adapted the sheet so that there was more space for each participant's reflections (see **Figure 3**). While the girls completed their reflection sheets, Ramona and I continued the practice of one-on-one time, where we checked in with each participant. During our planning meetings before each session, we even began to specify which leader would work with which participants, so that each individual had time with a leader to work through her reflection and goals for that day's program. Overall, we believe that this practice works extremely well, especially with the younger participants in this program and those who are not native English speakers.

As mentioned previously in the Year 1 section, one of the major challenges encountered was the lack of time available for preparing the Youth Leaders to work with *Let's Move It!* In our preparations for Year 2, I shared my experiences from Year 1 with Ramona, and we agreed that it was imperative for us to spend some time with these young leaders discussing the key elements that make up a TPSR program to ensure that these leaders were "on board" with our program. In conversations with the new Director of the *Rise N' Shine* program, I stressed the importance of the Youth Leaders in our program and I was assured that a training meeting could be scheduled. However, for reasons that we were unaware of, this meeting was not scheduled. While Ramona provided the Youth Leaders with a handout that highlighted the TPSR Model and provided an overview of some of the key concepts of the program during our first day, the Youth Leaders were not trained as we would have preferred, and it was clear that they did not "buy in" to the program or actively participate in many of the activities. While this was different than my experience in Year 1 (where the Youth Leaders were heavily involved and, at times, took away opportunities from the young girls), this experience was equally challenging, as the Youth Leaders in Year 2 did not participate for the majority of the time. This resulted in the Youth Leaders modeling behavior that negatively impacted our program, such as sitting under a tree and using their cell phone while the girls participated in the activities.

9. Epilogue. Improvements for the Future

As evidenced throughout this article, the Youth Leaders can have a huge impact on the success of *Let's Move It!* This makes it all the more frustrating that up to this

point, we have not been able to organize any effective training and have had continual issues with the interest and involvement of the Youth Leaders. It is not realistic to expect that the Youth Leaders can learn to become effective TPSR leaders through mere observation or through a 10 minute discussion before or after the first session, especially if the program is only six weeks in duration. In the future, we believe there are a few options. Ideally, we will continue to push for a two hour time period for training with the program leaders and the assigned Youth Leaders. However, if this does not occur, it might be best to run the program with minimal or no involvement from the Youth Leaders, so that they do not detract from our intended outcomes. Knowing the powerful impact that youth leaders have played in other TPSR programs (e.g., Dave Walsh's Coaching Club and Tom Martinek's Project Effort), this would not be ideal, but it might be the best option for the young girls involved with the program. Secondly, the program could use past participants as leaders of future programs. It was exciting to see some of the respectful and responsible behaviors from our two returners from Year 1, and I believe the program would only benefit in providing more deliberate leadership opportunities for the girls who have previously participated in the program. Lastly, this program will only get better through the continuing practice of consistently involving the participants in all facets of the program.

In conclusion, it was imperative for Ramona and I to realize that the group of young girls participating in *Let's Move It!* during Year 2 were very different from the girls from Year 1. In the future, we need to provide each group of girls with more voice in designing the outline for the following week, especially in terms of sport choice. Again, this stresses the need for us, as the leaders, to be flexible, always listening, learning, and adapting the program to best fit the participants' needs in order to maximize the benefits that can be attained for these girls in Detroit.

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Table 1 Example of a Lesson Plan

* Participants are referred to as P1, P2, ... , PN

July 21st – Soccer

12:30 Welcome and check in on shoes and sheets from last week

- Check in with Youth Leaders before we start – any issues?
- Ask the girls how last Thursday was (field trip), see how whole program is going
- Individual check in's (during lunch and very beginning of session)
 - o P1 – How was swimming?
 - o P2 – Missed her last week
 - o P3 –
 - o P4 –
 - o P5 – Missed her last week
 - o P6 –
 - o P7 (new) -
 - o P8 (new) - How is her sister doing?
 - o P9 (new) -

Who remembered shoes this week – put one foot up on table (and remind who already did a good job by wearing them the first and last week)

Sport is Soccer today

12: 40 Check in on poster and is there anything we want to add to our respect poster?

- Take a moment to read them quietly
 - o Have them think in their head what is one thing that they want to do when we are playing soccer that will show that they are being respectful and to remember that as we will check in half-way and at end.
- Check in on if they are reading their transfer sheets during the week and encourage them to do so
- Check in and see if they have any stories on being more responsible or respectful at home

12:45 Head outside and start warm up and have the 2 girls that wanted to lead last week to help lead this week

12:52 Introduce soccer

- Differences between passing and shooting (Gem)
- We will partner up and have them pass back and forth with partner
- Soccer footwork drills of moving one foot onto the ball and back down (like jump rope)

REMIND THEM OF THE ONE THING THEY WANTED TO WORK ON

1:05 Start game

Choose teams by color of shirts (as close as possible)

We will let them know that there are 2 team captains who were decided by how respectful they were in the session last week. They can call a timeout if things aren't going well.

Youth leaders are there to HELP, not takeover.

Gem and I: Interject helpful plays and some rules during the game

HAVE A COACH-CALLED TIME OUT and discuss if we have done our 1 respectful thing. If we have, you can set another, if you haven't – think of how you can for the last half of the game.

1:30 Start cleaning up and heading inside

Group Meeting:

1. What did we learn/talk about today?
2. A lot of requests for tennis so will do that next week!
3. What was your favorite part of the day?
4. Was there anything you didn't like about today?
 - a. No finger pointing and only 1 allowed by each person

1:42-1:45 Reflection Corner

Gem and I walk around and talk with each girl about what we noticed with their respect and responsibility and help her with her take home sheet.

Figure 1 Original Transfer Sheet

<p>NAME:</p> <p>Goals for Let's Move It!</p> <ol style="list-style-type: none"> 1. Have FUN 2. Learn different sports 3. Be a team player 4. Build relationships with others 5. Respect yourself and others 6. Be responsible for yourself 7. Listen to others 8. Learn how to lead a healthy lifestyle 	<p>My Specific Goals for this next week:</p> <ol style="list-style-type: none"> 1. 2. <p>RESPECT: Thumbs up / down/ side</p>
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Figure 2 Adapted Transfer Sheet for Final Week

<p>NAME:</p>	<p>My Specific Goals after leaving this program</p> <ol style="list-style-type: none"> 1. 2. <p>MY JOB BEING A GOOD "FOLLOWER" TODAY</p> <p>Thumbs up / down/ side</p>
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Figure 3 – Reflection Sheet: Year 2 Let's Move It!

Program _____ Date _____

How did you do today?



What did you do well?

What do you might want to work on or improve for next week?

How might you show or be respectful outside of our time together?