

Content – Personal & Social Responsibility

Learning Standard 2

Standard 2 has been interpreted to mean that throughout the K-12 physical education programs students should experience physical activity and exercise in such a way as to develop a lifelong commitment to participation in safe and personal and socially acceptable manner. By the end of grade 12, students need to know how to engage themselves and others in an appropriate manner.

Major Content Topics for Learning Standard 2 (commencement level)

Physical Activity Performance Assessments each have rubrics designed to assess the content of Learning Standard 2. Examples of the rubric language describing participant behaviors for “Social Responsibility”, “Personal Challenge, Decision-Making and Preparation” or “Safety, Etiquette, Conventions” appear in the table below.

Demonstrating Personal and Social Responsibility while engaged in Sport and Physical Activity

Demonstrate appropriate personal and social behavior:	<ul style="list-style-type: none"> • Participate energetically • Participate safely • Show self-control • Show respect for others
Personal challenge, decision-making and preparation	<ul style="list-style-type: none"> • Show willingness to challenge self and others to higher levels of performance • Make timely decisions regarding equipment selection and preparation • Adjust to unexpected conditions • Perform without need for direction or supervision
Safety	<ul style="list-style-type: none"> • Apply safety procedures consistently and effectively • Select and don equipment correctly and safely

Excerpts listed below from the *Educational Framework for Interscholastic Athletic Programs* (NYSED, 2001) may be a useful resource for defining character, civility, and citizenship in the context of physical activity. Major topics are listed within each of the three constructs and brief definitions are provided. It is recommended that teachers first discuss how each of the concepts is understood in their community with their colleagues and other school professionals. Then, teachers should facilitate discussion among students in classes to determine specific definitions, positive and negative examples to help students clarify meanings related to the class activities, and to relevant hypothetical situations.

Knowledge to ensure a safe and positive experience for all participants

Character	<ul style="list-style-type: none"> • A person of good character possesses knowledge and attitudes that are consistent with good behavior and beneficial to that person as well as others. • A person who has a well-formed character will most likely aspire to act in a consistently just and caring manner. • A person who knows what is right and has continually practiced right actions. • A person of well-formed character has less difficulty in choosing to behave morally and ethically. • A person knowing, valuing and acting on the good helps to prevent the bad from occurring. • Responsibility, accountability, dedication, trustworthiness and fair play, and self-control are all consistent with good character.
Civility	<ul style="list-style-type: none"> • A civil person shows respect to others, practicing good manners during and after physical activity, refraining from put-downs regardless of differences, and treats others as they wish to be treated. • A civil person cares about others by listening and trying to understand; they are sensitive and compassionate, and actively support other people.
Citizenship	<ul style="list-style-type: none"> • A good citizen is faithful to the ideals of the group (including the ideals of sport); they keep commitments, putting the good of the team ahead of personal gain. • A good citizen works well with others to achieve common goals, showing spirit by encouraging others and contributing to good morale. • A good citizen accepts responsibility to set a good example for other members of a team, for younger students, and other community members. • Loyalty, commitment, teamwork, and role modeling are all consistent with citizenship

(adapted from *Educational Framework for Interscholastic Athletic Programs*, pp. 3-12).

What Contributions Can Physical Education Programs Make to Student’s Growth in Personal and Social Responsibility?

Learning Standard 2 represents the contribution physical education can make to the character and social development of students. New York State has encouraged schools to engage students in learning “character, civility and citizenship” and to hold students accountable for appropriate personal and social behaviors that contribute to the safety of all students, as well as for future success in the workplace and as contributing members of families and communities. Because of the tradition of games and physical challenges, physical education, like athletics, offers opportunities to engage students in an authentic way to emotionally and socially charged situations. Success in these situations depends on using such skills as emotional self-control, patience, determination, courage, tolerance, respect, collaboration, generosity, trust, and caring. In short, the games and challenges of physical activity may provide practice in the behaviors needed for successful personal and social engagement as adults.

Physical Education and physical activity settings offer a powerful laboratory for learning and developing character, civility, and citizenship:

- Character: Individual situations that stress personal restraint and initiative;
- Civility: Interpersonal settings requiring the demonstration of mutual respect, tolerance, and cooperation with another person; and
- Citizenship: Group settings where success is dependant on effective group membership, willingness to listen and contribute, balancing individual needs with those of the group.

When teachers educate students about appropriate behaviors expected while participating in the physical activities during physical education classes, they can also engage students in cognitive learning directed at recognizing and choosing their own behaviors, developing vocabulary about feelings, and extending existing concepts and strategies for personal and social actions that may transfer outside of the classroom and gymnasium to situations not supervised by teachers and coaches.

In order to support a more deliberate emphasis on these affective outcomes, Learning Standard 2 is assessed through actions observed in physical activity (the Personal and Social Responsibility component of each sport and Physical Activity Assessment), and through stimulus-based written assessment described below.

Specific definitions of the terms “character, civility, and citizenship” are determined in the context of the community, school, physical education class, and the physical activity. It is acknowledged that definitions of such qualities as “responsible personal and social behavior” and “safe and positive experience for all” may differ among different cultures, communities, and instructional settings. The New York State Physical Education Profile provides excerpts from publications and definition of terms that have influenced the interpretation of Learning Standard 2. The formulation of specific instructional definitions may be helpful in each context in addition to those that are included in the assessments.

Teachers in each program should develop a clear statement of concepts in terms of expected behaviors for their students, and share that statement with school authorities, parents, and students. Students should help in articulating specific definitions and illustrative examples in order to understand the expectations and ground rules, and to develop a sense of ownership.

Students must be informed of expectations for behavior and definitions of concepts if they are to be held accountable for behaving in ways that are consistent with those definitions, or for demonstrating understanding of them.

Knowledge and ability need two different forms of assessment. Understanding of physical and emotional safety, character, civility, and citizenship may not necessarily reflect behavior, and behavior may not be an indicator of cognitive understanding. Two types of tasks and scoring criteria are presented: one for observed student behavior in sports and physical activities, and one for demonstrated knowledge on a written task

addressing cognitive understanding. Both use a developmental progression from novice to proficiency for the relevant task.

Background for Preparing Content

Physical educators have long claimed that the physical activity environment offers a rich opportunity for students to develop values and behaviors associated with character, civility, and citizenship that are valuable not only in sport and activity, but also in one's adult roles as part of the family, community, and workforce. In recent years, federal and state policy-makers have identified some of the personal and social qualities they expect students to have acquired by the time they leave high school, assume adulthood, and enter the workforce. An analysis of these documents shows a close parallel to the qualities physical educators teach students in the context of physical activity: teamwork, cooperation, competition, fairness, honesty, determination, etc.

1. Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor, 1991). The SCANS Report was a driving force behind the Goals 2000 Educate America Act. It represented the Federal government's effort to examine the demands and expectation of the current and future work place and determine whether young people were capable of meeting those demands. It focused on skills including categories of personal and interpersonal skills, "defining the know-how American students and workers need for workplace success and in the applications of its principles in communities across the United States;" "to encourage a high-performance economy characterized by high-skills, high-wage employment."

2. Essential Skills & Dispositions (NY State Education Department's, 1992). The Task Force on Creating Career Pathways for New York's Youth (1991) was established to address the same workforce issues in New York State. It was based, in part, on the *SCANS Report* (1991). The Curriculum and Assessment Council, in turn, framed its list of essential skills and dispositions that were considered critical not only to the workforce but to school, family and life in general. The information regarding developing personal competence and developing interpersonal and citizenship competencies was embedded in the content of the curriculum, instruction, and assessment framework from which the Learning Standards for Health, Physical Education, and Home Economics (1996) were developed.

3. Career Development and Occupational Skills (CDOS) (NY SED, 1996). CDOS formalized the universal foundation skills and competencies essential for success in the workplace that include basic skills, thinking skills, personal qualities, and interpersonal skills. Managing resources was based on the Essential Skills & Dispositions.

4. Safe Schools Against Violence in Education Act (SAVE, 2000). This legislation required schools to incorporate instruction in civility, citizenship and character education into existing K-12 curricula. The State Learning Standards for Social Studies and for Health, Physical Education and Family and Consumer Sciences include many of the elements listed in the Project SAVE curricular requirements. School districts are encouraged to establish a process for analyzing their existing efforts in providing instruction in civility, citizenship, and character education.

5. Educational Framework for Interscholastic Athletic Programs (NY SED, 2001). Educators and coaches who represent a variety of school-based athletic organizations in New York State designed this initiative. The goals were to provide guidelines for interscholastic athletics programs to "craft effective mission statements; identify educational goals in athletic programs; identify action steps to develop a quality interscholastic athletic program; and assess specific sports teams in regard to competence, character, civility, and citizenship."

Planning Progression for K-12 Curriculum and Assessment

Learning Standard 2 expectations for physical activity behavior and applying safe personal, social, character, and civility behavior, should be learned throughout the K-12 program. The following table summarizes a Learning Standard 2 planning progression from the primary to commencement level.

	Learning Standard 2
Commencement Level	<p>Content: In physical activity settings, students are expected to apply safe and responsible personal and social behaviors, take advantage of opportunities for leadership and decision-making, and apply concepts of character, civility and citizenship to both personal behaviors and in the understanding of the behaviors of others. In instructional settings, the application of safe and responsible personal and social behavior and the concepts of character, civility, and citizenship will be emphasized in a variety of situations.</p> <p>Physical Education Profile Assessment includes: 1) sport and physical activity performance tasks (rubric-based) provide opportunities for students to demonstrate safety and personal and social responsibility while engaged in physical activity; and 2) a cognitive performance task provides opportunities for students to analyze and synthesize information pertaining to a variety of physical activity situations and leads to the development of a recommendation based on the concepts of safety, responsible personal and social behavior, and character, civility, and citizenship.</p>
Intermediate Level	<p>Content: In physical activity settings, students are expected to apply safe and responsible personal and social behaviors. In instructional settings, comprehension of the concepts of personal and social responsibility through identification of specific behaviors consistent with safety and character, civility, and citizenship, in the context of physical activities is emphasized.</p> <p>Assessment Strategy includes: 1) sport and physical activity performance tasks (rubric based) provide opportunities for students to demonstrate safety and personal and social responsibility while engaged in physical activity; and 2) a cognitive performance task provides an opportunity for students to show knowledge, comprehension, and application of appropriate personal and social responsibility concerning the identification of behaviors consistent with the concepts of character, civility, and citizenship.</p>
Elementary Level (upper)	<p>Content: In physical activity settings, students are expected to apply safe and responsible personal and social behaviors. At the upper elementary level, students are introduced to vocabulary and concepts of safety, personal and social responsibility, and character, civility, and citizenship through specific examples in the context of physical activities.</p> <p>Assessment Strategy includes: 1) Physical activity performance tasks (rubric based); and 2) a series of written cognitive performance tasks related to identifying behaviors consistent with the concepts of safety, responsible personal and social behavior, and character, civility, and citizenship.</p>
Elementary Level (primary)	<p>Content: In physical activity settings, students are expected to apply safe and responsible personal and social behavior. At the lower elementary level, awareness of terminology and concepts of safety and personal and social responsibility in the context of physical activities are emphasized.</p> <p>Assessment Strategy: 1) Physical activity performance tasks; and 2) a series of written cognitive tasks related to identifying behaviors consistent with the concepts of safety and personal and social behavior.</p>