Taking Personal & Social Responsibility:

☺ This Is How We Roll ☺

**IRRESPONSIBILITY – Student denies personal responsibility, makes excuses & blames others for abusive behavior.**

* **Verbal & physical abuse (name calling & making fun).**
* **Intimidation or bullying, hogging equipment or space.**
* **Inability to control temper/peacefully resolve conflict.**
* **Disrupts the work or play of others.**

**RESPECT – Involves respect for self & the rights and feelings of others; includes self-control, the right to peaceful conflict resolution, and everyone's right to be included.**

* **Shows self-control allowing others to listen.**
* **Includes everyone allowing others to participate.**
* **Solves conflicts peacefully.**
* **Does not disrupt the work and play of others.**

**PARTICIPATION – Helps student have a positive experience; consists of self-motivation, the importance of experimenting & effort, along with the courage to persist.**

* **Is self-motivated.**
* **Always gives their best – even when it’s not their favourite activity.**
* **Tries new things and persists when things get tough…never giving up.**
* **Have a personal definition of success (it may be achieving a goal - it may be winning a competition).**
* **Takes part as directed, mostly under teacher supervision, and works towards being more independent.**

**CARING – Emphasis is on sensitivity and compassion; includes interpersonal skills and contributions to society.**

* **Shows good interpersonal skills (is sensitive towards others, shows care and compassion, recognises the needs and feelings of others).**
* **Listens and responds without being judgemental.**
* **Helps others when they want help or need it.**
* **Shows inner strength (the ability to resist peer pressure and step up as a leader).**
* **Makes sure everyone in the group has an equal opportunity to be involved.**
* **Acknowledges the other teams’ skills or efforts.**
* **Proactively applies fair play/honest rules.**
* **Works with anyone and readily accepts others as part of the group making them feel welcome.**

**SELF DIRECTION – Each self-directed goal is equal & not always based on its popularity in society; involves on-task independence, goal-setting, and working towards an understanding of one's needs.**

* **Demonstrates on-task independence (can do task without teacher standing over).**
* **Sets personal goals and self-standards.**
* **Shows the courage to resist peer pressure (focusing on achieving what’s best for them).**
* **Is fully involved and active (but not dominating).**
* **Plays by the rules and “picks up” after themselves.**

**OUTSIDE OF PE – Students are challenged to transfer & apply what they’ve learned in the other four areas to the reality of their life outside of our PE program.**

* **Tries all four goals in other areas of school life.**
* **Tries all four goals at home and in family life.**
* **Tries all four goals in other areas of community life.**
* **Is a role model.**
* **Assists others in reaching this level.**