

A TPSR—BASED KINESIOLOGY CAREER CLUB FOR YOUTH IN UNDERSERVED COMMUNITIES

UN CLUB PARA EL DESARROLLO PROFESIONAL EN KINESIOLOGÍA DE JÓVENES DE COMUNIDADES MARGINADAS BASADO EN EL MODELO TPSR

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ABSTRACT

The Kinesiology Career Club (KCC) is a physical activity program extension of Hellison's Teaching Personal and Social Responsibility Model (TPSR). The program runs during second period physical education in a low performing inner city high school. Approximately 12-15 youth are selected to participate in the program each semester. The physical activity content is a combination of martial arts, weight training, dance, and fitness activities. A university professor runs the program with the help of six to eight undergraduate kinesiology students. The primary goal of KCC is to help youth envision and explore their positive "possible futures". The more specific goals include: a balance of hoped-for-selves and feared-selves, as suggested by the theory of possible selves; enhance TPSR goals of respect, effort, goal-setting, and leadership skills in the program and the connection of these goals as important for their futures; and chart the necessary steps first to becoming a professional in kinesiology followed by the necessary steps for their own careers of choice. The purpose of this article is to describe the four KCC phases, the youth workbook, and the service learning component that addresses how undergraduate kinesiology students mentor the youth within the program.

RESUMEN

El Club de Orientación Profesional en Kinesiología es un programa de actividad física derivado del Modelo de Enseñanza para la Responsabilidad Personal y Social de Hellison (Teaching Personal and Social Responsibility — TPSR). El programa se lleva a cabo durante la clase de educación física, la segunda en el horario matinal, en una escuela secundaria urbana caracterizada por el bajo rendimiento académico de su alumnado. Entre 12 y 15 jóvenes, alumnos de este centro, son seleccionados cada semestre para participar en el programa. El contenido de actividad física incluye artes marciales, entrenamiento con pesas, danza y

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mantenimiento-fitness. Un profesor de la Universidad dirige el programa con la ayuda de entre seis y ocho alumnos, estudiantes de kinesiología. El objetivo principal del club es ayudar a los jóvenes a imaginar y explorar “posibles futuros” positivos. Más en concreto, los objetivos se dirigen a la búsqueda del equilibrio entre los yo-deseados y los yo-temidos, como sugiere la teoría de los yo-posibles; a realzar, de acuerdo con el modelo TPSR, los valores de respeto, esfuerzo, establecimiento de metas, habilidades de liderazgo, así como el relevante papel que pueden desempeñar en la configuración de su futuro; y a esclarecer los pasos necesarios para llegar a ser un profesional de la kinesiología o de otras carreras o profesiones de su elección. En este contexto, este artículo tiene por objeto describir las cuatro fases del trabajo semestral del club, el cuaderno de los alumnos y el aprendizaje en prácticas de los estudiantes de kinesiología que hacen de mentores de los jóvenes que participan en el programa.

KEYWORDS. Possible futures, careers, TPSR, underserved youth, at-risk youth, youth development.

PALABRAS CLAVE. Futuros posibles, carrera profesional, TPSR, juventud marginada, jóvenes en riesgo, desarrollo juvenil.

1. Introduction

I studied under Don Hellison at the University of Illinois at Chicago. My dissertation involved the creation, implementation, and research of a program called “Career Club.” I recruited seventh and eighth graders who had at least one year and up to four years of participation in a TPSR program. The program was an extension of Hellison’s (2011) TPSR. It was based on the rationale that students in Chicago’s TPSR programs were not transitioning well to the work world, college, or other aspirations viewed as meaningfully contributing to society. Based on various data sources, Career Club seemed effective in providing a meaningful career exploration of coaching as a possible future. Data also seemed to suggest that linking these coaching experiences to elements necessary for the realization of their choices for future orientation was also realized (Walsh, 2008).

In 2003, I became a new Professor in the Department of Kinesiology at San Francisco State University (SFSU). For the next eight years I ran various TPSR programs in San Francisco’s most underserved neighborhoods. I spent four years implementing a Coaching Club—a TPSR approach that uses team sports as the physical activity content. The next three years I implemented a TPSR Fitness Club at the Mission YMCA of San Francisco. I aimed to first develop a core of youngsters in one of my programs, and then implement an updated version of Career Club when the students became a few years older. In the Coaching Club, students were

in fourth and fifth grade. They would then move on to several different middle schools for sixth through eighth grade, which limited their ability to stay connected to my program. The Fitness Club took place at a YMCA that had limited space and ran a majority of their programs at local schools off site. Students who did attend the YMCA had to travel long distances to get to the program, which limited their consistency and resulted in a high turnover rate.

My updated idea was to run the new Career Club with high school students because the “possible futures” emphasis seemed more relevant to this age with college in their near future. I also wanted to implement the program without it having been an extension of a previous TPSR program. As an extension, a site would need to provide a multi-year commitment, along with a select group of students that could potentially participate in the program for several years. My first seven years running programs in San Francisco proved this to be too difficult. I also felt that the program would be more relevant for other youth workers if they viewed it as an approach that could be implemented right away. The updated Career Club, called the “Kinesiology Career Club” (KCC), aims to help high school freshmen envision, explore, and contemplate meaningful possible futures decisions. The purpose of this article is to describe the four KCC phases, the youth workbook for each phase, and the service learning component that addresses how SFSU Mentors guided students within each phase. Additional KCC documents are also provided.

KCC was first implemented in spring 2011. The program takes place at Mission High School in San Francisco, California, a low performing inner city high school. The school has a diverse population with the following ethnic breakdown: 14% African American, 23% Asian, 46% Latino, 9% Caucasian, and 8% other. KCC takes place during second period physical education class every Tuesday and Thursday and runs for 75 minutes. The class has approximately 50 students (mostly freshman and sophomores), and 12 to 15 of them are selected to participate in KCC. Approximately 10 of the students are randomly assigned with an even number of boys and girls. The physical education teacher also selects some students who are not performing well academically, getting in trouble in school, or having difficulty at home. In other words, he selects the students who seem to need extra help and support. The physical activity content is a combination of martial arts, weight training, dance, and fitness activities. KCC includes TPSR's prioritization of the instructor-student relationship through the concern for each student's emotional, social, and physical well-being. KCC is empowerment-based, giving

them various leadership roles of teaching the physical activities, having a voice in the program's direction, and being able to evaluate themselves and the program. KCC also helps students explore, become aware, and self-evaluate experiences related to contemplating their “possible futures”.

Specifically relevant to KCC is the theory of possible selves, which is based on those components of the self that represent “what we would like to become” (hoped-for-selves) and “what we are afraid of becoming” (feared-selves). The theory of possible selves was created to complement conceptions of self-knowledge with representation of individual goals, motivational factors, fears, and anxieties (Oyserman & Markus, 1990). According to this theory, the balance between hoped-for-selves and feared-selves enhances motivation and regulates the direction of behavior. Essentially, a given hoped-for-self will have maximal motivational effectiveness when balanced by a possible feared-self within the same domain. A possible feared-self, therefore, represents what could happen if a desired state is not realized, and is most effective as a motivational resource when balanced with a positive hoped-for-self, thus providing the motivation to avoid the feared outcome. Heightened motivation is fostered by the ability to counter future failure worries or fears with detailed images of attaining desired outcomes (Oyserman, Terry, & Bybee, 2002).

KCC is also part of a service learning internship, in which a select group of SFSU undergraduate kinesiology seniors apply to take the course, Kinesiology 696: Kinesiology Community-based Internship. Approximately six to eight university students are selected for the course, and it is an ongoing experience every semester. Some of their responsibilities include teaching the various physical activities, written program observations, mentoring either one or two students at the end of every program session, written reflections of the mentoring sessions, and a summarized mentoring outline at the end of the semester (see appendix E). They also create an on-going folder with various documents for each student such as workbooks entries (see appendix A), charting the necessary steps in at least one of the many careers in kinesiology (see appendix B & C), charting the steps to students' careers of choice (see appendix D), and providing additional college and other career documentation.

2. TPSR and KCC Similarities and Differences

TPSR Purpose: To teach students to take responsibility for their own well-being and for being sensitive and responsive for the well-being of others.

KCC Purpose: To help students envision and explore their positive “possible futures”.

TPSR Convictions: Integration of life skills into the physical activity content, transference of these skills beyond the program, gradually shift responsibility to the students (empowerment), and maintain relationships with them from a strength-based approach.

KCC Convictions: Same as TPSR.

TPSR Goals: Respect for the rights and feelings of others (Level 1), effort and teamwork (Level 2), self-direction and setting goals (Level 3), helping and leadership (Level 4), and the transference of these four goals outside the gym (Level 5).

KCC Goals: The primary goal of KCC is to help youth envision and explore their possible futures. The more specific goals of KCC are as follows: 1) balance their hoped-for-selves and feared-selves –as suggested by the theory of possible self– to maximize motivation to stay in school (Oyserman, Terry & Bybee, 2002); 2) enhance TPSR goals of respect, effort, goal-setting, and leadership skills in the program and the linking of these TPSR goals as important for their futures; 3) chart the necessary steps to first becoming a professional in kinesiology, which provides a practical experience in a specific career; and then 4) chart the necessary steps for their own career(s) of choice. Strategies for matriculating and graduating from college are also utilized.

TPSR Lesson Format: Relational time, awareness talk, physical activity lesson, group meeting, reflection time.

KCC Lesson Format: Same as TPSR, however an extended mentoring session is combined with TPSR reflection time.

3. KCC Four Phases & Daily Format

KCC runs for approximately 12 weeks in both fall and spring semesters and progresses through four phases. The following description provides the goals of each phase followed by the conjoined TPSR and KCC daily format within each phase. Each phase runs for approximately three weeks.

3.1. Phase One

Goals: Use TPSR daily format and strategies to introduce the program including the various physical activities. This phase focuses on Level 1, respect and Level 2,

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effort. We aim to begin building relationships with the students, have them voice their opinions about the program content and structure, and introduce the field of kinesiology. We also introduce the combined TPSR reflection time and mentoring time. Mentoring time is a significant component for the positive “possible futures” emphasis that takes place throughout the program. We talk about our own choice to study kinesiology, connect the physical activities in KCC to the basis and foundation of the field of kinesiology, and encourage the students to talk about their own career interests. We also bridge Levels 1 and 2 to being successful in kinesiology. For example, at the university it is important to be respectful to your professors and classmates, and you need to put forth a lot of effort in the kinesiology courses to get good grades and earn a college degree.

Relational Time (before and after class): Similar for all phases, however the depth and connection with students intensifies in later phases. The main point is to develop relationships by conveying that they are unique individuals, have strengths and a voice that matters, and the ability to make good decisions.

Awareness Talk: Describe TPSR Level 1, respecting the rights and feelings of others, which includes controlling their temper and having self-control, and TPSR Level 2, putting forth effort in the day's activities. This component is mostly instructor led.

The Lesson: Integrate Levels 1 & 2 into the physical activity. All activities are teacher directed. We aim to teach the basic techniques of martial arts, weight training, dance, and fitness activities. The idea is to provide a foundation in the physical activities during this phase, and then for the next three KCC phases, students will be asked to set goals and lead these activities.

Group Meeting: Group students together for this post session meeting. We aim to create an authentic discussion about the session, including likes, dislikes, how the group performed with respect and effort, and changes in future sessions. We also describe becoming proficient in understanding and performing the physical activities as the basis of kinesiology.

Reflection Time & Mentoring Time: SFSU Mentors each meet with one or two students to begin creating a unique relationship and help fill out their workbook (see appendix A for Phase One Reflection Time). Mentors work with the same students for the entire semester. Phase one asks students to reflect on TPSR Levels 1 & Level 2, and document their performed martial arts, weight training, fitness, and dance activities. SFSU Mentors will talk about the field of kinesiology, why they chose to study kinesiology, various kinesiology courses they liked and

disliked, and what careers they plan on pursuing. The mentors are encouraged to share things about themselves outside of career aspirations, and ask questions to learn about the students' lives. Appendix E provides stage specific observation questions to help guide the mentoring session.

3.2. Phase Two

Goals: Phase one goals are estimated to have been achieved when the majority of students have demonstrated Level 1 and 2 TPSR goals, and a basic understanding and ability to perform the various physical activities. Phase two begins to empower students to take on the advanced TPSR responsibilities of Level 3, goal-setting and Level 4, leadership. Students are asked to set goals in martial arts, weight training, dance, or fitness activities. They are also encouraged to take on small leadership experiences, and teaching the activities they worked on during goal-setting time. We encourage them to consider a career in at least one of the many sub-disciplines of kinesiology (see **appendix B**), connect the physical activities and goal-setting and leadership in the program to being successful in the field of kinesiology, and begin to chart the steps to earning a college degree in kinesiology (see appendix C). The idea is to give students an opportunity to try out a career in KCC by selecting one of the many sub disciplines in the field. It is not intended to indoctrinate students into a specific career, but rather provide practical experience to develop confidence, meaning, and success, which aims to motivate them stay in school and pursue their own careers interest. Phase two also aims to have students reflect on what they are currently doing in school and out of school that both help and hinder their futures (see list of hurt and help goals in **appendix C**).

Relational Time (before and after class): The depth and connection of the relationships with the students intensifies from phase to phase. Helping the students work on leadership and goal-setting aims to create an environment that fosters a unique relationship and a deeper connection.

Awareness Talk: Provide a reminder of Levels 1 & 2 and empower students to provide their interpretations of what these responsibilities mean in their own words. Phase two introduces Level 3, goal-setting and Level 4, leadership. In addition, we make the connection between Levels 1-4 to a successful future within the field of kinesiology.

The Lesson: Integrate Levels 1 & 2 into the physical activity part of the time with instructor directed activities. Integrate Level 3 & 4 into the physical activity for

approximately 50% of the time. During the lesson, help make the connection of these responsibilities as the foundation for a career in kinesiology.

Group Meeting: Group students together for this post lesson meeting. Ask students who provided leadership to discuss their experience. Also ask students what they focused on for goal-setting time. Instructors and mentors provide feedback including how the class performed with Levels 1-4, and also how these responsibilities connect to a career and possible future in kinesiology.

Reflection Time & Mentoring Time: SFSU Mentors each meet with the same one or two students to help fill out their workbook (see appendix A for Phase Two Reflection Time). Phase two asks the students to reflect on Levels 1-4, and document their martial arts, weight training, dance, and fitness activities. SFSU Mentors also help the students connect the TPSR Levels to a profession in the field of kinesiology, create discussions about careers in kinesiology, and systematically outline the necessary steps to becoming a professional in kinesiology. A full outline should be completed around session six or seven (see appendix C). Other documents related to the field of kinesiology will also be provided. Appendix E provides stage specific observation questions to help guide the mentoring session.

3.3. Phase Three

Goals: Phase two goals are estimated to have been achieved when the majority of students have demonstrated Levels 3 and 4 TPSR goals, and have identified and outlined the necessary steps to achieving a college degree in one of the kinesiology sub-disciplines. Phase three continues to empower students to work on TPSR Levels 1-4. Goals setting time and leadership roles are extended with more responsibility. I call this “The Big Idea.” We introduce the potential transference of the steps to a career in kinesiology with the necessary steps for the students' future careers of choice. The big idea is to link phase two experiences of understanding how to be successful in kinesiology to understanding how to be successful in their own careers of choice. Students actively reflect on what they would like to pursue as a career, and effectively discover ways to link what they learned about kinesiology to their own future career interests (see appendix D). We also introduce the importance of having both potential hopes and potential fears—as suggested by the theory of possible selves—and having the hard work, positive attitude, and preparation needed to be successful.

Relational Time (before and after class): Continue fostering relationships with the students. Create informal conversations about their own careers of choice.

Phase three discussions and connections are more personal and specific to each student.

Awareness Talk: Ask for a reminder of Levels 1-4, allowing students to provide their interpretations of how they connect to the field of kinesiology. Additionally, we make the connection between Levels 1-4 and kinesiology to any career. We focus on the hard work, positive attitude, preparation needed to be successful, and the idea of having both hopes and fears.

The Lesson: Integrate Levels 3 & 4 into the physical activity most of the time. More time is devoted to the students working on their goal-setting and leadership roles. Main student leaders help other students, who may not have taken on leadership responsibilities up to this point, begin to do so. We help make the connection between these responsibilities, kinesiology, and to how they relate to any career.

Group Meeting: Group students together for this post lesson meeting. Ask students about their goal-setting and leadership experiences. Instructors and mentors provide feedback including how the students performed with Levels 1-4, and also how these responsibilities connect to kinesiology and any career of choice.

Reflection Time & Mentoring Time: SFSU Mentors each meet with the same one or two students to help fill out their workbook (see appendix A for Phase Three Reflection Time). Phase three asks students to reflect on Levels 1-4, and document their martial arts, weight training, dance, and fitness activities. SFSU Mentors help students connect the TPSR Levels and the field of kinesiology to any career of choice. SFSU Mentors create discussions about students' careers of choice and systematically link the steps in kinesiology to their careers of choice. They begin charting the steps for their own choice of careers, and discuss the hard work, positive attitude, and preparation needed to be successful. They also introduce the idea of understanding potential hopes and potential fears. While it is important to acknowledge both hopes and fears, the discussions focus more on the potential hopes, and acknowledge the importance of understanding and identifying potential fears. Appendix E provides stage specific observation questions to help guide the mentoring session.

3.4. Phase Four

Goals: Once phase three goals are mostly achieved, phase four continues to empower the students to work on TPSR Levels 1-4. We introduce Level 5, outside the gym, and address how what they do in school, home, and in the streets all

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impact their futures. Phase four discussions focus solely on students' careers of choice. We further reinforce the connection between TPSR Levels, and what might prove necessary for the practical realization of their possible futures, including both potential hopes and fears. We provide additional insight into the degree of hard work, positive attitude, and preparation needed toward the realization of their possible futures. The possibilities are endless and reflect current career interest of the students (e.g., fireman, doctor, professional athlete, coach, teacher, construction worker). We continue and complete charting the steps for their careers of choice (see appendix D), and provide extra documentation related to their choices.

Relational Time (before and after class): As relationships intensify, in this final phase of the program, we encourage the students to reflect on their daily experiences and how they enhance and/or inhibit a positive “possible future” for themselves.

Awareness Talk: Ask for a reminder of Levels 1-4, allowing students to provide interpretations of how they connect Levels 1-4 to their careers of choice. We introduce Level 5, outside the gym, and address how what they do in school, home, and in the streets impacts their futures. We continue to describe the hard work, positive attitude, and preparation needed to be successful.

The Lesson: Integrate Levels 1-4 into the activity allowing students to establish the direction of the program. They determine the format of activities, who will teach including the option of the instructor and SFSU Mentors taking lead of the program. Backing off of students' leadership and goals-setting could foster time to reflect on their own careers of choice.

Group Meeting: Group students together for this post lesson meeting. Ask students about the session. We also create discussions based on their own careers of choice. Instructors and mentors provide feedback including how the class performed with Levels 1-4, and also how these responsibilities connect to any career of choice.

Reflection Time & Mentoring Time: SFSU Mentors each meet with the same one or two students to first fill out their workbook (see appendix A for Phase Four Reflection Time). Phase four asks students to reflect on Levels 1-5, and document their martial arts, weight training, dance, and fitness activities. In phase four, SFSU Mentors help students connect the TPSR Levels to any career of choice. SFSU Mentors create discussions about the students' careers of choice and the steps to their careers of choice. They also aim to balance potential hopes and fears.

Students who talk more about hopes are encouraged to reflect on possible fears, and the students who talk more about fears are encouraged to reflect more on possible hopes. These discussions should always have a slightly stronger hoped-for-selves feel to them to give student future behaviors a motivational direction. SFSU Mentors should finish charting the steps to their own careers of choice (see appendix D) and also provide additional documentation related to the fields. Appendix E provides stage specific observation questions to help guide the mentoring session.

4. Conclusion

I believe it is important to conduct formal research on programs, especially when a new approach is being implemented. Research was conducted on the first implementation of KCC, and an article in the upcoming TPSR monograph on research/program evaluation will provide a detailed analysis. I also believe as both the creator of the program and teacher of the program, my own reflections are relevant when determining whether the program was effective or not, and what changes need to be made for the future. In general, most students demonstrated respect and effort the majority of the time, which are concepts supported by their school environment. They seemed to appreciate being empowered to work on their own goals and provided leadership in the program, which were two concepts that seemed limited in the school environment. We constantly made the connection of the importance of these TPSR life skills for their futures, which seemed to be new, relevant, and well accepted concepts.

The program helped students understand and articulate both hopes and fears, but it is not yet determined if KCC helped them “balance” the two as suggested by the theory of possible selves. Determining balance seems very difficult to evaluate. It is also evident that KCC helped students chart both the steps for a career in kinesiology and various careers of their own choosing. However, at times, some students became disinterested with talking about kinesiology as a career, and others did not want to talk about their own possible future ideas. While KCC had four distinct phases, I learned that I need to be flexible and adaptable to each student's interests. I have the resources to individualize parts of each session with several SFSU Mentors helping run the program.

Phase one was designed to introduce the program, have students experience the various physical activities, participate in the daily format, and begin the mentoring process with an SFSU Mentor. I might have moved too quickly by immediately

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asking students to consider kinesiology as a career –more of a phase two characteristic. Some could have interpreted the strategy as more indoctrinating rather than welcoming. The goal of phase one is designed to let students know “who we are” from the university and how at least one of the many sub-disciplines of kinesiology involves our own career interest. I think it is appropriate to tell students in a concrete, simple way that we are going to ask them to experience kinesiology as an example of a career during phase one. Then, later remind them in phase two that we are going to use the kinesiology model we talked about. Phase two asks students to think about kinesiology as a potential career. Students are encouraged to set goals in at least one of the several physical activities taught in the program, and then asked to take on leadership roles by teaching these activities to others. The purpose of having students set goals and take on leadership roles is to provide a hands-on, practical, and real world example of a specific kinesiology career (e.g., coaching, teaching, personal training). I will keep phase one and phase two discussions and activities separate in the future.

In phase three when asked to reflect on their own careers of interest, some students had a “sleeper effect”. In other words, talking about their futures was a novel experience for many of them, which took time to internally process. It seemed that some students began describing societally driven careers to the SFSU Mentors rather than their own interests. For example, one student originally talked to his SFSU Mentor about wanting to be a lawyer. As the weeks progressed, the student seemed uninterested in talking about the steps needed for this career. He eventually said to his mentor, “I really like art and want to design hats, T-shirts, and shoes”. It changed the direction of the mentoring session for the rest of the program. We considered this a breakthrough for the student, which resulted in more sincere and authentic mentoring sessions. I now realize that coming up with an initial career that might not necessarily be personally interesting is still relevant. These initial discussions may provide the necessary reflection and platform –possibly over several sessions– for students to eventually come up with their own ideas.

Properly training the SFSU Mentors was also a decisive strategy that led to the successful implementation of KCC. A detailed syllabus was provided with TPSR and KCC readings. The assignments for the SFSU Mentors (see appendix E) were also designed to provide structure for the mentoring component, and keep them on-task within the designed four KCC phases. They needed to turn in weekly reflections answering these questions, which allowed me to read about what was

happening with the mentoring dynamics. We also had a post program meeting after every session to discuss the success of the program, what needed to be changed the next session, and how to support and help one another in the mentoring component. While I believe the program was successful and met the majority of its goals, I anticipate that KCC will evolve over the next several years with more ideas, strategies and modifications to better help students explore, envision, and embody their positive possible futures.

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Appendix A: Kinesiology Career Club Workbook

Phase One Goals:

- o Introduce the Kinesiology Career Club
- o Learn about and experience the various physical activities
- o Introduce the field of kinesiology and the SFSU Mentoring Time

Phase One Workbook Questions:

- o What did you learn about kinesiology?
- o What did you learn about college?
- o Are you changing in any ways that will help your positive possible future?

Phase Two Goals:

- o Set goals in the program
- o Take on leadership roles in the program
- o Learn about the steps to a future in kinesiology

Phase Two Workbook Questions:

- o Has today's experiences helped push you toward or away from thinking about a kinesiology career?
- o How does learning about kinesiology help you think about and prepare for other careers?
- o Are you changing in any ways that will help your positive possible future?

Phase Three Goals:

- o Advance in goal-setting and leadership skills
- o Explore the idea of potential future “hopes” and “fears”
- o Link the steps to a career in kinesiology to any careers choice

Phase Three Workbook Questions:

- o What do you hope to become in the future?
- o What are you afraid of becoming in the future?
- o What are you doing to help OR hurt your future?
- o Are you changing in any ways that will help your positive possible future?

Phase Four Goals:

- o Learn about “outside the gym”
- o Balance potential “hopes” and “fears”
- o Advance in the steps needed for your careers of choice

Phase Four Workbook Questions:

- o What have you learned about your own careers of choice?
- o Do you have a balance of hopes and fears?
- o Why is it important to balance hopes and fears?
- o Are you changing in any ways that will help your positive possible future?

PHASE ONE REFLECTION TIME- DATE:

Responsibilities: Respect: High Okay Low Effort: High Okay Low

Comment on Respect and/or Effort: _____

Comment on Your Mentor’s Career: _____

Answer a Phase One Question: _____

Weight Training	Weights/Reps	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment
Biceps & Triceps		
Shoulders		
Squats & Lunges		
Pushups		
Crunches		
Other?		

Martial Arts	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment
Front Kick	
Round House Kick	
Side Kick	
Punches	
Blocks	
Jump Kicks	
Crunches	
Other?	

Dance	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment
Fitness Activities	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment

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PHASE TWO REFLECTION TIME – DATE:

(SIMILAR FOR PHASES THREE AND FOUR)

Responsibilities: Respect: High Okay Low Effort: High Okay Low
Goal-Setting: High Okay Low Leadership: High Okay Low
Comment on Goal-Setting and/or Leadership: _____

Comment on One of the Kinesiology Careers: _____

Answer a Phase Two Question: _____

Weights	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment

Martial Arts	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment

Dance	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment

Fitness Activities	(B)Beginner/(P)Proficient/(T)Can Teach It: Comment

Appendix B

Careers in Kinesiology

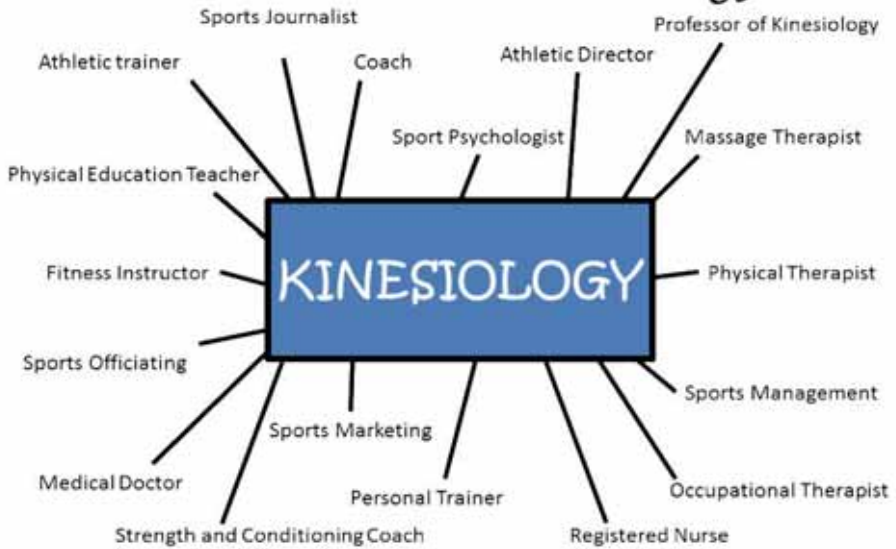
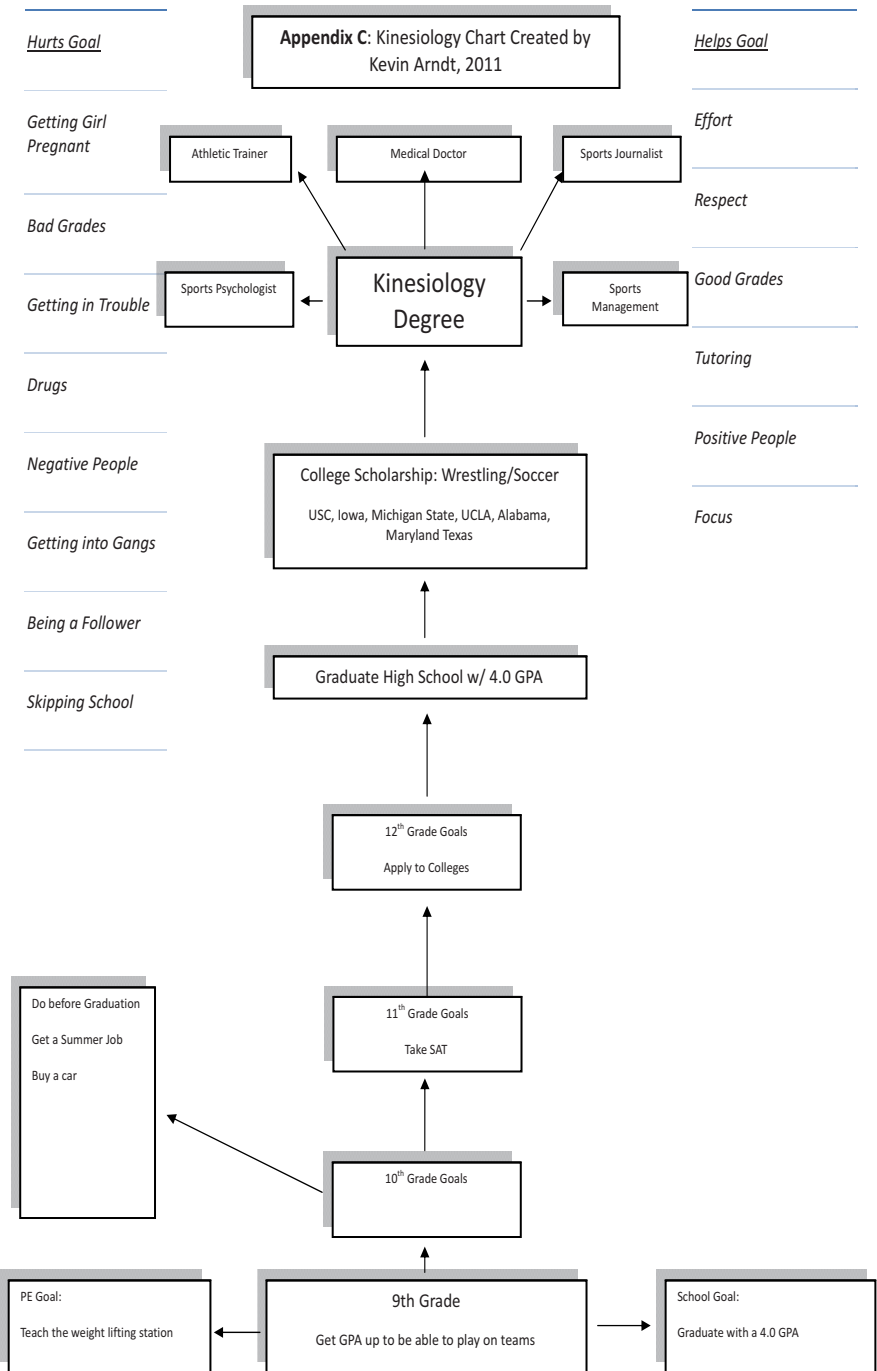


Chart created by Jackie Domecus, 2011

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Hurts Goal

Getting Girl Pregnant

Bad Grades

Getting in Trouble

Drugs

Negative People

Getting into Gangs

Being a Follower

Skipping School

Helps Goal

Effort

Respect

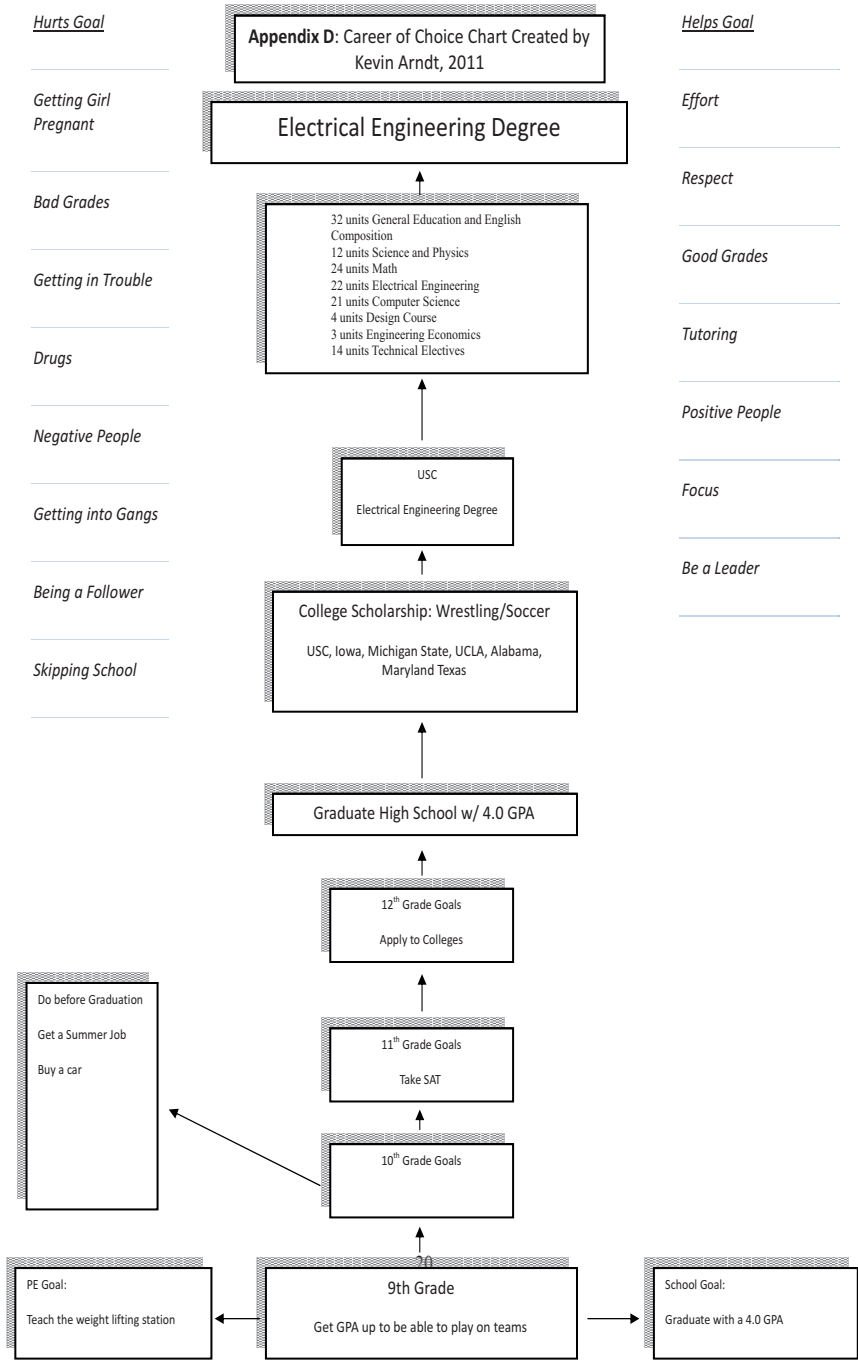
Good Grades

Tutoring

Positive People

Focus

Be a Leader



Appendix E

Program Observation Questions, Mentoring Observation Questions, & Mentoring Outline Example

Program Observation Questions (same throughout the program):

- How did the students respond to the instructors and program? Include their behaviors and attitudes.
- How did the students handle their responsibilities?
- Are the students getting a better sense of their future?
- What contributions has this youth work made to your life? (Only answer this question if something new came up since the previous reflection)
- Provide any additional comments, kid quotes, and suggestions.

Mentoring Observation Questions (different for each phase):

Phase One Questions:

- How did you describe kinesiology and why you chose this major?
- How did you connect Levels 1 & 2 to your kinesiology experiences?
- What did you say about the career(s) you are pursuing?
- What did you say about what helps and hurts your future?
- What did you share about yourself outside of career aspirations?
- What details did you learn about the students?
- Is there anything else you would like to write about from the mentoring session?

Phase Two Questions:

- How did you connect Levels 3 & 4 to your kinesiology experiences?
- How did you create discussions about careers in kinesiology?
- In what ways did you connect goal-setting and leadership with the physical activities to being successful in kinesiology?
- What did you chart for the kinesiology?
- What details did you learn about the students?
- Is there anything else you would like to write about from the mentoring session?

Phase Three Questions:

- How did you connect Levels 1-4 in kinesiology to the students' careers of choice?
- How did you connect kinesiology steps to the students' careers steps?
- What did you chart for the students careers of choice steps?
- How did you introduce the idea of having both "hopes" and "fears"?
- What details did you learn about the students?
- Is there anything else you would like to write about from the mentoring session?

Phase Four Questions:

- How did you connect Level 5 "outside the gym" to the students' careers of choice?
- How did you describe having a healthy balance of both "hopes" and "fears"?
- How did you advance in the steps and what did you chart for the students' careers of choice steps?
- What details did you learn about the students?
- Is there anything else you would like to write about from the mentoring session?

Mentoring Outline Example (Steps Created by Cristina Valles, 2011)

1) I began the mentoring process by introducing myself and my career goals, what I am interested in as far as the future is concerned, and describing my experience with majoring in kinesiology. I explained kinesiology in laymen terms and asked my student to share a little about herself. I talked about KCC and its goals and then asked for feedback on her first day.

2) We had a conversation about what respect and effort meant in the program and why it is so important inside and outside of the gym. I asked for examples where such skills would be relevant. We continued to share information with each other and talked about the classes she was taking and how she was doing in each class. She wants to someday become a doctor. We talked about the workout for the day and whether she enjoyed it or not. In addition, we began to chart the beginning workings of the steps to a career in kinesiology.

3) We talked about my specific experience at SFSU and the classes I have taken. I explained how I put effort into all of my classes even if they were not particularly interesting or did not pertain to my major. I asked about her high school experience so far and if she has a good group of friends. We each talked a little about our family life and then continued charting steps to a career in kinesiology. I asked for her input on the chart and what she believed was positive steps in the direction of becoming a doctor.

4) Because my mentor student was interested in becoming a doctor, we talked about kinesiology and how it may be an option for her major. I also explained to her more about my goals of becoming a physician's assistant and we talked about goal-setting as well as the Theory of Possible Selves. I used myself as an example and explained how my goal-setting (short and long term) has helped get me to where I am today and continue to assist me in my future endeavors.

5) We began to set goals for the program, school, and her home life. She had a specific goal of bringing her Algebra grade up from a B to an A. I explained how that was a long term goal and then we set short term goals that made the long term goal more manageable and attainable. Goal-setting was the theme of the session but we used that to our advantaged and continued to work on the steps for both kinesiology and to becoming a doctor in order to plan and set goals for her future in college and then medical school.

6) We began working more closely with the Theory of Possible Selves. I asked her to come up with some possible hopes for the future and then mirror them with the possible fears for her future. We talked about the theory in-depth and how docu-

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menting such hopes and fears could help increase the motivation level associated with a particular goal.

7) We talked about leadership and explained how such a skill can be highly valued in real life situations. I allowed her the opportunity to talk about the physical activity stations she felt comfortable to lead and had her set a goal of when she was to lead those specific stations.

8) We talked about how she was able to pull her Algebra grade up from a B to an A and how the specific goals she set for that class worked and paid off. I learned more about her and how she has wanted to be a doctor for 5 years prior to our program. I also learned how she wished she could play on a softball team that did not keep score. I finished our chart to becoming a doctor and compared the first few attempts to our final product. I also talked about how we can continue to add on to such charts in the future as goals change or situations begin to differ.

9) I taught her how to begin the volunteer process at a local hospital and continued to set goals for this semester and the summer. I talked about how such skills as focus, respect, goal setting and leadership can be applied to school and her career of choice. I asked her to give relevant examples of each skill and then I shared a story of my own where such skills were not only useful but required for success.

10) We continued talking about college life and what is to be expected on campus and within classes and how that may differ from high school life. Also, we talked about how the first two years of college are almost identical for everyone and entertained the idea of doing the first two years of college at a junior college. I shared my experience at the junior college that I attended and gave her what I believed were both positives and negatives about the experience. I also related it to my experience at SF State.

11) We talked about what leading a station was like in the program and basically had a day where she was just able to ask me any questions about college or myself and I got to ask her questions about classes at school, her home life, what was the last thing her and her friends did together, how she was enjoying school back in America (she was in Pakistan for 2 years), and finally how she was enjoying the program and whether or not she thought it was positively influencing her within school and outside of school.

12) We began talking about the skills that were taught in the program and how such skills are applicable “outside of the gym”. I asked for examples before giving my own opinion and examples of such application. We talked more about the Theory of

Possible Selves and returned to her original hopes and fears to see if anything has changed. We talked about how being outside of the gym has affected the program and whether or not she would want to go outside in the future.

13) We returned to the steps to becoming a doctor and added extra information that was pertinent in achieving her goal. I talked about the program and its specific goals and whether or not she enjoyed being a student. Also, we talked about what she learned during the process and how she would continue to apply such skills to every aspect of her life in the future.