86 - IMPLEMENTATION OF THE TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL THROUGH PHYSICAL ACTIVITY: A PILOT STUDY

FÁBIO DUARTE ALMEIDA
Municipal Elementary School Prof.ª Ester T. J. Benvenutti, Caxias do Sul, RS, Brasil
fabio.almeida.educadorfisico@gmail.com

ROSIANE KARINE PICK
Child and Youth Study and Development Clinic, Porto Alegre, RS, Brasil
rosiane.pick@hotmail.com

doi:10.16887/88.a1.86

1. INTRODUCTION

The movement has much potential for development of young people by its highly emotional and interactive nature (MARTINEK; HELLISON, 2009; HELLISON, 2011). Team sports are inevitably interactive and can provide unique moments of joy and pleasure that would be difficult to exist without movement (BUCHANAN, 2001).

The premise that sport develops character, values, life and social skills is as old than the invention of many sports. However, even though there are numerous sports programs, this becomes real when these programs work not only the sport, but also life skills within organized and structured activities, that is, with a methodology and purpose that aim for positive youth development (HELLISON, 2000; LEE; MARTINEK, 2009; MARTINEK; HELLISON, 2009; HAYDEN et. al., 2012; JACOBS; WRIGHT, 2014).

Some studies report that sport and physical activity can be effective in producing positive motivational attitudes and pro-social behaviors in different environments, acting as a vehicle for achieving positive youth development (MARTINEK; HELLISON, 1997; HELLISON, 2000; HELLISON; WRIGHT, 2003; COULSON; IRWIN; WRIGHT, 2012; BUCKLE; WALSH, 2013).

A model that promotes the positive youth development through physical activity is the Teaching Personal and Social Responsibility (TPSR) model development by Hellison (1985 cited by HELLISON, 2011) to help youths with problems to demonstrate more responsible socially and personally attitudes. Numerous studies show the effectiveness of programs based on the Hellison model, which focuses on working life skills and values through physical activity to help youths develop social and personal responsibility (HELLISON; WALSH, 2002; WALSH, 2008; WRIGHT; BURTON, 2008; WRIGHT; LI, 2009; ROMAR; HAAG; DYSON, 2015).

According to Woodcock (1948 cited by MARTINS, 2014) personal responsibility means accepting certain challenges as an individual inserted in society, hoping to achieve them in the best possible way taking the consequences of their personal decisions. Social responsibility according to Berman (1997 cited by MARTINS, 2014) focuses on the relationship of people with others, with society and with the world, and also integrates the development of social life skills, ethics and character.

The TPSR implementation through physical activity assist in the development of personal and social responsibility of students. Hellison (1978; 2011) emphasizes that personal responsibility would be related to the development of these students, their own well-being, with self-control attitudes, effort and self-direction. Social well-being was related to attitudes of respect for the right and feelings of others and caring of the others. These two aspects would be contributions that sports programs could offer students, in addition to the performance and motor performance goals.

The TPSR consists of five responsibility levels in a flexible progression between levels: (1) respecting the rights and feelings of others, (2) effort and cooperation, (3) self-directed, (4) leadership and (5) transfer outside the gym. Within each level, Hellison (2011) presents specific contents of the levels along with implementation strategies, evaluation and structuring of the daily plan.

Examples of strategies include: changing the rules of sports (level 1); modify tasks (level 2); implement a personal planning setting objectives and goals in relation to the physical and behavioral part (level 3); teaching some task and peer teaching, having a caring and compassion and assuming a leadership behavior (level 4); and older students teaching about values for the youngers (level 5) (PARKER; KALLUSKY; HELLISON, 1999; HELLISON, 2011).

In addition to these strategies, there are others related to problems that occur during classes and training. Level 1, when students cannot respect the rights and the feelings of the others, can be used the accordion principle, which means to have a logical consequence for something that the teacher has combined, and the student failed. Still at level 1, the teacher will be able to talk and solve the problems of the class with group, empowering them about the important aspects of learning for the development of values. At level 2, the challenges in which the teacher or colleague will do for their peers, as to perform certain task for concentration and motivation. At level 3, conversation is fundamental to empowering students to make decisions and to have self-control to resist peer pressure. At level 4, students are encouraged to take leadership roles in the group, demonstrating characteristics such as caring for others and compassion. At level 5, the teacher should be mindful of what happens outside the gym to be able to intervene and help the young people (PARKER; KALLUSKY; HELLISON, 1999; PARKER; HELLISON, 2001; HELLISON, 2011).

The TPSR has a daily program format to help the teacher or coach apply the concepts described above, such as: “Relational Time”, used before the class begins or at the end, where the teacher will have an open relationship with the student; “Awareness Talk” a brief conversation with the group listing some aspect about life skills or another important point; “Physical Activity Plan”, where the teacher or students may be empowered to carry out their activity planning based on TPSR values; “Group Meeting” used at the end of the class or in the middle of the class with the purpose of the participants expressing their views and opinions; and last but not least, the “Reflection Time” that is characterized by the student's own reflection on his or her behavior and if has reached any of the levels and may use a diary to report (PARKER; KALLUSKY; HELLISON, 1999; HELLISON, 2000, 2011; PARKER; HELLISON, 2001).

Therefore, the purpose of this study was to develop respect for the others, leadership and self-control by applying the TPSR in a sport program called Sport and Leisure Project in the Fatima Community (SLPFC) accomplished at a municipal elementary school in the city of Caxias do Sul, state of Rio Grande do Sul, Brazil.

3. METHOD

The present study was characterized by a qualitative research of the pilot study type (THOMAS; NELSON;

SILVERMAN, 2012).

Participated 300 students, 8 to 17 years old, both genders, which were divided into 15 classes composed of an average of 20 students per class. The participants were divided into age groups, with group 1 being participants from 8 to 9 years, group 2 from 10 to 13 years and group 3 from 14 to 17 years.

The Project lasted 8 months and was implemented in the gym and in the dance classroom of the Municipal Elementary School Prof.ª Ester Justina Troian Benvenutti, which started in October 2016 and ended in June 2017 after school. The execution of this project was the responsibility of the University of Caxias do Sul (UCS) through the Federal Government Sports Incentive Law and was also sponsored by two companies from Caxias do Sul, Marcopolo and Randon, which are always promoting the positive youth development through actions and sports programs in the city. The sports modalities offered were: chess, dance, futsal, handball, basketball and volleyball. Each sports modality had one lesson per week with a duration of 50 minutes according to table 1.

Table 1. Schedule of the Program

Time	Monday	Tuesday	Wednesday	Thursday	Friday
5:40 to 6:30 p.m.	**Basketball** 10 to 13 years	**Volleyball** 10 to 13 years	**Handball** 08 to 09 years	**Handball** 10 to 13 years	**Futsal** 08 to 09 years
6:30 to 7:20 p.m.	**Basketball** 14 to 17 years	**Volleyball** 14 to 17 years	**Futsal** 10 to 13 years	**Handball** 14 to 17 years	**Futsal** 14 to 17 years
7:30 to 8:20 p.m.	**Dance** Mixed age	**Dance** 10 to 13 years	**Chess** Mixed Age	**Dance** 14 to 17 years	**Futsal** Mixed age

The TPSR was implemented in 3 classes of the 15 classes of the SLPFC and specific goals were established for each class. In the Handball class (8 to 9 years old) the observation was applied, aiming to analyze the students' behavioral changes regarding respect for the others. In the Dance class (10 to 13 years old) the observation was aimed at evaluating changes in student behavior through empowerment strategies to develop leadership. Lastly, in the Futsal class (14 to 17 years old) the observation was aimed at verifying students' attitudes toward self-control in class.

The observations were applied after the eighth week of the project, because the students were already accustomed to the structure of the lesson and had already established a trust relationship with teachers and colleagues and over the other months. After the data collection, the analysis and discussion of the data were carried out from the inductive and deductive research methods

4. RESULTS AND DISCUSSION

In the Handball class (8 to 9 years old), the respect for the others occurred through strategies of the “Physical Activity Plan” developed by the teacher, for example, pick-up in various ways to stimulate contact with the peers and activity in pairs between boys and girls. The “Awareness Talk” and “Reflection Time” were also used when some students understood that the other had done some bad thing to him. Over the months, the game between all was inserted and the respect for the peers was observed. An important point to emphasize is the relation between genders, because as boys have more strength than girls, they had to know to perform the same task while taking care of their colleagues.

In the dance class (10 to 13 years old) the classroom was small for so many children who wanted to do it, most of them girls. At the end of the eighth week of the project, certain comments were observed by students such as: “Wow, I love this song” and “Teacher, I love the class today”. After the second month of the project, the empowerment strategy was used during the “Physical Activity Plan” and the “Group Meeting”, leading some students take leadership roles. For example: small groups of 4 people were created to perform the choreography of some music and present it to the group, becoming as internal challenge and a motivation among the peers. Also, a challenge was made so that at the closing party of the project, the groups presented a choreography for the whole community. In the last month of the project and after the student presentations, some phrases like “The project will not continue?”, “I'm loving the lessons” and “It was very difficult to present for all, but I succeeded” were reported.

In the Futsal class (14 to 17 years old) all students were boys and the conflicts were constant. Some strategies such as the “Accordion Principle” and “Talking Bench” with the students were fundamental to establishing a positive climate of living together. During the class some students had to leave the game on the teacher's orders to avoid causing serious problems of physical assault, and “Reflection Time” was essential in this time providing a self-reflection. Over the months and after many conversations about the discipline problems that occurred during the lessons, many students, when some problems occurred, were beginning to withdraw from activities and games to calm down. An important point to highlight in these lessons was the trust and identification that the students had with the teacher, as well as the evolution of the relationship between the students.

It has been observed that teacher-student relationship in an environment with pre-established rules become essential for other values such as respect and self-control to be worked out. In addition, some studies that have implemented the TPSR indicate that relationships of trust, care, respect and a relational interaction between teacher and students are the key for youth engagement and positive youth development (ENNIS, 1999; HELLISON, 2011; BUCKLE; WALSH, 2013; GANO-OVERWAY; GIVERNAU, 2014).

In all classes it was noticed that the initial motivation, such as practicing some sport with a friend or for the liking, is fundamental for the continuation in the sport and development of values. It can be observed in the study by Li et. al. (2008) where used a behavioral scale to evaluate the intrinsic motivation of 253 students (9 to 15 years old) that the results indicated a direct relationship between personal and social responsibility and intrinsic motivation, that is, the more personal and social responsibility, the grater their motivation.

It was also observed that older students during classes were able to learn from the younger, from empowerment to leadership roles in the classroom, where the teacher became a facilitator, leaving the scene and assisting in the tasks of responsibility. In the study by Coulson, Irwin and Wright (2012) a similar leadership strategy was used, where students demonstrated some movement or skill to colleagues and used empowerment in “Group Meeting”, “Awareness Talk” and “Reflection Time” to give voice and choice to students. In the research of Jacobs and Wright (2014) also used activities in pairs, being that while one realizes the activity, the other evaluates. Walsh (2008) points out that 14-years-olds reported that by working with younger people practicing leadership, they learned to have more self-control, patience, and help others work together.

Other similar results were found in the study by Hayden et. al. (2012) who used the TPSR responsibility levels within the “Physical Activity Plan” for a frisbee game where the team validates the points, was the opposing team, showing respect among the peers. In the same study, to experience empowerment, participants were directed to leadership roles by instructing peers, choosing activities, and modifying the rules of the game.

As well as positive changes in SLPFC were observed implementing the concepts of respect of the others, leadership and self-control, the results are in line with the study by Wright and Burton (2008) where high school students participated in a tai chi program in the school with the use of TPSR. One of the results, in analyzing and evaluating life skills was that throughout the classes executed on the program, positive changes were observed in the way students conducted and treated their peers by

leading activity for the others.

6. FINAL CONSIDERATIONS

Despite being a pilot study, positive changes in students' attitudes toward respect for the others, leadership, and self-control were observed.

Based na literature, the TPSR has been widely used in several countries, but in Brazil it is known just one study that is of Pick (2004) where the TPSR levels were used to analyze the influence of an inclusive motor intervention program in the motor and social development of children with special needs and non-carriers with motor delays, demonstrating positive and significant results in the development of personal and social responsibility in the children who participated in the intervention when compared to the children in the control group.

The present study becomes the first implementation of TPSR in an after-school program background based in the physical activity in Brazil. However, there is a need to conduct more studies implementing the TPSR in Brazil, using some specific data collection tools and evaluation tools that can be found on the official website of TPSR based in Chicago/USA (http://www.tpsr-alliance.org/).

REFERENCES

BUCHANAN, Alice M. Contextual challenges to teaching responsibility in a sports camp. Journal of teaching in physical education, v. 20, n. 2, p. 155-171, 2001.

BUCKLE, Michael E.; WALSH, David S. Teaching Responsibility to Gang-Affiliated Youths. Journal of Physical Education, Recreation & Dance, v. 84, n. 2, p. 53-58, 2013.

COULSON, Cheryl L.; IRWIN, Carol C.; WRIGHT, Paul M. Applying Hellison's responsibility model in a youth residential treatment facility: A practical inquiry project. Ágora para la educación física y el deporte, v. 14, n. 1, p. 38-54, jan./abr., 2012.

ENNIS, Catherine D. Communicating the value of active, healthy lifestyles to urban students. Quest, v. 51, n. 2, p. 164-169, 1999.

GANO-OVERWAY, Lori; GUIVERNAU, Marta. Caring in the gym: Reflections from middle school physical education teachers. European Physical Education Review, v. 20, n. 2, p. 264-281, 2014.

HAYDEN, Laura A. et. al. Developing responsibility using physical activity: a case study of team support. Ágora para la educación física y el deporte, v. 14, n. 2, p. 264-281, mai./ago., 2012.

HELLISON, Don. Beyond balls and bats: Alienated (and other) youth in the gym. Washington: AAHPER Publications, 1978.

HELLISON, Don. Physical activity programs for underserved youth. Journal of science and medicine in sport, v. 3, n. 3, p. 238-242, 2000.

HELLISON, Don; WALSH, David. Responsibility-based youth programs evaluation: Investigating the investigations. Quest, v. 54, n. 4, p. 292-307, 2002.

HELLISON, Don; WRIGHT, Paul. Retention in an urban extended day program: A process-based assessment. Journal of teaching in physical education, v. 22, n. 4, p. 369-381, 2003.

HELLISON, Don. Teaching personal and social responsibility through physical activity. 3ed. Champaign: Human Kinetics, 2011.

JACOBS, Jenn; WRIGHT, Paul. Social and Emotional Learning Policies and Physical Education: Column Editor: K. Andrew R. Richards. Strategies, v. 27, n. 6, p. 42-44, 2014.

LEE, Okseon; MARTINEK, Tom. Navigating two cultures: An investigation of cultures of a responsibility-based physical activity program and school. Research Quarterly for Exercise and Sport, v. 80, n. 2, p. 230-240, 2009.

LI, Weidong et al. Measuring students' perceptions of personal and social responsibility and the relationship to intrinsic motivation in urban physical education. Journal of teaching in Physical Education, v. 27, n. 2, p. 167-178, 2008.

MARTINEK, Tom; HELLISON, Don. Youth Leadership in Sport and Physical Education. New York: Palgrave Macmillan, 2009.

MARTINEK, Thomas J.; HELLISON, Don. Fostering resiliency in underserved youth through physical activity. Quest, v. 49, n. 1, p. 34-49, 1997.

MARTINS, Paulo J. Desenvolvimento Pessoal e Social em Desporto: relações entre responsabilidade pessoal e social, orientação motivacional e atitudes face ao desporto. 2014. 202 f. (Doutorado em Motricidade Humana) Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, 2014.

MATTOS, Mauro G.; ROSSETO JR., Adriano J.; BLECHER, Shelly. Metodologia da Pesquisa em Educação física: Construindo sua monografia, artigos e projetos. 3. ed. São Paulo: Phorte, 2008.

PARKER, Melissa; KALLUSKY, James; HELLISON, Don. High impact, low risk: ten strategies to teach responsibility. Journal of Physical Education, Recreation & Dance, v. 70, n. 2, p. 26-28, 1999.

PARKER, Melissa; HELLISON, Don. Teaching responsibility in physical education: Standards, outcomes, and beyond. Journal of Physical Education, Recreation & Dance, v. 72, n. 9, p. 25-27, 2001.

PICK, Rosiane K. Influência de um programa de intervenção motora inclusiva no desenvolvimento motor e social de crianças com atrasos motores. 2004. 166 f. (Mestrado em Ciência do Movimento Humano) Escola de Educação Física, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2004.

ROMAR, Jan-Erik; HAAG, Emilie; DYSON, Ben. Teachers' experiences of the TPSR (Teaching Personal and Social Responsibility) model in physical education. Ágora para la educación física y el deporte, v. 17, n. 3, p. 202-219, set./dez., 2015.

THOMAS, Jerry R., NELSON, Jack K., SILVERMAN, Stephen J. Métodos de pesquisa em atividade física. 6ed. ArtMed, 2012.

WALSH, David. Helping youth in underserved communities envision possible futures: An extension of the teaching personal and social responsibility model. Research Quarterly for Exercise and Sport, v. 79, n. 2, p. 209-221, 2008.

WRIGHT, Paul; BURTON, Suzanne. Implementation and outcomes of a responsibility-based physical activity program integrated into an intact high school physical education class. Journal of Teaching in Physical Education, v. 27, n. 2, p. 138, 2008.

WRIGHT, Paul M.; LI, Weidong. Exploring the relevance of positive youth development in urban physical education. Physical Education and Sport Pedagogy, v. 14, n. 3, p. 241-251, 2009.

WRIGHT, Paul; CRAIG, Mark W. Tool for assessing responsibility-based education (TARE): Instrument development, content validity, and inter-rater reliability. Measurement in Physical Education and Exercise Science, v. 15, n. 3, p. 204-219, 2011.

Name: Fábio Duarte Almeida
Address: 484 Borges de Medeiros Street – apt 204. District: Downtown. Zip Code: 95020-310. City: Caxias do Sul / State: Rio Grande do Sul / Country: Brasil
E-mail: fabio.almeida.educadorfisico@gmail.com - Cellphone.: +5554999343133

IMPLEMENTATION OF THE TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL THROUGH PHYSICAL ACTIVITY: A PILOT STUDY

Abstract: A model that promotes the positive youth development through physical activity is the Teaching Personal and Social Responsibility (TPSR) model development by Hellison (1985 cited by HELLISON, 2011) that assist in the development of personal and social responsibility. The TPSR consists of five responsibility levels, (1) respecting the rights and feelings of others, (2) effort and cooperation, (3) self-directed, (4) leadership and (5) transfer outside the gym and depend on strategies and a daily program format. Therefore, the purpose of this study was to develop respect for the others, leadership and self-control by applying the TPSR in a sport program called Sport and Leisure Project in the Fatima Community (SLPFC) accomplished in the city of Caxias do Sul, state of Rio Grande do Sul, Brazil. The present study was characterized by a qualitative research of the pilot study type and was implemented in 3 classes of SLPFC being group 1 being participants from 8 to 9 years, group 2 from 10 to 13 years and group 3 from 14 to 17 years. Positive changes were observed in the implementation of the TPSR in the SLPFC in the field of respect of the others, leadership and self-control, using the strategies and classroom formats provided by the model. The present study becomes the first implementation of TPSR in an after-school program background based in the physical activity in Brazil. However, there is a need to conduct more studies implementing the TPSR in Brazil, using some specific data collection tools and evaluation tools.

Key words: Personal and Social Responsibility; Respect; Leadership.

MISE EN ŒUVRE DU MODÈLE D'ENSEIGNEMENT PERSONNEL ET DE RESPONSABILITÉ SOCIALE PAR L'ACTIVITÉ PHYSIQUE: UNE ÉTUDE PILOTE

Résumé: Un modèle qui favorise le développement positif de la jeunesse par l'activité physique est le développement du Modèle d'Enseignement Personnel et Responsabilité Sociale (MEPRS) par Hellison (1985 cité par HELLISON, 2011) qui aide au développement de la responsabilité personnelle et sociale. Le MEPRS comprend cinq niveaux de responsabilité, (1) respecter les droits et les sentiments des autres, (2) l'effort et la coopération, (3) autogéré, (4) le leadership et (5) le transfert en dehors du gymnase et dépendent des stratégies et un format de programme quotidien. Par conséquent, le but de cette étude était de développer le respect des autres, le leadership et la maîtrise de soi en appliquant le MEPRS dans un programme sportif appelé Sport and Leisure Project dans la Communauté de Fatima (SLPCF) réalisé dans la ville de Caxias do Sul, état de Rio Grande do Sul, Brésil. La présente étude a été caractérisée par une recherche qualitative du type d'étude pilote et a été mise en œuvre dans 3 classes de SLPCF étant le groupe 1 étant des participants de 8 à 9 ans, groupe 2 de 10 à 13 ans et groupe 3 de 14 à 17 ans. Des changements positifs ont été observés dans la mise en œuvre du MEPRS dans la SLPCF dans le domaine du respect des autres, du leadership et de la maîtrise de soi, en utilisant les stratégies et les formats de classe fournis par le modèle. La présente étude devient la première mise en œuvre de MEPRS dans un contexte de programme après l'école basée dans l'activité physique au Brésil. Cependant, il est nécessaire de mener plus d'études mettant en œuvre le MEPRS au Brésil, en utilisant des outils spécifiques de collecte de données et des outils d'évaluation.

Mots clés: Responsabilité personnelle et sociale; Le respect; Direction.

IMPLEMENTACIÓN DEL MODELO DOCENTE DE RESPONSABILIDAD PERSONAL Y SOCIAL A TRAVÉS DE LA ACTIVIDAD FÍSICA: UN ESTUDIO PILOTO

Resumen: Un modelo que promueve el desarrollo positivo de los jóvenes a través de la actividad física es el desarrollo del Modelo de Enseñanza Personal y Responsabilidad Social (MEPRS) de Hellison (1985 citado por HELLISON, 2011) que ayuda al desarrollo de la responsabilidad personal y social. El MEPRS consiste en cinco niveles de responsabilidad, (1) respetando los derechos y sentimientos de los demás, (2) esfuerzo y cooperación, (3) autodirigido, (4) liderazgo y (5) transferencia fuera del gimnasio y depende de las estrategias y un formato de programa diario. Por lo tanto, el propósito de este estudio fue desarrollar respeto por los demás, liderazgo y autocontrol aplicando el MEPRS en un programa deportivo llamado Deporte y Ocio en la Comunidad de Fátima (DOCF) realizado en la ciudad de Caxias do Sul, estado de Rio Grande do Sul, Brasil. El presente estudio se caracterizó por una investigación cualitativa del tipo de estudio piloto y se implementó en 3 clases de DOCF, siendo el grupo 1 de 8 a 9 años, el grupo 2 de 10 a 13 años y el grupo 3 de 14 a 17 años. Se observaron cambios positivos en la implementación del MEPRS en el DOCF en el campo del respeto a los demás, liderazgo y autocontrol, utilizando las estrategias y formatos de clase provistos por el modelo. El presente estudio se convierte en la primera implementación de MEPRS en un contexto de programa después de la escuela basado en la actividad física en Brasil. Sin embargo, existe la necesidad de realizar más estudios que implementen el MEPRS en Brasil, utilizando algunas herramientas específicas de recolección de datos y herramientas de evaluación.

Palabras clave: Responsabilidad personal y social; El respeto; Liderazgo.

IMPLEMENTAÇÃO DO MODELO DE ENSINO DA RESPONSABILIDADE SOCIAL E PESSOAL ATRAVÉS DA ATIVIDADE FÍSICA: UM ESTUDO PILOTO

Resumo: Um modelo que promove o desenvolvimento positivo de jovens através da atividade física é o Modelo de Ensino de Responsabilidade Social e Pessoal (MERSP) criado por Hellison (1985 apud HELLISON, 2011) que auxilia no desenvolvimento da responsabilidade social e pessoal. O MERSP é dividido em cinco níveis de responsabilidade, (1) respeitar o direito e sentimento dos outros, (2) esforço e cooperação, (3) auto direção, (4) liderança e (5) transferência do aprendizado para fora do programa e conta com estratégias e um formato diário de aula. Com isso, o objetivo do estudo foi desenvolver o respeito pelos outros, a liderança e o autocontrole implementando o MERSP num programa chamado Projeto Esporte e Lazer na Comunidade Fátima (PELCF) realizado na cidade Caxias do Sul - RS/Brasil. O presente estudo se se caracterizou como uma pesquisa qualitativa do tipo estudo piloto e foi aplicado em 3 turmas do PELCF sendo o grupo 1 os participantes de 8 a 9 anos, o grupo 2 os de 10 a 13 anos e grupo 3 os 14 a 17 anos. Observou-se mudanças positivas na implementação do MERSP no PECLF nas áreas de respeito pelos outros, liderança e autocontrole, utilizando-se das estratégias e formatos de aula previsto pelo modelo. O presente estudo torna-se a primeira implementação do MERSP no Brasil no cenário de um programa de atividade física após a escola. Destaca-se, no entanto, a necessidade de realização de mais estudos implementando o MERSP, utilizando alguns instrumentos de coleta de dados específicos e ferramentas de avaliação.

Palavras-chave: Responsabilidade Social e Pessoal; Respeito; Liderança.