

CHECKLIST 5.2 Strategies for Using Hellison's Levels

Rate yourself regarding the following statements.

	Consistently	Inconsistently	Never
Awareness Talks			
I explain the levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hold awareness talks as needed to increase awareness of the levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reinforce the levels by posting them, verbally reminding participants of them, and signaling participants with the same number of fingers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I periodically conduct sharing sessions so that participants can teach each other through discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels in Action			
I create chances for participants to experience one or more levels during physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use direct questioning to encourage participants to experience the levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I implement service projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection Time			
I include time for participants to reflect on the levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I facilitate discussion and allow all to have a voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage participants to write in their journals and provide feedback on what they have written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage participants to state the levels they believe they are working on and give reasons for their evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask questions to get participants to reflect on their behavior relative to the levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the group participate in reflection by asking questions that they respond to as a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage participants to write in journals about their actions. I review each journal and provide feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage participants to complete reflection checklists (see figure 5.5) that I review and comment on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual and Group Decision Making			
I provide opportunities for participants to practice decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage participants to be peer tutors to give them experience teaching and evaluating others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I incorporate self-paced challenge activities that encourage participants to work at their own rates and levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I encourage participants to negotiate and make choices at each of the levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Group Meetings

I hold group meetings to allow all participants to have a voice; express their views; raise issues; suggest solutions; lobby for their own interests; and share their opinions, feelings, and ideas about the physical activity program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I facilitate these meetings by asking specific yet open-ended questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I encourage participants to evaluate the program and offer input on a variety of topics, including making rules, telling how things are going, discussing problems that have occurred, and coming up with possible solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I establish rules of the meeting and share these with the group before the meeting and as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Relational Time

I reserve time for interactions with participants and groups to convey strengths and areas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I show a genuine interest in each participant in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I determine how each participant or group is doing, evaluate levels of responsibility, ask participants how their choices are working for them and what they could do differently next time; I encourage them to develop a plan for change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I work closely with participants and groups as they interact with the levels in mind so that they can incorporate these values into their lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I establish respectful relationships with the participants in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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