THE SPORTS EDUCATION MODEL

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Key components

- Physical Education/Sports Education
- Intramural Sports
- Interscholastic Athletics
Seven Characteristics of Sport Education

- Sports education involves seasons rather than units
- Students quickly become members of teams
- The schedule for competition is formal
- There is a major accumulating event
- The sport is recognized and the stats are recorded
- Entertainment is included to provide excitement, meaning and social interaction.
- Students become involved.
Teacher Role

- **Student-centered instruction.**
  - The teacher is present to guide the students.
- **Teacher must establish strong rules and routines before beginning the sport/activity.**
- **Instructs, facilitates, and assesses student learning.**
  - Model works especially well in a team-teaching scenario
- **Grading...**
Student Roles

- Responsible for leadership, instruction and performing.
- All students practice and play Sports
  - Team Captain – Coach
  - Stats. Keeper – records and post team and individual statistics
  - Manager – equipment manager & sets up field/court
  - Referee – Is acquainted with rules and etiquette of the sport/activity being played.
  - Player – participating member of team.
  - Scorekeeper – keeps tally of game score as it is played
Examples of Activities:

- Basketball
- Field Hockey
- Football
- Hockey
- Lacrosse
- Soccer
- Softball
- Tennis
- Track & Field
- Volleyball
- Weight Training
- Wrestling
- Modified Sports...
Creating the Model

- Teach students about the roles prior to start of each season.
  - Talk about student conflicts
- Teacher should conduct training sessions for individual jobs students may partake in.
  - Rules for Referee
  - Managerial positions
  - Stats. Keeper
- Instructions or teacher authority may vary between grade levels and maturity.
Creating the Model

- Make necessary modifications to rules and competition format
- Equality – all team members get to play the same amount of time.
- Balanced teams: gender, ability, behavior, etc.
Pros.

- Positive sport experience
- Learns values of sports
  - Deferred Goals
  - Teamwork
  - Loyalty
  - Commitment
  - Perseverance
  - Dedication
  - Concern for others

- Socializing
- Leadership Skills
- Participation
  - Confidence to play in the sport
  - Knowledge and Enthusiasm to further pursue the sport
- Fun
Cons.

- Student’s biases
- Requires maturity and responsibility
- Conflicting Schedules
- Different levels of seriousness.
Sport Education Sample “Season”

- **Day 1**
  - Teacher begins by discussing the rules, etiquette, strategies and roles of the sport.
    - Handouts covering the rules, etiquette, strategies and roles are distributed.
  - Captains are announced
  - The rest of the team rosters are announced.
    - Usually determined by the teacher prior to class.
  - The class breaks up into teams and determine roles.
Days 2-3

- Teams practice separately
  - Warm up activity
  - Skill based activity
  - Team building activity
  - Schematic practice
    - Develop plays
    - Determine defensive scheme

- The practice can be designed either by the teacher or the captains.
  - Teacher- The teacher plans the practice and then explains the activities to the captains who lead the practices
  - Captains- The captains develop practice plans outside of class which must be okayed by the teacher
    - The teacher provides captains with a basic design for what must be included in practice
    - The teacher also provides captains with resources for planning practice
Sport Education Sample “Season”

Day 4
- Game Play schedule posted
- Written Assessment
  - Covering rules, etiquette, strategies and roles
- Warm Up Activity
- Game Play

Day 5
- Practice
  - Warm up activity
  - Skill based activity
  - Team building activity
  - Schematic practice
- Practice concentrates on the teams’ deficits from previous days game play

Day 6
- Warm Up Activity
- Game Play

Day 7
- Practice

Day 8
- Warm Up Activity
- Game Play

Day 9-10
- End of “Season” Tournament
  - Multiple format options
    - Round Robin
    - Single Elimination
    - Double Elimination
  - Tournament should include consolation rounds
Assessment

- Points may be based on:
  - Motor skill performance of team members
    - Based upon psychomotor assessments of students
    - Great model for authentic assessment (more time for assessment in this model)
  - Competition performance (wins v. losses)
  - Sportmanship
  - Attendance
    - Participation
  - Proper warm-up
Works Cited

