

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...

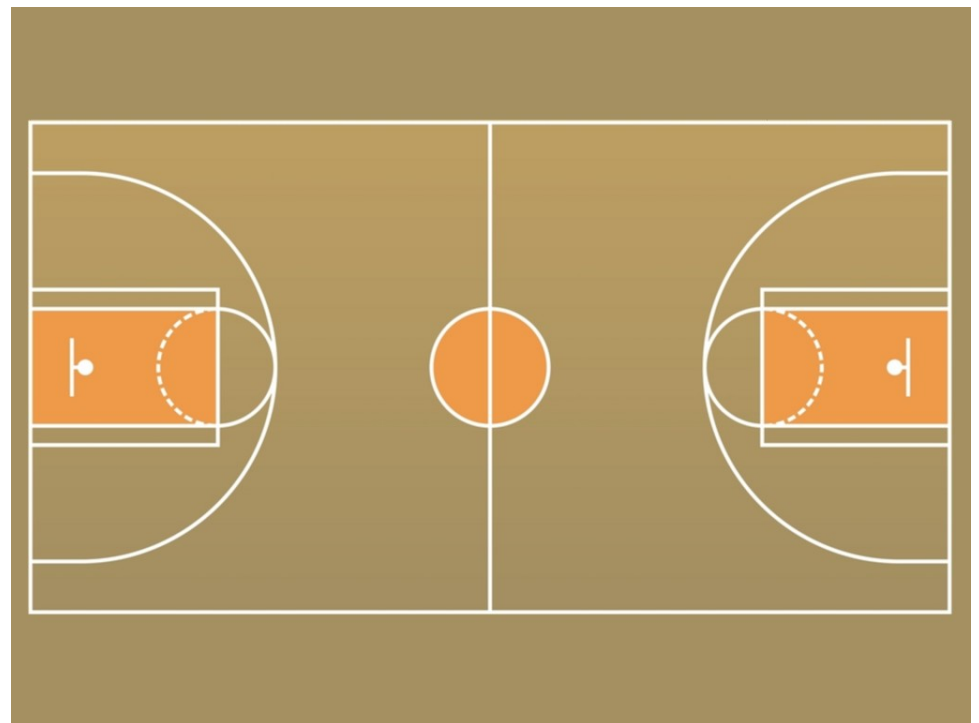
Student Roles



- 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.

Sport Education Sample “Season”

- 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)
 - Sportsmanship
 - Attendance
 - Participation
 - Proper warm-up

Works Cited



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