SECOND EDITION

Complete Guide to SPORT EDUCATION



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Complete Guide to Sport Education

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Preface

port Education was introduced in 1994 with the publication of Sport Education: Quality PE Through Positive Sport Experiences. The use of the term sport in this model is interpreted more broadly than it is typically used in the United States. When I created Sport Education in the early 1990s, I had been influenced strongly by the Sport for All movement developed in Europe and supported by UNESCO. The term sport in the European context refers to any form of moderate to vigorous physical activity, including walking, biking, hiking, fitness activities, and the many activities known as sport in the United States. Sport Education seasons have been developed not only for most competitive sports but also for various forms of dance, orienteering, rope jumping, and weight training.

Sport Education is a pedagogical model based on the concept that small, mixed-ability learning groups, what we refer to as *teams*, work together in ways such that all team members benefit and experience success. Sport Education provides students with adequate time to develop skills and to learn to fulfill the team roles required for a successful Sport Education season. Thus, Sport Education seasons are always longer than typical physical education units, and students have more to learn than just techniques and tactics for the seasonal competitions to be successful.

This book is designed to introduce readers to the goals of Sport Education, the elements that involve students in ways that are not common to traditional approaches to physical education, and specific explanations of how to develop and implement each phase of a Sport Education season. Each chapter has ample examples of how to plan for a season, implement the various aspects of a season, and assess the degree to which students achieve outcomes of the season. In many of the chapters, examples are provided for a variety of activities, including racket sports, target sports, team sports, fitness activities such as weight training and aerobic activities, and recreational activities such as dance forms, swimming, and hiking. In addition, specific attention is paid to improving class management and behavior development, creating and sustaining a festive environment for each season, and integrating academic goals into the seasonal format.

A major public concern of our era is the rising costs of health care and the degree to which physical inactivity contributes to myriad health problems. The National Association for Sport and Physical Education (NASPE) asserts that the primary goal of physical education is for students to adopt and value a physically active lifestyle. To accomplish this goal, students must develop self-efficacy; that is, students must come to believe that they can engage in physical activities competently, they must be willing to make the effort to learn and practice, and participating in the activities must provide them with a sense of accomplishment and pleasure. The Sport Education model, in which students on teams work together and support each other, increases the likelihood that self-efficacy will develop, leading to a stronger probability that students will choose to be active in discretionary time.

Complete Guide to Sport Education, Second Edition, also includes updated resource materials and new materials for teachers and for students who are studying how to implement Sport Education as part of their teacher education program. For example, a new resource is a series of team practice cards that both teachers and team coaches can use to plan and organize team practices. New and updated assessment templates are

included, allowing teachers to choose among several game-play performance indicators (e.g., technique and tactics assessment, knowledge of rules and strategies assessment, and indicators for fair play assessment). There are also new resources for teachers to encourage student engagement in physical activity outside of class time, using the team concept of Sport Education to encourage students to become and remain active during discretionary time after school and on weekends. All ancillary resources for this edition will be available through the Human Kinetics Web site. Instructors who have adopted the text for their university classes will have full access to instructor materials. The students in those courses and physical education teachers who have purchased the book to implement the model in their physical education programs will have access to all of the Sport Education resource materials just described. Many of these materials can be downloaded and printed for use in classes.

My coauthors have been enormously influential in spreading the viability of Sport Education as a teaching model, and I am indebted to them for that and for the excellence they bring to the development of this second edition.

Daryl Siedentop

Acknowledgments

ince its start in the early 1980s, Sport Education has flourished worldwide. The increasing number of physical educators who are using the model have allowed us to substantially expand the second edition of *Complete Guide to Sport Education*. Moreover, the many published research studies on Sport Education have verified most of the key features of the model.

The numerous examples of strategies and tools identified in the text and the online resource have come from teachers who have built Sport Education into their programs. Notable teachers are Danielle Blackwell at West Albany High School in Albany, Oregon, and Chuck Cooper at Cary Woods Elementary School in Auburn, Alabama. Their creativity and insight in building their own seasons and resources make this a much better text.

We regularly get e-mails from teachers who share their experiences and successes in Sport Education. The teachers are the ones who make Sport Education truly come alive. For that we are very grateful.

A sincere thank-you as well goes to Kristal Gonzalez, physical education teacher education major at Arizona State University, for ensuring the translation into Spanish for the online resource that students can use during Sport Education seasons.

The staff at Human Kinetics has been instrumental in keeping us on track and assisting us in making this a high-quality text. They include Joe Buck, Kelly Hendren, Angie Snyder, and Al Wilborn, who designed the graphics, the art illustrations, and the final layout of the text. Dalene Reeder assisted us with the process of obtaining permission to adapt certain materials previously published by other colleagues in the field. Finally, Rachel Brito and Melissa Feld served as assistant editor and developmental editor, respectively. Rachel was an outstanding proofreader and ensured that the final draft to be sent to the printer was as clean and clear as it could be. And Melissa Feld was masterful in keeping everyone involved in this process on the same page and on schedule. They make us look better than we really are. We very much appreciate their thoughtful and supportive assistance in bringing this new edition to fruition.

Daryl Siedentop Peter Hastie Hans van der Mars

How to Use the Online Resource

he online resource for *Complete Guide to Sport Education*, *Second Edition*, offers numerous supporting materials for practitioners and students and is available at www.HumanKinetics.com/CompleteGuidetoSportEducation. We have organized the online resource around the 12 chapters in the text. At the end of each chapter is a list of the chapter-specific online resources. You'll find instructions for accessing the online resource on the key code page at the very front of the book. When you go to the online resource you will find each chapter listed. Click on the chapter link on that page and you will be able to download all the resources for that chapter. (If you're reading this as an e-book, you can simply click on a file name at the end of each chapter and you'll go directly to that resource. You can also access the online resource by following the instructions on the key code page.) We encourage you to explore all the resources.

Our primary goal in developing these resources is to support teachers and their students when planning Sport Education seasons. All online resources were developed with readily available software programs within Microsoft Office. Those resources that students would use during Sport Education seasons have been translated into Spanish and can be identified by the SPA at the end of the file name.

We also recognize that teachers live in various contexts, so the materials might need to be adapted to fit their needs. We do ask users to continue to give credit to the original source.

We retained most of the supplementary materials included in the first edition of the text, with updates where appropriate. These materials include posters, score sheets, competition format templates, sample contracts, fair play materials, and assessment templates. Examples of resources added to the new edition are assessment tools for tracking students' physical activity levels and their self-efficacy. We also included practice cards that Sport Education users can employ in organizing classwide practices and team practices. The activities on these practice cards are all games based and aid in developing students' game play in more authentic practice conditions. The online resource contains new examples of team binder content.

For those teachers who frequently use notebook computers, tablet computers, or personal digital assistants (PDAs), several of the files that relate to such tasks as keeping score and assessing include templates (developed in Microsoft Excel) that are available in both regular print versions and electronic versions. With some practice, the management of information will get easier.

We have made every effort to ensure that the online resource is of good quality and has as few errors as possible. We are very interested in improving the existing resources, and we recognize that experienced teachers of Sport Education have developed their own excellent materials. If you find problems, have new ideas to share, or have questions about the resources included with this text, please share them with us. We wish you success in making Sport Education a regular part of your physical education program.

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Sport Education: Then and Now

CHRIS' STORY

Chris was the first physical education teacher ever to implement the Sport Education model. In 1993 she took a summer course where I first described the Sport Education model. With a background in gymnastics, Chris decided to develop a Sport Education gymnastics season for fourth-through sixth-grade students in her elementary school. Chris chose student captains for three teams and worked with them to distribute students fairly to each team based on their estimates of the students' gymnastic skills.

The first competition for the season was a compulsory floor exercise routine with each team choosing members for the green (basic) and blue (advanced) competitions. Team members then designed their routines and practiced for the competition with captains leading. Once that competition was completed, teams began to practice for the optional competition; team members could choose to practice tumbling, balance beam, or parallel bar routines. The competition performances were videotaped, primarily to give Chris time to evaluate student learning.

After the first week of practice, a number of students asked Chris if they could get extra practice time. Chris told them that she would come early several days per week and open the gymnasium for 30 minutes before the start of school if, and only if, students practiced seriously during that time. Chris was startled when a large percentage of her students showed up for extra practice time.

When the competitions were completed, students began to ask Chris if they could take the video home to show their parents. Chris agreed and many students did so. Several weeks after the Sport Education gymnastics season ended, the school held an evening open house for parents. Chris had been accustomed to being in the gymnasium for parent night events, but few parents ever came to discuss issues with her. On this night, however, the gym was filled with parents who expressed surprise that their children could have developed the skills they saw on the video and were so pleased that their children were so enthusiastic about their gymnastics experience. This showed us the power that Sport Education has to enthuse students and their parents.

JASON'S STORY

Just a few years ago, Jason learned about Sport Education in one of his master's degree classes. He then began to implement the model in his high school physical education classes. The results were so impressive that other physical education teachers in his school began to use the model as well. Now, five years later, the entire physical education program is implemented through Sport Education. Each semester includes two Sport Education seasons (7.5 weeks each) with the same activities in the seven physical education classes. Teams practice and compete for the duration of the 20 class sessions, with one team from each class emerging as the champion. Immediately after the season, the champion teams compete in a single elimination tournament, with all team members fulfilling duty-team roles. Students who performed well as

officials and scorekeepers during the regular season are honored to act as officials for the tournament. A crowd of around 600 students typically attends the championship competitions, and the contests are broadcasted over the school radio and television network. The winning team has its picture displayed and team name engraved on the Sport Education victory trophy. This level of student involvement and enthusiasm has become typical for teachers using Sport Education.

In the 2008-09 school year, visitors from several Midwest high schools came to learn about and see the Sport Education program in action. The level of student enthusiasm for the program provided the impetus for school administrators to support the effort. Jason's efforts showed how the Sport Education model can be further developed to enhance the role of physical education in the lives of high school students.

These two stories represent the potential of the Sport Education model to develop and sustain physical education programs through which students learn sport skills and tactics, but also learn about the many other roles that must be fulfilled to make sport experiences enjoyable for children and adolescents.

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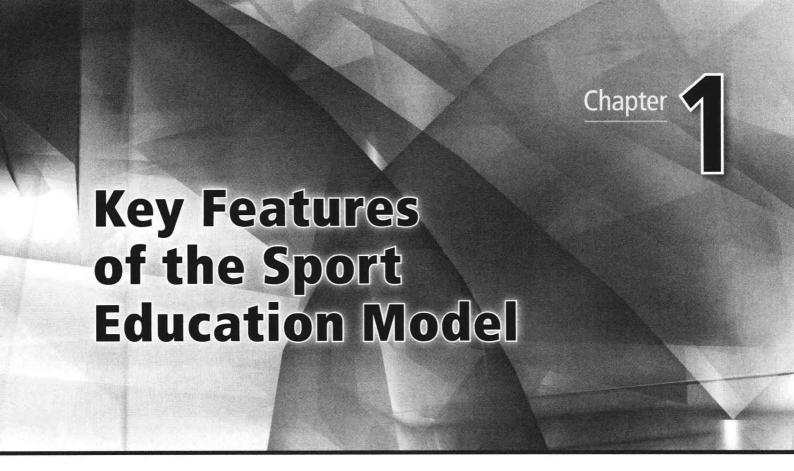
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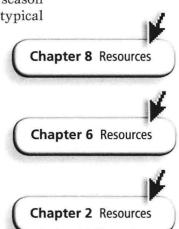


port Education is a curriculum and instruction model designed to provide students with authentic experiences that are thorough and enjoyable and that contribute to their desire to become and stay physically active throughout their lives. The Sport Education model was developed in the early 1990s. The features of the model that distinguish it from traditional approaches to teaching physical education are as follows:

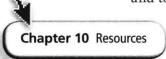
- **1.** Units, or seasons, are longer than typical physical education units. Elementary seasons typically last from 10 to 12 class sessions whereas middle and high school seasons typically last from 18 to 20 class sessions.
- **2.** Students are organized into mixed-ability teams at the start of a season and maintain their affiliation throughout the season. Every effort is made to ensure that teams are as equal as possible in relation to the activity for the season.
- **3.** Students on each team learn multiple roles. The exact roles for each season change depending on the activity. In addition to each student being a player, typical roles for sport seasons are coach, equipment manager, referee, scorekeeper, and statistician. Other roles would be used for other activities (see pages

123-126).

- **4.** Activities are typically modified so that all students can learn and be successful. Games are often small sided compared with the parent form of the game (e.g., 3v3 soccer, 2v2 volleyball).
- **5.** Teams are gradually introduced to the activity for the season, focusing on the techniques and tactics needed to perform adequately in the activity.
- **6.** The season typically consists of a series of competitions; for instance, a soccer season might start with 1v1 competitions, then 2v2, and finish with a 4v4 final competition. Dance or weightlifting seasons would start with easier dances and lifts and move toward more difficult dances and lifts.



- **7.** The most typical organizational format is three mixed-ability teams. In competitions, two teams compete while the third acts as a duty team (e.g., referees, scorekeepers, judges).
- **8.** In Sport Education seasons, records of performances are kept and made public throughout the season not only to determine seasonal standings and championships but also to inform students of their own development within the season (e.g., reduced times in a 50 yd [46 m] dash during a track and field season or points scored and rebounds during a 3v3 basketball season).
- **9.** Seasonal champions are typically determined by a point system that can include points for items such as daily teamwork, fair play, duty-team performance, and tournament performance.



10. The entire season is designed to be festive, culminating in the final event, which celebrates the season with awards for competition standings, student performance roles such as duty-team performances, and fair play points.

The publication of the first Sport Education book (Siedentop, 1994) enabled physical educators around the world to learn about the model. The first large trial of Sport Education came shortly thereafter when the Hillary Commission in New Zealand funded a national trial for Sport Education in selected high schools. The trial was so successful that the New Zealand Education Department hired several trainers to serve the many schools that learned of the trial and wanted to develop Sport Education in their schools.

Shortly thereafter, another trial of Sport Education was funded in Western Australia (figure 1.1). The Western Australia trial results were so successful that a national trial, funded by the Australian Sports Commission, was soon completed. The evaluation results of the Western Australia project clearly showed the benefits of the model for students and the degree to which the physical education teachers reported improved effort and performances by all students.

Western Australia Sport Education Project Findings

- Some schools found that both absenteeism and nonparticipation rates fell under Sport Education.
- Students unanimously favored the Sport Education approach over the traditional physical education approach.
- Students with lower ability levels were favored by the model, and they significantly improved their skills as a result of increased participation.
- It appears that Sport Education is more gender inclusive than traditional forms of physical education.
- Students expressed and displayed improved attitudes toward sport as a result of their Sport Education experiences.
- In many cases students who were previously habitual nonparticipants became more actively involved.
- Teachers claimed that students improved skills in areas that were traditionally claimed as outcomes but rarely achieved in physical education.
- Participation levels were up, skill levels were up, and students were learning to umpire, manage, and coach more effectively.

Figure 1.1 These project findings show improvements by students and the benefits of Sport Education.

Following the New Zealand and Australian trials, Sport Education continued to spread throughout the world, with particular interest shown in England, Japan, and South Korea, where the model is now used routinely in many schools. More than 50 published research studies have continued to show positive outcomes for both students and teachers (Kinchin, 2006; Penney, Clarke, Quill, & Kinchin, 2005).

It is important to understand that the use of the term sport in Sport Education is best represented by the international movement known worldwide as Sport for All, which developed after the United Nations Educational, Scientific, and Cultural Organization (UNESCO) published the International Charter of Physical Education and Sport in 1978. This movement recognizes many forms of physical activity as sport. Thus, activities for fitness and pleasure, such as dancing, outdoor pursuits, orienteering, and cycling, fall within the Sport for All movement. Table 1.1 shows the range of activities that have been done using the Sport Education model.

A major goal of Sport Education is for students to become competent in an activity that is thoroughly enjoyable and gain confidence in performing in the activity throughout the duration of the season, thus motivating them to continue to learn and improve, thus increasing the chances that they will seek opportunities to participate in their discretionary time. It is our conviction that this goal is less likely to be achieved in the typical format for school physical education with short units in which the parent forms of games are used for competitions (e.g., 5v5 basketball, 6v6 volleyball).

The longer season used in Sport Education provides sufficient time for students to move beyond the introductory phase of learning an activity and develop sufficient skill and understanding such that the activity becomes fun for them. Figure 1.2 shows the format for a 21-lesson season in team handball as well as the team roles and the degree to which festivity contributes to student enthusiasm.

Much of the meaning in sport, dance, and other forms of physical activity comes from the affiliation developed within teams. Although many teachers who use Sport Education create teams for each new season with the aim of ensuring even competition, some elementary programs (Darnell, 1994) create teams that stay together for

Table	1.1	Complet	ted Sport	Education	Seasons
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Sport	Sport Education seasons
Aquatics	Water polo, swimming, diving
Bat-and-ball	Baseball, cricket, softball
Boules and bowling	Ten-pin bowling, bocce
Dance	Dance by the decades, folk dance, aerobic dance
Skirmish	Paintball
Flying disk sports	Ultimate Frisbee
Football	Australian rules, American, rugby, soccer
Gymnastics	Artistic gymnastics, gymnastics, rope jumping
Handball	Basketball, team handball, foursquare, volleyball
Hockey	Field hockey, floor hockey
Mixed discipline	Biathlon
Adventure	Orienteering, bicycle safety
Weight training	Girls' weightlifting
Target sports	Archery, golf

Texas High School Team Handball Season

- Class of 34 students with season lasting 21 class sessions
- Students divided into four coed teams
- Teams represent four nations (Korea, Sweden, Norway, Russia)
- Teams roles: coach, manager, fitness trainer, referee, scorer, statistician
- First part of season: techniques, tactics, and practice games
- Olympic tournament double round-robin competition schedule
- Electronic scoreboard for all games
- Competition for gold, silver, and bronze medals
- Students run scoreboard and keep game statistics
- Game statistics printed as spreadsheets with pictures of teams on bulletin board
- Closing ceremonies include parade of athletes, display of national flags, singing of anthems, and presentation of gold, silver, and bronze medals

Figure 1.2 Notice the creative way this season was organized around an Olympic theme with an international flavor.

From Kahan 1997.

the duration of the school year, allowing teachers to use the team format for recess and intramural activities. This enduring-team format also allows for competition for a year-long All Sports trophy and other ways of recognizing outstanding performance in the various roles required in Sport Education.

Sport Education seasons are defined by schedules of competitions interspersed with practice sessions. Many competition formats have been used in Sport Education, such as a series of dual meets, round-robin tournaments, league schedules, and so on (see chapter 7 for details on competition formats). It is common to use one or two days of practice rounds that allow teams to practice the techniques and tactics of the activity, to practice refereeing (or judging), and to organize how students will compete. Sport Education strongly favors small-sided teams that allow for more involvement by the students, such as 3v3 volleyball or basketball competitions rather than the parent form of those sports. Sport Education also favors organizing competitions so that students of equal abilities can compete against each other; for example, three teams of 10 students in a class of 30 would have A, B, and C teams competing in activities such as soccer and volleyball. In activities such as gymnastics, students would compete in beginning or advanced competitions. In track and field, students on teams might specialize in running events (50 yd [46 m] dash, 440 run) or field events (shot put, high jump). Sport Education also favors modifying the parent game so as to enable better skill development among students (e.g., lower nets in volleyball and lower baskets in basketball, reduced size of the soccer field, friendlier balls and equipment). See chapter 6 for more details on modifying games.

It is in the nature of competition to have a culminating event to end a particular season. The culminating event should not only recognize the champions for that season but also celebrate other goals in Sport Education, such as fair play, team leadership, and good refereeing. Culminating events are meant to be festive and to celebrate the improvements and performances of all students and teams, not only those that finished first in the final competition standings. Chapter 10 provides details and suggestions for developing and sustaining a festive atmosphere within a Sport Education season.

SPORT EDUCATION GOALS

The goal of Sport Education is to educate students to be players in the fullest sense and to help them develop as **competent**, **literate**, and **enthusiastic** sportspersons. Girls and boys who have experienced a well-done Sport Education program from 4th through 12th grades should be reasonably well skilled in a variety of sport, dance, and fitness activities; more likely to become and stay involved in physical activities during discretionary time; able to differentiate between good and bad sport practices

whether in youth sport, school sport, or community sport; and more likely to become engaged with local sport organizations as adults to ensure that child and youth sport programs are designed to enhance the well-being of those participating. Thus, our goals for Sport Education are to educate players in the fullest sense and to help them develop as competent, literate, and enthusiastic sportspersons.

Chapter 1 Introduction to Sport Education.ppt

A competent sportsperson has developed sufficient skill to participate in games and activities satisfactorily, understands and can execute strategies appropriate to the complexity of the activity, and is a knowledgeable game player. Through Sport Education, students learn to be comfortable and competent performing in increasingly complex forms of sport, dance, and fitness activities. They grow in their abilities and confidence by gradually being introduced to appropriate techniques and tactics for the activity and by having ample time to improve through practices and competitions.

A literate sportsperson understands and values the rules, rituals, and traditions of sports and other physical activities and has learned to distinguish between good and bad practices within those activities, whether in children's sport, youth sport, school sport, or professional sport. A literate sportsperson is both a more able participant and a more discerning consumer as spectator or fan. Becoming literate about sport practices and others forms of physical activity is a prerequisite to ensuring that sport and activity programs for children and adolescents are educationally sound and contribute to a safer, saner sport and activity culture.

An enthusiastic sportsperson behaves in ways that preserve, protect, and enhance sport culture, whether it is a local youth sport and physical activity culture, a school sport and physical activity culture, or a community sport and physical activity culture. Enthusiastic sportspersons want to participate because they have come to value the experiences and enjoyment derived from participation. They have developed a strong sense of self-efficacy, which is a major factor in helping people to become and stay physically active throughout their lives. We would expect that students who have experienced a physical education program using the Sport Education model would be more likely to become volunteers in child and youth sport programs and to take an active role in seeing that sport and physical activity programs are widely available within their communities.

These goals are ambitious. They not only embrace the Sport Education of children and young people but also can have profound meaning for the health and vitality of the general sport and activity culture of communities, regions, and countries.

SPORT EDUCATION OBJECTIVES

Long-term goals are realized through regular and consistent achievement of short-term goals. Sport Education objectives are achieved through the experiences of students during their participation in Sport Education seasons throughout the school year. The following objectives would be pursued during each Sport Education season.

Chapter 1 Introduction to Sport Education.ppt

 Develop sport-specific techniques and fitness. To play volleyball well, students must learn to pass, set, spike, dig, and block. We refer to these actions as techniques (Launder, 2001). To play volleyball well, students also must be able to move quickly, jump, and have a certain level of stamina. We refer to this as activity-specific fitness. For example, the techniques and fitness needed to play soccer are different than those needed for volleyball and different still from those needed for an activity