

# Sport Education

## Curriculum Issues





# Embraces all activities

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- The Sport Education model can be used for most physical activities that are included in physical education programs.
- Sport Education is not just about mainstream sports such as basketball, softball, and touch football.
- The North Carolina PEPSE project: team handball, basketball, volleyball, soccer, tennis, and badminton (Veal, et al., 2002)



# Examples of non-mainstream Sport Education seasons

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- **Tininkling/Dance** (Hastie, Martin, & Buchanan, 2006)
- **Weight training/Aerobics** (Hastie, Sluder, Buchanan, & Wadsworth, 2008)
- **Bicycle safety** (Sinelnikov, Hastie, Chance, & Schneulle, 2005)
- **Fitness** (Sluder, Buchanan, Sinelnikov, 2009)
- **Swimming** for students with disabilities (Rust & Sinelnikov, in press)



# Beyond the narrow definition

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- This is a much too narrow definition of sport. Sports are playful competitions whose outcomes are determined by physical skill, strategy, and chance.
- Competitions are common in aerobic dancing, weight lifting and gymnastics.
- In all cases you would immediately recognize the skill, strategy, and fitness of the performers.



# Sport Education: Research

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- **Student enjoyment & perceived competence**  
(Carlson & Hastie, 1997; Grant, 1992, Wallhead & O'Sullivan, 2005)
- **Role involvement** (Hastie, 1996; 1998)
- **Marginalized students** (Carlson, 1995; Grant, 1992, Hastie, 1998)
- **Student centered** (Alexander, Taggart, & Luckman, 1998)
- **Situated learning** (Kirk & Kinchin, 2003)
- **Ecology** (Hastie, 1996, 2000; Supaport, Dodds, & Griffin, 2003)



# Small learning groups

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- The small group learning that is central to Sport Education requires that team members cooperate on a number of tasks; thus, the model is consistent with various forms of cooperative learning.
- Each individual team member is held accountable for her or his role
- Sport Education is also consistent with the current emphasis on project-based learning.
  - *When students have to plan team strategies for a season, and the season is of sufficient length, the goal for the team to become as successful as possible becomes a “project.”*



# Small learning groups

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- Students have a stronger sense of control and ownership for their learning
- Teachers are relieved of constant “traffic cop”: duties
- Time on task is increased, especially during dispersed practice
- Peer support and pressure within teams serves as an accountability function
- Students who tend to disengage are not left alone
- It becomes more difficult for students to “hide” from participation
- Students learn to help each other – to give help and to accept it



# Organizing the curriculum

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- Seasons are longer than typical physical education units.
- We should err in the direction of planning for more rather than less time.
- 9 week term
  - ***2 times /week for the whole term***
  - ***Daily PE ... 2 sports***

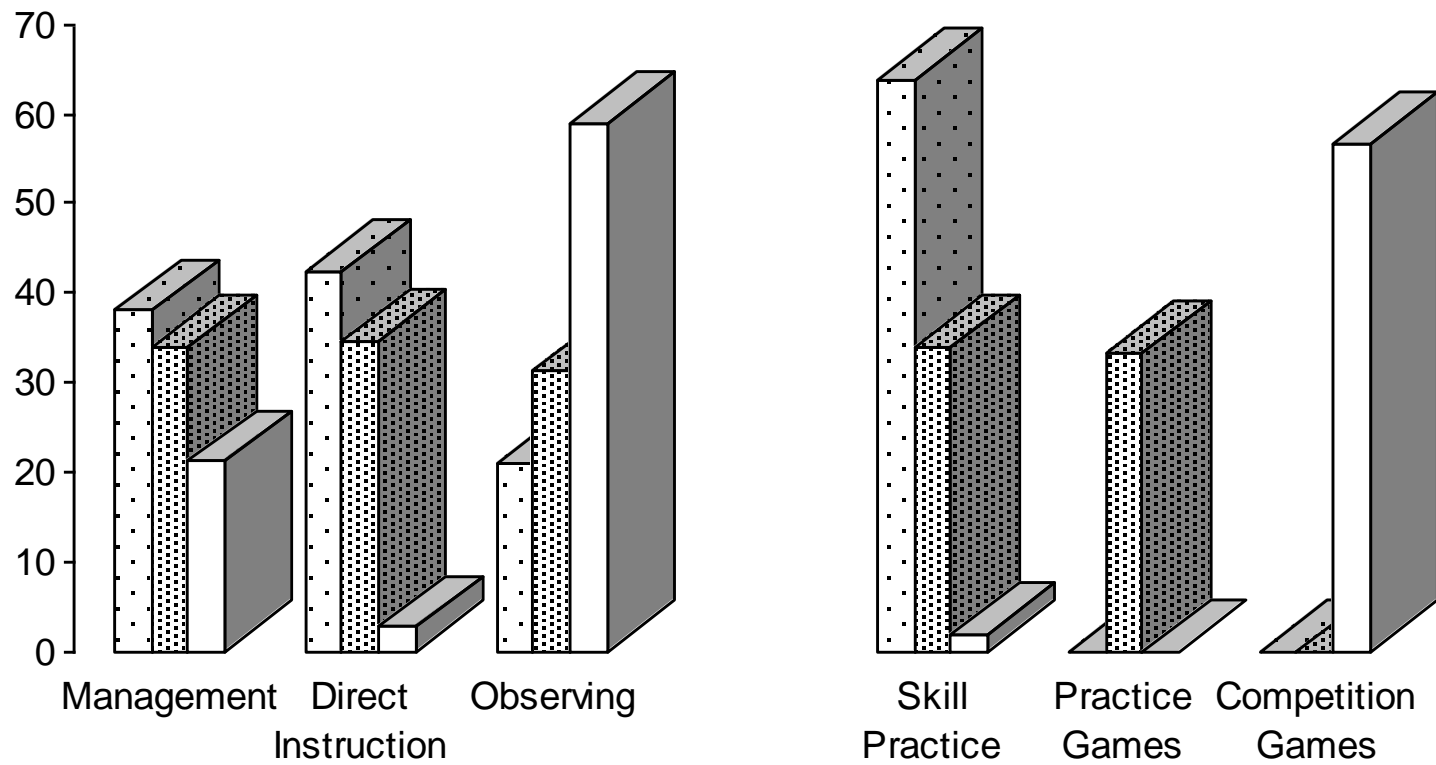


# Key instructional features

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- Whole-group direct instruction, what we will call *guided practice*
- Independent practice
- At the outset, teachers should supervise independent practice to ensure that the teams are practicing appropriately.
- As student capacity to work within the team concept improves, teachers do less supervision and more teaching assistance during team practice.

# Teacher behavior and time allocation to practice and games across the season



Preseason 
  Practice Competition 
  Formal Competition