

Key Features of the Sport Education Model

Sport 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.


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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.

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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 Completed Sport Education Seasons

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.

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.

- *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** (Lauder, 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



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such as gymnastics. Students should gradually learn to master the techniques for the activity, have a sufficient level of fitness to perform the techniques in competition, and have a sufficient level of fitness to persevere in performing them for the length of the competition.

■ *Appreciate and be able to execute sport-specific strategic play.* Traditional approaches to teaching sport in physical education have had a primary focus on techniques but have typically been weak on tactics. **Tactics** are the strategies used by players and teams to gain advantage within a contest. In one study (Romar, 1995), a teacher reported that the primary seasonal objective was for students to participate successfully in a well-played game (a wholly appropriate goal). Observations, however, showed that practice sessions were all about the techniques of dribbling, passing, shooting, and rebounding. Not a single practice task focused on tactics. The games showed the predictable results: Better players dominated, no discernible offensive or defensive tactics were shown, and students were often out of place and seemingly bewildered by the pace of play and the movement of the ball. The teacher was disappointed. In Sport Education, teaching tactics is as important as teaching techniques.

Students have to learn the basic tactics of play to understand what the game or activity is all about. This is why we favor a series of small-sided games that gradually build the students' mastery of both techniques and tactics. We refer to the combination of techniques and tactics as **skill** (Lauder, 2001). Students will not enjoy activities in which they feel out of place and awkward, with the result that they feel disappointed and even embarrassed to be in a game. This result is not only less than teachers hoped for but may even contribute to some students developing a distaste for physical education and activity.

■ *Participate at a developmentally appropriate level.* In Sport Education, teachers rarely use the parent form of a game (e.g., no 11-a-side soccer on a regulation-sized field). Contest formats are developed to allow students to gradually understand and be able to execute the key techniques and tactics for that activity. A 1v1 competition to start a basketball season would include the techniques and tactics of dribbling, protecting the dribble, changing direction with the dribble, and either driving for the basket or pulling up for a shot. The defender would focus on the techniques of defensive stance, moving to stay in between the offensive player and the basket, being ready to challenge the shot without fouling the opponent, and blocking the offensive player's route to a rebound. Offensive techniques such as passing, screening, and the like would gradually be developed in 2v2 and 3v3 competitions, as would the defensive tactics of switching, double teaming, and so on.

The goal of Sport Educators should be to create a series of developmentally appropriate forms of a parent activity using modifications to ensure that students can gradually learn to perform the techniques and tactics and have sufficient opportunities to become proficient. In Sport Education we advise teachers to modify the number of players on a side, the size of the court or field, the size and softness of the balls, the length of bats or sticks, the closeness of targets, and the size of goals to create more developmentally appropriate conditions in which students can improve their techniques and tactics in ways that allow them to have success and enjoy the experience. The nature of a game, its set of primary rules (Almond, 1986), is not changed. The primary rules of a game define how the game is to be played and winning is to be achieved. Volleyball is a net and court game. The primary rule is that the ball is struck from one side such that the opponents on the other side of the net cannot return it successfully while it is still inbounds. Secondary rules, such as the size of the court, height of the net, size of the ball, or number of players on a team can be changed without altering the primary nature of the game. Softball is a sector game played on a large 90-degree sector space.

Students learning the game using the parent form of that sector get few opportunities to practice fielding, throwing, batting, and softball tactics. In this text you will learn ways of teaching softball skills and tactics in smaller sector spaces so that you can multiply your students' opportunities to practice the skill and tactics and to produce faster-paced contests.

■ *Share planning and administration of sport experiences.* In Sport Education, students learn a variety of roles other than performer, including coach, manager, referee, judge, statistician, trainer, and publicist. The roles team members take on will increase with their experience participating in the Sport Education model. In middle and high schools, teachers often create a sports board with appointed or elected student members. The sports board plans the season and also adjudicates differences that might arise between or within teams. This typically produces two outcomes: ownership and empowerment. Students develop and show a sense of ownership for the success of their own experience and that of their classmates. Students who are empowered for the responsibilities of developing and implementing a Sport Education season take tasks more seriously and are more likely to be accountable for the success of the season. In too many physical education programs, the only responsibilities students have are to obey class rules and do what the teacher tells them to do.

“What impressed me most was when I asked the captains to come up with a drill, and they went home and made them up for their teams. As a result, we have a drill named after one child, called the *Ricky drill*, because it was such a great drill. Now every team does it.”

Middle school physical education teacher, United States

■ *Provide responsible leadership.* For a Sport Education season to be successful, students must provide leadership within their teams; thus, leadership becomes an important objective. The student roles of coach and manager are particularly important. Each coach works with teammates to decide what team members will participate at various levels of the competition, to supervise team practices, and to resolve any conflicts that might arise within the team. Managers make sure that equipment is in the right place at the right time and that team members who are referees and scorekeepers get to the right competition venue at the right time to perform as a duty team. Not every student will be a coach or manager each season, but during the course of a school year, most students will have the opportunity to fulfill these roles. In early Sport Education experiences, teachers start with small leadership tasks and then gradually broaden the roles as students develop leadership skills.

■ *Work effectively with your team to pursue common goals.* Students are members of their team for the duration of a season. In most cases, team membership changes from season to season in order to ensure that teams are as even as possible in terms of the teammates' skills for the particular sport or physical activity. Teams cannot be successful unless each member of the team contributes in the role of player, in duty-team roles, and in whatever role is played within the team (e.g., coach, manager, fitness leader). A major educational benefit of the Sport Education model is that students have to work together to achieve common goals, and they typically achieve that by working hard to fulfill their specific role on the team. Team camaraderie and spirit are promoted when teams create a name, color, and cheer and begin to work together to do as well as possible during the season.

“ I have always been concerned about the social interaction aspect of physical education and how you change the attitudes of boys and girls and their roles in sport. I have come to the conclusion that it doesn't work in a 1:30 ratio with the teacher dominating. You can change attitudes when students are working on things in a small team. This unit has produced outcomes that I have been trying for years to produce in a normal situation. ”

High school physical education teacher, New Zealand

■ *Appreciate the rituals and conventions that give sports their unique meanings.* Part of learning a sport is coming to understand and appreciate its rituals and conventions. Why are spectators quiet in tennis and loud in basketball? What do contestants typically do at the end of a match or contest? How does a competitor show appreciation and respect for the opponents and the officials? Most important, why is fair play fundamental to a good sport experience? This objective shows that Sport Education goes beyond the techniques and tactics of an activity in order to provide students with a broader understanding of the activity in terms of the behaviors expected of good sportspersons when they compete.

■ *Develop the capacity to make reasoned decisions about sport concerns.* When performing their various responsibilities in Sport Education, students inevitably will experience conflicts that arise within and between teams. Because fair play is an integral part of Sport Education, concerns about fair and appropriate conduct arise throughout a season. Sport Education teachers typically develop a system for resolving those conflicts, and that system includes student involvement in the resolution. Conflicts create teachable moments where students can learn how to resolve those conflicts satisfactorily.

■ *Develop and apply knowledge about umpiring, refereeing, and training.* Every student will umpire, referee, or judge during a sport or activity season. Each season one student on each team might occupy the role of trainer or fitness leader. Umpires and referees have to know the rules of the activity to perform their duties as an umpire or referee. Missing an item on a rules test has only modest consequences for a student, but a referee missing a call in a 3v3 game will experience immediate consequences from the participants. By performing as a referee or umpire, students quickly learn the rules and violations and begin to understand how important a good referee is to the quality of the game and to the enjoyment of the competitors.

■ *Become involved with sport and physical activity outside of school.* The main outcome most often cited for physical education today is for students to adopt and value an active lifestyle. Physical education classes can provide some proportion of the recommended weekly accumulation of moderate to vigorous physical activity, but the more difficult task is to have the physical education experience motivate students to seek out and take part in physical activity opportunities in the community whether they be participating in community sport, working out in a fitness center, or cycling or running on their own or with friends. Thus, when physical educators use Sport Education that involves seasons of volleyball, aerobic dance, or soccer, they can not only encourage regular physical activity outside of school but also teach students how to take part in those three activities through community programs, how to access those programs, and what kinds of opportunities are available in each.

DIFFERENCES BETWEEN SPORT EDUCATION AND YOUTH OR INTERSCHOLASTIC SPORT

Sport Education in school physical education differs markedly from how sport is typically organized and conducted in youth, community, and interscholastic sport programs. In Sport Education, all students participate equally at all points in the season. Sport Education teams have no first string and substitutes; all participants get equal playing time. Students also learn the diverse roles described in the previous section. Sport Education typically uses small-sided teams so that students get considerably more opportunities to learn the techniques and tactics needed to play the game well. The activities are almost always modified to enable students to have success, particularly in the number of players per side and the modification of the activities themselves (e.g., lower nets or baskets, shorter fields). This is what we refer to as *developmentally appropriate involvement*. When activities are played in the parent form, skilled students tend to dominate and other students are much less involved (Siedentop, 1998).

We have had success with elementary soccer seasons that start with a 1v1 competition. To play 1v1 competently, students have to learn dribbling, tackling, shooting, and the defensive tactic of staying between the opponent and the goal. We then move to a 2v2 contest where passing and trapping are added along with tandem defending. A final round of competition might be 4v4 with more sophisticated tactics and the introduction of goalkeeper skills.

We always protect the primary rules of the game while changing the secondary rules. Basketball, for example, is an invasion game emphasizing eye-hand coordination, moving the ball through dribbling and passing, and scoring by shooting. Secondary rules such as the size of the team, size of the court, height of the net, and size of the ball are changed to better fit the developmental capabilities of the students.

Finally, a major difference from other forms of child and youth sport is the diverse roles that students learn and perform in Sport Education. As mentioned, students are not only players but also coaches, managers, referees, scorekeepers, statisticians, and other roles that depend on the activity. For instance, in dance seasons, roles would include music selector, choreographer, and costume designer.

NATURE OF COMPETITION IN SPORT EDUCATION

Competition is fundamental to the sport experience. The term *noncompetitive sport* is a contradiction, but we have all witnessed abuses of young athletes in the name of competition. Some coaches and even some parents try to convince the youngsters that a win-at-all-costs approach is most appropriate. In Sport Education we try to create developmentally appropriate competitions. The evidence of what children and adolescents want from their competitive experiences has been consistent for many years (Siedentop, 2002). Young people want to get better at the sport, to be with friends and make new friends, and to have fun doing it. Winning and losing do not appear to be as important to young participants as they are to some of the adult coaches and parents.

We believe in the value of developmentally appropriate competition in Sport Education. We have learned important lessons from studies of what children enjoy and value when they organize informal player-controlled games (Coakley, 2007). First, they want action, especially action that leads to scoring. Second, they want personal involvement in the action—player-controlled games have no substitutes.



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Third, they want a close score, which suggests that they favor evenly matched teams. Fourth, they use games to reaffirm their friendships and to make new friends. Good competition among teams always requires cooperation within teams. What is most clear is that the majority of athletes reject the notion of zero-sum competition, where one team can succeed only to the extent that the other team fails.

“It was a paradox. Winning had become more important than in regular physical education class. Judy (touch football) explained: “We really did want to win and it sort of nearly was everything because it was actually counting.” This desire to win encouraged the higher skilled players to work with the less skilled, and the latter to work harder to improve. As the season progressed, however, while winning remained important, team improvement became even more meaningful.”

Carlson, 1995a, pp. 7-8

Sport Education emphasizes the totality of the sport and activity experience. Fair play is always important not just in rhetoric but in point systems that determine seasonal championships. Sport Education has the capacity to provide experiences that sport psychologist Mary Duquin (1988) suggested will nurture healthy physical, psychological, and emotional development in children and youth. She suggested that the sport experience should

- be fun and enjoyable for participants;
- provide a safe means for developing activity skills;
- foster moral sensitivity and caring;
- realize the pleasure and beauty of movement skill;
- exercise a spirit of creativity, adventure, and discovery; and
- inspire a sense of community.

When sport experiences result in the outcomes just described, student teams create small learning communities where caring and supporting are learned and practiced. Modified games create the conditions that enable learning of techniques and tactics. The emphasis on festivity creates fun and enjoyment. All students have the opportunity to learn a number of leadership roles. These experiences provide students with opportunities that influence their emerging lifestyle choices.

It is also clear that students who participate in Sport Education are more likely to develop self-efficacy for physical activity. Research shows that self-efficacy is a dominant factor for participation in and enjoyment of physical activity. Thus, in an era when the world is focusing on health issues related to overweight and obesity and focusing on increased physical activity as a primary strategy in reducing health costs, the development of self-efficacy for physical activity has become an underlying principle. Research in sport psychology has found four consistent predictors of motivated physical activity among children: developing and demonstrating competence, providing opportunity for autonomy and choice in activity, fostering positive peer relationships, and maximizing enjoyment while minimizing anxiety (Weiss, 2007).

WHAT DOES THE EVIDENCE SAY ABOUT SPORT EDUCATION?

Kinchin (2006) completed one of the most thorough reviews of published research on Sport Education. The specific student outcomes noted in these 50 studies were as follows.

- Students preferred Sport Education over their previous physical education experiences, and students who first experienced Sport Education reported that they hoped their teacher would continue to use the model.
- General increases in student enthusiasm were reported across a variety of Sport Education settings.
- Both boys and girls reported that they worked harder in Sport Education.
- Teachers reported that students had better attendance, were more appropriately dressed for activity, and were less likely to avoid participation.
- Students liked the longer Sport Education seasons because they had more time to learn the activity, more time to play it, and more time to be with teammates.
- Students expressed loyalty to their teams and didn't want to let their teammates down.
- Lower-skilled students reported appreciation for teammates who encouraged and supported their development.
- Lower-skilled students seemed to particularly benefit from their Sport Education experiences.
- Girls tended to gain confidence and be more willing to participate.
- Most students reported that they had improved in terms of developing better techniques and applying tactics.

“ I definitely liked my rookie experience teaching Sport Education. A few weeks into the after-school class I found myself thinking, “What would I be teaching and doing if they weren't preparing for competition?” I really liked the structure and routine that it provided and the kids were very focused and learned a lot.

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Elementary school teacher, United States

GETTING STARTED IN SPORT EDUCATION

The chapters that follow provide ample guidance for teachers to learn various ways of organizing their program using the Sport Education model. You will find that our recommendation for teachers who are new to the model is to plan a basic form of the model and then gradually add to its complexity. We suggest picking an activity that you know well and that your students are likely to enjoy. As with any new approach to curriculum and instruction, it is important that the initial experiences be positive for your students and for you. The online resource includes several planning worksheets to guide you through your first effort. Start small, do it well, and then build on it. That is our advice, which comes from the many teachers we have worked with to initiate a Sport Education approach to their physical education curricula.