

## ANYONE FOR SPORT EDUCATION ?

A Sport Education Curriculum model;  
An Ethnographic Investigation to  
Student and Teacher Response

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### PART I

#### Introduction

Arguably the most significant international recognition of New Zealand's brief history, is an ability to produce a wealth of teams, sportsmen and sportswomen who have achieved international success. Such a small population has received a disproportionate degree of success in a plethora of sporting codes. Despite its geographical isolation, New Zealand has made its mark in a variety of international arenas.

The strength of this aspect of our culture has had little critical analysis. Some writers have explored aspects of sport and New Zealand's culture ( Hinchcliff 1978, Pearson 1978, Fougere 1989, Novitz and Willmott 1989) but generally the bookshelves are dominated by "How to do it" guides in a variety of codes or an endless array of biographical material.

As discussed by Pearson (1978) the origins of New Zealand's sporting culture were a result of a prevailing egalitarianism that dominated participation in sporting codes that were often class-orientated in English society. The acceptance that all New Zealanders should have access to sport has remained a priority in contemporary society.

The question of the inclusion of sport in the school curriculum has been examined by Evans (1990) who points out that although being a provider of a balance of intellectual and physical development an alternative is ' the plausible explanation that sport might be perceived to be irrelevant to the education of the child and peripheral to the primary purpose of schools'(p.3). It is true that in New Zealand secondary schools sport has had a strong traditional acceptance which has largely gone unchallenged in the educational debate. This is unfortunate, as for many students, sport

receives more of their attention than their studies and becomes a source of recognition for the recipient by the peer group. As argued by Evans (1990), sport reflects the dominant social values and becomes a vehicle of popular culture. Surely an area of education that carries so much attention deserves more examination than social discourse in a staff room or at social gatherings as is often the case in our country. Such a position is argued by Hargreaves:

On the one hand, sport is easily taken for granted as by definition either and enjoyable, unserious activity, which it would be unbearably pretentious, even self-defeating to subject to analysis (the attitude is often the same to the analysis of jokes), or, on the otherhand, as an activity which is unquestionably good for the individual in society.

(Hargreaves, J .1982 ,p 32)

The examination of sport in education is needed to clarify the roles and issues that have been discussed in this introduction. Work carried out by Ogilvie and Tutko (1971) revealed that athletes face unrealistic amounts of pressure to achieve success in their code. They also concluded that competition did not seem to build character but rather contributed to the presence of tension, anxiety and self doubt. A final point raised concerns the trend of many athletes who find there are insufficient rewards in sport and consequently turn to other more challenging pursuits. A similar argument against sport's role in the building of character is presented by Hodge (1989) who states that 'empirical evidence to support these claims is fragmented and less than convincing'(p.23). In general, Hodge points out however, that sport has a dualistic role in the development of character in that it possesses great potential to develop young sportspersons if we educate those in leadership positions. The development of character is enhanced by opportunities to participate in learning environments that allow competition to be wedded with co-operation, an acceptance of roles in team situations, the opportunity to work and contribute to collective decision making, to demonstrate independence and acceptable achievement behaviour.

The above reflections raise consideration for the sport/physical

educator. Issues of goals, participation, content and the development of understandings of the domain of sport in secondary schools. Students assume relevance for those considering the development of sport education. The next issue that must be investigated is the inclusion of sport in education and the evolution of 'sport education' in New Zealand.

#### PHYSICAL EDUCATION AND SPORT

The nature of physical education in New Zealand schools is predominantly interpreted from the document; 'Physical Education Syllabus For Junior Classes to Form Seven'(Department of Education 1987). The subject remains compulsory to Form Five and is optional at forms six and seven. The syllabus is based around eight themes; athletics, aquatics, dance,

education outside the classroom, ball skills, gymnastics, te reo kori and fitness. Programmes for physical education are generally of a multi-activity nature and include an aggregation of movement development and sport skills, conceptual understanding of knowledge areas and thematic topics. Form five has generally been a watershed between the skill learning phase and senior school study of the subject for sixth form certificate and university bursaries/entrance scholarships. Many form five programmes have had a recreational flavour and a high emphasis is placed on participation in and exposure to selected sporting codes. The adoption and preference of such activities sees sport portraying a hegemonic role in the physical education programmes.

The idea has been put forward that sport is the real subject matter of physical education and should therefore be examined in its fullest sense. Such a thesis was first mooted by Seidentop (1982) who claimed that:

The distances between sport and physical education have grown. These barriers have to be broken down quickly. We need to confront directly the problems in sport and to begin to shape a sport culture that is egalitarian, yet allows for elite performance, a sport culture that is completely humane and very competitive, a sport culture in which a person's involvement in sport is properly seen as a fundamental part of their lifestyle - one in which sport in all its forms for all the people flourishes and, in so doing, nurtures and sustains the culture itself.

(Siedentop 1982 P 6)

Here Siedentop argues that so much emphasis has been placed on the acquisition of skill in physical education that the real meaning and purpose of sport is lost and many of the objectives of teaching such skills cannot be achieved. The Department of Education recognised the role of sport in physical education but directed educators to realise that the two subject areas must remain in harmony:

Although sport and physical education are closely related, one can never replace the other. Physical education offers something to all students, whatever their limitations or capabilities, and all may participate. Sport, on the other hand, is competitive, and generally those competing are the most competent students. Physical education supports sport by helping students to learn and perfect skills and to condition the body for various games.

( Dept of Education 1980 p.8).

The launching of the 1987 syllabus saw the issue of sport and physical education receiving special attention, outlining the need to include both in the school creating opportunities for students to learn the fundamentals. The department supported the inclusion of sport in education by stating "the school is to ensure that opportunities are provided for students, regardless of their abilities, to participate in sport" (Dept of Education p.4) "in an environment where competition is controlled but challenge is retained"(Ibid p.12). Such a statement infers a great deal of power is placed on the shoulders of the teacher who

determines how much competition should be allowed and provides a caveat that competition is detrimental to a cooperative environment.

The value of sport as a cultural form is examined by Alderson &

Crutchley (1990) who claim that although sport is a universally accepted commodity there is at present a lack of education about the culture of sport. Their thesis is that educators should prepare young people to "make the most of sport in their lives" (p.61) and convince those who adopt a negative stance towards sport in physical education that the prime objective is to enlighten students about the sporting options available to them in their inevitable leisure time.

It has been contended that sport education could achieve the objectives that physical education attempts to accomplish (Evans 1990, Murdoch 1990) and is therefore worthy of consideration for inclusion in the physical education curriculum. But the real impetus for the inclusion of sport in physical education has evolved from the work of Siedentop who has taken an extreme perspective, advocating sport should be the subject matter, replacing physical education as we know it.

The distances between sport and physical education have grown. These barriers have to be broken down quickly. We need to confront directly the problems in sport and to begin to shape a sport culture that is egalitarian, yet allows for elite performance, a sport culture that is completely humane and very competitive, a sport culture in which a person's involvement in sport is properly seen as a fundamental part of their lifestyle - one in which sport in all its forms for all the people flourishes and, in so doing, nurtures and sustains the culture itself.

(Siedentop 1982 p.6)

Siedentop places more pressure behind his argument by substantiating the reasons for including sport in the curriculum :

Sport education, then, would aim to develop players - sportsmen and sportswomen. It would emphasize skilled performance and socialization into the role of player. It would be characterized by the creation of forums within which competence could be pursued, by the intimacy to be associated with affiliation, by the creation of meaningful competitions, and, as a developmental school programme, by gradual socialization from the higher forms of ludic activity, namely, practice, subordination of rules, increased complexity, and appreciation for the forum itself. (Ibid p. 83)

Evans (1990) points out that such a stance is quite narrow and does not take into consideration the non-competitive or non-sport elements of the curriculum. Such a position would be taken by many sceptics in New Zealand who would feel comfortable aligning themselves with an opposing view to that of Siedentop. The stance taken by many teachers is that the subject sits on a higher echelon than sport and they express a clear

concern that if adopted, sport education will eventually take over the 'elite' discipline of physical education. Such a philosophy contradicts the respected ideal that the subject should be for all participants and not the privileged few. There is no doubt, from my observations, that a great deal of misunderstanding about the nature and meaning of these two areas exists throughout secondary schools in New Zealand.

#### The Sport Education Model

Sport education is a curriculum model available to teachers of physical education in secondary schools. Siedentop, Mand and Taggart (1986) outline several programme options that could be adopted by teachers of physical education but it is Siedentop's sport education model outlined in this book that has attracted immediate interest in New Zealand as evidenced by its promulgation with the Hillary Commission trial carried out in 1991.

The model's fundamental objective is to furnish students with the skills to become competent sports participants and sportspeople. The need to encourage students' participation and foster that participation is evident in other stated objectives of the model including developing sportsmanship, providing appropriate challenges while being part of a team and to promote positive habits associated with an active lifestyle which will be delivered into adult life.

The Hillary Commission promotes the model as a valuable ingredient of

a quality physical education programme. Sport is seen as a very important part of New Zealand's culture and exposure to this model will assist in educating students of the skills of performance, preparation and participation associated with sport.

#### Factors that determine the structure of the model

The first factor is that sports education adopts the concept of seasons rather than units. The season is constituted of all the major characteristics associated with sport : practice and competition, pre-season preparation, mid-season development and some form of culminating event. To establish a season that envelopes all of these characteristics an allocation of between 16 and 22 sessions is recommended (Siedentop, Mand and Taggart 1986).

The second factor that characterises the sport education model is that the students become team members. Membership is retained throughout the season so selection of teams becomes a vital component in the success of the unit. The selection can be carried out by the teacher, the students or by the students under teacher supervision. It is also recommended that a sports committee or board is set up, comprising of students elected by their peers to monitor the mechanics of the model. To enhance the idea of competition and to cater for the demography of the class selection of the activity must address the need for sufficient numbers of players and teams.

The third factor that contributes to the nature of the model is a formal schedule of competition. In organized sport the season is dominated by

practice sessions concentrating on skill and fitness at the beginning of the season. As the season progresses there is a mixture of practices and games or matches which combine to enhance skill development and "teamwork".

The format of competition is chosen providing it encourages an ongoing participation and not elimination. Players should know whom they will be playing and in what order. In contrast physical education is sometimes characterized by competition but there is very little structure or regularity. Competition is usually an isolated game or match at the conclusion of a unit's work. In sports education it is possible to have more than one schedule of competition. There may be two 'rounds' interspersed by a concentrated practice block. The flexibility of the model allows for several possibilities.

The culminating event is the fourth factor that characterises the sport education model. This is usually seen as the highlight of the season and may be either the climax of an ongoing competition or a separate event to mark the season's conclusion. The key is to encourage maximum participation among players - a major goal of the whole model.

In sports education records are kept and publicised for the benefit of participants and others. Records generally create a great deal of interest among players. This aspect of the model can again be the responsibility of the students who may channel specific skills into publicity and promotion.

The final factor that characterises sports education is that the teacher has a change of role. The traditional role of teacher is modified to become that of 'head coach' who provides an overview of progress in the areas of skill development, practices, team strategies and player associations. It is normally the role of the 'head coach' to supply the necessary material to assist team captains to run structured practices and enhance learning. The head coach may wish to implement strategies that enhance competition such as team size or the type of offence or defence allowed.

An important point made by Siedentop, Mand and Taggart (1986) and echoed by the Hillary Commission is the need to promote good sportsmanship. The Playfair campaign is evidence of that need to provide good attitudes and values. This is one area that the head coach must foster and monitor throughout the unit. Players should come to know what it means to be a good sports person.

## PART II

### The Study

#### The Site

The school selected for the study is situated in Fernleaf, a major rural city in New Zealand and is attended by all girls from throughout the

city and environs representing a large cross section of urban and rural, racial affiliation and socio-economic backgrounds. The school is set in a well maintained environment highlighted by several pockets of landscaped gardens and expansive sloping grassed areas that host sports fields and an athletic track. The perimeter of the school is marked by several well established trees that provide privacy and shelter from the environment of traffic, passers by and prevailing bouts of wind. At the west end of the grounds tucked in amid a sloping bank is a large outdoor pool, flanked by the gymnasium. It is a relatively new complex that is set on multi levels and features a large indoor court and dance room with adjoining staff offices, a mezzanine floor with gallery, weight training facilities and staff offices. On the lower level a common room and changing facilities are available to students.

The complex is well lit and projects an airy atmosphere that is highlighted by well laid out noticeboards and colourful posters preaching the virtues of healthy lifestyles, women's participation in exercise and articles and photos from the build up to the Barcelona Olympics. The complex has an atmosphere of industry characterised by ringing bells, chatter, laughter, squeaking doors and frenetic activity. The activity subsides as pupils disappear to be cocooned by their venues and directed by a fleet of teachers ready to pass on the ingredients of their physical education programme. The environment is a positive one that becomes a focal point for students during the welcome morning and lunchtime breaks. The facilities become host to a mixture of team meetings, practices and the combining of conversation with friends while consuming a variety of healthy and not so healthy foodstuffs.

The gymnasium is used as a venue for assemblies endorsing the idea of a focal point for gathering students and staff. It is artificially lit and heated by large gas powered reflective panels. A stereo perched on a trolley is an integral part of the environment bursting into life to assist in the motivation of participants during warm up activities and various movement tasks requiring support from an animated source. There is a well stocked equipment room opening onto the gym that hosts most of the equipment required for ensuing lessons. At either end of the floorspace sit two very large homeless landing mats that adopt the role of couches for weary or exhausted students. A large whiteboard on the wall beside the windows to the staff office bears instructions for the day's routine. It is flanked by chairs and benches that become the domain of the non participants either unable to shake off the prevalent winter cold or those who have forgotten that this was a day allocated to physical education and left their gear at home.

#### Collection of data

The collection and adoption of detailed and accurate notes cannot be understated (Ramsay 1990, Bogdan & Taylor 1975, Evans 1986, Spradley 1979). Taking records proved to be a valuable learning experience for this researcher. The method decided upon included using a field notebook as well as using a dictaphone recorder in situations when the environment allowed the utilization of such equipment. The size, space and noise associated with ethnography in a gymnasium proved to be a convincing

argument for the use of a recorder. This was generally used overtly however, some occasions warranted the device to be tucked in a shirt pocket, to extract honest and spontaneous contributions from participants. Descriptive notes were adopted on most occasions supplemented by running time logs. The notes were transcribed before analysis.

At the commencement of the unit all participants were asked to fill out a questionnaire which assisted in providing information on the students' background, involvement and current views of sport and physical education. A similar document was completed on the final session of the model to assist in triangulation of perceptions confirming student response to the model.

Toward the conclusion of the model a sample of parents also received a questionnaire to complete to ascertain parents' opinion of the roles of physical education/sport education in the provision of their students' secondary education. The researcher also selected three key informants of varying skill level and levels of motivation during their year to date.

To gauge both input and response to the model a short interview was carried out with Sarah during the third lesson of the model. Two weeks after the model was completed a detailed and structured interview took place between Sarah and myself, both these interviews were recorded and transcribed. Both students and teacher were made aware from the outset that it was my intention to investigate their reaction to the model.

#### Field Observation and Discussion

Once team selection was completed courts were allocated and it was then up to coaches to assemble their team together and map out a strategy that would establish a base for the first round of competition (see Table 1).

Table 1

#### SPORTS EDUCATION MODEL

##### UNIT OUTLINE

##### VOLLEYBALL

Week 4	Wednesday	17th June	Day 5	P 4	Intro, Expectations, Skills
Required	Week 5	Monday	22nd June	Day 2	P1 Team Trials
Week 5	Wednesday	24th June	Day 4	P3	Team Trials
Week 5	Wednesday	24th June	Day 5	P4	Setting / Spiking
Week 6	Thursday	02nd July	Day 4	P3	Dig shot / officiating
Week 8	Wednesday	15th July	Day 2	P1	Blocking / Refing
Week 8	Friday	17th July	Day 4	P3	Competition
Week 9	Monday	20th July	Day 5	P4	Practice
Week 9	Thursday	23rd July	Day 2	P1	Practice
Week 10	Monday	27th July	Day 4	P3	Competition
Week 10	Tuesday	28th July	Day 5	P4	Competition
Week 11	Tuesday	04th Aug	Day 4	P3	Practice
Week 11	Wednesday	05th Aug	Day 5	P4	Competition
Week 12	Monday	10th Aug	Day 2	P1	Competition
Week 12	Wednesday	12th Aug	Day 4	P3	Competition
Week 12	Thursday	13th Aug	Day 5		

P4CompetitionWeek 13Tuesday 18th AugDay 2 P1PracticeWeek  
13Thursday 20th AugDay 4 P3Main EventWeek 13Friday 21st  
AugDay 5 P4Unit Analysis

Once the allocation of human and physical resources was complete it then became the responsibility of each team to extract what they wanted from the opportunity that had been given to them. Laughter and conversation gave way to the thud of inflated volleyballs, a sound that all would become very familiar with by the end of term.

Teacher response

From the beginning it became very evident that Sarah was keen to promote the model as the students and concentrated on making them accountable for what they would learn. She adopted a leadership role during the first four sessions, making sure that all teams were set up and that tasks were completed. By session five Sarah had adopted a role of observer, making herself available upon request by coaches or captains. The most important aspect to the model to her was the need for team affiliation:

I hoped that they would work together and bond as units....which the majority of them did....a lot of team atmosphere, they helped each other.. some of these results (student evaluations) really show that.

This strategy to promote affiliation was endorsed by comments made during sessions and a ruling that any non-participants spent the session with their team to assist in any way possible.

Many educationists would describe the handing over of power to students as bold, particularly by a first year teacher, but such a tactic was considered necessary to ensure the success of the model. The shift in teacher/student roles proved to be an enlightening experience for Sarah, allowing her to focus on student response to the opportunity that was placed before them:

Students who were normally really motivated when the teacher said do this and this were probably the ones at the top of the class and could relate to the teacher, basically be led...didn't do as well as they could have and others...came out and did something perhaps because they were used to doing things for themselves and working without asking the teacher what's this and this.

Another major objective for Sarah was to encourage students to be independent and develop confidence in themselves without having to check with the teacher before proceeding.

There were many questions that would be unanswered but it was important for Sarah to take a chance and let them go for it. Knowing what such a group would be capable of doing provided the intrigue to gamble on such a development. For Sarah though, the gamble paid off. The unit was marked by excitement and enthusiasm, culminating in a series of competitive situations where skill, cohesion and desire escalated.

The role of team affiliation

The concept of team membership is an important part of the sport

education model and one that Siedentop (1982,1986,1987) promotes as vital to its success:

When teams or individuals are closely matched and the outcome is therefore maximally uncertain, the playfulness is maximized and more pleasure and excitement are derived by the participants.

(Siedentop 1986,p.189)

Team affiliation became the most valued aspect of the model as students worked through the term relationships and excitement increased. There was a significant reduction in the number of students arriving without gear. Students unable to attend soon congregated with their team by choice and not following a guiding word from Sarah. By the second round of competition players were beginning to applaud each other's efforts and time outs were characterised by intimate circles focused on carefully selected words of encouragement. Patterns of leadership were developing, creating a more positive and supportive climate. This was appreciated by the players:

We could all put our ideas forward on what to do in the practices and discussed what went wrong in the games and work out how to help each other to improve our game....It was good for people to learn about the team situation and pick up volleyball skills as well. ( Cathy )

This module promotes a more one-on-one learning basis for team members, while it also teaches everyone about the aspect of sport which is lacking in the usual PE course. That is team participation and pride in a team. ( Anita )

Just as Siedentop (1982) claims sport is an extension of play so too must there be conduct in sport that derives from play and the spirit that is associated with such a phenomenon. The environment of the school physical education class and the sport education model should be a positive environment to nurture such qualities that have manifested during the period of this unit.

The adoption of roles in sport education

it's been a great experience.....it developed my skills as a coach and I enjoyed being part of the team as well (Sharon )

I think the coach really must have some sort of background in the sport chosen as well as having leadership skills.(Susan)

I think the coaches are doing a good job and it makes it more fun to learn from someone our own age. (Debbie)

The opportunity to accept the role offered was grabbed by many of the players and a great deal of effort was put into carrying out the newly acquired titles:

Practising was troubling at first as a coach but I found that regular revision at home made me realise what kinds of skills I was to show to the rest of the team. (Abbey)

Brenda is one of the two students in the class on a work report. She is notorious for her lack of participation, punctuation and productivity. Early in the season when Sarah asks for a volunteer to do the draw for the competition, Brenda volunteers. There is a chorus of flak launched by some

of her classmates but Brenda treats it with disdain, she is enthusiastic about the challenge. Following consultation with Sarah she produces the draw and, from that moment, assumes total responsibility for schedules, points and duty rosters. Brenda's interest expanded into officiating where she adopted a leadership role for aspiring referees.

Anita has been allocated a coaching position which she is very pleased about. She returns for first session complete with library books, a plan for the practice and a request for Sarah; "do you want to speak to them today or can we have the whole session?" ..... "no it's all yours Anita ", Sarah replies. The desire to do a good job grows and Anita enrolls and attends a weekend coaching course to expand her knowledge. While positioned downstairs in a cold corridor I wait beside the noticeboard shortly after the bell. Anita bolts from the changing room like a proverbial bullet only checking her sprint to cast an eye at the draw on the noticeboard. It confirms her thoughts, her team is on first game and the warm up should be under way. She races upstairs with shoes and socks in hand returning two minutes later with volleyballs under each arm to stir up some lesser inspired team members. The energy and interest of the coach develops a magnetic effect on her team.

#### Player Interest

Throughout this unit there was a distinct link between interest and competition. The players' decision to run a cumulative points total was a positive tactic to ensure that emphasis was not placed on winning but amassing as many points as possible. There was an emergence of two quite distinct behaviours during the model; the first displayed definite desires to win every time they appeared on court or to at least add as many points as possible to the team total. The second group were happy to participate and gain what ever points they could while enjoying themselves, these players usually had no idea of the score had and where their team were placed in the competition. This group swayed between enjoyment and apathy.

There was a definite escalation of interest and competition as the unit drew towards a climax. The two finalists were obtained and the play off for winner commenced.

The class begins at 8.50 a.m. and by 8.53 there are 13 players already present including the four coaches. Abbey sits at one end of the gym with her team chatting and shivering in the cold. They are too nervous to warm up. The game starts at 9.05 and Anita's team begin on court but their coach puts herself on the sideline. She claps and cheers and can hardly contain the excitement.....she calls a time-out to assist the team to relax after a shaky start. Leanne's team talk quietly on the court, they are focused on what their captain has to offer. "C'mon you guys" calls the bench.....Sally muffs a bump with arms that are too tense....."good try Sally" calls a team mate....she holds her hands in front of her anticipating the next shot to be launched in her direction. The next bump is more successful and she drops in relief as it cannons to the floor on the opponents' court. Anita sets up a second hit , they are all too nervous to hit it , it falls to the ground and the adjacent players all

look quizzically at each other. "Relax it's only a game" rings from the sideline.....Anita glares at the proposer, the five players all turn and watch the server who launches it into the net, her hands quickly cover her face ...Anita and the unsuccessful server exchange smiles. Every class member is standing on the edge of the court screaming. Leanne's team win the next two points to take the final. Every team member bursts onto the court for a stream of hand shakes and congratulations. The noise subsides and Donna begins a prizegiving ceremony that nobody was prepared for. The culminating event in the model was the final between the top two teams. It was performed in good spirit and the players skills demonstrated the benefit of all of the team practices. The same can be said for the way the officials controlled the final.

The arena of competition was a factor in the success of this project. The players valued the opportunity to establish friendships, compete, learn and have fun. Similar outcomes were expressed by parents coupled with encouragement for all and learning the art of winning and losing. There

was evidence that, for many, competition only encouraged those who did well . If sport education is accepted it must bring out the best in all the participants. The nature of competition is described by Siedentop:

...competition means for all to come together. .... Competition involves tradition, ritual, celebration, intimacy and the sharing of significant experiences. It is this festival characteristic of competition that is least understood and therefore, most often neglected or violated. Organizing a game in a physical education class at the end of a 3-week unit does not do justice to the festival nature of competition.(Siedentop 1987 p,82)

The confusion over competition was highlighted by the response of three-quarters of parents believing that it should not be a priority in such a unit. Teachers of physical education must therefore ensure that sports participation is a positive experience for all participants (Hodge 1991). The sport education model can be an exemplar for such desired outcomes.

#### A Summary of Student Responses.

By the completion of the unit there had been a marked increase in the performance of volleyball skills, which I believe was attributed to the time allocated to practice and the non threatening environment . This allowed players to work at a level that the team was comfortable with," it was heaps of fun, especially with the class members being the teachers, so we didn't feel dumb asking questions as we would if we had to ask the teacher" ( Debbie).

Completing the model for the first time has opened the door to refinement and adaptation which together will enhance future sport education models. The selection and completion of this model has provided the participants with a vehicle to use the skills learnt in a complete

sporting environment. It was encouraging to learn that five students in the class decided to extend their interest and attend the trials for the three senior school teams. I asked Michelle how the trials went, "All right".."do you think the sport ed unit has influenced your decision"....."yeah heaps ..... I didn't like the game but I stuck at it There was an overwhelming endorsement of the unit by students and teacher. A return to the model next year was a popular choice:

"We've got heaps better" (Vanessa)

"It was choice"(Anna)

" The whole class was really terrific" (Linda)

" The competitions were fun" (Ella)

"Being a ref was new to me and I enjoyed the chance "(Kathy)

" I loved the way we ran it" (Anita)

"It taught me how to talk to my team mates" (Rebecca)

"Yeah it was a really trendy PE unit" (Julie)

### Conclusion

The purpose of this study was to examine the planning and implementation of the sport education model, to determine its efficacy and to gauge the students' and teacher's response to it. The sport education model can be a forum for enjoyment, as well as educating participants about the culture of sport. It allows students to experience relationships between participants collectively involved in the presentation of competition. This study demonstrates the socialization process that occurs as students slot into allocated roles of players and officials in sports teams.

The completion of this sport education model was highlighted by student commitment and teacher support and guidance. It was a 'child centred' innovation that addressed the key domains of learning in physical education; cognitive development, motor skill development and personal and social development. Sport education replicates the structure of organised sport in this country. The model promotes to students the values of participation in the numerous roles available from such an infrastructure.

For a new teacher the personal costs of implementing such a curriculum model are quite high and compensated only by the rewards derived from witnessing the success of such a venture. The value of completing such a unit is based around experience, the opportunity to experience roles in sports, to experience fair competition, to experience success in the execution of skills and finally to experience the prerequisites for leisure that may be called upon in later life.

The curriculum is constantly being analysed by educators, refining, challenging and debating. For change to occur new curriculum models must be analysed and debated but teachers of physical education must at some stage alight from the curriculum roundabout and take stock of how much sport should dominate their subject. It should be a priority to establish what is important in the teaching of physical education and examine traditional view and methods. The observation of this model has

highlighted the value of collaboration between the pupils' interests and

contributions and the teacher's knowledge and leadership.

This study has only peeled off the bark in examining how teacher and students respond to a curriculum model but it does highlight the interest, learning and experience that has taken place. The adoption of a total sports education programme, is an issue for debate but must be weighed up against programmes that are based purely on the acquisition of sport skills. In light of this research experience, the writer makes a strong recommendation that sport education be critically considered by those who have the power to make decisions on curriculum change. It has been a privilege to be associated with the teacher and students who participated in this model.

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Dear Sport Education participant

As part of my research into this sport education model I would be grateful if you would fill out the following questionnaire. All answers will be kept confidential and class members will remain anonymous.

Your name.....  
Age.....

Pretend name .....

1. If sport plays an important part of NewZealand life, does being at school give you a real understanding of what sport involves?  
Yes 14 No 7

2. What things do you think sport should encourage or teach students?  
team sport, sportsmanship, self defence, listening skills, fairplay, enjoyment, attitudes, behaviour, to be part of a team to have a go, to accept losing, confidence.

3. You have now done a sport education unit. If you were the teacher what do you think you would want the students to have learned from it ?

correct skills, sportsmanship, teamwork, coaching & refereeing, skills, responsibility, participation, a better understanding of the game, helping each other, understanding peoples' limits, accepting everyone's mistakes.

4. As a participant in the model what did you learn from it ?  
need for teamwork, more skills, enjoyment, new skills, new sport, how to relax and enjoy on court, how to referee, not everyone enjoys the same things about sport, give it your best shot, coaching skills, peers, just as capable at coaching, they know what you want to know.

5. On a scale of 1 (very little) to 5 (heaps) what level of enjoyment did you get from participation in this module ? Place a circle.  
1-----2-----3-----4-----5  
0 1 3 6 10

On a scale of 1 - 5 how do you feel you understand the role of:

5.1	Manager	1-----2-----3-----4-----5	1	5	7	6	3
5.2	Coach	1-----2-----3-----4-----5	0	0	3	8	11
5.3	Captain	1-----2-----3-----4-----5	0	1	1	7	13
5.4	Player	1-----2-----3-----4-----5					

0                    0                    1                    1                    20

6.1 Do you want to take part in sport after you leave school?

Yes 17                    No 4

6.2 If sport plays an important part of NewZealand life, does being at school give you a real understanding of what sport involves?

Yes 9                    No 5                    ? 7

Please respond to the following statements by ticking in the appropriate box.

7.1 There is too much sport on TV?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	0	5	5	11	1

7.2 Sport is only for those who are good at it

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	0	0	0	7	15

7.3 Sport is a good character builder

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	3	13	3	5	0

7.4 Sport is like a religion in NewZealand

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	0	3	7	8	0

7.5 There is too much competition in sport today

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	3	8	3	8	0

7.6 Sport should be an important part of all secondary students lives

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	4	14	2	1	1

7.7 There is not enough emphasis on sportsmanship in sport today

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

	5	9	4	3	1
7.8 The most important factor in sport is enjoyment					
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.9 Sport and physical education are really the same thing	12	11	0	0	0
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.10 Physical education teaches sport skills but does not teach about the other aspects of sport .					
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.11 Physical Education allows you to accept responsibility					
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.12 Physical education allows you to learn to get on with others					
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.13 Competing against others in physical activities makes them enjoyable	3	18	1	0	0
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.14 I do not enjoy sporting activities that involve the participation of other people					
Strongly Agree					
Agree					
Not Sure					
Disagree					
Strongly Disagree					
7.15 Have you spoken to other students about the sport ed model ?					
Yes	20				
No		2			
7.16 Have other students asked you about the sport ed unit ?					
Yes	17				
No		5			
7.17 What are some of the details that you have shared with them ?					
how enjoyable the volleyball unit is, what we have learnt, who was winning etc,how different it is, we can do our own thing, good for learning responsibility, learn properly compared with a 2 week unit.					
7.18 Have you spoken or discussed the model with family members ?					
Yes	12				
No		9			

7.19 What are some of the details that you have shared with them ?

The basic facts at the beginning of the unit, what we have been doing and how I was doing, fun, how we were progressing, learning how to play properly.

7.20 What have you enjoyed the most about this unit ?

Having the whole term to learn all aspects of the game, sportsmanship, competition, having a class member as a coach, given responsibility, listening to each other, passing on knowledge, teaching a new skill, learning a new skill, enjoyment, improving confidence

7.21 If you were offered the chance to do this unit again how would you improve it ?

more organization, played harder and hope to improve skills, making it less competitive, more games, less practice, make it shorter, be told more about it at the beginning.

Has this unit changed your opinion of volleyball ?

Yes 14 No 8

7.22 Has completing this unit influenced the idea of doing sport ed as part of sixth form certificate or Bursary physical education ?

Yes 9 No 13

7.23 What are your views of that sport now ?

more enjoyment, plan to enter a school team hated volleyball before but now want to join a volleyball team

7.24 What is your reaction to the role your teacher played during this unit ?

didn't do much, shocked at how little teacher did or needed to do, she let us make our own mistakes, no interference, easy going, there if needed, too many practices, encouraged us, not interested in progress of teams.

7.26 Finally, what do you think is the most important part of this unit ?

sportsmanship, fun, meet new friends, cooperation, input from students, info what was wanted to be done, teamwork, getting on with others, learning new skills, learning to work together and teach each other, team spirit, class participation, knowing how to organise and coordinate sports, learning to accept fairness.

Thankyou for your cooperation during this unit, your assistance is greatly appreciated. Good luck in School Certificate.

Clive C. Pope

Dear Parent/Caregiver

As you are probably aware your daughter has been a participant in a sport

education model as part of her form five physical education programme. I have been working with her class observing how the model is accepted by students and staff.

As part of my research and in light of the need for parental consultation in 'Tomorrows Schools' I would be grateful if you could complete and return this questionnaire.

1. Do you consider that sport education should form part of the curriculum ?

Yes 87% No 12%(Tick one)

2. What do you think should be contained within a unit on sports education

extensive range of skills, physical fitness, cooperation, warm up & down procedures, a body information, commitment to sport, importance of team members compared with solo players, respect for officials decisions, wide variety of skills, fitness activities that are enjoyable

3. If sport plays an important part of New Zealand life, do secondary schools give people a real understanding of what sport involves?

Yes 67% No 11% No answer 22%

4. What outcomes do you think sport should encourage or teach students?

leadership, fair play, art of winning and losing, vital for health and well being, participation, cooperation, self awareness, teamwork, encouragement of not so skilled, cater for children of different abilities, social aspects, opportunities for employment.

5. Have you had the opportunity to discuss this model with your daughter ?

Yes 67% No 33%

6. Do you feel that competition should be a priority in a sport education unit ?

Yes 22% No 78%

What are your reasons for the previous answer ?

taking part is more important than competition, competition only encourages those who do well, to bring out best, competitiveness can be wholesome but often leads to a lack of regard for the rules and bad sportsmanship, participation is more important, sport should never take over the role of education, strive for their goals, enjoyable.

8. Please respond to the following statements by ticking in the appropriate box.

8.1 Sport is only for those who are good at it

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
0	0	0	44%	56%

8.2 Sport is a good character builder

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
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33%	67%	0	0	0	
8.3 There is too much competition in sport today					
Strongly Agree	Agree		Not Sure	Disagree	Strongly Disagree
0	56%	34%	10%	0	
8.4 Sport should be an important part of all secondary students lives					
Strongly Agree	Agree		Not Sure	Disagree	Strongly Disagree
22%	78%	0	0	0	
8.5 There is not enough emphasis on sportsmanship in sport today					
Strongly Agree	Agree		Not Sure	Disagree	Strongly Disagree
32%	45%	0	22%	0	
8.6 The most important factor in sport is enjoyment					
Strongly Agree	Agree		Not Sure	Disagree	Strongly Disagree
79%	11%	10%	0	0	

The names of participants appearing in this study are fictitious to protect confidentiality.

Te Reo Kori is the Maori dimension of movement. There are six sub-themes that incorporate a cultural contribution of movement and sound.

The term sportsmanship is used by participants and organizations in this study, however, it is not a term supported by the writer due to its gender specific nature. The adoption of playership is preferred.

Named after Sir Edmund Hillary, The Hillary Commission for Sport, Fitness and Leisure is a government funded organization set up to improve the quality of life by enabling New Zealanders to participate and achieve in Sport, Fitness and Leisure.

A Hillary Commission initiative established to improve and encourage fair play in all sports at all levels, particularly in children's sport.

6 see appendix 1  
see appendix 2

This information was extracted from the roll book which documented students attending with or without gear

(See appendix 1)

(See appendix 2)

(See appendix 2)

Numbers were added to the questionnaire to assist collating results  
Numbers were added to the questionnaire to assist collating results