

student learning of subject matter content (Ormond, De Marco, Smith & Fisher, 1995; Ormond, De Marco, & Schell, 2005); and (c) cultivate a teaching-learning environment more conducive to gender equity, personal-social responsibility, and enjoyment (De Marco, Spence & Gallo, 2005).

Toward providing practicing physical educators with data based solutions to help students and themselves experience similarly enjoyable, challenging, and revitalizing opportunities, the present article, reflective of the primary author's ongoing action based research with Sport Education, is intended to promote Siedentop's Sport Education Model (SEM) as an agency through which physical education teachers and their programs may become (a) completely revitalized, (b) comply with NASPE Standards, and (c) incorporate innovative instructional units (e.g., Taebo) that increase levels of participation, physical activity, personal-social responsibility, and enjoyment.

Based on their original work with the SEM (De Marco, Ormond & Baker, 2000) an overview of what SEM is and how it works, the findings of the authors' original/ongoing data based SEM research (e.g., DeMarco, Ormond, & Baker, 2002, 2003) and an in-depth description of their most recent study on the effectiveness of teaching Taebo via Sport Education shall be presented. Based on case studies, statistical-, narrative-, photographic-, and video analyses, and the authors' extensive experience with the SEM in public and parochial schools that began in 1994, the present article also will provide specific guidelines for practitioners interested in implementing innovative/novel applications of SEM (e.g., Taebo) in their own programs in concert with their local curricula and unique tal-

ents as physical educators. Illustrative of this flexibility, Dr. Peter Hastie, a Sport Education expert from Auburn University, explained that "any sport or activity can be adapted for Sport Education" (P. A. Hastie, personal communication, March 15, 2007). Further, Siedentop, Hastie, and van der Mars (2004) themselves explained that "recreation and fitness offerings could easily be done using the Sport Education Model" (p. 20).

## **The Sport Education Model**

According to Siedentop (1994), the SEM "has considerably more ambitious goals than most sport PE programs" (p. 4). Those goals include helping students develop into "more competent, literate, and enthusiastic sportspeople" (p. 4) by encouraging participation in a manner more closely mirroring real life sport situations (Siedentop 1995). These goals are accomplished by: (a) extending short traditional instructional units into longer seasons; (b) providing opportunities for long-term team affiliation; (c) structuring formal but developmentally appropriate competition; (d) establishing culminating events; (e) requiring students to learn about and serve in a variety of roles, including player, coach, official, trainer, scorekeeper, and statistician; and (f) cultivating a sense of festivity (Siedentop, 1998).

To a newcomer, describing Sport Education as a type of educationally based intramural program can help to differentiate it from traditional multisport/multiactivity curriculum models which often lack relevance and coherence. And, because the SEM has been shown to provide sound and safe educational experiences, students realistically may be expected to meet the following "immedi-

ate and comprehensive objectives" (Siedentop, 1994, p. 4-5):

1. Develop skills and fitness specific to particular sports.
2. Appreciate and be able to execute strategic play in sports.
3. Participate at a level appropriate for their stage of development.
4. Share in the planning and administration of sport experiences.
5. Provide responsible leadership.
6. Work effectively within a group toward common goals.
7. Appreciate the rituals—conventions that give particular sports their unique meanings.
8. Develop the capacity to make reasoned decisions about sport issues.
9. Develop and apply knowledge about umpiring, refereeing, and training.
10. Decide voluntarily to become involved in after-school sport.

Though initially requiring a restructuring of one's conceptions of curriculum and instruction (i.e., a shift away from command style teaching toward more student centered collaborative learning), the adaptation of the Sport Education Model holds great promise for the renewal of students' appreciation of sport (Siedentop, 1995) and teachers' level of satisfaction in providing sport instruction (e.g., DeMarco, Ormond, & Baker, 2000; Ormond, De Marco, Smith, & Fischer, 1995).

## **Teaching Taebo for Fitness and Fun**

The purpose of our most recent study was to determine the effectiveness of a Sport Education Unit featuring Taebo to promote increased