

performances they were! On the final day of the unit, each of the students shared in leading their group's choreographed performance for 100 of their peers during a school demonstration. The success of the unit resulted in permanent, important and positive change in the school's physical education curriculum.

Recommendations for the Implementation of the SEM

In closing, the authors would like to provide the following recommendations for individuals considering future use of the Sport Education Model in their own programs.

1. Go to the original sources! Dr. Daryl Siedentop's authoritative 1994 text, "Sport Education: Quality PE Through Positive Sport Experiences," as well as the second edition (Siedentop, Hastie, & van der Mars, 2004), should serve as your primary sources of information on the SEM. The passage of time notwithstanding, the "Bible of Sport Education" will remain a reliable and ready reference for all interested in sound theory driven curriculum reform in physical education.
2. Similarly, when seeking to promote SEM as a viable alternative to traditional activity curricula, readers will find in original SEM research (e.g. Ormond, De Marco, Smith, Fischer, 1995) compelling rationale to offer to their colleagues, principals, and parents when making the case for curricular change. The research studies cited herein are all practitioner-based and will serve well in this regard.
3. As required, obtain the approval of administrators and colleagues before implementing an SEM

unit. Shared decision making will always prove more effective and yield greater success. This is particularly true given the marginalized status of physical education as both a subject and a profession. Indeed, insuring that others remain informed about our programs is essential if we are to survive, no less effect curricular and instructional change.

4. Keep it simple by choosing a sport/physical activity with which you are most familiar. Rather than becoming overwhelmed by the need to learn new content, as well as a new mode of teaching that content, insure that your initial attempts to implement an SEM unit involve those sports/physical activities in which you possess the greatest expertise and for which you have available the most resources.
5. While adhering to its basic principles, be open to adapting the SEM to circumstances in your local setting and the unique needs of your students. Our Taebo unit's success demonstrates that such flexibility generates meaningful gains for students.
6. After implementing an SEM unit, collect data and continue to evaluate and monitor the effectiveness of that and any subsequent units. Evidence of that effectiveness will serve well your efforts to protect and promote your programs.

Both high quality sport experiences and professional rejuvenation await those who are willing to try the Sport Education Model. So, regardless of the state of your program, or your present views on the potential for making changes in that program, realize that implementing the SEM will not only benefit you, but most importantly, your students.

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