



Results

THE STUDENTS' PERSPECTIVE

The following direct quotes from students' journals speak favorably of their participation in the Taebo unit:

I'm surprised to say this, but I am actually looking forward to gym class.

Today we had our first Physical Education class at UD and I loved it.

I actually enjoyed gym, which is not something I used to be able to say. I really liked today's class with Taebo. It was a lot of fun and I'm definitely going to get some muscle. Today I had a blast.

We did Taebo today, I had fun because I had a chance to go in front of the class and help one of the instructors teach the class.

I really felt good after gym class. We did Taebo today, this time it was a real workout.

THE TEACHER'S PERSPECTIVE

From the teacher's journaling is the following narrative, which provides a first hand perspective of teaching Taebo via Sport Education:

It was a wonderful and new experience for everyone that was involved. The Taebo unit took place every Tuesday from September to November. Students would come into the gym every Tuesday, no questions asked, and lined up in their design-

ated places on the floor ready to begin and excited to discover what new moves they were going to learn. Most of the students would have smiles on their faces, but there were a few students that wanted to line up in the back because they were embarrassed. Those students did not want to be seen by their peers so they gathered in the back where I could see them. By the third and fourth sessions, I did not see that anymore. All students stepped up and started to take the leadership role because they felt more comfortable about what we were doing each Tuesday. The last few sessions were really great, especially the final performance, when every student lead their group without hesitation.

EFFECTIVENESS OF SPECIFIC ADAPTATIONS OF THE SPORT EDUCATION MODEL

Based on the analysis of the data, it was determined that students' did assume increased levels of personal and social responsibility and that the Taebo taught via the Sport Education Model was a success due to the following adaptations:

1. **Season** The unit consisted of 10 regularly scheduled physical education classes in 30 minute sessions.
2. **Increased Physical Activity** Taebo challenged students physically and provided a path toward achieving physical fitness. All became capable of completing 20 minutes of non-stop physical activity while performing Taebo.
3. **Affiliations** Students named their own teams and developed a group identity based on the uniqueness of their choreographed routines.
4. **Formal Competition** Students incorporated self defense movements including kicking, punching, and lifting in aerobic workouts. The emergence of

inter-group rivalry and pride were observed as the unit progressed.

5. **Record Keeping** The unit featured journaling, video analysis, and a written record of all choreography created and performed by the students.
6. **Increased Personal and Social Responsibility** The unit initially featured complete command style teaching and then transitioned to complete student centered-directed instruction. Students successfully shared and then assumed complete responsibility for their own activity. By the fifth session, the need for supervision had been virtually eliminated. Students became entirely self-directed and with few exceptions, completely *other centered*. The only task for which the students had not assumed responsibility was that of setting up the large gymnasium sound system; as the instructor observed, "They would have done that, if we had had longer periods."
7. **Festivity and Culminating Event** A final performance at the students' school in front of school peers, faculty and administration provided the forum for the final festivity and culminating event.

OVERALL ANALYSIS

The introduction of Taebo via SEM was a watershed event at the school where the study was conducted. Promoting personal and social responsibility and physical fitness with a completely new and exciting activity—Taebo—a curricular and pedagogical innovation that moved all participants further along the road toward student versus teacher centered instruction. Each student underwent personal transformation during the semester, assuming increasing amounts of responsibility for their individual and group performances. And what stellar