

CS SEPEP

An option for integrated or scattered sport

SEPEP, or the *Sport Education in Physical Education Program*, aims to educate students in organising and running a sporting competition. The program, as described in the Australian Sports Commission Manual (1995), is conceived as an extended unit within the school's physical education program. However, SEPEP can also be adapted to provide a formalised structure for a scattered or integrated sport program, as has been the case at Bossley Park High School. This is their story.

As a trial in 1997, Year 8 students from Bossley Park High School participated in a school-based scattered sport program, based on the SEPEP model. The Year 8 sports afternoon was timetabled for Monday afternoon and staffed predominantly by staff outside the PDHPE faculty. Teams were randomly chosen and each team had to democratically choose its own strip, team name, captain, coach and sports board representative. These positions were renewed each season (every term). Equipment, match reports and other official duties were all run on a roster system.

While the program was based predominantly on the fundamentals of the SEPEP model, some adaptations had to be made, because of the large group sizes and limited resources and staffing.

One modification made was that some Year 11 students, as their sport requirement, were grouped with a Year 8 team to act as officials and assistant coaches. This was helpful for the staff involved, as all were from outside the PDHPE faculty. The success of the program was dependent on these staff participating in the new sports program enthusiastically. A great deal of support from the PDHPE faculty was offered in the form of resource booklets, training ideas, rules for refereeing, organisation of equipment, teams and venues for each team. The Year 11 students also provided support.

A further modification which was welcomed by the staff involved was that each week, rather than there being a duty team, two students from each team were involved in writing a match report. At the beginning of each afternoon there was a board meeting involving the entire group, in which scores were updated, best and fairest awards were presented and nominated students would read out

their previous week's match report. The staff saw this as a very positive idea, as it encouraged students in the areas of writing reports and public speaking. This also increased the motivation of the staff towards the program, as they saw literacy and across-curriculum benefits.

The program has proved a success. The key factors which have contributed to its success as an alternative organisation for school sport are:

Teams: Teams need to be small and of equal ability. You also need to change the teams each term.

Extended seasons: Seasons include *trials and selection* of team positions (e.g. captain, coach, board rep.); *pre-season training* which should be organised by the team coach and captain; *competition*; and the *final series*.

End-of-season event: This may be a publicised finals day, an awards assembly featuring a guest speaker or an end-of-season excursion. It is essential to the success of the program, as students see the end of the season as something to work towards.

Sports board: The sports board is the committee which oversees the administration of the competition. They make decisions regarding which sport is played for that season, the size of the teams, the venues and equipment to be used and the rule modifications to be made.

Publication of results: Results need to be publicised in order to give the competition some status within the school. Just as grade sport results are published on a noticeboard or in the school newsletter, SEPEP results should also be published.

This sports program has provided a great opportunity to achieve some very satisfying and worthwhile student outcomes through sports participation. Not only do students have access to a quality sporting experience, but they also develop skills in other areas, such as leadership, writing reports, public speaking, and organisation. The feedback from students and staff has been very positive, and in 1998 the program will be extended to include all students in Years 8 to 10.

Reference

Taggart, A. and Alexander, K. **Sport Education in Physical Education Programs**. Australian Sports Commission, 1995.

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