

**SEPEP**

**SPORT EDUCATION  
IN  
PHYSICAL EDUCATION  
PROGRAM**

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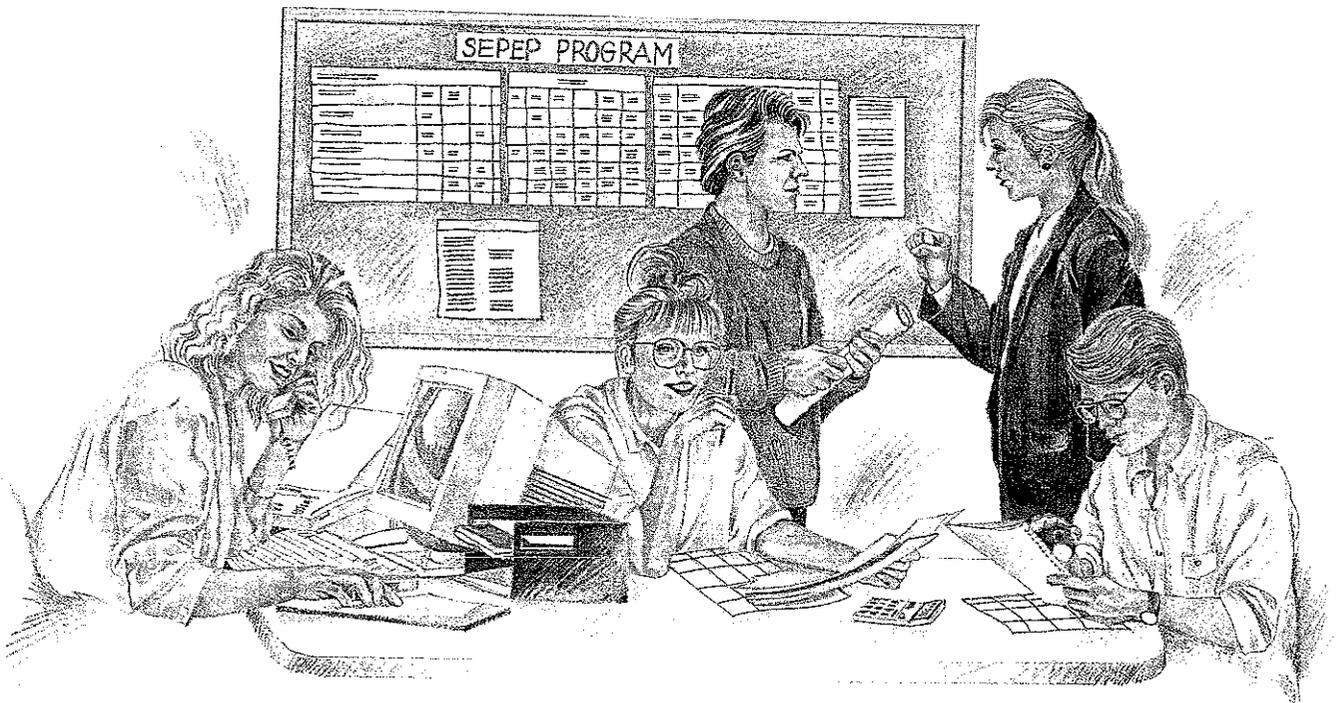


# MODULE 4

# PROGRAMMING

MODULE

4





# MODULE 4

## PROGRAMMING

### PURPOSE OF THE MODULE

*This module should enable teachers to program SEPEP within the total physical education program and then to plan individual SEPEP seasons.*

### THIS MODULE CONTAINS THE FOLLOWING:

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# PROGRAMMING

## WHAT SEPEP TEACHERS SAID ABOUT PROGRAMMING

*SEPEP was new. Previously only 3-4 or 2-3 week units. A 5-6 week unit (20 lessons) was a bit daunting.*

(Teacher journal, Clarence High School, Tasmania)

*SEPEP only covered one sport, whereas normally we would have covered four, so in that respect the curriculum changed.*

(Teacher questionnaire, Northern Territory)

*It certainly made us question the length of the units that we had traditionally run.*

(Teacher teleconference, Victoria)

*Excursions really interfere. Plan dates in advance.*

(Teacher journal, Rokeby High School, Tasmania)

*I found that some of the Year 10s involved in the running of SEPEP got quite political... and started pushing (questioning) the idea that everything goes on top of physical education and physical education misses out, and we haven't got more time in the program. It was like a breath of fresh air for them to actually get involved in how physical education was taught in the school.*

(Teacher teleconference, Victoria)

*We're more into, rather than just taking a guess and saying "no I don't think that would work with the Year 8s" for example, actually doing a bit of action research by trialling it and then making some decisions afterwards with the view that it's not going to destroy a kids' program by experiencing a unit in it. In fact our experiences so far have been hugely positive.*

(Teacher teleconference, South Australia)

# PROGRAMMING

## WHAT YOU NEED TO THINK ABOUT

### Time for learning to take place

SEPEP is based on a 'season' of involvement encompassing not only practice and competition, but also the development of additional understandings, particularly in social and cognitive outcomes. Learning to get on with team members week in and week out is a new experience for many students. Practising skills under the direction of peers, making critical calls as an official and learning how a competition is organised and administered are examples of some of the wider learning experiences students will encounter in the course of the SEPEP season.

### How many sessions?

Ideally, there will be about 20 sessions covering a school term (e.g., two sessions a week for ten weeks). Shorter seasons can operate successfully but are less likely to fully promote the achievement of the goals of SEPEP. In particular, to achieve the social and affective outcomes, significant time needs to be spent with peers working together on a common task.

Teachers who have used full seasons (18-20 sessions) have commented on the importance of having this time to fully develop a broad range of outcomes.

### Why more time?

In SEPEP, additional time is needed to enable the selected sport to be taught more comprehensively, capturing the authenticity of the traditions and meanings that are part of that specific sport. More time is spent teaching the students how to self-manage, umpire, record and become competent in some of the sport's basic skills. From this competence, the acquisition of team work and strategic play can be developed.

### Balance across and within programs

Programming, across years and within year levels, needs to reflect decisions based on student choice, teacher preference/expertise and the community sporting and recreational context. A balanced PE program that includes SEPEP will encourage you to consider the perennial programming issues of breadth v depth and experiences v outcomes.

### Further ideas

Several teachers have developed additional programming strategies. For example, links have been developed between schools working with their local recreation centre staff to help program access to local competitions. Others have planned their SEPEP seasons to run at a time which allows students to go straight into the local community season following their experience in school. Some schools have planned SEPEP seasons in conjunction with nearby schools, allowing some inter-school competitions to take place. These ideas and others are being developed by teachers as they plan and implement SEPEP in their local context. Please inform SPARC if you have any programming strategies that have worked for you.

# SEPEP AND THE PHYSICAL EDUCATION PROGRAM

- SEPEP has not been designed as a replacement program.
- SEPEP has been designed to form part of a balanced physical education program for students across the upper primary and secondary years.
- SEPEP requires a large amount of time to be allocated to one sport. This investment of time can yield both diverse and higher level student outcomes.
- Including SEPEP in the PE program has encouraged teachers to evaluate existing programs.

## ● How can school programs change to include SEPEP?

- The program examples below show how SEPEP can be accommodated by the typical multi-activity program (see example 1).
- In example 2, 5-week units in football, athletics, hockey, fitness and netball have made way for full SEPEP seasons of netball, soccer, basketball, swimming and softball. Note that in example two, students experience the same number of sports as they do in the multi-activity program (example 1).

### EXAMPLE 1 A Typical Multi-activity Program

	UPPER PRIMARY	YEAR 7/8	YEAR 9	YEAR 10
TERM 1	swimming	swimming	swimming	swimming
	softball	fitness	badminton	fitness
TERM 2	netball	cricket/tennis	hockey	euro. handball
	football	gym/dance	basketball	volleyball
TERM 3	athletics	soccer	football/netball	hockey
	athletics	athletics	dance/fitness	outdoor education
TERM 4	folk dance	volleyball	cricket	netball
	volleyball	softball	tennis	softball

### EXAMPLE 2 Physical Education With SEPEP

	UPPER PRIMARY	YEAR 7/8	YEAR 9	YEAR 10
TERM 1	swimming	swimming	swimming	SEPEP swimming
	softball	fitness	badminton	
TERM 2	SEPEP netball	cricket/tennis	SEPEP basketball	euro. handball
		gym/dance		volleyball
TERM 3	athletics	SEPEP soccer	football/netball	hockey
	athletics		dance/fitness	outdoor education
TERM 4	folk dance	volleyball	cricket	SEPEP softball
	volleyball	softball	tennis	

# Sample Season – TOUCH

- This 18 session touch season outlines the key developments in the season.
- This season has two tournaments within the season.
- The season has a spare session at the end. This is a good strategy to ensure the important end-of-season event is not lost.
- Touch proved to be one of the most popular sports for teachers using SEPEP for the first time.

## Year 10 – 2 sessions per week, 50 minute sessions.

SESSION 1	Introduce SEPEP Skill practice Modified games 1v1
SESSION 2	Skill practice Elect Sports Board Modified game (Sports Board grade students for team selection)
SESSION 3	Teams announced by Sports Board Skill practice – whole class and in teams Modified games 3-a-side
SESSION 4	Skill practice, whole class, in teams Teams elect coach, captain and manager (4th member is on Sports Board) Modified games – Pre-season
SESSION 5	Skill practice taken by team coaches Modified games – Pre-season Tournament format posted
SESSIONS 6–9	Round Robin Tournament 1 Seven rounds – seven teams – 4 weeks. 2 rounds each week One team on duty each round
SESSION 10	Minor end-of-season event for first round of competition
SESSION 11	Working on review of the round one competition: feed analysis into plans for round 2 Teacher and Sports Board develop strategies for competition round two
SESSION 12	Mid season coaching ‘clinic’ Sports Development Officer and local profile players invited to school
SESSIONS 13–16	Round Robin Tournament 2. Rounds 1 – 4 Format as for Tournament 1 (with changes if necessary) Skill practice in teams Modified games in teams Work on game strategy. Introduce more complex developments of game play
SESSION 17	Grand end-of-season event Festival and guest into school to present awards
SESSION 18	Spare week. Friendly games or catch up

Resource adapted from material provided by Kim Richards, Narrogin Senior High, WA.

# Sample Season – SURF SPORTS

- This is possibly the most unusual SEPEP season we are aware of. It shows that there is no limit to the innovation and imagination of teachers and students when designing and implementing a SEPEP season.
- This SEPEP trial was an option for a co-ed year 11 recreation class.
- Teachers have successfully integrated SEPEP into year 11 and 12 PE.

## Year 11 – 1 session per week, 120 minutes.

WEEK 1	General organisation and concept of SEPEP explained Warm-ups General practice of types of activities available during the season
WEEK 2	Duty team and Sports Board orientation Location and condition of equipment noted Practice on all equipment by all students Warm-ups and practices explained by teacher Class elects Sports Board
<i>Sports Board meets to decide options for sports and plan rules with teacher after school</i>	
WEEK 3	Sports Board announces teams, events and rules 4 teams with one Sports Board Member in each plus one surf club member in team (if possible) Team practice – 2 events per team Wave ski, board paddle and swim Beach volleyball practice
WEEK 4	Teams practise 2 other events
WEEK 5	Teams practise final 2 events
WEEKS 6 & 7	Competition starts Round 1 organised by Team A i) Wave ski relay ii) Beach volleyball
WEEKS 8 & 9	Round 2 organised by Team B i) Run, board paddle and swim ii) Beach cricket
WEEKS 10 & 11	Round 3 organised by Team C i) Wave ski, board paddle and swim ii) Beach volleyball
WEEKS 12 & 13	Round 4 organised by Team D i) Chariot races ii) Tug of war
WEEK 14	End-of-season event organised by Sports Board Flag race Award Ceremony

Resource adapted from material provided by Terry Doyle, Bunbury Senior High School, WA

# Sample Season – SOCCER

- This example shows an 18 session soccer program.
- A teacher using SEPEP for the first time may use a format such as this.
- This program is flexible enough to be used across many year levels and was also used with a student teacher group at University.

## Year 8 – 2 sessions per week.

SESSION 1	<p><b>Introduction to SEPEP</b></p> <ul style="list-style-type: none"> <li>● characteristics of the program</li> <li>● how it fits into PE</li> <li>● outline of roles and responsibilities</li> <li>● small-sided games</li> </ul>
SESSION 2	<p><b>Skill practice</b></p> <ul style="list-style-type: none"> <li>● fitness and stretching specific to selected sport (teacher led)</li> <li>● skill practice (teacher led)</li> <li>● election of Sports Board and Publicity Team</li> </ul>
SESSION 3	<p><b>Skill practice</b></p> <ul style="list-style-type: none"> <li>● fitness and stretching specific to selected sport (teacher led)</li> <li>● game trials</li> <li>● selection of teams</li> </ul>
SESSION 4	<p><b>Team practice</b></p> <ul style="list-style-type: none"> <li>● skill practice in teams (teacher led)</li> <li>● teams elect: captain, coach, manager, first aider</li> <li>● discussion of roles and responsibilities, uniforms etc (teacher led)</li> </ul>
SESSION 5	<p><b>Team practice</b></p> <ul style="list-style-type: none"> <li>● warm-ups and skill practices led by teams' coaches</li> <li>● modified rules for competition, explained by Sports Board</li> <li>● team practice with modified rules</li> <li>● fixtures, rules, duty teams etc. all posted and discussed</li> </ul>
SESSION 6	<p><b>Pre-season games</b></p> <ul style="list-style-type: none"> <li>● discuss competition format</li> </ul>
SESSION 7	<p>Team practice (as for session 5)</p>
SESSIONS 8-12	<p><b>Round Robin Competition (5 teams)</b></p> <ul style="list-style-type: none"> <li>● Ten rounds; two rounds each session; one team on duty in each round</li> </ul>
SESSION 13	<p><b>Review of Competition 1</b></p> <ul style="list-style-type: none"> <li>● review and suggestions for new scoring system for Competition 2</li> </ul>
SESSIONS 14-18	<p><b>Round Robin Competition 2</b></p> <ul style="list-style-type: none"> <li>● include certificate presentation on last day</li> <li>● social event organised for group after school – invite soccer celebrities</li> </ul>

# SEPEP IN THE PHYSICAL EDUCATION PROGRAM

- SEPEP may be carefully sequenced into your yearly physical education program
- This school's program will help you to think about how SEPEP can provide balance to your program without students missing out on sports or other physical activity experiences.

## SEBASTOPOL SECONDARY COLLEGE – PHYSICAL EDUCATION PROGRAM

Year 7	Year 8	Year 9 boys	Year 9 girls	Year 10
<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>
Sport Search (3 weeks) Athletics – Mars 5 Star * Long Jump * Discus * Track: 100, 200, 400, 800, 1500 (7 weeks x 2 lessons)	Sport Search (3 weeks) Athletics – Mars 5 Star * Javelin *Shot * Triple & High Jump * Track: 100, 200, 400, 800, 1500 & 1500 walk (7 weeks x 3 lessons)	Sport Search (3 weeks) SEPEP GO-GO Golf (7 weeks x 2 lessons)	Sport Search (3 weeks) SEPEP Softball (7 weeks x 2 lessons)	Sport Search (3 weeks) SEPEP Basketball (7 weeks x 2 lessons)
<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>
Choice of * Football * Soccer * Netball * Badminton (2 x 3 week blocks) (6 weeks x 2 lessons)  DANCE * Aerobics (4 weeks x 2 lessons)	SEPEP * Hockey * Soccer * Netball * Basketball (5 weeks x 3 lessons)  DANCE * Bush/Square (5 weeks x 3 lessons)	SEPEP * Football/ * Soccer/ * Baseball (10 weeks x 2 lessons)	DANCE * Aerobic (4 weeks) (Paid instructor) * Creative x 3 weeks (students put on a display) (7 weeks x 2 lessons)  GAMES (3 weeks x 2 lessons)	WHOLE TERM DEVOTED TO HEALTH (10 weeks x 2 lessons)
<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>
SEPEP Gymnastics (10 weeks x 2 lessons)  DANCE Line Dances (4 weeks x 2 lessons)  GAMES 1 week x 2 lessons	SEPEP Gymnastics (10 weeks x 2 lessons)  FITNESS * Mini gym * Circuit * Running * Aerobic (5 weeks x 2 lessons)	SEPEP Gymnastics (Skill and Sequence) (10 weeks x 2 lessons)  DANCE * Ballroom (5 weeks x 2 lessons)	SEPEP Gymnastics (Skill and Sequence) (10 weeks x 2 lessons)  DANCE * Ballroom (5 weeks x 2 lessons)	SEPEP Volleyball (10 weeks x 2 lessons)  Sport Search (5 weeks x 2 lessons)
<b>TERM 4</b>	<b>TERM 4</b>	<b>TERM 4</b>	<b>TERM 4</b>	<b>TERM 4</b>
SEPEP * Cricket * T-Ball * Softball (8 weeks x 2 lessons)	SEPEP * Touch * Softcrosse * Korfball (8 weeks x 3 lessons)	GAMES Block 1 (4 weeks x 2 lessons) Block 2 (4 weeks x 2 lessons)	GAMES Block 1 (4 weeks x 2 lessons) Block 2 (4 weeks x 2 lessons)	WHOLE TERM DEVOTED TO HEALTH (8 weeks x 2 lessons)

*Note: This program is based on 10 week terms with term 4 limited to 8 teaching weeks. Term 3 includes full term and additional half term units in PE.*

*Resource based on material provided by Garry Ebbels, Sebastopol Secondary College, Vic.*

# RESOURCE SHEET 1

## PE PROGRAM PLANNER

- Use this PE Program Planner to give SEPEP a place within your total PE program.

### TOTAL PROGRAM PLANNER

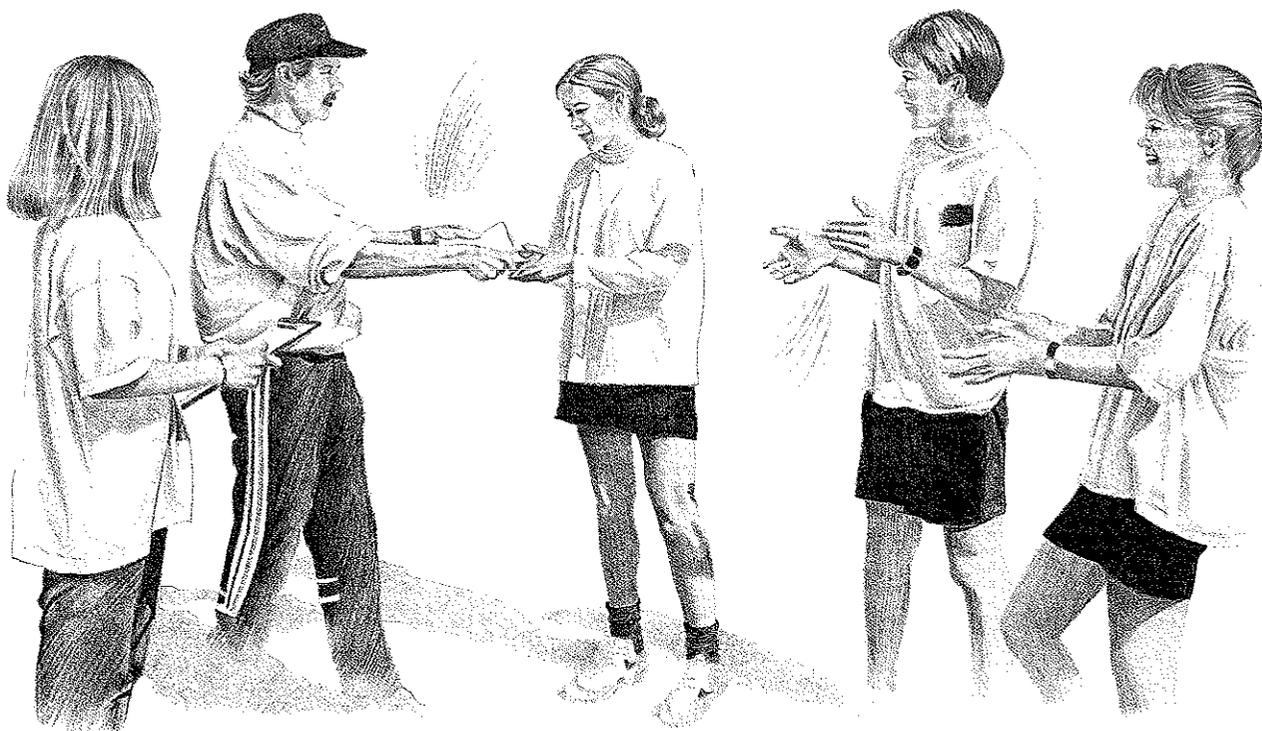
Year	Year	Year	Year	Year
TERM 1				
TERM 2				
TERM 3				
TERM 4				

# RESOURCE SHEET 2

## TEACHER'S SEASON PLANNER

This planner together with the more detailed checklist in the '30 minute walk through' will help teachers plan their season.

- Use the first box to note down your objectives/lesson content, e.g., introduce SEPEP concept.
- Use the second box to record the tasks to be carried out e.g., elect the Sports Board.
- Use the third box to note any issues that emerge during the lesson. These may need to be addressed either at the end of the lesson, before the next lesson or at the start of the next lesson (e.g., meet with publicity officers to discuss SEPEP notice board).
- Remember to identify any dates that may take some or all of your students away from their scheduled SEPEP class. Then plan for this disruption.



# TEACHER'S SEASON PLANNER

LESSON	OUTLINE OF LESSON CONTENT	ESSENTIAL TASKS	ISSUES TO ADDRESS
Lesson 1 Date: Week:			
Lesson 2 Date: Week:			
Lesson 3 Date: Week:			
Lesson 4 Date: Week:			
Lesson 5 Date: Week:			
Lesson 6 Date: Week:			
Lesson 7 Date: Week:			
Lesson 8 Date: Week:			
Lesson 9 Date: Week:			
Lesson 10 Date: Week:			
Lesson 11 Date: Week:			
Lesson 12 Date: Week:			
Lesson 13 Date: Week:			
Lesson 14 Date: Week:			
Lesson 15 Date: Week:			
Lesson 16 Date: Week:			
Lesson 17 Date: Week:			
Lesson 18 Date: Week:			
Lesson 19 Date: Week:			
Lesson 20 Date: Week:			

*Resource based on material provided by Jillian Norris, Castle Hill High School, NSW.*

