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Investigating the Integration of the Sport Education Model and the Athletics Challenges Approach in the Teaching of Athletics in one Kuwaiti Middle School

by

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ABSTRACT

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INVESTIGATING THE INTEGRATION OF THE SPORT EDUCATION MODEL AND THE ATHLETICS CHALLENGES APPROACH IN THE TEACHING OF ATHLETICS IN ONE KUWAITY MIDDLE SCHOOL

MESHAL FAHAD ALTHUWAINI

This thesis seeks to investigate the integration of Sport Education and the Athletics Challenges approach to support the teaching of athletics in one Kuwaiti middle school. In Kuwait physical education faces many challenges and shortcomings, including unsatisfactory outcomes for pupils and little professional development for teachers who work within an old and narrow curriculum (Hayat, 2012). Some within the very limited Kuwaiti PE literature have shared such concerns over the quality and future of PE in Kuwait schools and limited instruction (e.g. Hayat, 2012). Sport Education is an internationally recognised model of curriculum and instruction used to support the teaching of Physical Education (PE) in school and which has shown positive outcomes in a range of cultural settings. The model aims to help young people become competent, literate, and enthusiastic sportspeople (Siedentop, 1994). Similarly the Athletics Challenges approach is more inclusive, with a focus on group learning, on self-assessment, with the use of modified tasks that stimulate authentic athletic events, and which promote higher engagement time (Morgan, 2003). Athletic Challenges also aims to provide pupils the opportunity to plan, evaluate, and perform skills and seeks to motivate pupils for participation and helps them to gain valuable experience of a number of athletic activities (Morgan, 2003). The potential links between these approaches led to the development of an extended

season taught by one Kuwaiti PE teacher to two classes of boys (N=45). Both qualitative and quantitative methods were adopted in this thesis. Data were collected using semi-structured interviews with the teacher, pupil focus groups, observation of lessons, and an end of season pupil survey. CPD support was also offered to the teacher by the researcher. Qualitative data were analysed inductively using a grounded constant comparison approach. Quantitative data were analysed using descriptive statistics. A number of themes emerged during the analysis of qualitative data. Data showed that the pupils became competent, literate, and enthusiastic sportspeople. Pupils enjoyed the season in particular team affiliation and they took the opportunity to plan and evaluate their athletic performances while taking on leadership roles and responsibilities. Pupils felt both 'professional' and a 'specialist' in what they saw as an authentic athletic environment. The teacher experienced some early difficulties and challenges in teaching the season and resistance from management to this novel curriculum, which he was able to overcome in collaboration with the researcher. The teacher felt more 'valuable and the season expanded his knowledge of how to teach physical education. Discussion centred on the emergence of some initial Sport Education 'shock'. The close relationship between the structures and features of both Sport Education and Athletics Challenges was a key feature of this thesis. The impact of Kuwait culture on the season is discussed around appropriate behaviour and morals, role status, and the planning and implementation of the festival. The season in this thesis offers a valuable resource for teachers to adopt in their curriculum. Some implications for schools, teacher training institutions and policy makers for the development of Sport Education and Athletics Challenges in Kuwait are outlined.

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DECLARATION OF AUTHORSHIP

I, ... [please print name]

declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

[title of thesis] .....

.....

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. [Delete as appropriate] None of this work has been published before submission [or] Parts of this work have been published as: [please list references below]:

Signed: .....

Date: .....

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Chapter 1:

1.1 Historical overview of sport development in Kuwait

Since its establishment as a State in the 18th century, Kuwait has given attention to sports. Before the discovery of oil, Kuwaiti people were actually engaging in physical activity in their daily lives in order to adapt to the harsh environment conditions and to make their living. People were skilled in sports such as swimming, diving, rowing, hunting, shooting and riding horseback in order to make their living, these sports were utilized by all people young and old however, given cultural practice traditionally only men were allowed to practice them (Kuwait Olympic Committee, 2015).

In the past, traditional sports such as racing, horse riding, swimming, and shooting were popular in Kuwait and some were played in public arenas for viewing. The country had previously adopted sports from countries such as India and those in the west, whilst continuing with traditional sports better known to its local nomadic tribes. Some celebrated sports in the area included the racing of camels and horses during festivals where sportsmen from all over the Arabian Peninsula came to participate. These races included the finest Arabian horses. Additionally, falconry was a popular sport in both Kuwait and the Arabian Peninsula. Both commoners and nobility used to participate in this sport, yet the sport started to decline after the overhunting and the discovery of petroleum fields in the area (Crystal, 2013).

After the discovery of petroleum, Kuwait changed to a more developed country where people did not need to participate in sports to make a living but instead used sport for mostly recreation. At this time, more formalized sports started to develop. At first, it started spontaneously without any fixed rules or restrictions, later on, the Al Maaref (knowledge) council was established where it supervised

the formation of teams and clubs. With the growth of sports in the country, sports programme also increased and this saw the development of a number of teams and clubs, which took part in competitions (Sports History of Kuwait, 2012). Increasing numbers of fans and spectators also started to follow sport. Furthermore with the rise of contemporary education in Kuwait, a number of sports were included in formal school programme with the aim of introducing sporting values and benefits to children, young people and communities. These were mostly team games and some athletics.

These changes required the establishment of an authority that would supervise sport across the nation. The government soon acknowledged the importance of sports to the extent that it wanted to provide citizens with high quality sport experiences. The government therefore formed The Public Authority for Youth & Sport in 1992, which works as a Ministry for Sports in the country. It aimed at achieving a general policy for the State to administer and oversee sports and their development. The Authority's mission was to train and educate youth especially to make a generation that was healthy and which was aware of the importance of sport in the development of citizens and the State in general. The Authority also wanted to design programmes and oversee approaches to teaching of sport subjects in the country. In time it supervised the establishment of teams and clubs and made official tournaments and competitions, while expanding access for the population (Kuwait Olympic Committee, 2015).

1.2 Women and Sports in Kuwait

Although gender separation is a characteristic of Kuwait, for example within the education system, the development of sport in Kuwait was not limited to men. Although opportunities for participation are considerably fewer, women have been active participating in many sports for some time (Gulf News, 2013). Sports were first introduced to women in the 1950's in concert with the establishment of

schools and educational institutes for girls. Currently women in Kuwait participate in many sports clubs such as the Kuwait Club and the Qadesiah Club and participate on teams such as football, basketball, tennis, swimming and weightlifting. Football for women was established in the year 2001 and a basketball league in 2013. There were many success stories featuring Kuwaiti women athletes. For example, Balsem and Luloah Alayoup are two Kuwaiti girls known in fencing; they are gold medals holders and have won many prizes in the field. In 1982, three Kuwaiti athletes (Jamila and Nadia Almotawaa and Sheikha Baraa Alsabah) achieved the first three places in a horseback riding competition in India. The establishment of the Women's Sport Club has contributed greatly to the spread of the sports education among women in Kuwait. Adila Alromi was an example of successful women in the field of special needs (Gulf News, 2012). Adila Alromi gained in gained seven gold medals in weight lefting in 1979. In 1981 she was chosen as one of the ten best sports athletes in Kuwait. In addition, she won three siver medals and two golden medals at Seoul Olympics in 1988. Finally in 1989 at stock mandfiel she won the best weight lifter as a special needs and she lifted 132.5 kg (Kuwait-history.net).

1.3 The current situation and development of the sports

Today, The revenue from oil has helped Kuwait to develop in all fields including that of sport. The majority of the sports that are known internationally are found in Kuwait and have official unions that manage every sport in an international manner (Sports History of Kuwait, 2012). Sports play an important role in the Kuwaiti society for men and as previously indicated, for women. As stated in Kuwait there are many kinds of sports that have been imported from other nations. It is fair to say that football is considered the most common sport in the country (and is very popular within the PE curriculum). It is supervised by the governmental organization "Kuwaiti Football Association". The national football

teams of men has progressed well in international championships such as the FIFA World Cup in 1982 and have competed nine times in the Asian Football Championship, winning the cup for the only time in 1980. The Premier League of Football in Kuwait combines eighteen teams which include clubs from the most prominent regions of Kuwait such as Alqadsia, AlNaser, Alarabi and Kazema. In addition to football, there are many other official sports that have a number of fans and that are managed by internationally registered unions such as basketball, cricket, swimming, handball, and tennis.

The researcher grew up in an athletic family and has played football since seven years old. He has played for three teams in Kuwait. The first was the Kazma club in 1994 and he spent 12 years there. In 2006 he joined the Al Arabi club and finally the Al Salmiya club 2009. As the author of this thesis the researcher has benefited from the previously described sport opportunities provided by Kuwait. The researcher graduated from a physical education college with a bachelor's degree in the state of Kuwait. He then worked as a physical education teacher in several public elementary schools in Kuwait (Al Surra, Al Doha, Al Jahra primary schools). In 2012 the researcher completed his Masters degree in the United States of America from Indiana University-Purdue University, Indianapolis specifically in Kinesiology during which he studied many disciplines related to sports such as motor development, kinesiology, biomechanics, sports psychology, and sport management.

1.4 An orientation to this thesis

The researcher has experienced sport as a player on the international stage and has witnessed all the features that are evident at this level (teams, team membership, competition, kit, practice etc.). Specifically he played on the Kuwait national football team between 1999 and 2001 in international games against several countries such as Germany, Austria, and France. Whilst the researcher has

witnessed first hand the development of sport in his country and benefited from a range of positive outcomes through his own active participation on a team, the same cannot be said for the place of physical education within the Kuwaiti school curriculum, of which he has also experienced. Working as a specialist PE teacher in a governmental primary school for a period of five years allowed the researcher chance to closely observe the challenges and shortcomings of physical education in Kuwaiti schools, which included an old and narrow curriculum, teachers lacking interest, and limited instruction. Some within the very limited Kuwaiti PE literature have shared such concerns over the quality and future of PE in Kuwait schools (e.g. Hayat, 2012).

Having been based in the UK for the past couple of years the researcher began to see and read about different forms of curriculum that are available to children and young people in physical education in other parts of the world. The researcher saw this thesis as a chance to think differently about the experiences PE can offer Kuwaiti children and to work with current practitioners in an effort to reform programmes in schools. Through reading about curriculum in physical education the researcher began to see examples of instructional models that have provided the basis for innovating PE in many schools around the world. As a former international level sportsperson, one particular model, which aims to cover many of the features of high level sport, caught his attention through the writing of Siedentop (1994) and Siedentop, Hastie & van der Mars (2011), and following interactions with other well-known scholars in this area such as Peter Hastie, Oleg Sinelnikov and others (including his supervisor), which were part of his early doctoral research training. This model is known as 'Sport Education'. Sport Education is an internationally recognised model of curriculum and instruction used to support the teaching of Physical Education (PE) in school and which has shown positive outcomes in a range of cultural settings. The model aims to help young people become competent, literate, and enthusiastic

sportspeople (Siedentop, 1994). As will be seen, Chapter three will provide an extensive review of the literature on Sport Education from studies carried out around the world and at different educational levels, focussing upon the outcomes for pupils and teachers (pre-service and in-service).

1.5 The inclusion of athletics (track and field)

It needs to be stated that one condition of the researcher's PhD scholarship from his government was that his thesis include a focus on athletics (track and field), which was stipulated by The Physical Education College in Kuwait. Therefore the researcher began to explore whether the Sport Education model could provide the basis for the teaching of athletics in Kuwaiti schools. From reading the literature it was apparent that Sport Education had already been flexible enough to be combined with other approaches leading to a number of 'variants' (Siedentop, 2002). For example research has investigated Sport Education and its integration with Teaching Games for Understanding (Hastie and Curtner-Smith, 2006) and in combination with Hellison's Teaching for Personal and Social Responsibility in physical education, which led to an approach known as 'Empowering Sport'. (Hastie and Buchanan, 2000). The Cultural Studies curriculum also integrates Sport Education with issues of social justice (Kinchin & O'Sullivan, 1999) and Ennis' work led to the Sport for Peace model by linking Sport Education with conflict resolution (Ennis et al. 1999).

At the same time the researcher began to read about the different ways and approaches to the teaching of athletics in schools (which are reviewed in Chapter 3). Given his reading about Sport Education and its features, (e.g. Siedentop, Hastie & Van der Mars, 2004: Hastie, 2013), one particular approach to athletics teaching caught the researcher's attention due to the potentially similar structures and range of potential commonalities between the approaches (using mixed ability groups, cooperation, peer teaching and evaluation, planning and

decision-making, promoting developmentally appropriate tasks). Like Sport Education, the Athletics Challenges approach is described as: more inclusive, with a focus on group learning, on self-assessment, with the use of modified tasks that stimulate authentic athletic events, and which promotes higher engagement time (Morgan, 2003). Athletic Challenges also aims to provide pupils the opportunity to plan, evaluate, and perform skills and seeks to motivate pupils for participation and helps them to gain valuable experience of a number of athletic activities (Morgan, 2003).

This researcher therefore saw a chance to pursue a further variation in combining Sport Education with the Athletic Challenges approach (Morgan, 2003) to teach athletics in Kuwait schools and investigating its development and implementation. As a potentially original contribution not only has Sport Education not been researched within the Arabic culture, this would be the first empirical study that aims to combine these two approaches, with the aim to offer an alternative way of teaching this content area in the PE curriculum in Kuwait.

Research title

Investigating the Integration of the Sport Education Model and the Athletics Challenges Approach in the Teaching of Athletics in one Kuwaiti Middle School

1.6 Rationale for this research

The empirical literature on PE in Kuwait is extremely limited. In Kuwait enthusiasm for PE is low amongst some pupils and teachers (Hayat, 2012). Some teachers offer little instruction, do not follow the curriculum, only choosing to teach if their external supervisor is visiting to assess them. Currently PE in Kuwait has limited learning outcomes in the curriculum. A mostly teacher-led teaching style also exists which places the teacher in charge of all decisions and tasks. In

the researcher's capacity as a teacher in a Kuwaiti school he shares the concern amongst some teachers of PE that the subject has tended to have a teacher-led focus to pedagogy. This has been highlighted, generally by Capel and Blair (2007) and specifically in Kuwait by Hayat (2012). From both the authors' professional experience and the literature, some PE teachers in Kuwait want to reform but many are unclear on how and that they need support in order to do so (Hayat, 2012). The international PE literature includes a strong empirical base for alternative models of teaching PE that can be a basis for change. Literature in sport pedagogy shows considerable support for an innovative and authentic curriculum that support sport-related learning where children develop cooperatively and more responsibly. In fact Hastie (2014) draws attention to over 70 empirical papers, which evidence how Sport Education develops skill, literacy and improves the attitude of pupils to learning in physical education. As Chapter Three will illustrate, Sport Education has been studied around the world including: USA (Hastie, 1998), UK (Kinchin et al., 2004), Ireland (Kinchin, MacPhail & Ni Chronin, 2009; 2011), Australia (e.g. Taggart et al., 1995), Finland (e.g. Romar et al. 2016), New Zealand (e.g. Grant, 1992), Russia (e.g. Sinelnikov & Hastie 2008) South Korea (e.g. Kim et al., 2006), Pueto Rico (Estrada, 2015). A number of major reviews of the outcomes of research into Sport Education have also been published (e.g. Hastie, 2014; Kinchin, 2006; Wallhead & O'Sullivan, 2005). However, no research has been conducted in the Arab world, which this thesis aims to address, and while some papers have been written to explain how Athletics Challenges can feature in lessons (see Chapter 3) very little empirical research on an application of Athletics Challenges could be located.

Given that athletics in on the curriculum in Kuwait, this study was primarily interested in athletics as an activity area. This study therefore investigated the development and implementation of a combined Sport Education and Athletics Challenges hybrid season in Kuwaiti classes made up of boys aged 10-12. The

researcher used his knowledge of Kuwaiti schools to approach a professionally known PE teacher who would be sympathetic to the aims of the research and who was willing to try and reform their teaching. Given the infancy of Sport Education in Kuwait, the researcher worked alongside one PE teacher as a CPD experience and developed an extended season of work for pupils (see Appendix 1) , which lasted across the duration of fieldwork (8-9 weeks), and which covered 22 lessons of athletics including the festival. The teacher taught the unit to two classes of school pupils.

1.7 Objectives

The primary objectives of this research are to understand existing ways that PE is taught and experienced in Kuwait from the perspective of a teacher and their pupils. Second, to develop and introduce a novel Sport Education and Athletics Challenges curricular approach to PE to a sample of Kuwaiti middle school children focussing upon any challenges that might emerge. Third, to investigate how pupils and their teacher respond to the particular participation features of this alternative curricular approach (e.g. affiliated teams, cooperative working, peer teaching, decision making). Forth, to determine the extent to which a PE teacher might change their classroom practice and their views and beliefs about PE within the school curriculum.

1.8 Research Questions:

1. How do pupils describe their previous PE experiences in Kuwait?
2. How was the season developed and what challenges emerged during its development and implementation
3. How do pupils experience a unit of work taught through Sport Education and Athletics challenges?

4. What are the teachers' perceptions of and responses to the key features within the SE and AC season?
5. How did the experience of teaching the SE and AC season influence the PE teachers' views and beliefs about PE in school?

1.9 The structure of this thesis

The structure of this thesis is divided into a number of chapters. The first chapter contains a historical overview of sport development in Kuwait in addition to the current situation of PE in schools and the development of sport. Moreover, the chapter gives a brief orientation to the idea of a Sport Education and Athletics Challenges curriculum. In addition, this chapter includes the objectives of the thesis and the research questions. The second chapter contains an introduction to education in Kuwait and its objectives. This chapter includes details of the Kuwaiti educational system, the structure of general education, the organisation of education around districts and schools, and the numbers of teachers and pupils in the schools. In addition, this chapter gives attention to the educational challenges in the 21th century that Kuwait faces. The vision and the strategy of education also are included. The concept of Kuwaiti physical education, its aims, objectives of PE in middle schools in particular are also included. Chapter three covers the literature review. It contains several reviews of studies in the areas of, teaching styles, competency in Sport Education, literacy in Sport Education, enthusiasm in Sport Education, professional development and learning how to deliver Sport education model. Literature on the approaches to the teaching of athletics, peer teaching, and finally cooperative learning are also reviewed. Chapter four includes the methodology and philosophical assumptions for the thesis. The chapter discusses Sport Education from a philosophical and theoretical perspective. This chapter also includes the research procedures, tools for data collection, the research setting, procedures for data analysis. This

chapter also provides a detailed account of the development of the season. Attention to matters of validity, reliability and trustworthiness of this thesis are also considered. Finally, this chapter addresses relevant ethical information related to this research. Chapter five discusses the findings of the research from teacher interviews, pupil mini focus groups, field note lesson observations by the researcher and CPD interactions with the teacher. Chapter six includes this thesis dicsussion of the findings which also illustrates several points related Kuwait culture and how that culture interacted with Sport Education and Athletics Challenges season from the pupils', teacher and researchers' views. The final chapter presents the conclusion to this thesis and includes some recommendations for PE, for policy makers and what future research and development work could be done in Kuwait and neighbouring countries within the Gulf region.

Pilot work in relation to the development of the interview protocols with the teacher and the pupils is also included. This chapter also contains information on the professional development input.

Chapter 2: Education in Kuwait

2.1 Introduction

Given this thesis was conducted in the context of Kuwait, it is necessary to provide some information on its education system. Education in general is the outmost important priority for countries that seek to be in the ranks of advanced nations and Kuwait is one of them. The role of education in the development and progress of nations is proven to be important; therefore, the people council of Kuwait (Parliament) issued a law stating; "Education is a right for all the citizens of Kuwait and the state must secure it according to the law and that Education is obligatory and free at the first stages" (MOE, 2008). The law of obligatory education in Kuwait was issued in the year 1965. Here, Kuwait has set a plan to develop its educational systems in order to upgrade the skills of its nationals to meet all future challenges.

The government of Kuwait has for some time known of the value of education therefore it has continually sought advanced plans, rules and strategies to develop the system of education in the country. Kuwait has put in place a number of major educational plans. The last plan for developing the education in the country covers the period from 2005 to 2025 (MOE, 2008). It is considered a crucial and important point in the process of developing and modernising the education system in Kuwait. This plan has centred on the challenges of the modern era of globalisation including the impact of technology and the nature of learning in the information age. The Ministry of Education wishes to meet these challenges by introducing the use of technology in schools and changing to new advanced sources of and approaches to learning and teaching other than traditional books and pedagogies (MOE, 2008).

A key part of the government and Ministry of Education's effort to develop education in the country is through the varied forms of education such as private, government and foreign schools. In Kuwait there are a number of types of schools including American, British and Indian schools in addition to Arabic language schools. Several universities have been introduced to the country such as the American College of Kuwait, American Colleges of Middle East, and the Australian College of Kuwait (MOE, 2008).

This chapter includes a general overview of the development of the Kuwaiti Educational system, its history, objectives, structure of general education in the country, demographics of educational districts, schools, students and teachers in schools, challenges, strategy and vision and training system of staff in schools. Given the topic of this thesis, attention will also centre on PE, the objectives of PE of the Ministry of Education of Kuwait and the objectives of PE in schools.

2.2 The General Objectives of Education in Kuwait

Being very aware of the importance of education in the development of the country, the Ministry of Education in Kuwait set different aims and goals to be achieved. The first goal was eliminating illiteracy and targeting all the reasons, which lead to this. The upmost attention has been paid to upgrading the abilities and skills of the Kuwaiti people who look forward to a better future for themselves and for their homeland. In addition, it aimed at shifting to modern methods of education and introducing the technology to the education field in order to maximize the benefits of education and adapt to the new pedagogical methods used in more developed nations. Furthermore, the Ministry of Education wanted to develop the level of education gains to fulfil the urgent needs arising from the new challenges in Kuwait (see section 2.8) and the great changes in the world in the different stages of education from kindergarten stage through the other stages to the higher education stage. Kuwait is seeking to upgrade the

internal productivity of education and encourage students at the different levels of study to lessen the wastage of education, by developing an education to better suit all educational levels of students in government, private and foreign schools in the country. Special needs students have been given extra interest by the Ministry as the Kuwait government wanted to develop their abilities and skills and ease their integration into the society and maximize their productivity to benefit themselves and the society altogether. In the same way, the education system in Kuwait targeted the most able and the low achieving; it gave them a focused care. The Ministry of Education acknowledges this role of the educators in the process of developing the education in the country. The Ministry aims at supporting the teacher socially and finically to grant him/her a special position in the country (MOE, 2008).

2.3 The Kuwaiti Educational System

The State of Kuwait was established as a nation, around three centuries ago. At that time, it had served the function of a commercial hub for traders and others transiting through this region. In the year 1961, Kuwait became an independent nation and a member of the United Nations (AL-Diwan Al-Amiri, 2015).

The education system in Kuwait is not a new trend; Primary learning was introduced in Kuwait in the year 1887. At that juncture, the 'Alkatateeb' or writers led the education process. Classes were usually conducted in mosques, and knowledge of the Holy Quraa'n, and the fundamentals of reading, writing and arithmetic were taught to the children who attended these classes. This state of affairs continued until the year 1911, when the first school for boys was founded. This school was named the Al-Mubarkiya, and it ushered in a novel education system in Kuwait. Subsequently, AlSaada, the first private school was founded in the year 1922, in the country (MOE, 2009).

An important moment in the history of Kuwait education was the establishment of The Council of Education in the year 1936. It effectively made the Kuwaiti government responsible for providing monetary and other resources for education. It also undertook the supervision of teaching. In addition, the Council of Education was made responsible for organising learning, which it did by designing and planning the curriculum to be implemented. The very next year, the Council of Education established one primary school for girls, and two primary schools for boys (MOE, 2009).

With the passage of time, education in Kuwait became more accessible. This resulted in a steady increase in the number of prospective students. In response to this development, the Council of Education enlarged the existing schools, by introducing additional classes. In the year 1947, a religious teaching institute was formally launched in Kuwait. Thereafter, in the year 1949, Kuwait established a teacher-training institute, in order to cater to the needs of primary school teachers (MOE, 2009).

Kuwait has benefited from educational systems and experiences of the nearby Arab States that were established prior to Kuwait. The Arab Republic of Egypt and other Arab nations provided some of the funds required by the education system of Kuwait. There was considerable emphasis upon education in the sciences. In the year 1952, the government appropriated to itself the management of education. In this endeavour, Kuwaitis were employed, and technical support was extended by the other Arab nations. Several educational reforms were witnessed in the year 1954, when a restructuring of the study plans and curriculum were undertaken. A restructuring of the learning stages was conducted, and the curriculum was made more flexible, with a view to rendering it more relevant to the cultural and social developments taking place in the nation. With these

changes, education at the kindergarten and primary level now lasted four years, and in the intermediate and secondary stages it was four years each (MOE, 2009).

Upon observing the importance being accorded to craftsmen, the government of the day, in Kuwait, embarked upon an ambitious plan in the year 1955, wherein craftsmen were provided with basic education. This effort was subsequently migrated to the Public Authority for Applied Education and Training. In the year 1963, a teachers' institute, wherein male and female teachers were trained, was commenced. This institute provided a diploma to students, after they had obtained the secondary school certificate (MOE, 2009).

In the year 1993, this institute for teachers became the Basic Education College. It awarded a Bachelor of Education degree, after four years of post-secondary school study. In the year 1966, the sole public university in the nation, namely Kuwait University, was established. However, private institutions of learning have been functioning in Kuwait, and since the year 2000 four universities and three colleges, have now been established by private entities (MOE, 2009).

Kuwait constitutes an Islamic state whose official language is Arabic. The ALSABAH princess family has ruled this nation, since its inception. The Kuwaitis had nominated this family. The current ruler of Kuwait is Prince Sheikh Sabah Alahmad Aljaber Alsabah. Kuwaiti polices and laws are based upon the Holy Quraa'n and the Sunnah, the direct message of the founder of Islam, Prophet Mohammad (Peace be upon him) (MOE, 2009).

The location of Kuwait is in the northwestern area of the Arabian Gulf. Its neighbours are; Iraq to the north, Saudi Arabia to the south, and contiguous borders with the Arab Gulf states. The State of Kuwait is situated between the longitudes $46^{0}30'$ and $49^{0}00'$ east, and latitudes $28^{0}30'$ and $30^{0}06'$ north. With a land area of 18,000 km^2, the State of Kuwait is located in a semi-tropical region. Kuwait City, located on the northern coast of Kuwait Bay, is the capital of this

country (MOE, 2012). The topography of the State of Kuwait is distinguished by even plains that are infrequently dotted with shallow craters and low hills. As such, its terrain is that of a desert that is uneven to a minor extent. The land depicts a gradual gradient from the west and south to the sea level in the east. The southern end of the nation attains a mean altitude of 300 meters above the mean sea level.

The climate of Kuwait is practically the same, throughout the year, and it is a hot and dry desert environment. Due to its geographical location, the climate of Kuwait tends to be blisteringly hot, especially during the summer season, when the day temperature in the shade can be as high as 50°C. The Kuwaiti winters are short and quite warm (MOE, 2013). This extreme heat has implications for all activity which takes place outside, whether this be related to work or play. Given the nature of this thesis schools are careful when timetabling lessons which are outdoors and it is not uncommon that these are scheduled early in the morning.

As of the year 2009, the Kuwaitis numbered around 3½ million. Among these, 1,344,656 were females and 2,140,225 were males. Moreover, 1.8 million, among this population, were Kuwaitis, who constitute 32.1% of the total population of Kuwait. The other residents of Kuwait belong to various nationalities and countries (MOE, 2010).

The residents of Kuwait are from as many as 140 different nations, spanning several regions of the world. The majority of the Kuwaitis reside in the capital city and its adjoining residential localities. The preference, in this context, is for the locales that abut the Arabian Gulf coast (MOE, 2010).

Source: (Maps.com, 2014)

The above map portrays the State of Kuwait, its neighbours, and other contiguous regions.

2.4 The Structure of General Education

During the inception stage of education in Kuwait, which commenced in 1911, only the primary stage of education was in place, and it served to furnish basic education to the Kuwaiti children. An improvement over this situation was achieved in the succeeding years, due to the establishment of new stages in the learning process. Thus, in 1942, a secondary education framework was established in Kuwait. Notwithstanding the presence of the primary and secondary stages of education, the structure of the education being imparted was muddled, on account of the indefinite number of years of study to be undertaken by the students. This number was subject to frequent change, leading to considerable confusion (MOE, 2008).

Thereafter, the Council of Education became proactive and established the kindergarten stage for boys and girls aged six years. During the period 1954-1955, the Kuwaiti authorities altered the structure of the educational stages. One of the outcomes was that during the kindergarten stage of education, pupils, regardless of their gender could attend the same school (MOE, 2008).

In 1961, Kuwait became an independent state. At that juncture, the Ministry of Education engaged itself in the task of developing the indigenous education system, with a view to rendering it capable of meeting the ever-increasing requirements of a changing world. The structure of the education system, established in 1956, continued until 2004. This system required students to undertake two years of study in the kindergarten stage, and four years each in the intermediate and secondary stages of education. With the commencement of the academic year 2004-2005, this setup was altered, and students had to undergo two years of kindergarten study, followed by five years of study at the primary then four years of study at intermediate stage, and three years of study at the secondary stage (MOE, 2010).

Currently, the educational system of Kuwait is organised into two types of education (formal education and informal education) to achieve the goals of education in the country.

First: the formal education, is supervised by two authorities:

A- Ministry of Education:

The Ministry of education manages this level of education. It refers to all the kinds of schools prior to the university level; this includes:

1- The public schools:

It includes the stages pre-university such as kindergarten, primary, middle and secondary schools. It is free and obligatory by the law for all students under the age 18 (Kuwaiti constituent, article 40).

2- **Qualitative schools**:

Qualitative education comprises religious schools and special needs schools.

3- Private schools:

It takes place in a private it states that are supervised by the Ministry of Education and parallel to the pubic education.

B- Ministry of Higher Education

The Ministry of Education supervises this level of education and it comprises:

1- Kuwait University:

It comprises a number of colleges such as the scientific faculties of engineering, medicine, social science, arts, and management, In addition to that, the postgraduate college that gives Masters and Doctorates degrees in some subjects.

2- Public Authority for Applied Education and Training:

This educational body upgrades the resources and teaching workforce by teaching them applied sciences. It comprises two kinds of schools:

a- Vocational education

b- Faculties of applied education such as the commercial institute, Basic education Institute, technological studies institute, health science institute, institute of tourism skills, Institute of Secretarial and Office Management, higher institute of communication and industrial institute.

Second: The Non- Formal Education

This kind of teaching comprises a number of educational institutes that are supervised by some governmental organisations, ministries and private institutions that give students training certificates such as the Centre for community service and continuing education and the houses of Quran that are managed by the ministry of Awqaf.

Educational Ladder in Kuwait:

The educational ladder in Kuwait is divided into the following stages; kindergarten, primary, intermediate, and secondary stages. Kindergarten stage starts at the age of three years and continues until the age of five. The primary stage starts from the age of five and continues on for five years. However, the intermediate stage starts at the age of ten and continues on for four years, then the final stage which is, the secondary stage, starts at the age of fourteen and continues on four years.

2.5 Districts and Schools

Kuwait is divided into six districts; namely, Mubarak Alkabeer, Hawalli, Alfarwaniya, Aljahra, Alasema, and Alahmadi and all operate under the control of the Ministry of Education. The table appended below indicates the number of schools in each stage of education, in a district-wise manner.

Districts Schools	Alahmadi	Aljahra	Hawalli	Alasema	Alfarwaniya	Mubarak Alkabeer
Kindergarten	39	30	27	30	39	34
Primary	54	44	36	45	48	32
Intermediate	47	36	31	34	35	23
Secondary	30	19	21	27	27	15

Table 1 Number of schools at each educational stage by district. Source: (MOE 2013).

2.6 Pupils in Schools:

To reiterate, there are three levels in every learning stage in the schools of the State of Kuwait. These are the primary, intermediate and secondary stages. A tabular display of the distribution of the number of students at each stage of education, in the districts taken up in this study, is provided below.

Districts Schools	Alahmadi	Aljahra	Hawalli	Alasema	Alfarwaniya	Mubarak Alkabeer	Total
Kindergarten	11326	7543	4916	5036	8820	5627	43268
Primary	35252	26578	21164	17502	29144	14396	144036
Intermediate	25190	19811	16359	14513	21194	10502	107569
Secondary	14274	12009	10962	10799	13367	7019	68430

Table 2 Number of pupils at each educational stage by district. Source: (MOE 2013).

2.7 Teachers in Schools:

The next table provides a portrayal of the number of teachers at each educational stage, in the districts considered in this study.

Districts Schools	Alahmadi	Aljahra	Hawalli	Alasema	Alfarwaniya	Mubarak Alkabeer	Total
Kindergarten	1505	931	722	795	1311	995	6295
Primary	5514	3720	3633	2953	4919	2666	23405
Intermediate	4149	3223	2941	2814	3231	2354	18712
Secondary	2665	1979	2082	2412	2720	1751	13609

Table 3 Number of teachers at each educational stage by district. Source: (MOE 2013)

2.8 Educational Challenges in the 21st Century

Kuwaiti education is beset with several challenges, which affect its overall structure. These can be classified under various categories, such as technological, social, political, economic, cultural, and cognitive MOE, 2008).

2.8.1 Technological Challenge

Among the several challenges envisaged by education, new technology constitutes one of the most formidable challenges. At the international level, vast technological change has transpired. This change actuated the State of Kuwait to undertake suitable and serious action. For instance, the Ministry of Education implemented the general introduction of computers in every school, across the nation. In the year 2008, the Ministry of Education circulated a memo obliging every teacher to pass the International Computer Driving Licence. Moreover, the Assistant Undersecretary for Public Education had declared that 80,000 students of secondary school would be provided with laptops, during the academic year 2011-2012 (MOE, 2013).

2.8.2 Social Challenges

Despite the presence of several groups in Kuwaiti society, it functions as an inseparable whole. This achievement has been facilitated by political unity, compact territory, and the independence of the individual resulting from substantial employment choices and all round economic prosperity. All the same, the Ministry of Education makes concerted efforts to reduce tension and social conflict, by deploying all its resources. It also develops a permanent sense of nationalism, which is accompanied by extraordinary emphasis upon learning social skills such as adding to the Kuwait national curriculum a subject called nationalism education which help the pupils to learn and adopt the culture which help to understand others needs and desires which bring positive interaction with

society. The latter are regarded as being a crucial source of cohesion in society (MOE 2013).

2.8.3 Political Challenge

A major political issue for Kuwait is its location between Iran and Iraq. This is the most volatile region of the Arabian Gulf. This has exposed, an unwilling Kuwait, to continuing conflict and tension that persisted for several years. Several wars have taken place in this area, which has proved to be a major hindrance to its development. The Iran-Iraq war of the 1970s lasted for eight long years and resulted in the first Gulf war. Furthermore, on 2 August 1990, the Iraqis blatantly attacked and invaded Kuwait. During this unprovoked depredation by Iraq, the infrastructure of Kuwait was more or less destroyed, and a significant number of innocent civilians lost their life (MOE, 2008).

Although, Kuwait had a territory of merely 17,818 $km^{2,}$ the comity of nations did not take kindly to its invasion by Iraq. Thus, 34 nations, after being authorised by the United Nations, decided to combine forces and rid Kuwait of the Iraqis. This action was ably led by the USA and UK, who worked in tandem and deployed one of the largest forces, after World War II. These efforts culminated in the Operation Desert Storm, which commenced on 17 January 1991. Relentless attacks were conducted against the Iraqi troops, and on 26 February 1991, Kuwait was finally rid of the Iraqis (Aljazeera, 2004).

Addressing these issues compelled the educational authorities of Kuwait to take into account all the outcomes and the prior social and political state of affairs. The function of the authorities in this country has been declared in an unambiguous manner. This has been the consequence of democracy and a clear constitution. In order to continue this trend, Kuwaiti education emphasises upon strengthening democracy, and according respect for the constitution, laws and

regulations. This is to be achieved by means of political education, aptly designed curricula and behavioural practices. An instance of this is provided by the presence of elections in schools, and the study of the constitution. In addition to reinforcing the notion of national unity, there are initiatives to strengthen the spirit of citizenship, loyalty towards the nation, and to enhance the sense of being an integral part of the nation (MOE, 2013).

2.8.4 Economic Challenge

Prior to the discovery of oil in the 1930s, Kuwait had a simple economy, which was chiefly based on trading, shipbuilding, pearl diving, and fishing. The locational advantage of Kuwait transformed it into a major commercial centre of the region. For quite a few years, oil has been the principal source of income for this nation, and the oil reserves of Kuwait are dwindling. This has made it imperative to identify an alternative source of income. The true worth of alternatives has been conclusively proved by the success of foreign investment. The majority of the goods in Kuwait are imported. This has created an association between the local market and the global markets. Moreover, consumer conduct has been assessed by educators, as it is an economic challenge to education (MOE, 2013).

2.8.5 Cultural challenge

One of the major challenges to education in general is posed by cultural identity. This is due to the reason that cultural identity is related to values, thoughts and trends. At the same time, schools are exposed to fast paced, uncertain and vast changes. This necessitates expeditious action from policymakers for education. Such speedy action enables the educators to draw themselves abreast with these changes and to face them.

Therefore, the Ministry of Education attempted to create relevant and modern curricula that would enhance national identity and embed it into the psyche of the nation. This was to be carried out, while circumventing negative values and consolidating positive values. Such course of action provided immense benefit to the Ministry of Education, which gained from the novel and useful global and cultural developments. Moreover, there was increased attention, with respect to the protection of national identity. As a result, the Ministry of Education attempted to face this challenge in a systematic fashion. The objective was to convey its educational and humanitarian message (MOE, 2013).

2.8.6 Cognitive Challenge

Another major challenge being faced by education is that of knowledge explosion. The growth of knowledge has been unprecedented, and it has been hastened significantly by scientific discoveries and excessive specialisation. This situation has compelled education policymakers to seek alternate solutions for addressing the knowledge explosion. Thus, the Ministry of Education has been intending to leverage the existing knowledge and render it functional. The objective is to derive practical benefit from knowledge, instead of merely making students acquire knowledge. In a related development, the Ministry of Education has introduced the facility of searching across the network, in the schools.

From the above discussion, it can be concluded that education in Kuwait is beset with several difficulties. These issues have to be addressed and resolved in an expeditious manner, by the educators and education policy makers of the nation (MOE, 2008).

2.9 Education Strategy and Vision

Since the beginning, the Ministry of Education in Kuwait is in continued search for an effective education strategy. The latest long-term plan by the Ministry covers

the period from 2005 to 2025 and it includes the most recent strategy and vision of the Ministry to meet the challenges and develop the education in the country.

This vision is based on an overall view of the educational system that is intended to achieve the goals of providing the young generation with the best education to build the future of the individuals and the society. The strategic goals are embodied in the following aims:

1- A realisation among the current generation of an aspiration of freedom of thought while preserving the identity of the society.
2- Stressing the importance of dialogue and respect of human rights
3- Achieving the needed organisational reform in general education sector as appropriate with the achieving the strategic goals.
4- Securing the basic requirements for the educational system of public schools
5- Adoption of the modern technological advances in the educational process (MOE, 2013).

2.10 Training of Educators pre-and in-service in Kuwait

In general, the Ministry of Education in Kuwait makes two programs for training the new educators academically before and during their teaching service; the first program is theoretical preparation and the second one is practical preparation (field education and teaching practice) which is completed in the training colleges in the University of Kuwait and the Public Authority of Applied Education mainly in the College of Basic Education. Students and teachers receive in these two programme a wide variety of educational information about teaching methods, educational thought, educational psychology, educational administration in addition to the subject of specialization (MOE, 2008).

2.11 The Concept of physical education in Kuwait

The subject focus of this thesis is Physical Education. Physical Education has become one of the subjects that have attracted some attention of specialists in the field of education in Kuwait, although the writing is quite old and very limited (Budier and Motawaa, 1996). In Kuwait physical education as a concept is concerned with training students to acquire the physical ability to do all the daily activities in the best way (Budier and Motawaa, 1996). In this subjects, students learn how to get the best information and practical exercises that help them stay active and fit in their lives. In addition, it enables the young people to express themselves in play and physical activities. Another essential aspect of the physical education is that it enables learners to grow their self-management, social and co-operative skills, and build their characters (Budier and Motawaa, 1996).

The core focus of the Kuwaiti physical education is letting students engage in a range of physical activities. Therefore, this programme has to be attractive for students in the schools in general and students need to enjoy the assigned physical activity in order to associate themselves to it. Physical activity combines a variety of activities such as playing sports like football, basketball and athletic exercises. These exercises provide the pleasure and benefit for the learners (Budier and Motawaa, 1996).

2.11.1 Aim of Physical Education In Kuwait

Physical education aims at educating learners physically and mentally at the same time. This programme aims to develop the power and play skills of learners and provide them the effective knowledge, attitudes, and skills to follow and be a physically energetic and live a healthy life (MOE, 2010b).

2.11.2 Objectives of Physical Education in Kuwait

Physical education in Kuwait schools seeks many objectives to be fulfilled. First, improving the elements of body fitness such as cardiovascular endurance, muscle strength, endurance, body composition and flexibility. Second, practicing diverse physical activities with knowledge and understanding of them. In addition, obtaining health and fitness through practicing physical activities. Presenting a good self-esteem through self-control and awareness. More importantly, applying skills of thought in the physical education and ensuring cooperation among the team members and sportsmanship to stress the spirit of fair play. Furthermore, securing a safe practice of the physical activities (MOE, 2010b). Such an intent from the Ministry is from the researcher's experience not the case in reality.

2.11.3 Objectives of Physical education in middle schools in Kuwait:

Physical education in this stage seeks the achievement of psychomotor, cognitive and emotional goals of pupils. It aims at planting the proper health ethics and habits in pupils and protecting body from injuries. In addition it seeks developing physical flexibility associated with health and combating common diseases. Moreover, developing basic motor in skills in pupils. It also helps to grow the skills of different sport games. The program of physical education provides opportunity to discover pupils of special abilities and gifted ones and fostering them. Physical education in middle school includes sports such as athletics, hand ball, football, volleyball, gymnastics, and basketball. Another core objective of physical education in the middle schools is supporting pupils to engage themselves in sports and activities that they feel they are good at and enjoy practicing activities. The program also pays attention to pupils of special needs; it assigns for them sports and activities that suits their mental and physical abilities. Stressing the positive psychological attitudes of pupils and supporting them is one of the interests on PE. Finally, providing students with knowledge of

the basic and simplified sport concepts such as sportsmanship, which means fair play, shake hands, accept losing, and behave themselves (MOE, 2010b). From the personal experience of the researcher, much of these aspirations are not evident in schools with learning in PE typically through highly teacher-centred approaches or with limited if any instruction in the classroom.

Physical Education teachers in Kuwait, before entering the in-service stage of teaching at any stage, must attend some classes over two weeks, all of which are prepared by the Ministry of Education. Specifically the Ministry of Education provides some sessions on general instructions, about the PE curriculum and on pupil's safety. In addition the Ministry of Education also provides some input on how to deal with pupil's behaviour during and out of PE class. After graduating from these sessions individuals will receive a certificate and are qualified to teach at schools.

2.11.4 A Review of Literature on PE and physical activity in Kuwait

As indicated in Chapter 1, the literature on physical education teaching in Kuwait is very limited. The limited research points to improving the physical education curriculum, given the low enthusiasm among some pupils in schools and teachers and concerns over the curriculum. This situation poses a risk to later life given the lack of knowledge in Kuwait about the benefits of being physically active (Mohammed and Mohammad, 2012). Recently, Mohammed and Mohammad (2012) investigated students' opinion about physical education. They found that PE is viewed as potentially important in student's lives, they also found that students believe that they should have health classes to be taught within their PE classes. These authors conclude that based on students' opinions assessment grades should be included in physical education classes. In addition, Mohammed and Mohammad (2012) found that a few students acknowledged that physical education is enjoyable and at the same time keeps them healthy and fit.

Mohammed and Mohammad (2012) asserted that the Ministry of Education in Kuwait must take steps to develop and implement suitable curriculum to change some student perceptions toward physical education making sure that students having enough information about physical education during their school time.

Al-Kandari (2011) tried to understand teachers' and supervisors' perceptions regarding the physical education program at secondary level in Kuwait. He conducted a survey handed out to 24 schools randomly chosen from all 6 districts in Kuwait. Two male and two female schools were randomly selected from each district in Kuwait, in total 24 schools participated in this study. The participants were 138 PE teachers and 66 supervisors who are working in the Ministry of Education and who visited teachers three times monthly to watch them teach and give some comments and directions. Al-Kandari (2011) found that both teachers and supervisors were highly troubled and had very negative perceptions about PE in schools. Also physical educators and supervisors were critical of the current evaluation procedures of the physical education program. Moreover, they were concerned about how the Kuwaiti society's negative view of physical education as it related to teacher roles, pedagogy, equipment, and the program content of PE.

Some are concerned with the lifestyles of Kuwaiti young people, which lead many to be physically inactive becoming overweight and obese (Ramadan et al., 2010). Kuwait has a very high rate of obesity as Kuwait National Nutrition Surveillance System revealed. The overall occurrence of overweight and obesity among children and adolescent who are between 10 and 19 years old ranges from 41.1 to 54.4% (Ministry of Health, Administration of Food and Nutrition, 2010). This situation potentially leads to diseases such as diabetes, hyper tension and, stroke. Ramadan et al. (2010) share their concerns about the low level of physical activity in Kuwaiti people and mention that several scientific literatures highly

recommend being physically active to have prevention or decrease risks of having diseases. This further supports the need for quality and relevant PE in the early stage of education of which this thesis hopes to make a contribution. Ramadan et al. (2010) also mentioned from scientific literatures that physical activity has other benefits. Many features in Kuwait keeps people away from being physically active or practice exercise sports such as the hot climate, lack of knowledge, lack of family support, and some habits such as sitting for long time watching TV and being sedentary. Moreover, The "Duwaniyas" which is a key tradition of Kuwait will see Kuwaitis gather daily and sometimes weekly for conversation and socializing, which maintain a sedentary and physically inactive lifestyle. To keep Kuwaiti physically active Kuwait has recently developed a plan called Kuwait National Physical Activity and sets objectives help Kuwaiti become physically active, healthy, and, pursue a healthy lifestyle free from diseases. Although the related literature in Kuwait is very limited in terms of the outcomes of physical education, nevertheless, it points to some need for change to the current curriculum. No research on teaching approaches in Kuwait could be uncovered, however, as the following literature review will indicate, there are examples of teaching approaches that have been examined internationally (e.g. Sport Education) and which may have potential to respond to the current situation in Kuwait. Given this and the requirement that the thesis have a track and field emphasis (as stipulated by sponsors) a focus upon how pupils and their teacher respond to the new demands of participation in a merged curriculum, which emphasises Sport Education and track and field, appeared to have possibilities.

In conclusion, the above chapter has provided general information and facts about the educational system of Kuwait. It described the beginnings of the education system in Kuwait and its journey to the current situation. In addition, it summarised the general objectives and organisation of general education in Kuwait. More importantly, the chapter comprises accurate statistics on the

number of educational districts, schools, students and teachers in schools, as published by the Ministry of Education. The chapter also examines some educational challenges and how these challenges could be addressed. The limited physical education literature is highlighted. The chapter especially discusses the current situation with physical education in general, its objectives, specific goals and the structure of teacher preparation plus the objectives of MOE in introducing physical education into schools. It finishes by indicating how the focus of this thesis might be 'one' such introduction.

Chapter 3: Literature review

This chapter reviews major topics of this research such as topics related to Sport Education, which include Competency, Literacy, and Enthusiasm, and those topics considered the objectives of Sport Education. Other topics also reviewed in this research such as Teaching Styles, Professional Development, examples of approaches to teach Athletics, Cooperative Learning, and finally, Peer Teaching.

3.1 Teaching Styles

This thesis examines a novel approach to teaching and learning in physical education in Kuwait. This section examines teaching styles and in relation to the enhancement of the learners' experience in physical education. Teaching style is defined. The theory behind each teaching style is presented at in terms of the impact it provides pre-during and post- intervention.

Butler's (1984) view is that teaching style is a formal and informal approach to enable learning, that subtlety provides learning and teaching through the creation of opportunities for learners. It is a measure of the teachers' motivation to teach as it moulds both the experience of the learner and teacher. Teaching styles have been defined as "A plan that can be used to design and arranged teacher-learner transactions in the physical education class\gymnasium settings" (Byra, 2006, p. 450). IDEA (2002) take a more results focused view in contrast to Butler's (1984) perspective on positive experience by stating that the objective of teaching styles is to create a "recipe" that produces an optimal outcome. In contrast Butler (1984) isolates teaching style as a process driven not by results, but mediation demands of both the learner and teacher, so that it is not a means to an end but an enhancement of the process of learning and teaching. Brown (2007) adds weight to this argument by saying that teaching style unearths

preferences of the learner and provides understanding to the learning and teaching process. On the other hand, Mohanna, Chambers & Wall (2007) have defined teaching styles as a “facet of a teacher's general view about the purposes of education” (p146). This means that the teacher embraces teaching depends on their values and beliefs concerning the essence of education. This view has been taken up by other scholars including Bennett (1976) who describes teaching style as behaviour personal to the teacher that defines the teachers’ characteristics. In addition, Heimlich and Norland (1994) also see teaching style as a personal characteristic based on the teachers’ teaching beliefs.

Teaching styles represent those enduring personal qualities and behaviours that appear in how we conduct our classes. It is both something that defines us as a teacher, that guides and directs our instructional processes, and that has an effect on students and their ability to learn (Grasha, 1996). In the curricular combination that form the basis of this thesis, as observed by Dexter, Anderson & Baker (1999), teaching styles can either be student-centered or teacher-centered, in this case the approach either favours giving of instructions by the teachers (which is certainly the common style in Kuwait) or otherwise the teacher engages constructively with the learners who have more independence and autonomy in making decisions about what they will learn and how they will learn it. This continuum is illustrated through a Spectrum of Teaching Styles developed by Mosston (Mosston, 1966; Mosston & Ashworth, 1986). In an IDEA research report, Hoyt and Lee (2002) have clearly defined teaching styles as a combination of different teaching methods that a teacher employs in delivering information to the students.

As is evident above there are conflicts in the literature as to the definition of teaching style. In my experience teaching is about the relationship between learner and teacher, the management process or method, which is referred to as

the 'teaching style'. The style employed by the teacher may vary according to the learner's needs, the teacher's expertise and knowledge and of course the subject matter itself. Mosston and Ashworth (1986) highlight the importance of congruency of style with intent or objective. This is important that the objective and the teaching approach are similar because of consistency, appropriateness and pupils development. Moy and Renshaw (2009) believe that pedagogy in respect to physical education has to take on more dynamic strategies to ensure quality. This dynamism comes from the teacher's ability in adapting a learning situation to the learner's needs, and skill in understanding their subjects needs to take the next step in their learning. There also has to be more involvement from the student including understanding their own psychomotor skills and cognitively improving upon these.

According to Cothran et al (2005), Mosstons's spectrum of teaching styles has captured the attention of teachers and academics in the field of physical education pedagogy.

The definition of each style in progressive format that almost represent levels gives teachers a consistent tool not just to measure the learners' progress, but also their own self development. A dynamic and considerate teaching style puts decisions in the hand of the teacher more so in the early stages of learning and then increasingly with the learner as the learning process progresses. That is important because it help the pupils to be independent and experience leadership and self-autonomous.

Not only does Sport Education and Athletic Challenges focus upon decision-making, a key feature of Mosston's Spectrum also relates to who makes decisions within the instructional setting. Before outlining each of the styles within the spectrum, a description follows as to when in the learning process decisions take place and who is involved in the decision process and to what degree. The

decision making process is a major factor that discriminates different teaching styles (Mosston & Ashworth, 1986).

Pre-impact: decisions are those made by the teacher prior to students entering the class (planning stage). The teacher in that time will prepare to put the episode's goal, select the teaching style that will be applied, anticipated learning style that enhances decisions made about goals and selecting the teaching style, subject matter, location of teaching and time. Furthermore, to reach the goals teachers need to understand what initiative is appropriate; attire is also considered at pre-impact stage. Communication is also part of the plan and which way the teacher will communicate with his students. Moreover, it is obvious during lessons that some of the students will come up with questions, at that time how the teacher will answer these questions and how he will be prepared. Finally, evaluation and material procedure express how the teacher will evaluate his students based on their performance.

Impact: in this part decisions are made to apply pre-impact decisions and make adjustments during the lessons. Also if any other important decisions are recognised and required, it can be added in this stage.

Post-impact: this includes assessment decisions and evaluation of performance where the feedback of pupil performance will be given by the teacher (Mosston and Ashworth, 1986) or by the pupils during or after the tasks and it contains:

1. Gathering information about the performance.
2. Assessing the information against criteria and see if it meets the goals.

3.2 The Spectrum of Styles

The above section has defined teaching style and indicated the significance of decision-making in a lesson. The following is a short description detailing the interaction between teacher, learner and objective, which takes place in each

teaching style which forms the basis of Mosston's Spectrum of Teaching Styles (Mosston and Ashworth, 1986):

The command style – This direct relationship installs the teacher as decision maker all the time throughout the process. For instance, the teacher is responsible about making the decision in the three categories (pre-impact, impact, and post-impact), whilst the learner role is to obey.

The command style requires immediate response to a stimulus as well as uniform approach that conforms to instructions given. Performance is expected to be synchronised to a pre-determined model and therefore replicated. Assessment is made in regards to precision and accuracy of the response. Safety can be a factor in the use of the command style, such as teaching events including archery, trampolining and aspects of swimming.

Practice Style The main way in which this style differs to the command style is that the learner now is able to make a decision. Pre-impact the teacher instructs/demonstrates, on impact the learner practices and in post-impact the teacher offers learner feedback after observing learners' performance. For instance, in the impact stage some particular decisions shift from the teacher to the learner such as location, order of tasks, starting time per task, posture, stopping time per task, interval, initiation questions for clarification, attire and appearance, and finally pace and rhythm. Of relevance in this theses which examines a more learner-centered model of teaching, literature speaks to concerns over the popularity of teacher-led styles of teaching (command and practice) within the spectrum in the teaching of PE content and their potential to alienate some pupils (see Capel & Blair, 2007; Curtner-Smith, 1999; Kirk & Macdonald, 1998; Kirk & Kinchin, 2003).

Reciprocal Style- This style involves the learner in the analysis of performance. Unlike the practice style the learner has many opportunities to receive feedback

as a peer is assigned to observe and then give direct and fast feedback after each performance, this is then reciprocated by learner. This style aligns with the participation requirements of the SE: AC curriculum in this thesis.

Self-Check Style- Self-Check gives the opportunity for the learner check their own performance based on pre-set criteria provided by the teacher, which indeed increase learner's self-responsibility. Self-referencing is a central element of Athletics Challenges and in Sport Education pupils (and teams) are able to self – assess their progress.

Inclusion Style – Inclusion gives the learner the choice and flexibility to choose at which level of entry they will practice at according to their ability and progress. For example what height to set their hurdles at.

Mawer (1999) describe the above set as the **reproductive** cluster of styles, what follows is a description of productive styles that encourage the learner to determine their own learning through increased decision-making, autonomy and discovery:

Guided Discovery – Again the strategy of increasing decision making to the learner continues, in this style objectives are pre-determined by the teacher it is up to the learner to discover the target.

Convergent discovery - in this style pupils learn how to use logical reasoning skill to find the right answer that the teacher has asked. In this style they will think critically to find solutions, which will help them to discover the signal for the answer (see Kulinna and Cothran 2003).

Divergent Styles- Unlike previous styles the learner is now able to produce options. The teacher makes three major decisions pre-impact, these are:

1. Decision about general subject matter for the ensuing episode (football, cricket etc.).

2. A decision about the specific topic that will be the focus of the episode (dribbling, bowling action etc.).
3. A decision about the design of the specific problem or serious of problems that will elicit multiple and divergent solutions.

The Individual Program – Learner's Design – The learner uses own cognition to develop a program for their own learning. This style is a culmination of what has been learnt during application of prior styles of learning.

Learner Initiated Style – The learner identifies problems and seeks solutions. For the first time is making decisions at pre-impact stage. The learner uses the teacher in a consultative role for advice during impact stage and post-impact stage.

Self-Teaching Style- The most simple of styles, there is no relationship with a teacher as the learner entirely teaches themselves.

In summary, the styles (command, practice, reciprocal, self check, inclusion) aimed to reproduce knowledge so the teachers give direct instruction guidelines. In other words, the instructional decision will be taken predominantly by teachers. On the other hand, the remaining styles (guided discovery, convergent discovery, self check, divergent, learner design, learn initiated) aim to produce new knowledge which help the learners discover and use knowledge so all decisions related to the subject will be taken by students. The particular instructional approach which forms the basis of this thesis is characterized by a progressive shift in decision making from the teacher to the pupils (Sport Education: Athletics Challenges).

3.3 Literature on Teaching Styles

There are a number of studies on the reproductive cluster as opposed to the productive cluster of styles (Hardy & Mawer, 1999). Goldberger (1995) claims that this is because it is difficult to measure outcomes from the productive cluster. Curtner-Smith et al. (2001) conducted a study within the NCPE (National Curriculum Physical Education) in England with ages of 7,8, and 9 years old, which was geared towards elucidating the significance of the different teaching, styles adopted by 18 teachers sampled from an urban setting. In addition, a comparison was drawn between the teaching styles in order to establish their effectiveness. Through videotaping and observations, results were collected and later analysed. Curtner-Smith et al. (2001) suggest that since the implementation of the NCPE (1999), reproductive teaching styles are being used more by teachers, which might affect students' opportunities to learn and meet the NCPE requirements. For instance, productive teaching styles enable pupils to be independent and enhance personalised learning. Curtner-Smith et al. (2001) found that the introduction of a new curriculum did not encourage teachers to alter teaching style, but rather learning the lesson content. The findings of the study indicated that teachers in the urban setup were mainly inclined to employ direct teaching styles. The practice style was the most popular teaching style in the cohort of the teacher. The conclusion that Curtner-Smith et al (2001) make is speculative; suggesting that teaching style is based on political, environmental or occupational socialisation. However, a combination of these aspects is a major likelihood of the pattern of teaching style demonstrated by the teachers. Curtner-Smith et al. (2001) have strongly recommended a qualitative study on why, how and whether PE teachers even should use more of the spectrum of teaching styles in the curriculum. Time constraints regarding lesson preparation and a lack of direction from educational hierarchy including government in England has left

many PE teachers with the view that using a variety of teaching styles is not high on the agenda.

Capel and Blair (2007) in their paper titled "*Making physical education relevant: Increasing the impact of initial teacher training,"* demonstrated how initial teacher training (ITT) contributed to a lack of change in the teaching of physical education due to the major focus on the development of knowledge for teaching and need among students to establish technical competence among pupils. Notably, the paper sought to establish a deeper understanding of the views of physical education teachers on teaching styles. The study aimed at relating physical education teachers with their personal evaluation and perceptions towards their styles of teaching. In addition, the study aimed at establishing the ways in which initial teacher training (ITT) could develop 'knowledgeable teachers' who can adapt and use a variety change of teaching styles.

In a study by Kulinna and Cothran (2003) titled *Physical Education Teachers' Self-reported use and Perceptions of Various Teaching Styles*, further information was gathered about teaching styles. This study aimed to bring an understanding of the views of physical education teachers on teaching styles. The sample of teachers was 212, made up of teachers from elementary and secondary settings that engaged in teaching students physical education. The study adopted the use of an instrument that assessed the perceptions and the experiences of the teachers. Findings indicated that the rating of a certain style by a teacher influenced their perception towards that style. In addition, teachers highly rated command and control as an important facet of teaching style as opposed to fun and motivation. Furthermore the teachers reported using different teaching styles in their classrooms. As indicated elsewhere, the use of productive teaching styles was much lower than that of the reproductive teaching styles. Despite this finding, divergent production, which is a productive style appeared as one of the

most commonly used styles as evidenced from the sample of teachers used in the study. The research concludes that the perceived abilities of a certain teaching style play a vital role in suggesting its use by the teacher while also playing a vital role in teacher development.

3.4 Introduction to Sport Education

The previous sections pointed to interest in the range of teaching styles, which could support learning in PE. Many authors including that teachers be encouraged to experiment with alternative teaching approaches that would move the pedagogy to a more student-centred nature by considering employing models including Teaching Games for Understanding and Sport Education (Capel & Blair, 2007; Curtner-Smith, 1999; Kirk & Macdonald, 1998; Kirk & Kinchin, 2003). One such model (Sport Education) has captured the attention of many researchers within PE and an introduction to the model and review of relevant literature now follows.

Developed by Daryl Siedentop at The Ohio State University, and based on principles of play, Sport Education is an internationally recognised model of curriculum and instruction used to support the teaching of Physical Education (PE) in school. The model aims to help young people become competent, literate, and enthusiastic sportspeople (Siedentop, 1994; Siedentop, Hastie & van der Mars, 2011). The development of this model was based on a number of criticisms of PE taught in some schools. There was concern amongst some PE teachers that pupils who show less of an aptitude for PE or sport are not as socially accepted in comparison to their more talented peers (Siedentop, 1994). Siedentop therefore argued that much of the learning in PE is decontextualised in that it bares little if any resemblance to more authentic forms of sport and the particular features that are within. Some pupils typically spend limited time on physical activities and are unable to develop sufficient competence to participate in ‘good games’. Kinchin

(2001) talks of Sport Education as a mechanism for countering these concerns by providing opportunities for pupils to experience a more complete and balanced social and educational experience working to achieve a wider range of outcomes. According to Siedentop (1994) PE often has been characterised as skills imparted by teachers in out of real game scenarios. Lack of stimulation because of un-strategic game play with little or no attention to skill leaves some pupils unfulfilled. Sport Education therefore allows pupils to manage their own experiences whilst contributing through group work and experiencing the benefits of team affiliation and learning in persisting groups (Ennis 1999).

3.5 Sport Education: It's philosophical assumptions

Sport Education emerged out of classroom practice. Siedentop has discussed the philosophical assumptions about Sport Education model. The philosophy of the Sport Education model includes providing opportunities within wider settings and sets goals for children. These goals are not just performance related but involve social and cognitive aspects, which are linked to literacy, enthusiasm and competency. Siedentop was critical of most westernized curriculum design, which adopted what is best termed a 'multi-activity' approach. Teachers divide the semester or terms into 'chunks' and offer children short experiences of a number of different activities. An example in Kuwait would be if a school has 12-week terms a PE department might offer three weeks of basketball, three weeks of gymnastics, and three weeks of football. The philosophical argument here is a broad range. In contrast, Siedentop's is an advocate of an extended set of lessons. The season runs for longer to focus on depth and to give children an opportunity to meet wider goals.

The pedagogical and instructional theory that Siedentop based his work of Sport Education emerged out of cooperative learning. Cooperation and cooperative learning is an important instructional experience for children based around

groups. In most Sport Education studies, these groups are heterogeneous. Groups in this thesis are heterogeneous on the basis of skill but homogeneous on the bases of gender because of Kuwaiti culture where boys and girls are educated separately. Indeed little if any research on Sport Education has focused on single sex classes (see Kinchin, Wardle and Roderick, 2004), which is a potential contribution of this research.

The heterogeneity of the groups in Kuwait may refer to ability, interest, status, and personality. The literature on cooperation offers a useful theory upon which Sport Education can be considered in Kuwait. Other concepts that have informed the implementation of Sport Education are the use of peer teaching. More recently a further theory that has supported Sport Education is what is called situated learning. Situated learning is another model, which has been used to explain Sport Education. Situated learning theory adopt the notion that knowledge is situated within activities, culture, and context (Lave and Wenger 1991) which it can be obtained unintentionally through full participation in an authentic and live setting and interaction. The use of sustained groups within a more authentic sport experience accommodates notions of situated learning. Situated learning theory adopts the process called 'legitimate peripheral participation', (Lave and Wenger 1991) and that means as a formal group or in this instance a team the participation is more tangential in the beginning (as the teacher is initially in charge) but over time as a participant moves his participation to the central of the working of the group and becomes a more significant part of the group the participation becomes legitimate and formalized and of use to the group. So in the case of Sport Education this would comprise the use of a team role e.g. captain that becomes more central to the workings of a team over time. Thus the participation in the initial stage is peripherally but over the time as the group works together the participant participation is going

to impact and affect on the group and becomes more central as a community of practice (Kirk and Kinchin, 2003).

3.6 Cooperative learning in physical education

The two theories and frameworks that are relevant to this thesis investigating Sport Education and Athletics Challenges include the theories of cooperative learning (Dyson et al, 2010) and the instructional theories around peer teaching (Ward & Lee, 2005). Some attention to this literature follows.

From the review of research that is presented on Sport Education it is evident this model is consistent with theoretical movements around elements of cooperative learning, with groups working on teams and individual accountability (Siedentop, 2002). Cooperative learning (CL) has been defined as "an instructional model in which students work together in small, structured, heterogeneous groups to complete group tasks" (Dyson et al, 2010, p.113). Individually, students are responsible to learn by themselves but also to extend their helping hands to their fellow students so that they can also have ease at learning the same lessons (Wang, 2012). Putting pupils in groups does not guarantee cooperation or the accomplishment of CL goals (Gillies and Ashman, 1996). However, Johnson & Johnson (1989) believe that there are five major elements that should be implemented when CL is used as a strategy in the classroom. They are **individual accountability, promotive face-to-face interaction, positive interdependence, interpersonal and small group skills, and group processing.** A summary of each element now follows:

Positive Interdependence: in this element students have to work as a group to accomplish the task and they must think that success will appear when every member in the group succeeded in his duty. *Individual accountability*: this element is going to be completed when each student accomplishes the roles

assigned to them in the group (e.g. team leader), so they are responsible for the tasks given by the teacher such as checking the performance of others and members signatures. *Face to face promotive interaction*: this refers to the conversation between the students sitting close to each other in the group (e.g. providing support). *Interpersonal and small group skills:* in these elements the students are taking some actions such as giving and receiving feedback and correcting others' mistakes, learning to listen to each other, share decision making, encouraging each other which leads to facilitate and assist communications between themselves. *Group processing*: in this element the teacher gives time to students to discuss achievements and their goals (e.g. team meetings). In this element the students discuss what went well and what did not go so well, and what areas need to be improved in the future (Dyson et al, 2010 & Dyson et al, 2004). As evident from the reviewing students into Sport Education, the major conceptual achievement of Cooperative Learning is moving from learning beside one another to learning from one another (peer teaching). Cooperative Learning inspires interdependence to aid learners, students determine benchmarks to share their learning experience with one other, and this promotes an atmosphere of cooperation (Casey, Dyson and Campbell, 2009). Some have argued the traditional approach to physical educations is a dull, tense and discouraging activity, unlike Cooperative Learning. The traditional approach tends not to encourage student interaction and social exchange. Therefore, physical education amidst an ambience of Cooperative Learning encourages students participation and changes traditional instruction into a more learner-led setting coming from the students themselves. Opting for Cooperative Learning can also help the associated teachers or instructors of physical education to frame physical education strategies more appropriately (Lee, 2014). By this Lee (2014) claims that cooperative physical education learning enables significant positive impact on the students as revealed in his survey. All the associated

variables of physical education displayed significant improvement regarding post-test statistics in comparison with the pre-test ones. However, there were some factors such as institutional affiliation, preparation to teach, grouping of previously grouped students, application of media, constant advice and monitoring by the teachers, heterogeneous grouping and extrinsic motivation that can provide significant boost to adoption of cooperative learning in physical education and thereby augment the learning outcomes. As a seminal author in this field, Slavin (1996) also identified the optimal condition for cooperative learning outcomes under two broad headings "Group Goals and Individual Accountability" (Slavin, 1996, p.54) and "Structuring Group Interactions" (Slavin, 1996, p.56). Slavin (1996) also mentions that all the learners achieve irrespective of their level of attainment as a consequence of Cooperative Learning. He has also mentioned that some studies have found black ethnic groups to benefit more from Cooperative Learning whereas others have found all the ethnic groups to equally benefit. However little of any literature on Cooperative Learning has been reported from the context of Cooperative Learning in physical educations fosters social interaction, this study (e.g. Kuwait) reduces adult dependency and in turn augments sense of belonging and togetherness among students through improving verbal and non-verbal interactions (Klavina et al 2014). Klavina et al (2014) have also found that Cooperative Learning in physical education encourages collaboration among students with and without special needs or physical impairments. These researchers found that engagement of students increases during Cooperative Learning and there is less requirement for adult assistance and instructions for the students under Cooperative Learning in physical education. Cooperative Learning also permits opportunity for the students to acquire authentic learning experiences a key feature of Sport Education, which leads to participation and provides the capability to learn and challenge complicated content (Dyson et al, 2010). In addition, Cooperative

Learning emphasis social skills, cognitive skills, and motor skills which acquire students inclusive opportunity of learning (Dyson et al, 2004). The literature reviews on Sport Education foregrounded many of these affective outcomes.

Dyson (2001) in his Literature Review: *Cooperative Learning in an Elementary Physical Education Program* gives a brief account of the experience of a teacher and a student who are involved in an elementary physical education programme. Dyson (2001) identified that there is lack of research on teaching Cooperative Learning in physical education and undertook a context specific, field based qualitative research in order to understand the features of school ambience. The concerned author opted for a multiple method research design that encompassed interviews of a physical education teacher and students from class five and six. The entire research is based on non-participant observation, field notes and document analysis and emphasised inductive analysis along with constant comparison to consolidate and examine the collected data over the whole research process. The major findings of the research indicate towards the similar views of the teacher and the students regarding Cooperative Learning. Furthermore, the teacher perceived that Cooperative Learning programme eventually helps students with different abilities to improve "motor skills, develop social skills, work together as a team, help others improve their skills and take responsibility for their own learning" (Dyson, 2001, p. 264).

Dyson et al (2004) demonstrate the worth of Sport Education, Tactical Games, and Cooperative Learning as valued instructional models in the domain of physical education. The article consists of four objectives namely "(a) make theoretical connections from situated learning to Sport Education, Tactical Games, and Cooperative Learning; (b) describe Sport Education, Tactical Games, and Cooperative Learning as instructional models; (c) provide pedagogical implications of using these instructional models; and (d) offer challenges to

physical educators. Sports Education, Tactical Games, and Cooperative Learning each provides a set of structures that allows students to participate in meaningful learning activities" (Dyson, Griffith and Hastie, 2004, p. 227). The authors used situated learning theory to provide the desired framework to establish the worth of Sport Education, Tactical Games, and Cooperative Learning as valued instructional models. The authors have concluded that Sport Education, Tactical Games and Cooperative Learning signifies situated learning in physical education and they are significant, focused as well as correct set of learning activities that are opted and practiced by the students. However, to facilitate the absorption of the true potential of this set of actions teachers need to be flexible in their perception of Cooperative Learning and need to change from the traditional way of curriculum based mechanical teaching practice to model based instructions. This process already provides a shift from teacher-centred to student-centred learning process but the teachers need to change their role from director to facilitator in order to true realisation of the benefits. Since model based instruction provide social, physical and cognitive education and it is truly a holistic educational process. The authors also confirmed that Sport Education, Tactical Games, and Cooperative Learning promotes active learning that is socially desirable and augments the decision making, social exchange and cognitive understandings of the students through physical education.

Barrett (2005) investigates the impact of Cooperative Learning strategy on physical education with special emphasis on four dependent variables "academic learning time, the percentage of correct trials, the total number of trials, and the number of correct trials" (Barrett, 2005, p. 88). The author identifies the scarcity of research on Cooperative Learning in physical education and sets his objective to consider Cooperative Learning as an independent variable in the background of physical education. The author has used Performer and Coach Earn Rewards strategy or PACER a Cooperative Learning strategy for the concerned research

and implemented the same in a physical education class meant for sixth class students. The PACER framework consisted of six components namely; teams, teacher workshop, practice time with task cards, peer and teacher assessment, and team rewards. The study considered four children with equal gender participation among 950 students from a public middle school. The teachers graded the students according to their attendance and psychomotor ability as high average and low. An ABAB withdrawal design or single subject reversal design was used to assess the effects of PACER over an eighteen days handball instruction. Functional relationships were established for the percentage of right trials for all partakers. The findings of the paper suggest that Cooperative Learning equally affects all students with different skill levels.

The effects of a Cooperative Physical Education Program on Students' Social Skills written by Goudas and Magotsiou examine the impact of "cooperative physical education on students' social skills and attitudes toward group work" (Goudas and Magotsiou, n.d., n.p.). The main objective of the study was to examine the effect of Cooperative Learning on social skills of the students and their approach towards group work. The study considered four sixth grade classes and they were divided in experimental and control group each comprising of fifty-seven students. The experimental classes were given a cooperative learning program. Students were asked to complete self and peer forms to conduct Multisource Assessment of Children's Social Competence and the Feelings Toward Group Work scales pre and post administration of the Cooperative Learning programmme. The result of the study indicates significant gain for the experimental class towards social skills and liking for group works. Of particular relevance to the proposed research, Ebrahim (2010) compares the effect of two teaching methods namely teacher centred and Cooperative Learning, which is student centric on the achievements of students' in science discipline and social skills. The two main objectives of the study were to observe whether there was

any significant difference among fifth grade students achievements in science discipline and social skills based on the two aforementioned teaching methods. The study considered a sample of 163 female basic science students in 8 complete grade five classes. All students were divided between two previously mentioned instructional teaching methods and were given lessons on similar science units by four teachers. The students' science accomplishment was assessed by a researcher-designed assessment test given to students as a pre-test and a post-test. Students' social skills were assessed by a researcher-designed survey administered as a pre-test and post-test. The findings of the study reveal that cooperative learning has statistically significant better positive impact on science achievement and social skills than teacher centric learning strategies. Therefore the study informs the Kuwaiti management to opt for Cooperative Learning methods over teacher centric learning methods. However, the research was undertaken in a science context, and not in a physical education context, which is proposed in this document.

Gillies and Ashman (1996) compare the effects of two different processes of Cooperative Learning on behavioural interactions and achievement. Cooperative Learning has been considered through training one group members to help in each other's learning and other groups members without any training but simply asking them to help each. The objective of the study was to focus "on the children's and teachers' perceptions of the collaborative group experience on the children's interpersonal behaviours" (Gillies and Ashman, 1996, p.188) and to find out "the effects of collaborative skill instruction on the language used" (Gillies and Ashman, 1996, p.188). Ten classes over eight schools in greater Brisbane area in Queensland, Australia have been considered for the study and comprised of 192 Grade 6 children. The children were recognized as having high (thirty two males, and half of that females; with mean age of 134.4 months), medium (forty seven males, and ten more females; with mean age of 134.3

months), or low ability (seventeen males and twenty three females with mean age of 134.2 months) based upon their scores on a test regarding general awareness. Stratified random sampling was then chosen to form classroom-based work groups consisting of one highly abled student (belonging to the top quartile of the test of general awareness), two medium abled students (in quartiles of two and three), and one low abled student (belonging in the bottom quartile). Each work group was with equal gender participation and all groups were with almost equal shares of ability levels regarding males and females. Groups formed this way were then arbitrarily placed under the trained or untrained state and were asked to work for 12 weeks on Cooperative Learning. The result of the study indicated that the children from the trained group displayed more cooperation with each other; tried to be more helpful to each other and used inclusive language like we more rapidly than the untrained group. Moreover, the trained group displayed more self-reliance in Cooperative Learning and managed better learning than the untrained group. The trained group also showed more inclusive language such as “we and us” instead of “I”. In addition to that the trained group favoured to use their peers as a source in decision making rather than the teacher.

Dyson, Linehan and Hastie (2010) describe and interpret the institutional ecology of Cooperative Learning in basic physical education classes. As already indicated there is a dearth of studies analysing the ecology of Cooperative Learning in basic physical education class rooms and ecology in turn has so much to offer regarding understanding of “instruction, management, and social tasks” (Dyson, Linehan and Hastie, 2010, p.117) hence the authors took the onus of the same as their objective. The study considered a female teacher and her 47 students with higher number of girls than boys. The data collected comprise interviews, notes taken in the survey or field observations and a journal of the teacher. The students in the sample attended a half an hour lesson on Monday and 45 minutes

one every Thursday and none of them had an experience of Cooperative Learning in physical education earlier. Analysis involved quantitative approach using t-test. The research concluded that factors such as time for instruction, management, transitions and waiting reduced with statistical significance while the units were conducted. The qualitative information was persistently analysed on comparative basis using induction method. There are four key categories were derived by the researchers "organisation and management of students, roles, skill development, and strategizing" (Dyson, Linehan and Hastie, 2010, p.113). As the units came to end, students developed strategies with enhanced skill and perception of the different respective positions in their game play and the tactics involved.

The authors Dyson and Rubin (2003) attempt to present some innovative and constructive ideas on Cooperative Learning into the physical education programmes of the educators. The study reveals some backdrop on Cooperative Learning factors and shows the proper implementation with the help of an example of a learning unit. The article would also bring out the challenges and restraints one may consider in the curriculum and process of instruction owing to Cooperative Learning. Finally, it gives direction on how to carry this method of learning further. The method uses some examples from other literatures and shows how Rubin use different researchers' suggestions into their own curriculum design and tasks at Moharimet Elementary School in New Hampshire. Dyson and helped her in the process. These techniques include T-charts to improve social skills, cooperative games to improve students' capacity to listen and eye contacts as well as the manner of exchanging feedbacks. The findings show that implementing Cooperative Learning is usually labour intensive at the start and involves efforts to work out a strategy that would benefit both the teacher and the students. Designing practical task sheets, lessons and giving rewards work very well. The research also shows that Cooperative Learning would

help the educators attain and accomplish the seven National Standards if the units are implemented well.

In conclusion, the literature reveals that Cooperative Learning offers an alternative approach to physical education instruction than traditional method of teaching. It encourages greater interaction and shifts the responsibility for learning progressively to pupils taking more of a 'coaches role'. The paucity of research not only on cooperative learning in Kuwait, but also on models of instruction that employ cooperative learning as a theoretical framework for learning physical education (e.g. Sport Education), suggest a study like that proposed in this document would be more worthwhile. It begs the question how would pupils and teachers respond to new learning arrangements (e.g. group-based) with were new responsibilities (e.g. teaching on roles in physical education) and opportunities to impact content (e.g. peer teaching). These are key questions to investigate in the Kuwaiti.

3.7 Peer Teaching in Physical Education

A pedagogical strategy increasingly employed as Sports Education seasons unfold is peer teaching. Specifically pupils on teams support progress of their team-mates while enacting particular instructional roles e.g. coach. A review of literature on peer teaching therefore follows. Peer teaching is a method of teaching that involves students operating in the role of teachers (Ward & Lee 2005). This can include assessment undertaken by students, study groups or collaborative projects. Support for peer teaching exists. It helps students to share ideas, which help them acquire knowledge through discussions and involvement in various activities with peers (Ward & Lee 2005). Peer teaching affords pupils the opportunity to develop collaboration skills, complete evaluations of others work and acceptance of critical views provided by others. Although peer education is seen as important in the teaching arena, it can become confusing for

students if the system is not managed in an organized manner (Wallhead & O'Sullivan 2007). More often some teachers remain uninvolved and this can be disadvantageous for learners. According to Klavina and Block (2008), peers provide a natural environment which helps learners to develop their interaction skills. The strategy is also cost-effective since regular students can be used instead of the teacher always being the resource (Webster 1987). Peer teaching can also be helpful for students with low cognitive and motor skills, and this is especially important in physical education (Byra 2006) and of relevance to context of Sports Education, where low skilled pupils often benefit from the model.

Byra (2006) in his article "Teaching Styles and Inclusive Pedagogies" has explored the different strategies of teaching which reflect the different methods of interaction between learners and teachers. Each method of teaching has distinct actions and decisions taken by teachers and students based on the objectives that need to be fulfilled. In the case of peer teaching, students perform the task of studying the social, cognitive and motor skills of their partners before providing feedback based on their observations. Byra (2006) has further stated that any teaching strategy needs to be adopted according to the subject and stage of learning, e.g. in the initial stage of a particular course it is more effective if professionals play the role of teachers instead of students. Byra has defined teaching style as "a plan that can be used to design and arrange teacher-learner transactions in the PE class/gymnasium setting" (Byra, 2006, p.450). The style of teaching that is adopted is dependent on factors like how the contents of the subject are to be delivered and why. In the case of PE, inclusive pedagogy allows the learners to make decisions regarding selection of partners and level of difficulty. The idea is to provide equal opportunities to every student irrespective of gender and socioeconomic backgrounds. The positive role of peer teaching in developing social interaction skills in students with autism has been proved by various researches (Kamps et al., 1992). In the context of PE it has been seen that

peer teaching encourages students with low motor and cognitive skills to focus more on the contents of the subject matter.

In view of the growing importance of and attraction to peer teaching in PE Ward and Myung-Ah Lee (2005) in their article "Peer-Assisted Learning in Physical Education: A Review of Theory and Research" focused on the studies which were based on peer teaching in PE, with particular focus on Piaget's Equilibrium Theory whose core theme is "knowledge acquisition is a process of continuous reconstruction of the student" (Ward & Lee, 2005, p.207). According to Piaget there are four stages of development which are sensorimotor that lasts till 2 years of age, preoperational which lasts till 7 years, concrete operational that lasts till 11 years, and formal operational that goes beyond 11 years. Students go through assimilation, accommodation and equilibration stages in all the developmental stages. In the assimilation stage existing knowledge of students is enhanced as they encounter familiar events while in the accommodation stage students modify previous knowledge when they encounter any unfamiliar event. It is therefore the responsibility of teachers to provide the environment needed by students to focus on problems and acquire knowledge in spite of cognitive conflicts (Ward & Lee 2005). It has been observed that students can assimilate knowledge through solo performance while students can accommodate knowledge through peer intervention. This is because when students encounter new problems they tend to question, explain and predict all of which in Piagot's view are more effectively accomplished when students act as "both agents and recipients of instruction" (Ward & Lee, 2005, p.207). Of some relevance to this thesis proposal this review article has concluded that students, from very young age, should be encouraged to collaborate among themselves and participate in group activities. The impact of such a strategy is based on the level of training provided to the students who play the role of instructors (Ward & Lee 2005).

The effectiveness of peer teaching strategy has also been studied by Johnson and Ward (2001) in their article "Effects of Classwide Peer Tutoring on Correct Performance of Striking Skills in 3rd Grade Physical Education". For this purpose, 581 students were selected with low socioeconomic backgrounds. With the help of teachers the students' ability was assessed based on their gender and attendance. It was concluded that during peer intervention students although participated in fewer total trials and their performance level was high.

When determining the selection of teaching strategies it is not wise to underestimate the perspectives of the students since the ultimate purpose is to provide opportunities for them to learn the subject matter. Keeping this in mind Cothran and Kulinna (2006) in their article "Students' Perspectives on Direct, Peer, and Inquiry Teaching Strategies" have assessed the perspectives of students regarding their three teaching strategies. The topic of using different teaching strategies, which have gained prominence due to the variance in students' social and economic background. For effective teaching and to get the optimum result from every student it is prudent for teachers to consider use of a variety of teaching strategies. Cothran and Kulinna interviewed 70 middle school students regarding direct, peer and inquiry teaching strategies. Using basketball as the subject matter a visual representation was made of all the three teaching strategies. During the interview the researchers informed the students that opinion regarding the teaching strategies were to be considered. When students were asked to rank the three teaching strategies it was found that most of the students preferred 'fun' over more formal teaching strategies in their PE class. Therefore, the ranking of the three teaching strategies were mostly based on the students' perspective of fun. Moreover, it was also concluded that students with low skills tended to prefer a peer teaching strategy since they remained less conscious when performing in a peer setting. Indeed the Sport Education literature has indicated the benefits gained by pupils of lower skill. Another factor

that influences a student's choice of teaching strategy is their perception of knowledge. There are students who prefer their teachers to direct the lesson as they believe that knowledge can only be provided by such experts (Cothran & Kulinna, 2006).

Of particular relevance to the proposed study of Sport Education in Kuwait, Wallhead and O'Sullivan (2007) in their article "A didactic analysis of content development during the peer teaching tasks of Sport Education season" studied the performance of a team of six students during a peer-teaching course. The six 8th grade students were from middle to high income in one middle school in the US mid-west. Previous works in Sports Education have qualitatively confirmed the positive elements of peer teaching. For instance, students feel more encouraged to participating in tasks in a peer setting. Also, social skills like being supportive towards team members and responsibility developments are also enhanced in a peer-teaching model. However, the research conducted in this article has established that motor skill development of students was not enhanced via the peer-teaching model. The reason attributed by teachers is that students, however well trained, lack the efficiency of teachers regarding "appropriate demonstration, error diagnosis and task modification" (Wallhead & O'Sullivan, 2007, p.225). In the didactic framework of teaching PE there is often a mismatch between the content that is agreed to be taught and the content that is actually taught without any error in the teaching management or student social system. In the study conducted in this article, the purpose was to learn about the factors that contribute towards content learning by students in a peer teaching setting during a Sport Education course. It was found that peer teaching was more effective in making the students learn and implement lower level solutions to (tag rugby) problems than in making the students learn and implement higher level solutions to tag rugby problems. The consistency of mismatch between the intended content to be taught and the actual content taught was more prominent during

peer teaching environment and this ineffectiveness has been attributed to a "lack of pedagogical content knowledge" (Wallhead & O'Sullivan, 2007, p.240).

3.8 Review of Literature on Sport Education

The review of literature on Sport Education in this chapter will be organised around the model's three key objectives (**competency, literacy and enthusiasm**). Firstly, Sport Education aims to help pupils to achieve "competency". Siedentop (1994) has defined "competence in SE" by stating "a competent sportsperson has sufficient skills to participate in games satisfactory, understands and can execute strategies appropriate to the complexity of play, and is acknowledgeable game player" (p.4). Furthermore, Siedentop (1994) referred to literacy in the context of SE as; "A literate sportsperson understands and value the rules, rituals, and traditions of sports and distinguishes between good and bad sport practices, whether in children's or professional sport" (p. 4). Moreover, a final major aim of Sport Education is to develop enthusiastic sportsperson which is defined by Siedentop (1994) as "An enthusiastic sportsperson participates and behaves in ways that preserve, protect, and enhance the sports culture, whether it is a local youth sport culture or a national sport culture" (p.4).

SE is designed within the framework of physical education (PE) in schools so as to provide genuine and pedagogically enriched sports experiences for both male and female students. As explained earlier to SE has three requirements – every student should remain involved all the time as part of small teams, game rules should be designed to match the ability of students, and students should also focus on non-playing activities like coaching, referring, training, scorekeeping, managing etc. These features enable high competency in students, which means students are efficiently knowledgeable about game technicalities, and therefore can instil strategies that are appropriate to sustain interest in games (Hastie, 2012). As the following review will indicate, various studies have demonstrated

increased level of perceived competence among SE student, which enhances motivation among students to participate in SE e.g. (Wallhead and O'Sullivan, 2006).

Siedentop, Van der Mars and Hastie (2011) describe six key features of this pedagogical model that were introduced to simulate authentic sport. These are seasons, culminating events, record keeping, affiliation, formal competition and festivity. Sport Education contains a ***season,*** which has enough time for pupils to gain knowledge and have adequate experience. In addition, Sport Education includes ***affiliation****, which* gives the opportunities for pupils to become a member of a team for the whole duration of the season. Moreover, it contains ***formal competition***, which contains a formal schedule of competition where pupils practise skills and compete with each other. Furthermore, Sport Education provides a ***culminating event*** or a final event where pupils use their whole experiences they have learned from the season and compete in that event. Sport Education also offers to pupils the use of ***records keeping*** which includes and gives pupils' scores and feedback about their performance and that of their team, which encourage them to monitor and improve their skills for future goals. Finally, Sport Education provides ***festivity*** where pupils celebrate their achievements, which enrich the meaning of participation and provide the affective social element to physical education. To be festive teams have names, uniforms, banners, mascots, team chants.

Sport Education has three characteristics that sets it apart from institutional sports these are as follows: **Participation requirements** – in that full participation throughout the season is expected for all students;
Developmentally appropriate involvement - sports used in the model will match development, experience and ability of the learner (Siedentop, 1994; Rink, 2002).
Diverse roles - Sport Education provides a variety of experiences, the type that

are not normally available in most youth or school environments. Specifically pupils learn to coach, referee games, and keep scores in addition to taking on other roles that support the management and administration of the season. Ennis (1996) suggests that such more equitable methods are expelling the disaffection some students have previously felt in traditional PE experience can be achieved by offering all pupils the opportunity to feel valued in lessons and have responsibilities.

Sport Education model aims to help pupils to become knowledgeable and skilful in game play (Hastie, Sinelnikov, & Guarino, 2009). According to Hastie (1998) there are also opportunities to experience some of the technical, administrative, media and promotional areas in sport such as managing, publicizing, broadcasting and coaching. Sport Education therefore provides a more comprehensive and more complete sporting experience for pupils. The model ensures that all the tools are made available to aid the formulation of student career aspirations in sport and relating professions.

As far back as the 1980's, Nicholls (1984) argued that traditionally success in PE was measured in high capability and that there was the need to focus on making PE lesson more valuable and meaningful for all and to expand the range of outcomes available to pupils. Sport Education therefore affords more authentic experiences for pupils (Hastie 2012; Wallhead and O'Sullivan, 2006) compared to traditional physical education. By this, Sport Education also aims to help pupils benefit from a range of curriculum objectives to demonstrate *competency*, *literacy* and *enthusiasm* for sport. According to Siedentop (1998) this can be achieved through pedagogical initiatives such as direct instruction, cooperative small-group work, and peer teaching which as the literature review will indicated has led to positive outcomes in Sport Education and are key elements of the Athletic Challenges approach.

Wallhead and O'Sullivan (2005) have analysed the SE curriculum model in order to study its concept, objectives and framework. The authors looked into the impact of SE on students who study it as part of their PE. This article attempts to suggest future research on SE. For this study, the authors have amassed 62 peer-reviewed journal articles. The articles have been separated into two groups – 34 theoretical or application articles and 28 articles based on data findings. It was concluded that SE curriculum should be able to inculcate true sportsmanship in students so as to create competent sportspeople. To avoid cheating and superiority, every player should have equal opportunity to participate in every position of play. This helps in inculcating responsibility, cooperation and trust skills. It has also been observed that students exhibit competent leadership skills when participating in small groups with common objectives. Enthusiasm among students for enhancing their skills and improving their success rate has also been noticed (Hastie, 2012). Also, students behave more positively when given power of making decisions. The authors have suggested that future research should focus on peer communication and performance outcomes of tasks managed by students. The following sections in this thesis now review the literature on Sport Education.

3.8.1 Research on Competence & Motivation in Sport Education

Hastie, Sinelnikov & Guarino (2009) have determined whether any specific sports curriculum has the ability to improve efficiency of students' skills and tactical knowledge. The authors collected data from 41 eighth-grade students including 18 boys and 23 girls. The data was based on their skills exhibited during a badminton test, their level of efficiency and strategic knowledge. Findings indicated students showed improvement in playing skills from controlling the shuttle to aggressively hitting it. Moreover, the students also improved in their ability to make strategic decisions. The bottom-line is that Sport Education is

framed in the manner that provides students with sufficient practice sessions that hone their playing skills.

The purpose of Fairclough's (2003) article was to gauge the amount of physical involvement and approach towards competency of English secondary school children. A secondary purpose was to consider these variables based on gender and their outlook towards individual and group activities. In terms of methodology, 73 students were selected from five state high schools in England. The age of the students varied from 11 to 14 years. To gauge their level of physical activity (PA), their heartbeat was recorded during PE lessons. To understand their approach towards competency and how well they enjoyed the lessons, they were asked to fill in a questionnaire after every lesson. The results of the study showed that PE enjoyment level of boys was associated with moderate level of PA, while for girls the level of enjoyment reduced with greater degree of PA. Secondly, it was seen that boys showed more enthusiasm during group activities while girls were more interested towards individual activities. Therefore their performance in Sports Education can determine how well the students enjoy their lessons. This may set a background to understand the importance of Sports Education in schools and their implications for girls and boys.

Hastie (1998) studied the efficiency of SE in improving the skills and knowledge of students. This was achieved by assessing the competency level of students during the beginning of a SE course and comparing it with their level of competency at the end of the same course. For this purpose, 4 boys and 2 girls were selected from the "Eagles" Ultimate team from a rural school in Alabama. They were subjected to 30 PE classes for one hour on daily basis. A committee of eight students was engaged for rating the performance level of participants. It was found that the students exhibited considerable level of improvement in the

context of selection and game execution. The most important finding was that students with poor skill level did not feel alienated from their skilled counterparts and they did not feel that they were not provided sufficient opportunities for improvement. Also, under this strategy there are enough opportunities for practice sessions, and this allows the students to get the feeling of usefulness.

Spittle and Byrne (2009) examined how the features of SE (seasons, affiliation, formal competition, record keeping, festivity, and a culminating event) might influence students' motivation in secondary physical education. This was formatted in 10 lessons each one hour and forty minutes in length. Six classes were selected from one co-educational school, which included 97 male and 18 female students aged between 13-14 years old participating in hockey, soccer and Australian rules football. 41 students participated in SE and 74 students in traditional physical education classes. Three questionnaires were completed by students, including: The Task and Ego Orientation in Sport Questionnaire, The Intrinsic Motivation Inventory and The Perceived Motivational Climate in Sport Questionnaire (Spittle and Byrne, 2009). In their findings significant differences were found in perceived changes in competence between SE and the traditional model. In conclusion the SE model had a positive effect on student competence.

Perlman (2012) studied the impact of Sport Education Model (SEM) on the physical activity of amotivated students. Participants were 24 male and 45 female Year 9 PE students who were identified as amotivated students. The season adopted a skill-drill-game approach (SDG) under which students were introduced to attacking games including soccer and basketball. It was found that sports oriented courses can encourage more PA among motivated students. The results of this study also proved that amotivated students under SEM were more physically active than those who were in SDG class. However, in the initial phases both group of students exhibited equal level of physical activity although with

SEM students are engaged in theoretical classes, which do not require PA. Perlman attributed this to the fact that motivated students in SDG class do not show much interest in participating in any activity.

Grant (1992) observed the importance of including SE in school curriculum and SE could help generate positive virtues in young people and help in improving knowledge, skill and individual qualities like self-knowledge, self-esteem and cooperation. For the purpose of the study a research project comprising Grade 10 physical education program was designed to observe the impact of Sport Education especially to ensure equal competition. The curriculum model had six key features - records which are kept and publicized, seasons ends including all participants, students remain in groups for season; they learn their part and take more responsibility. Findings show that from a teaching point of view, competition is needed to provide a motive to the individual and the team. The most important benefit is that students learn to be respected as a team member. While they were interested in defeating one another during the first sessions, the second stage found them more interested in developing their skills. Then as the season moved forward the interaction and cooperation between students increased.

Of relevance to the study in this thesis, Pereira et al. (2015) compared students' track and field technical performance improvements in Sports Education and a direct instruction approach (not employing Athletics Challenges). Employing the collection of descriptive statistics the study examined how the technical performances of students improved in shot put, long jump and hurdles events taught through direct instruction and Sports Education. In the Sport Education setting all pupils improved in their technical performance. In contrast, only boys and all pupils in the high level cluster improved in their technical performance in

the direct instruction approach. Also Pereira et al. (2015) mentioned that based on previous research, Sport Education was beneficial for lower skilled student.

In conclusion, SE has a key role to play in encouraging greater competence in young people. A carefully designed SE season can increase the competency level of students which in turn can make the course and PE more enjoyable for them (Perlman 2012; Carroll and Loumidis, 2001; Viira and Koka, 2012; Cairney et al., 2012). This increases motivation among students to participate in SE courses that are provided as optional in their school curriculum. The idea is to inculcate a sense of equality among students so that students from all backgrounds and with different levels of competency can participate in SE without getting a sense of alienation.

3.8.2 Literacy In Sport Education

Educational institutions have used different aspects of Sports Education to inculcate in students the values of social living powered by their love for sports activities. These aspects include enthusiasm, literacy and competency, which grow as values in students once they are subjected to carefully developed Sport Education seasons as part of their curriculum.

While literacy as one objective of Sport Education primarily aims at developing educated and well behaved sportspersons on the field, of play a broader application of its principles can have strong social and cultural impact, which has been recognized through different studies. Evidence shows that a Sports Education model can lead to better display of social behaviour and encourage better performances and lead to more responsible (Hastie & Sharpe, 1997; Perlman 2010, 2012; Hastie 1998; Wallhead, Garn, & Vidoni, 2013). Recognizing the need to have literate sportsmen in different fields of physical activity and sports, researchers have studied the need, impact, and processes of bringing an increased attention to literacy in seasons of Sports Education.

Major breakthroughs in understanding and establishing the norms of Sports Education comes through the work of Siedentop (1994). The Sport Education model is somewhat different from out of school sports and bonafide games since there is monitoring undertaking by teachers, which ensures that the children undergoing the experience are able to recognize the difference between good and bad sport practice. Therefore, the accountability emphasis inculcates practices of fair play in the students. Presented here is a literature review of prominent works undertaken in this field, which focus specifically on matters of literacy in Sport Education.

The need to understand how engagement can improve literacy in Sports Education drove Mowling, Brock and Hastie (2005) carried out a detailed analysis of student psychology. The main purpose of the study was to find out whether students' psychological progression during a season aligned with the format of the model during its application. The main data collection tool was drawings made by students about their role in the season, which were completed on a weekly basis over the season. There were four phases; skill development, pre-seasonal, seasonal competition and culmination. The gradual revelation of thoughts during the weeks that held these phases demonstrated to the researchers that winning and team affiliation were the most important aspects of Sports Education to students. Social interactions and role differentiation were found to be minimal on their minds, which coincides with the goals of Sports Education at all levels. Winning through competition was the most important part of the student psychology seen in these fourth graders (Mowling, Brock & Hastie, 2006). However, over time student's focus shifted in their drawings as the season progressed and corresponded with the various phases that personify most formats of the Sport Education model. Through the Sport Education season, students showed over time that they prioritise certain aspects over the four stages.

Similar to the work of Mowling et al (2006), MacPhail and Kinchin (2004) studied how drawings made by students can be studied to understand their perception of SE in schools. Drawings were collected from 46 students between the age of 9 and 10. These students completed a 16-week SE season. Comparisons were made between the data collected from these drawings with broad conclusions made based on on-going interviews. Children tended to express their experiences through the drawings they made. It was seen that the drawings collected for this study depicted children's perception of SE experience in different ways; however one common theme was 'fun'. Some drawing depicted 'team allegiance' as a theme that was concluded as students favouring team formations. Competition spirit was also depicted as a positive factor in some drawings.

Fair play behaviour, which is associated with PE and sports, can be developed in students if teachers include social skills lessons in the PE curriculum. Based on a Sport Education season of rugby, Vidoni and Ward (2009) studied the impact of Fair Play Instruction on middle school PE classes. Seven middle school students from grade 8 were selected for observation. They were observed for 40 minutes across 21 lessons. Data were based on the positive and negative behaviours of students who actively participated in the lessons. Results showed that 'Fair Play Instruction' consistently enhanced students' participation. Also, negative behaviours of students were reduced. Fair play behaviours included positive attitude towards opposing teams, accepting defeat with grace and enjoying victory without pride. It was concluded that such behaviour cannot be cultivated in students unless teachers include them as PE goals.

Hastie and Sharpe (1999) measured the impact of Sport Education principles on the positive social behaviours of rural schoolboys. In their paper they showed how positive Sport Education season can make an impact on negative social behaviour of students who had been reported to have a history of small crimes

like thefts and discipline referrals. Twenty students were subjected to the Kangaroo Ball game, which was a modified football game. Emphasis was placed on positive social behaviour through novice referees. The data were collected, analysed and made reliable using Kazdin's point-by-point formula, which comprise agreement divided by disagreement divided by 100. The results showed that positive social behaviour was high during the formal competition while negative social behaviour was low after the preseason phase of the experiment. The leadership abilities also rose by a small percentage in the formal competition, thereby indicating that peer competition and referee compliance were important when winning the fair play award or the game was on the boys' minds (Hastie and Sharpe 1999). The only limitation of this study was the small sample size.

Brock and Hastie (2007) focused towards finding how the psychology towards fair play in Sports Education changes with time amongst sixth grade students. Data were collected through videotaping and observation, questionnaires, daily journals, descriptive game stats and interviews (individual and group). The researchers found a major change in student understanding and fair play developed in participants as with every level of the game. Pupil focus shifted from winning as a goal towards playing fairly as a goal. This led to individuals accepting that better players should have more playing time and would better contribute to a team's performance. Thus, equitable performance was brought into effect rather than equal scope of opportunities.

Researchers have investigated the long-term effects of fair play in the minds of students who were previously involved in SE. In a study by Sinelnikov and Hastie (2010) asked pupils to recollect and record their memories of Sport Education seasons from their sixth to eighth grades. The three seasons of Sport Education that these students had participated in included badminton, basketball and

soccer all of which were were built on Siedentop's format. The procedure used a combination of surveys and focus group interviews and the data were analyzed and checked for trustworthiness. It was found that the students recollected very specific events in the season (scores win/losses) and had a deep understanding of the rules and specific outcomes of the games they had played in and had committed themselves to winning the game during the season when the Sport Education model was implemented.

In their paper Harvey et al. (2014) presented a number of suggestions to finding the appropriate inclusion of Sport Education models in youth sports centres to encourage ethical structuring in society. Harvey et al conclude that social behaviour and theories of accountability and responsibility in the context of sports are best developed using a model of Sports Education. Furthermore, they suggest that the model be used in youth sports centres and gymnasiums such that the sport's ethics rubs off into the characters of these young people who carry the values into their social behaviour thereby creating an ethically strong society.

Can the Sport Education model promote cultural change? O'Donovan's (2003) carried out a seven-month case study of students within the age group of 11 to 13 years and studied their peer interactions in single sex and mixed sex groups during the season when a Sport Education model was pursued. It was noticed that peer groupings and cultural influences had an impact on the initial performances of students in physical education classes. O'Donovan's employed participant observation, and one on one interviews. The recordings and interactions showed that adolescences played an important role in determining the social behaviour of these students in the Sport Education season. The study used all the interactions to come to the conclusion that fair play in Sports Education is a broad term for students harbouring popularity and culture based biases towards each other. In

short, in order to initiate fair play amongst teams plagued by such prejudices, the curriculum has to overcome pedagogical challenges and give students a chance to rise above these prejudices and focus on winning, team spirit and competition. This would be possible by developing well-designed challenges to make the students look at themselves and their peers with a different outlook.

Penney, Clarke & Kinchin (2002) have raised an important question in the context of whether physical education can be treated as a connective specialism that allows students and participants to easily understand and relate to their peer group, and whether Sport Education can serve as a solution to developing this connective specialism to a broader number of individuals so that they develop better ethical and social habits through sports practices. The paper identifies the fact that Sport Education detaches itself from the crudeness of just sports. Therefore, those who grow through Sport Education learn how to make connections and extend learning across teams and groups of individuals, alongside developing a competitive teamwork that aims at winning the award of fair play by following and officiating set rules to the team. Penney et al have suggested that the curriculum be made similarly challenging to happenings in the real world, so that they develop a complete ethical psychology powered by monitoring by physical and sports educationalists.

Pill et al. (2012) compiled a study that concentrated on rethinking Sport Education along the lines of ethical judgment and evolving social connectivity skills. The study revolved around how to develop new thinking in physical education teacher education (PETE). At the core was the Sport Education curriculum. Teachers were educated regarding the goals of the Sport Education curriculum they were following (Pill et al., 2012). The study was conducted in four phases with documentation and web research in the initial two phases and semi-structured interviews with teachers and recording of their experiences and

conclusions. The results indicated that different teachers had different understandings of sport literacy and whilst the Sport Education curriculum follows a set process, their understanding as imparted to students by teachers differed from case to case. Therefore, the teachers were more important tools in successful Sport Education campaigns than just the rules of particular games and physical activities.

In conclusion, a moral code could be an appropriate way to improve the experience of Sport Education model amongst students, because it allows teachers to think in new ways. Whilst students may achieve better outcomes with established rules, there is no doubt that the present literature review indicates that innovation at the level of the teacher is a good way to restructure Sport Education models to suit individual cultural and social scenarios (e.g. sport as experienced in Kuwait). The limitations of this research however, prevent us from making a definite indication towards which would be the ideal way to restructure Sport Education and extend learning of physical education rules and best practices. It is still a worthy conclusion that with so many positive outcomes, Sports Education can be the next major tool in bringing social and cultural uplifting through increased literacy in sports and that this work be undertaken in contexts, which have particularly strong social and cultural norms.

3.8.3 Enthusiasm in Sport Education

Through participation in the Sport Education model students' enjoyment and enthusiasm become noticeable. The research on enthusiasm through Sport Education is more weighty than in competence and literacy. There is much evidence showing the influence of the model on students' enjoyment, fun and enthusiasm (Hastie and Sinelnikov 2006; Ko et al 2006; MacPhail et al 2008). As stated earlier, Siedentop modified SE in three ways with the view to promoting access to learning, opportunities to respond and enjoyment – 1) every student

can participate by forming small teams, 2) minor rules of games are suited to match the skill level of each player, and 3) students participating not only as players but also as coaches, trainers, managers and so on (Hastie, 2012, p.2). The idea here, being to develop competent and enthusiastic players. Hastie et al. (2011) acknowledge reports of students' enthusiasm and enjoyment in more recent studies. Multiple studies have revealed that students find the model to be 'better, that their previous PE, to be fun and that they felt part of a team. In this section the researcher examines the role of enthusiasm and enjoyment in the Sport Education model and how this influences the learning process.

Sheri et al. (2009) studied the mutual interactions between students during a SE course, and the effect of a student's status on such interactions. For this purpose the authors selected five boys and five girls from a SE class with modified soccer as the target season. The methodology was based on a questionnaire, video observations and interviews of both students and the PE teacher. It was found that the status of students which as characterized by economic background, attractiveness, personality and level of participation in sports had an impact on mutual interaction. Based on this status, whose opinions would be counted and who got more playing time during a PE course become significant, because considering the fact that motivation plays a key role in the performance level of students.

Wallhead and Ntoumanis (2004) investigated the impact of a SE intervention program on students' motivation within the school context. The authors assigned 51 high school boys from low to middle income families into 2 groups of 25 and 26 boys. The first group received 60-min SE lessons while the second group a traditional method of sport-based teaching. From each group, enjoyment level and motivational level among other elements were assessed. Findings revealed the first group exhibited increased level of enjoyment and perceived effort from

pre to post-intervention. However, the same is not true for perceived competence. Moreover, in the second group which is the comparison group none of the variables exhibited major alterations.

Brunton (2003) investigated whether SE could shift the power from teachers to students so that the latter could take responsibilities for learning outcomes. The study was conducted for ten weeks on two badminton groups each having 24 pupils aged between 14-15 years. Observations were based on individual and group interviews. Results revealed that SE encourages a power shift from teachers to pupils with the latter playing the role of coach, captain or team manager. Although teachers were needed as an authoritative figure the power shift was necessary for positive outcomes which may not be encouraged in a more traditional teaching method.

Unlike the traditional features, Siedentop's SE model maintains group formation throughout seasons, which encourages team spirit, feelings of identity and promotes pro social skills. MacPhail et al. (2004) studied a 16-week SE unit with 70 Year 5 students and its impact of participation in continuing groups on team affiliation. Two invasion games (basketball and netball) were played which required team skills and communication between the players. Scores could be earned if the ball could be shot in the net without crossing the shooting line. Observation was made on how well the team members made decisions' based on team communication. Interviews were conducted with individual students and teams. It was concluded that students were motivated when given the chance to become members of a team. Students also developed strong team loyalty, despite difficulties they preferred not to change teams and_they learnt the virtues of maintaining positive relations between team members.

In view of a growing importance of motivation as an aspect of PE, Perlman (2010) studied the impact of SE model on the satisfaction level of an amotivated student

(one who is reluctant to participate in any sports). Participant students included 624 male and 552 female Year 9-12 students. The two-year long study had PE classes 3 to 4 times each week under the tutelage of a PE teacher. Classes were provided opportunity to play invasion games requiring skill-drill approach. Results showed that amotivated students under the SE model displayed greater levels of satisfaction and enjoyment than those who were taught by the traditional approach. Perlman attributed this to students' feelings being included within a SE model framework.

Kim et al. (2006) implemented a SE project in Korea. The purpose was to learn the factors that support teachers' role in SE. Moreover, this study explored the strategies that teachers apply to motivate students within the learning parameters, and also the challenges that teachers face during a SE course and how they tackle such challenges. The study involved elementary, middle and high schools along with a teacher education institution. The project included professional development workshops to facilitate new strategies in PE. The study showed that the project teachers made significant progress with regard to their roles and relationships. Also, they developed increased awareness of the challenges and the manner in which to tackle the challenges. The traditional approach of SE includes three phases in which players are trained, then engaged in warm-up sessions and finally they are given the scope to play games. In this approach, game participation depends on skills acquired in the first two phases. But still there is a need to build comprehensive physical education program to motivate students with visual and hearing impairments to take up physical education.

SE model is developed along the lines of authentic sport in order to prepare students to gain sport experience in specific cultural contexts. Kinchin et al. (2009) studied the responses of students in the context of inter-school festival

that is included in a SE season. The experiences of eight primary school teachers and 33 teams of pupils across eight classes were observed. Following a season taught concurrently. The participants arrived at a festival held at the conclusion of the SE course. It was observed that pupils were both excited and apprehensive during the pre-festival phase since they were not sure how they would perform during the festival. During the festival pupils reported on how their teams were performing and also mentioned what they were enjoying about the festival. After the festival, pupils expressed positive feelings regarding their festival experience. The teachers confirmed that festivals played an important role in developing and sustaining students' interest in their teams' performance and in the SE season as a whole.

Traditionally, it has been seen that some teachers adopt pedagogical techniques that fail to boost students' motivations. Perlman (2012) attempted to provide an intervention that would create a motivational ambiance for students on the behalf of SE teachers. Data were collected from 50 PE teachers based on which teacher-student interactions were divided into fifteen categories. In the four-week study, students' idea of self-support and individual motivation was assessed through questionnaires. The teachers were found to be providing high level of self-supportive statements while the SE students reported autonomous support ideas in the second and third phases of SE model. The SE model allowed teachers to adopt a more positive pedagogical approach that developed autonomous behaviours in students.

Hastie and Sinelnikov (2006) explored students' participation in Russian PE and their perceived experiences. Thirty-seven students were selected from two classes for 18-lesson seasons in which they were mainly engaged in motor tasks. They were also allowed to play the roles of coaches. In the interview session, it was revealed that the students enjoyed the lessons. They also showed positive

response towards students as coaches which encouraged team affiliation. They also expressed a belief that they gained significant skill and knowledge of basketball, which was used as the season unit in this study.

In order to motivate young PE students to participate in sport activities, a strong contributory factor is an opportunity for fun and enjoyment. MacPhail et al. (2008) examined SE experiences of students with regard to fun and enjoyment. The purpose was to understand the influences of winning competitions and team membership on fun and enjoyment. Interviews were conducted and questionnaires distributed to 76 fifth year students who were participants in a 6-week SE season. The teachers involved had limited SE teaching experience but supported PE classes in schools. Results showed that students found SE more enjoyable than previous PE and described the former as “different” and “more fun”. Team membership and a sense of belonging were considered as further enjoyment contributory factors. Teachers in their interviews claimed that social skills had developed as a function of SE which in turns instilled team spirit in the students.

Bennett and Hastie (1997) investigated the perception of students in a university-level softball class who were taught under six key principles of Sport Education. Students compared this with their previous physical education activity. For this study 40 students (27 male & 13 female) were enrolled in a softball class and over a 10-week period the class met twice a week for 90 minutes and they were trained on the basis of six principles. Team selection, lectures and drills on the methodology of playing softball, introduction of modified games after assessing of individual skills were included. Students’ response to this season was collected via student logs, questionnaire, and instructor’s record of training session. Findings revealed the students enjoyed playing in teams and 95% attendance was recorded in class. They were also attracted to the notion of competition being

formalized. The students reported that this training session was more enjoyable than their previous physical activity classes.

Clarke and Quill (2003) studied the impact of the same in a mixed secondary school in Southern England. The research, which was carried out between September 2000 to July 200, and focused on Year 8 students of mixed gender. The purpose was to observe the students during their SE, which included games like netball and football, gymnastics and athletic lessons. The study consisted of interviews of teachers and students and also questionnaires were distributed to them. Moreover, photographs were taken of important events faced by the students. It was observed that in the stage of the study, many teachers expressed a certain amount of concern regarding coping capabilities of students which can delay the completion of the course. However, it was seen that students keenly participated and sustained their motivational level throughout the course. Students were taught to take responsibilities for their practice sessions. Overall, the authors have concluded that there has been positive response from the students. In the context of motivation, it was seen that students were given group responsibility showed an enthusiastic approach to prove their worth to their teams. From questionnaires, it was concluded that an effective SE program can help students gain more tactical knowledge leading to being less dependent on teachers.

With large numbers of studies demonstrating the effectiveness of SE programs on pupil enthusiasm, it is important to create awareness among pre-service teachers regarding integrating SE into Physical Education Teacher Education (PETE). Deenihan, McPhail and Young (2011) revealed the results of a study that provided opportunities for pre-service teachers to gain experience of a SE season. The purpose of this study, which was conducted in Ireland, was to educate the participants regarding the effective manner of teaching SE to school pupils. The

study was based in a four-year undergraduate PETE program which allowed the participants to become involved in various sports and games related activities. This program included practical classes for one hour every week that focused on teaching the participants through SE on how they will teach students. The program focused on net games like tennis, badminton and volleyball, and encouraged the participants to play the role of coach, manager, referee etc. They were also encouraged to formulate teaching modules by teaching their peers. It was concluded from the studies that by educating pre-service teachers on intricacies of a subject (here SE), and also by instructing them how to teach the same to students, they can be positively guided. This study brought forward various implications for future PETE programs like pre-service teachers should get classroom experience of SE so that they can implement the same process on their students, importance of SE should remain same throughout the program duration, SE education should be in detail for the benefit of the pre-service teachers, and they should learn to identify and overcome all challenge associated with teaching SE.

Students' eagerness to participate in sport activities originates from their social goals. The desire for belonging within a certain social group and creating important affiliations are some of the social factors that induce young people to feel motivated towards Sport Education. In any SE season, these factors are considered before formulating an appropriate SE model. Wallhead, Garn and Vidoni (2013) provided the results of a study with two fold purposes. First, the study was conducted to understand the social ambitions of students who have already being participants of a Sports Education program for one year. Given that social ambitions induce motivation towards sports, therefore the second purpose of the study was to explore how individual students established relationship with the other students who were participating in the physical education course, and how the degree of affiliation between students affects the level of enjoyment that

the students experience during their physical education classes. The study was conducted on 363 students from 10th grade at an American Mid-West high school of which only 20 percent belong to minority groups. All the students were participants of a yearlong sport education curriculum which was taught within the physical education framework. Conclusion of the study was based on data collected from questionnaires that they were required to answer regarding their social ambitions and their relation enjoyment level during the SE course, and also their self-induced involvement in extracurricular physical activities. It was concluded that high degree of involved in sports education leads to social bonding between the students. It was observed that such bonding can be further encouraged if such environment is created where students can earn praises from their peers regarding their participatory behaviors. It was also evident from this study that higher affiliation with peers encourages students to get more involved in extra-curricular physical activities.

For any Sport Education model to be regarded as successful, the vital thing that has to be known how well the students have adopted the model's features. Although numerous researchers have focused on the importance of Sport Education and factors that increase motivational level of students, there are however few studies regarding the effectiveness of any Sport Education model. The authors, Gregg Bennett and Peter Hastie have conducted a study to find answers to three questions. First, the degree of adoption of the sport education principles by the students was studied. Second, the difference in response level of students with regard to the different principles was also studied. Third, it was also studied how the students compared their involvement level between the current and previous sport education classes. The study was conducted on 27 male and 13 female students who were made to participate in software physical education. A questionnaire was distributed to the students asking about their previous experiences regarding the sport, and also their expectation from the

current course. Majority of the students (70 percent) had previous experiences and also most of the participants agreed that they joined this course for “fun and enjoyment”. In reply to their grade expectation, 67 of them expected A grade while only two of them expected A or B grade. The final student expected a deserving grade. As conclusion of the study, it was seen that majority of the students considered the current course as an improvement compared to previous classes. They also stated that their level of enjoyment was more during the current course than their previous classes. In context to the second purpose of this study which is the course principles that most attracted the students, it was seen that a high number of students expressed they felt motivated when performing as a group. Being involved in a group is a matter of honour for students and they feel proud of their group’s achievements. Finally, in response to their involvement in the current course, most students agreed that they applied more effort in their current course (SE) compared to previous classes of (PE). Moreover, the instructor also felt that the performance level of students has enhanced in the current course as compared to any previous physical education classes.

It is not uncommon that some low skilled players are ridiculed or even worse they experience rejection from own groups in PE. Carlson (1995) conducted a study to make an assessment of the performance level of low-skilled students in a Sport Education course. The 88 students who participated were selected from different classes and the selected games were softball and netball. Over a 20-lesson season date were collected through observations, video recording of classes, and interviews of student for 40 minutes and interview for teachers. From the collected data, it was concluded that the majority of the low-skilled students felt that their performance level has improved and they had a better understanding of being in a team helping each other as well as their understanding of game tactical strategies also have improved. Furthermore, lower skilled student also

showed great improvement in their confidence level because of team support and encouragement. They also stated that they felt they are now better accepted by their group members are they are now less subjected to ridicule from their high skilled peers.

Carlson and Hastie (1997) have conducted a study to understand the performances of students from their social agenda perspective. The 88 Grade 9 and two Grade 8 students who participated were from a high school in Brisbane, Australia. The students had skills ranging from state level competitive skills to skills garnered from previous netball sessions. Data were collected through videotape of lessons, group interviews and teacher interviews. The emergent themes centred on socializing skills including group activities, personal and social development, leadership skills and cooperation, degrees of competitive feeling that induces the students to give more effort. It was concluded that the majority of students considered their Sport Education class as a source of fun, enjoyment, and a platform for interacting with people. Students also agreed that they had fun helping others. The students attributed such an extension of social skills to the length of time they spent with their teammates. As students were encouraged to take up roles of coaches, it was observed that there was change of attitude towards team members. However, this also brought change in perceptions regarding physical skills; while the low-skilled students expressed increase in own skills; the coaches said that skills of their teammates have enhanced.

In conclusion, the role of SE in ingraining the importance of physical activity in young people cannot be undermined. Since motivation level contributes towards increased enjoyment and involvement in a SE season, therefore the focus should be on designing lessons and seasons to create a motivational environment, which can be achieved through high-perceived competency and teachers' attitudes.

Group and team formation has been supported by most SE research results as this inculcates a sense of belonging in students thereby enhancing their performance level and overall enthusiasm. Given the considerable evidence of pupil enthusiasm of Sport Education in a number of countries referred to in this literature review, this thesis in part seeks to determine if such enthusiasm can be achieved in schools within Kuwait.

3.8.4 Professional development, learning how to teach and deliver the Sport Education model

The previous sections offered a review of the Sport education literature structured around the three main objectives: competency, literacy and enthusiasm. The majority of these studies were delivered by regular class teachers and a few taught by the researchers.

The use of Sport Education (SE) in schools and colleges offers a unique experience in getting the best out of the pupils of these institutions but which requires providing suitable support for teachers in their initial efforts to use the model. However, while there is extensive research on how SE impacts on children, it is also worthwhile to note that there is research on the impact on teachers who deliver SE to students in different educational institutions and research on the ways in which teachers received support in attempting the model. Give this thesis involves undertaking professional development with one Kuwaiti teacher, prior to and during the delivering of the season, it seems appropriate to review the literature on how teachers learn to deliver SE to students.

Curtner-Smith, Hastie & Kinchin (2008) indicate that some pre-service teachers view Sport Education (SE) as culturally and structurally superior to other curricular models (see Kinchin et al., 2005; Curtner-Smith & Sofo, 2004; Sofo & Curtner-Smith 2005; Jenkins 2004). Curtner-Smith et al. (2008) suggest that the congruency with pre-service teachers' occupational socialisation and value

orientations makes SE potentially more attractive to them. Consequently Curtner-Smith et al (2008), like others , have described how pre-service teachers found it difficult to use SE in the initial attempts (Curtner-Smith & Sofo, 2004; McCaughtry et al., 2004; Parker & Curtner-Smith, 2005; Sofo & Curtner-Smith, 2005).

Some teachers may use the SE model to substantiate a 'non-teaching perspective', where pre-service teachers coordinate sporting tournaments that do not contribute to pupils' learning. Curtner-Smith et al. (2008) interviewed 10 'beginning teachers' in the USA and UK, all having graduated from physical education teacher education (PETE) programs. All teachers were interviewed in a semi-structured style. Initial data were collected and categorised in terms of how teachers interpreted and delivered SE model and why their interpretation and delivery was such. This data were coded and categorised using analytic induction and constant comparison. Curtner-Smith et al. (2008) state that the "trustworthiness was assured by completing a thorough search for negative and discrepant cases" (p.101) (Goetz & LeCompte, 1984). Teachers' interpretation of the SE model was categorised as either the full version, watered down or cafeteria-style versions. There was also one teacher who did not adopt SE at all. A qualitative summarised breakdown was then given of each interpretation and why each teacher had decided to take each route. Factors that influenced teachers' interpretation of SE were located within individual revealed that acculturation based on personal passion, for sport and physical activity a childhood association, and orientation through life experiences, professional socialisation, organisational socialisation, pupils, and accountability. The article concludes by stating the quality of a teachers' PETE experience was a major factor in their enthusiasm for SE and likelihood of employing it in schools.

Sinelnikov (2009) reports on a research project in which the professional development of two Russian teachers was evaluated when introducing the Sport

Education model (SEM) into the curriculum. This paper was significant in how it informed the support provided by the researcher to the teacher in Kuwait. Sinelnikov (2009) investigated Sport Education applied to 6th grade classes (ages 11-12). One teacher had 27 years' experience of teaching physical education (known as the expert), the other 3 years (known as the advanced beginner). The aim was to assess the professional development of teachers when presented with multiple challenges. Data were collected from emails, telephone conversations, researcher's log, briefing and debriefing sessions. Semi-structured interviews were used to extract descriptive data and triangulate in an ethnographic case study methodology. This approach was consistent with study of pre-service teacher development reform (Patton & Griffin, 2008). The professional development programme provided a range of resources to enable the teachers new to SE to employ the model. There were a number of steps used in the plan (which informed the basis of interactions with the Kuwaiti teacher in this thesis). These steps were as follows:

1- Materials and literature outlining the benefits and main features of the Sport Education model were given to teachers. The materials were based on literature provided by Siedentop (1994) & Siedentop et al. (2004).
2- Secondly a two-day workshop, in which teachers and researchers worked together to develop the SE season to then be implemented.
3- Thirdly to set a connection between theory and practice a reflective framework as suggested by Tsangaridou and O'Sullivan (1994) was employed for lesson debriefing. To achieve step three the researcher observed two to three lessons per week, briefing and debriefing each time.

All data were analysed in Russian, the purpose of this being to reduce possibilities of inconsistency that may occur during translation. Data were then categorised, where data could not be attributed to a category a new category was

created. These were then collated and catalogued into subthemes. The triangulation of data across contexts was used by Sinelnikov (2009) to justify the trustworthiness of data. Presented in a table format the results showed that both teachers displayed a majority of SE pedagogical behaviours, which are considered benchmarks of the model.

A recommendation made by both teachers (and which was adopted in this thesis for the researcher and which can be found in the methodology chapter) was that an opportunity be presented to observe Sport Education lessons prior. Teachers talked of their experience of finding it difficult 'letting go of control'. This was most prominent in the 'expert teacher', who discussed initially the gymnasium looked chaotic. This changed when students became coaches, which eventually turned into an efficient system. Both teachers also found themselves working cooperatively towards their own learning, but more so in the earlier training stages. They also observed each other's lessons, which was not part of the study conducted by Sinelnikov (2009). This cooperative approach between the practitioners allowed the teachers to share responsibilities for some of the administrative aspects of implementing the model and ideas on how they were implementing the model.

Sinelnikov (2009) goes on to discuss professional development in more detail post study. Reform approaches are discussed in terms of the rationale for transformation of teaching practices (Ball, 1996; Fullan, 1995, 2001; Little, 1993; Sparks, 2002). This study showed that a feature that would reform the professional development programme would be 'extensive on-site presence' of someone responsible for personal development of teachers by training, observing and assisting in the deployment of the curriculum. In this thesis based in Kuwait the researcher was present observing each lesson and data were collected by regular post lesson CPD interactions with the teacher where they were

encouraged to reflect upon the Sport Education: Athletic Challenges lessons they had taught and what they intended to teach next. The researcher in this thesis facilitated these interactions and assisted in offering any suggestions for future lessons. Steyn (2005) claims that teachers do not find generic professional development schemes adequate, they prefer to receive practical and concrete ideas (Fullan and Miles, 1992). Sinelnikov (2009) discusses how a study of professional development carried whilst implementing Sports Education fulfilled this particular need. Birman et al (2000) further endorse this by stating that active learning during professional development increases knowledge and changes classroom practice. Guskey (1985; 2002) describes how a change of teachers' beliefs and attitudes were closely linked to improvements in student learning.

In conclusion, Sinelnikov (2009) feels that continuous professional development was achieved throughout the study, although with the disadvantage of being time consuming. The other recurring theme that participants felt was missed is the presence of on-site extensive presence. The study in this thesis is in line with the theory of Fullan (1995) that if professional development is continuous and school based (NPEAT 1999) and in the context of teaching practices (Lave and Wenger, 1991; Sparks, 1997), physical education teachers are more likely to deploy a new curriculum effectively.

McCaughtry et al. (2004) address a more serious concern about how teachers change themselves while imparting Sport Education (SE) to students and thereby make a variable impact in inspiring students enjoy the direct impact of SE on their personalities. The study focused on finding out how teachers learn to instruct SE to students. The cognitive study was directed towards two groups of undergraduate teachers in their pre-service stages. Each group was differentially trained. The first group was trained using secondary methods and their field training skills were observed and analysed while the other group was trained

using an independent teaching course and their field training skills observed. Data collection happened through ethnographic observations, interviews, and audio/video tapes. The data thus collected was subjected to constant comparison to help the team arrive at conclusions regarding the impact of pre-service training to teachers in Sport Education, mainly understanding the challenges in making the on field transition from classrooms. The finding show that pre-service teachers did not like the model and some of them were unlikely to use SE again, they thought it consisted of a lot of work compared to teaches the traditional curriculum, and were worried about failure as a new teacher. Group one of pre-service teachers had difficulty with the instructions of tactical game play and they preferred to runaway to the security of their previous teaching; isolated skills, and non-instructional games and decontextualised drills. Furthermore, group two of pre-service teachers indicated that there is difficulty and impediments to integrate some of SE features in future. Moreover, group two of the pre-service teachers misunderstood the role of skill development in sport education. The main aim of the study was to understand how to address these challenges and which kind of teacher training got lesser number of challenges to face. The study showed that the teachers who underwent secondary training had better chance at making an impact on students while teaching tactics in SE than the teachers who underwent independent training. According to the study, a teacher training pre-service teachers' scenario is the ideal solution for the success of SE in educational institutions.

To further highlight the importance of teacher training in SE models, Curtner-Smith and Stran (2009) conducted a study and the main aim of the study was to understand the interpretation of the SE model in two pre-service teachers, and understand what factors governed their understanding and hence, teaching practices while delivering the SE model in schools. The entire study was based on the theoretical interpretation of occupational socialization and data were

collected based on such interactions and other qualitative techniques. The data was standardized and analyzed for key pointers in the direction of the success of the study. The results showed that teachers who had undergone high quality PETE had a better chance of recognizing the true goals of SE in educational institutions and acting towards achieving them. Their interpretation, thus complete, allowed them to address different problems in delivering the model to students in its full version. This involved developing impromptu solutions to student issues on the field that adhered to the goals of the model.

Deenihan et al. (2011) aimed to evidence how pre-service teachers of Sport Education (SE) develop individual interpretations of the model, which is close to the actual goals of the model by not just undergoing pre-season training and secondary education in PETE, but also by adopting an approach that involves a 'living the curriculum' approach. The study itself was an experiment in which the pre-service teachers were asked to live the curriculum and experience one SE season as a learner/participant on the campus and fields. The data collection process was intensive following weekly observations, individual and group interviews, and reflections by the researcher and the lecturer. This collection of data was subjected to standard crosschecking through focus group interactions between teachers and researchers. The pre-service teachers who lived the curriculum in this experiment turned out to show favorable results to and perceptions of the model. Since the model of instruction had to be dynamic and the lecturers had to ensure that the pre-service teachers got the purpose of the message, and given the fact that the teachers were already well versed in the basics of the model, it was seen that the lectures were compromised and more directed in involving the teachers and not just tutoring them. However, since the integration of the curriculum in living style is so natural, a diminishing of SE model by the end of the experiment was seen, which calls for more focus on SE

model in the living style in the teacher's lifestyle to bring about thorough understanding, comprehension and competence on their part.

Some have examined pre-service teachers' conceptions and expectations from within the Sport Education (SE) and other models. Curtner-Smith & Sofo (2004) focused on the observations, predictions and expectations of fifteen American pre-service teachers who were about to start in the field of SE and were undergoing training to handle the different challenges at work. When questioned about their expectation of professional growth and reflections on what exists, a great amount of analytical information was achieved. The data was collected using such reflective questionnaire and critical incident techniques, wherein teachers' reactions to different important crucial situations on the field were observed and subjected to analytical induction and frequency counts. Pre-service teachers found SE more attractive to pupils because of the congruency with pupils' occupational socialization and its social and cultural rights.

While perceptions play a major role in determining how a teacher will deliver the SE model, there are influences and difficulties faced during the course of this development. Deenihan and MacPhail (2013) examined the experiences of one pre-service teacher and followed his anecdotes, observations, and reflections during and after undergoing a practical SE module, after which he was also questioned and recorded during pre-, mid- and post teaching placement interviews. His delivering SE to students was assessed using weekly reports and surveys. The data thus obtained was analyzed thoroughly using thematic coding and was subjected to triangulation to remove discrepancies. It was seen that occupational socialization helped the researchers assess the extent to which the preservice teacher was able to handle day to day problems in the field adeptly. According to the results in this paper, the influences on his delivery of SE involved the teaching orientation, PETE program and the school that the pre-

service teacher was teaching in, and his experiences in sports. Therefore, this study shows us that personal approach, experiences, and interpretation play a major role in the successful delivery of SE models. This is in line with previous studies by Deenihan et al. (2011) who propounded an approach of living the curriculum wherein the goals of the SE model and the personal lifestyle coincide to the extent that there is unconscious understanding of the main goals of the SE model and also full version delivery to students.

Stran and Curtner-Smith (2010) further dwelled on how different types of knowledge such as 'curricular knowledge, general pedagogical knowledge, content and pedagogical knowledge, knowledge of learners, knowledge of educational contexts, knowledge of educational ends, and acquisition and development of knowledge' could have an impact on pre-service teachers' understandings and delivery of SE. The paper focuses on how pre-service teachers (PTs) used different types of knowledge in delivering their SE season and from where they gathered this knowledge from. The teachers were teaching SE classes in a middle school and this study followed every qualitative aspect of their activities. They were videotaped both in formal sessions and in informal sessions, interviewed on a weekly basis, incident and journal reports were gathered from them every week and stimulated interviews were taken into account as part of the data collected for this study. The computer program QSR was used to analyze the data and knowledge data was then segregated into different sections. The results of this study showed that both the preservice teachers used full version delivery of sport education and was heavily influenced by personal knowledge of sports and their past experiences. Also, trained knowledge was imparted using complete dedication to the students. The teachers picked up on-field knowledge swiftly to adjust to and introduce new practices that improved team performance on the field. The PTs were found to use all forms of knowledge like content knowledge, pedagogical knowledge, learner's knowledge to the decisions that they take on

the field. The study concluded that pre-service teachers having high education is not a major requisite in successful delivery of the SE model, instead it is their experiences in sports that decides how well the knowledge will be put to use during teaching SE to students.

This finding is further supported by the work of Jenkins (2013) who raised 'the million dollar question' as to whether pre-service students could learn to teach alternative curriculum models only on the basis of book knowledge alone and the paper she critically discusses the impact of first-hand experience in a better delivery of the Sport Education model. There is no doubt that the experiment leaves behind empirical data to support the above theories and suggestions. The students are going to be teachers in real life scenarios, and are assigned teams, which have to take part in real time sports/gymnastics over the period of a preset season. Their performance from start to finish of the season was recorded using video and audio recordings and personal and group interviews. According to his observations, the pre-service teachers performed very well when they were given this first hand exposure to the training they would be imparting to students. What is more? The appropriate developmental mindset was seen growing in the teachers who were better poised to give the sport education model high competence performances.

In a comparative analysis of teachers in continents other than American and Europe, we continue to see similar results. This is reflected in the study conducted by Alexander and Luckman (2001). The focus of the paper was to find answer to a questionnaire in 377 primary and secondary schools in Australia asking teachers of physical education different aspects of their teaching experience. The paper provides rare insights into challenges and suggestions developed on field by the teachers who followed the sport education curriculum. Teacher's expectations showed that after Siedentop's model was publicly

announced, the level of interaction and engagement that the teachers bring or expect depends a lot on how much liberty they have within the model. Their comments and suggestions showed that the sport education model is expected to allow students and teachers to pursue a large number of learning outcomes than physical education programs originally allowed, thereby improving learning and professional life for the teachers. When the same study was undertaken on a preservice teacher in a high school in Ireland, it was evident that the focus of the study, which discusses the influences of high school preservice teacher in imparting sport education to students, was the most appropriate approach to understanding what was short in the model. The data was collected from diary entries and interviews, and occupational socialization was used to check the impact of school culture and teacher education on the quality of services provided by the teacher. It was found that specialists deliver the model better when their experiences are counted in making curricular changes.

In conclusion, there are many factors that influence the successful 'learning' and delivery of Sport Education model by teachers for the first time that were considered in the support offered to the Kuwaiti teacher in this thesis. Sustained and situated support and guidance are essential with researchers (and teachers) working collaboratively and reflectively throughout the season. Studies of (pre-service) teachers reveal the factors that influence Sport Education delivery and the competence of teachers in implementing the model and include school culture, pre-service training and relativity of the model with personal experiences. The above literature review thus illustrates all of these factors as important players in different studies conducted in the past decade.

3.9 Curricular Variations of Sport Education

A major feature of this thesis is the combination of Sport Education with the Athletics Challenges approach. Other researchers have brought together different

instructional models with Sport Education leading to what Siedentop (2004) termed 'variants'. These papers demonstrate the flexibility of Sport Education to unite with other approaches and are reviewed in the following section.

Hastie & Curtner-Smith (2006) is based on a qualitative research aimed at testing the hybrid of two physical education curricula in real school settings. During this study the researchers test the hypothesis that the combination of Sport Education (SE) and Teaching Games for Understanding (TGfU) PE curricula might bring positive changes to PE education as school as they provide better learning experience to students.

The study is based on a small sample of 29 sixth-grade students who completed critical incident reflective sheets after each PE class conducted. All students were divided into 4 teams; each team had to develop their own batting and fielding game using the given model. Each team completed had group interview at the end of the course to explain the rules of their games. This raw material served as the main source of information utilized by the researchers and backed by previous research reviewed in the Literature Review Section of the article.

As a result of combining TGfU and SE curricula the researchers stated that the students involved in the study were able to understand and use different game strategies including sophisticated ones. Also, they were able to transfer their knowledge to new team members and were willing to switch from one game to the other. Moreover, the educators themselves reported more freedom and creative space compared to traditional and more conservative SE curriculum used by the majority of schools user the pressure of standardised assessment systems and competitive nature of sports. Again, the research shows that combination of conservative teaching models with liberal ones positively impacts all sides involved in PE.

As well as previous study, the article Teaching Responsibility Through Sport Education: Prospects of a Coalition by Hastie & Buchanan (2000) shows that SE model alone is not enough for comprehensive PE education. The researchers state that new generation of young people challenges educators to come up with new strategies to create supportive and inclusive atmosphere in the classroom. Their study aims at analysing the outcomes of mixing SE model with Teaching of Personal and Social Responsibility (TPSR) model of PE teaching developed by Hellison (1995). TPRS model requires educators to deliver new knowledge based on students' prior experience and social context in which they live.

This qualitative study is based on observations and interviews with 45 boys aged 11-13 who attended Australian football class. The study lasted for the whole season (26 lessons) over 9 weeks. All students were divided into 5 teams during the first lesson and practised in their team till the end of the season.

Implementation of TPRS element led to major changes in the way students treated each other. They showed greater degree of responsibility for their actions and improved their conflict management skills. New rules executed by coaches empowered students to solve problems effectively and become more engaged in game process.

The researchers conclude that during the season with TPRS elements students achieved better results. At the same time, new changes stimulated personal responsibility of players and made them treat each other with respect. The hybrid developed in this research is suggested as a basic model for adding element of TPRS to traditional Sport Education model.

Ennis et al. (1999) researched the impact of specific physical education curriculum on community integration and engagement among high school students from urban schools. The topicality of this research is predefined by growing diversity within high school students and the need to provide all of them

with equal opportunities for studying and development. The model, which was developed, was known as Sport for Peace. The three-phase design of the study empowered researchers to analyse the situation prior to the implementation of this new physical education curriculum and compare it to changes that occurred as a result of implemented novelties. Despite the fact that only 10 educators from urban schools were involved in the study, selected qualitative research methods including interviews and observations conducted during this 1-year study provided enough data for detailed conclusions. The scholars list their findings for each phase of the research. The first phase showed that the educators involved in the research used exposure methods of teaching. Teachers spent little time showing how to play and resorted to drill situations to make students develop their skills and let them play only 10-15 minutes at the end of the class. Girls were not very active due to their inability to play together with better skilled mates in one team. There were no fixed teams and students did not know names of their teammates.

The second phase of the research revealed that most teachers who agreed to participate in the experiment only because they wanted to impress their principals. The researchers initiated a number of changes; they asked educators to shorten time spent on drilling by giving each student a ball and having more than 3 students practising at a time. Coaches cooperated with teachers and evaluated skills of each student. The evaluation results served as a basis for assigning students to their new teams. After 2 weeks of new teaching methods students knew each other better and showed willingness to cooperate. The understanding of the game rules improved and students were able to enjoy playing with their mates.

The final phase of the research concluded that Sport for Peace curriculum worked because students started treating their teammates as a family and showed

greater respect in communication with them. The behaviour of aggressive players was leveraged by growing sense of responsibility and care about their team. Better-skilled students who were asked to help those who played worse than others were not happy with new changes first. However, they reported that they liked teaching and supervising their teammates and that fact positively impacted their attitude. Generally, all groups of students increased their involvement during PE classes and got more open in their relationships with teammates.

Combining Sport Education with issues of social justice led to a 'Cultural Studies Curriculum in Sport and Physical activity' (O'Sullivan et al. 1996; Kinchin, 1997; Kinchin and O'Sullivan, 1999; Kinchin and O'Sullivan, 2003). This approach adopted a specific sport 'volleyball' employing the Sport Education model. This approach includes an integration of theoretical and practical examination of volleyball with attention to the issues of social justice. This approach aims to help that the learner becomes a critical consumer (Siedentop, 1995). This approach allows student to support their beliefs on social justice through papers, plans, and during class discussions employing the elements of the Sport Education model. This curriculum focusses on connections between school PE and the sport culture within community and national contexts. According to Kinchin and O'Sullivan (2003), students were generally positive when discussing issues of gender, body image problems, sport media, affiliation, and student centred instruction in their teams. However, the student also did not agree with some other aspects of the approach such as homework, and seatwork.

3.10 Approaches to Teaching Athletics

Given this thesis examines the implementation of a Sport Education: Athletics Challenges season it is necessary to review the contributions of athletics to individual development and the schemes that inform the teaching of athletics and its place within the PE curriculum. Athletic experiences that support the

improvement of students' skills and performances are described in this section. Athletics also plays an important role in the life of youth especially those who are interested in wider sport activities. It helps in developing body balance, agility and confidence. It is therefore vital that schools integrate athletics into their curriculum to enable young people to learn the basics of athletics from an early age. Teaching strategies need to focus on cultivating skill development through self-assessment in order to instil confidence and passion for athletics.

Athletics also helps in developing strength, speed, balance and agility of students. Competitions can be arranged to develop respect for the events and other participants along with the teachers and volunteers who take every effort to ensure a safe and enjoyable environment. Athletics develops team spirit since individual performances affect the overall team performance especially in a relay where each team member has to work in concert with the others. Athletics is all about human effort since even the tiniest error can make a huge difference in the outcome (Athletics, n.d.)

3.10.1 Importance of Schools and Clubs for Athletics

It is important that young people experience high quality sport and physical activity in both schools and clubs are available. A range of Teaching Primary and Secondary Schools Athletics resource packs exist, and also English Athletics offers workshops for volunteers and athletes to act as guidance for children, mainly in clubs. Moreover, to encourage students to constantly develop their skills, Athletics Awards Schemes are made available as part of this program. The Leading Athletics workshop encourages students from 14-18 age group to act as guide for younger students. Through affiliation with clubs, schools can arrange indoor and outdoor competitions to enable students to hone and display their skills. Older students, depending on their achievements, can work with coaches for further specialization (The Importance of Schools and Clubs, 2015).

3.10.2 Playing for Life

What follows is a review some ways in which athletics is organised and taught in schools.

Playing for Life is a program that offers a strategic teaching method for athletics teaching. It emphasizes games rather than drilling sessions to introduce athletic skills and techniques required for each event. The games serve as being the core concept where participants learn to think through participation. The coaches, rather than providing physical training to the students, become a facilitator, set specific goals, and encourage the students to achieve these goals. Thus the students are expected to find solutions when they are playing the game instead of following directions taking orders from the coach about how to perform skills. Thus students monitor their own performance to develop skills by observing others. The program also encourages students to ask questions and, based on their feedback, games are modified to alter the difficulty level in order to ensure maximum student participation (Athletics Play, 2010). This approach tends to examine athletic performance at the individual level.

3.10.3 'Athletes 365'

Athletes 365 is a program mainly designed for 8-15 year olds to help them develop fundamental athletic skills. The program not only records the achievement level of students but places emphasis on teaching students about the techniques needed to perform to the best of their abilities. Moreover, the program monitors the physical, emotional and social development of students. The program has nine different stages, each one more challenging than the previous and is based on the skill development of students. The goal is to educate young athletes about all the skills required for athletics, and the importance of overall good skills (Athletics 365, n.d.). The scheme has a heavy

technical emphasis with a strong focus on the development of athletic skills and movement

3.10.4 'Elevating Athletics'

Elevating Athletics is a program that is directed towards both teachers and coaches to guide them to construct strategies according to students' abilities. The goal is to educate learners about the necessity of athletics as the basic physical exercise needed for any sport by using safe and inclusive techniques. The program is written by experts having international level physical education (PE) teaching, and is included in the curriculum of England, Northern Ireland, Scotland and Wales. With Olympics giving particular interest in athletics, schools are now striving to modify their approaches to offer appropriate opportunities for the best talents. The program allows students to get a positive experience (UK Athletics: Elevating Athletics, Primary Resource Pack, 2015).

3.10.5 Modern School Athletics

Today, the focus is on teaching athletic students to understand the techniques to improve their skills and to develop a positive approach towards sports so that they are encouraged to pursue it in adult life. The idea is to integrate PE with sports. It is more important for students to focus on specific sports based on their abilities rather than participating in a variety of sports since it becomes difficult to learn the techniques of each sport. The event models are designed based on the age and gender of students. Appropriate models help young students to get satisfaction from their performance and can encourage the uncommitted students. Also, by arranging competition students can be motivated to improve their performance. Primary schools need to take responsibility of integrating PE in their curriculum so that children can learn the basics of sports at an early age (Modern School Athletics, 2000).

3.10.6 Focus on Athletics

The CGU shine: award is a scheme that has been developed by the UK governing body of athletics with a motto “From Fun to Fulfilment”. The goal is to encourage development in young athletes. This scheme provides a platform for children from age 3 onwards to participate in athletic activities by encountering physical challenges, and rewards them for motivation towards skill development through four levels of activity. There are several objectives like encouraging children of varied skills to participate in athletic activities in local clubs. The scheme also encourages teachers to initiate athletics in schools and clubs (Focus on Athletics, 2000).

3.10.7 Motivation in Athletics Lessons

Research has demonstrated that students learn athletics effectively if the teaching environment encourages the students to improve their own performance through individual effort. Designing teaching strategies, award schemes, group and activities, can encourage students towards athletics and develop a positive approach towards more difficult tasks. For PE teachers, it is a challenging task to create motivation among students especially when the latter learns to discern effort and ability, and considers ability as capacity. PE teachers strive to motivate students to exert maximum effort and avoid failure. To develop students’ perspective regarding motivation two environments are typically created a competitive climate where students’ performances are assessed based on that of others, and individual climate where rewards are given based on individual improvement (Morgan, 2000[b]).

3.10.8 Teaching Athletics Challenges

This approach to athletics is combined with Sport Education in this thesis. The concept of Athletics Challenges was developed by Kevin Morgan on the basis that

teachers need to adopt innovative techniques to teach students athletics, with a specific focus on running, throwing and jumping. The development of skill is based on the age and physical abilities of students. The goal of Athletics Challenges is to educate students about the best techniques of running by creating an enjoyable environment for the young students. The events are designed so that students can learn the technical body movements for running, jumping or throwing so that they improve their performance but that this is achieved in simulations of the full events. Different events are organized with varied levels of challenges with pupils participating in small groups, a feature which links well with one of the structured characteristics of Sport Education, that is learning in persisting groups. In Athletics Challenges, pupils are also allowed to make more decisions (a similar expectation within Sport Education) and monitor their personal performance based on feedback from pupils (which is typically accomplished within Sport Education through the use of the team-based roles) with the latter striving to promote maximum participation. This program is set out as a resource pack, which includes a range of activities and tasks that are designed to promote running, jumping and throwing (Morgan, 2001]). Technical analysis sheets illustrate the main teaching points for particular athletic events, which are designed to be employed in lessons and suggested practices and tasks are included. A series of papers setting out the Athletics Challenges approach has been published, which are now reviewed.

3.10.9 Athletics Challenges: Throwing

This article focuses on throwing events including shot, discus and javelin. For each, there are six different versions aligned with the event format in Olympics. Each group of students consists of mixed aptitudes, and the students are allowed to move between stations of the same event. It is the responsibility of the teachers to supervise proper use of equipment, and emphasize on important

techniques. Since these events require open space, teachers need to ensure safety procedures are in place. The challenges are designed in the manner so that students can monitor self-performance and set future improvements (Morgan, 2001[b],) Adopting the structural and pedagogical features of Sport Education would further permit these opportunities through the use of mixed ability teams and the adoption of individual roles to support both the management and administration of the lessons.

3.10.10 Athletics Challenges: Jumping

This article by Morgan (2001) provides ideas for jumping events including long, triple and high jump lessons. Modern lessons encourage maximum students to perform in groups and are able to move between different stations of each event. They are required to evaluate their own performance in each station, and try to develop skills during the lesson. In this way, students are prevented from getting eliminated if they fail to achieve the required height in initial sessions (a feature in some traditional lessons). Also the concept of small group means there is less public view of performances thus saving the weaker performers from embarrassment (Morgan, 2001[a]). The emphasis of Sport Education is similarly to raise the performance of all team members in a supportive and cooperative manner where individual pupils invest in the learning of their teammates.

3.10.11 Goals of Athletics Challenges

The fundamental objective of the Athletics Challenges resource is to ensure pupils gain positive learning experience and have equal chances to learn and achieve success in athletics. In this resource students play an important role in evaluating, performing and planning aspects, which are integral to Sport Education. The Athletics Challenges approach much like Sport Education is conceptualised as a more inclusive approach, which promotes self-assessment,

offers modified tasks that stimulate athletic events, and promote higher engagement time (Morgan, 2003). Furthermore, athletics challenges seek to encourage and motivate the full potential of students' participation but does so with due reference to the literature on the particular climate of a learning environment and the behaviours used by teachers that form part of that learning environment.

3.10.12 Motivational Climate

Pupils remaining motivated to be involved in a physical activity setting is a key objective for PE specialists. Weinberg & Gould (2003) state that individual motivation is influenced by motivational climate. Individuals can have different perceptions of motivational climate. Where effort and improvement and cooperation are emphasised, the motivational climate is perceived as mastery, whereas an emphasis upon competition and social comparison in a setting is perceived as a performance climate (Spittle & Byrne, 2009). Research has demonstrated that the motivational climate can be manipulated in a way that is reveals a more mastery involving climate, that pays attention to effort, choice and persistence.

Key to any learning environment and as the basis for Athletics Challenges, the acronym TARGET represents a set of six characteristics and behaviours that contribute to goal structures and the motivational climate within a classroom. In discussing Achievement Goal Theory as associated with understanding motivational climate, Nicholls (1989) describes two achievement goals: a) Task goal orientation where an individual applies self referenced goals based on task mastery, and, b) Ego goal orientation, where ability is demonstrated using norm-referenced measures, with a focus on comparison with others (doing better than others) as the criteria for success.

In view of the above, research suggests that motivational climate influences goal

orientation. A mastery climate tends to lend itself to task orientation with a performance climate lending itself to an ego orientation (Ames, 1992). Physical Education taught within a task orientation also sees pupils less bored. In summary a task orientation tends to lead to higher states of motivation and a mastery climate as perceived by pupils tends to be associated with positive motivational responses, low levels of boredom and intrinsic motivation where individuals regard their success was due to effort (Carpenter & Morgan, 1999; Goudas & Biddle, 1994; Treasure, 1997). The belief that success was down to ability in an environment with lower satisfaction would be perceptions of an ego climate

Researchers have investigated motivational climate within physical education. Morgan and Carpenter (2002) investigated the impact of motivational climate and its manipulation on the perceptions of pupils in athletics lessons. Over a seven-week period, 153 secondary school students participated in the study. One of the groups consisted of 73 pupils who experienced a previously taught approach to athletic teaching with Epstein's TARGET structures implemented in a second group, which contained the remaining pupils. It was observed that the pupil's perception related to the mastery climate within lessons taught using the TARGET approach. The inclusion of several challenging tasks in the TARGET lessons served to increase the pupils' motivational responses and their satisfaction rates.

Using a computerised systematic observation package, Morgan, Kingston & Sproule (2005) demonstrate the ability to record and analyse TARGET structures in the form of frequencies of task, authority, recognition, grouping, evaluation and time as well as duration of chosen structures Morgan, Kingston and Sproule (2005) examined the impact of varying teaching styles on behaviours pertaining to teaching. Four teachers and 92 pupils were interviewed from two different schools in the U.K. The teachers were filmed during the teaching of various

lessons. Each of the teachers taught different lessons by embracing separate teaching style. Findings revealed that the guided discovery and reciprocal styles of teaching actually were manifested in the form of less performance-focused behaviours and mastery, over the adaptive cognition.

Sproule, Wang, Morgan, McNeill and McMorris (2007) studied the influence of motivational climate in Asian physical education lessons. These authors studied the relationship between the intention, intrinsic interest, perceived competence, achievement goals, and perceived motivational climate. In this study, 1122 pupils from Singapore participated. Findings revealed that the high-task involvement perception actually led to the adoption of an ego-involving climate. Therefore, both goal orientations can actually be mediated by competence of the perception thereby impacting individual intentions and intrinsic motivation.

According to Braithwaite, Spray and Warburton (2011), the main purpose of the research was to dissect the findings pertaining to the intervention of motivational climate. They used the TARGET structure provided by Ames (1992) and Epstein (1988). The authors also articulated about the TARGET model in the physical education contexts of various schools. In their article, exclusion and inclusion criteria were incorporated in respect to the standard meta-analysis method. Other aspects used include the coding procedures, literature search, and also statistical methods. The number of samples used was 24, that were independent in nature. Almost 22 studies were largely synthesised. The moderator and outcome analyses greatly identified various trends in relation to the participant, methodological, and study features. This meta-analysis connected mastery climates with a range of affective outcomes including enjoyment and satisfaction and with cognitive outcomes such as achievement goal orientation and anxiety. All these aspects must be put to use in the future motivational climate

interventions and physical education classes were seen as prime areas to apply these features.

Cecchini, Fernandez-Rio, Mendez-Gimenez, Cecchini and Martins (2014) stated that the study's main goal was to evaluate the long-term effects of the manipulation of motivational climate. The effects can be witnessed on different aspects such as the psychological mediators, social factors, and behavioural consequences. The data were collected from the two sample groups, consisting of both male and female. Further the groups were categorised into another 10 subgroups, in case of the second article. Some of the TARGET areas include the tasks, authority, grouping, recognition, time, and evaluation. In this article, it was deduced that the Epstein's framework can help in the manipulation of the coaching climate. On the other hand, the student athletes largely benefitted because of the task-oriented trainings sessions. Due to the involvement of adequate tasks, positive results were observable in the case of decision-making and cooperative learning.

Morgan (2017) recently stated that the motivational climate phenomenon can be re-conceptualised in sports coaching and physical education as an aspect which is not completely psychological by nature. The article aimed to demonstrate that various pedagogical theories and models can also impact the motivational climate. An interdisciplinary approach was adopted in this paper based on the TARGET acronym. The TARGET structure was used as a framework for this paper to demonstrate potential links with relevant fields of sociology and pedagogy. Of some relevance to this thesis in Kuwait, interdisciplinary links referred to some of the structural and instructional features of the Sport Education model, in particular the use of affiliation through sustained mixed ability groups, peer teaching and greater autonomy. Reference was also make to potential links to teaching styles and Teaching Games for Understanding.

3.10.13 Motivation and Sport Education

Quantitative research has investigated motivation specifically in Sport Education. In their quantitative study, Wallhead and Ntoumanis (2004) revealed that pupils in a Sport Education group reported significant increases in enjoyment and perceived effort compared to those taught using a traditional approach. Using a non-equivalent control group design, Spittle & Byrne (2009) reported high levels of task orientation and mastery climate compared to PE taught using a more 'traditional method'. In their study in Russia, lesson video was used to collect data on the TARGET structure data (Sinelnikov & Hastie, 2010). Findings revealed Sport Education was a combination of mastery (during volleyball practice) and performance orientation (during volleyball competition).

Unlike this thesis set in Kuwait, the above three Sport Education studies did not adopt a qualitative approach, were all based in mixed gender classes and none was in the context of the adoption and inclusion of the Athletics Challenges approach.

As referred to above, the Athletics Challenges lessons are structured by using TARGET framework approach which has been described by (Ames, 1992) and which aligns with the structural and pedagogical intent of Sport Education. TARGET consisting of six elements which are as follows: a *task,* this element helps students to develop and improve their performance based on their self reference or group reference, *Authority* where the pupils engage in decision making, sharing in planning the lesson, and assessing their peers and themselves *recognition and evaluation* where the pupils offered equal opportunity and encourage pupils to improve their personal scores, *grouping* where the pupils cooperate in mixed ability group to active goal, *time* where expanding time of the activities which help pupils to complete duties also in this element prevent pupils from waiting for long time for their turn. Furthermore, at each challenge there are

many attempts for each pupil that help in mastering his performance.

As mentioned the pack offers many resources for teachers and pupils to use such as Athletics Challenges cards, score sheets, technical analysis checklists, guided discovery sheets, reciprocal teaching cards, and technical analysis sheets and all these resources are designed to help in improving pupils knowledge and performance.

3.11 Possibilities for Athletic Challenges and Sport Education in Kuwait

The research pursued in this thesis examined the linking of Sport Education (Siedentop, 1994) with the Athletics Challenges approach (Morgan, 2003) to teach athletics in one Kuwait middle schools. This is the first study that has explored such an integration of Sport Education and Athletics Challenges (Hastie, 2013). There is no empirical evidence about Sport Education (with Athletics Challenges) that has been implemented in any context including the Arabic culture. The researcher was curious whether from a cultural point of view what outcomes would be achieved with children and their teacher in Kuwait and to what extent these are similar or different to other settings.

From the researcher's experience as a PE teacher in a primary school in Kuwait he noticed that when he was trying to select a captain the majority of the students either wanted to, or requested to be a captain. From a cultural point of view, Kuwaiti culture prioritises 'display' about what individuals have (rich and not rich families). Very little is known from the Sport Education literature on the possession of 'power' in Sport Education teams but that research has indicated that wealth was a factor in who's voices were heard during decision-making (see Brock et al., 2009).

From experience, given the very teacher-centred pedagogy within Kuwait the approaches are likely to include new expectations and structures for children in PE in Kuwait. In Kuwait some teachers mock student answers, which can leave students disengaged, and refuse to be involved in sharing their knowledge. The thesis was this interested in the ways children undertook peer working in teaching teams and the extent to which teams form cooperative working groups. Were they able to demonstrate independency?

However, as the literature on Sport Education indicated, children are able to achieve greater autonomy in their seasons. However the researcher was curious whether this would be possible in this cultural setting and would there be cultural influences around leadership and around responsibility and roles that are embedded within Arabic culture?

This thesis therefore investigated the extent to which Kuwaiti children and their teacher engaged with the aforementioned features of Sport Education and Athletics Challenges presented in an integrated way. In attempting to design a curricular form which could help to reform the quality of middle school PE teaching in Kuwait and in particular the teaching of athletics, it is argued that linking and overlapping these two approaches could:

a) Focus on students with different levels of skills/ability.

b) Promote participation in athletic classes in cooperative and sustained groups, which develop their own identity.

c) Enable pupils to take more ownership of their work and practice.

d) Encourage pupils to engage in making more decisions about what their team will learn.

e) Promote teaching and assessment undertaken by pupils (themselves and their peers).

f) Involve the collection of records (distances, heights times) to inform further practice.

g) Stimulate preparation for formal and culminating competitions, all set within a fun and festive atmosphere.

In conclusion, most athletic training programs seem to focus on encouraging young students to improve performance through maximum effort. The objective remains to cultivate an inclusive, positive and more complete experience of learning and understanding of athletics so that pupils sustain their athletic participation during their adult life. Before moving to the methodology the potential original contributions of this work are based upon the following:

a) This is the first empirical study, which examines the integration of Sport Education and Athletic Challenges.

b) This is the first study undertaken in the Arabic context, which places Sport Education under investigation.

c) This is one of the very few studies, which has examined a homogeneous class on the basis of gender (all boys).

Summary

This chapter reviewed material and evidence from Teaching Styles and The Spectrum of Styles, which outlines a number of styles of teaching in Physical education. In addition, this chapter also introduced and reviewed literature on Sport Education, its philosophical assumptions, and used its aims to organise the review which are the following “literacy, enthusiasm, and competence in sport education”. Moreover, literature on professional development and learning how to teach and deliver the Sport Education model also discussed. Furthermore, this chapter reviewed related areas including cooperative learning and peer teaching in physical education. Approaches to teaching athletics are reviewed including Athletics Challenges. Relevant literature around goal oriemtations, motivational climate and TARGET are also reviewed. Finally, the possibilities for Athletics Challenges and Sport Education in combination in Kuwait are presented with

reference to what appear to be some similar teaching structures across the two approaches.

Chapter 4: Methodology

This research has a number of objectives. It seeks to examine middle school Kuwaiti pupils' previous experiences about their PE. Additionally, it investigates how these pupils experience an alternative and novel way of teaching and learning, specifically a combined unit of Sport Education and Athletics Challenges. Moreover, this research intends to understand one teacher's responses to the features of the season and how the combined curriculum influences their views about physical education.

Research Questions:

1. How do pupils describe their previous PE experiences in Kuwait?
2. How was the season developed and what challenges emerged during its development and implementation?
3. How do pupils experience a unit of work taught through Sport Education and Athletics challenges?
4. What are the teachers' perceptions of and responses to the key features within the SE and AC season?
5. How did the experience of teaching the SE and AC season influence the PE teachers' views and beliefs about PE in school?

4.1 Research Paradigms

In general researchers base their work on philosophical assumptions. Generally speaking, a philosophical assumption is a deduction made by the researcher based on his previous knowledge and perspective on the concerned subject (Scotland, 2012). It is important at the beginning of research to touch on philosophical assumptions, as these assist readers to understand the justification of researchers and why they select quantitative, qualitative or mixed methods to

organise their research. Creswell (2013) called the philosophical assumption as a "worldview" or "philosophical worldview" (p. 5). He also defined the philosophical worldview as a "general philosophical orientation about the world and the nature of research that a researcher brings to the research" (p.6). Writers such as Crotty (1998) referred to the philosophical assumptions as ontology and epistemology. Whilst, Guba, (1990) called these philosophical assumptions "paradigms" which are "beliefs" and these beliefs and thoughts lead the researcher's actions. Guba & Lincoln (1994) went on to define it as the "basic belief system or worldview that guides the investigator" (p. 105).

An understanding of research, paradigm is important which helps to build and influence the researcher choice of ontology, epistemology, methodology and methods of the research. Ontology can be defined as the study of a subject's reality and deals with the question of "what is" (Scotland, 2012). Ontology refers to "the nature of reality" and deals with questions such as what is reality (Guba, 1990). The researcher therefore needs to define his perspective concerning the subject based on its real form and implications (Scotland, 2012). Epistemology "refer to the nature of knowledge" (Mertens, 2010, p.10) and the type of relationship between the researcher and participants (Mertens, 2010). It is an establishment of a relation between the "would-be-knower and what can be known" (Scotland, 2012, p.9). The structure of research is therefore confined within ontological and epistemological assumptions. All the assumptions that are made by the researcher are based on guesswork (Scotland, 2012), and so the philosophical aspects of the research can never be proven as completely true or false (Scotland, 2012). The ontological and epistemological assumptions differ with each research since each researcher has its own definition of reality and therefore the research approach is also different.

Methodology guides the selection of methods. Methodology is defined as a course of action or, which is reliant on the selected methods of research (Scotland, 2012). Methodology refers to the process and reasons of data collection and deduction (Scotland, 2012). Methodology is the manner in which the researcher confirms or refutes their preconceived beliefs about the subject (Scotland, 2012). Methods are defined by (Crotty, 1998) as "the techniques or procedures used to gather and analysis data related to some research question or hypothesis" (p.3). The entire procedure of collecting and analyzing data can be both quantitative and qualitative, such as conducting interviews or studying responses by distributing questionnaires (Scotland, 2012).

4.2 Interpretivism and Positivism (Ontological and Epistemological Perspectives).

Positivism and Interpretivism are the two basic approaches to research methods. In the Interpretivism approach interpretivists prefer humanistic qualitative methods. In the interpritivisim approach interpretivists believe that there is no single reality, rather that reality is multiple, relative (Crotty, 1998; Pring, 2000) and complex, which means that it situated in that context (e.g. a classroom or a school) and socially constructed (Hudson and Ozanne, 1988; Cohen et al. 2003). Furthermore, interpretivists believe that reality is different from person to person or as in this thesis, for example, pupil to pupil (Guba and Lincoln, 1994). Interpretivists look to a more flexible structure or framework and use data collection that enable them to interact with the participants through interviews, for example, and obtain meaning and interpret it (Carson et al., 2001; Black, 2006). Interpretivists are not looking to generalize and make predictions of causes and effects. However, they want to understand the meaning in human behaviour (Neuman, 2000; Hudson and Ozanne, 1988) and explore how participants make subjective meaning to the things around them based on their

previous experiences (Creswell, 2013). Interpretivists seek to understand subjective meaning and experiences (Pring, 2000; Hudson and Ozanne, 1988; Neuman, 2000). In relation to this research reality is multiple and that means I sat down with a group of pupils and each of them as individuals interpreted their PE experience through their individual belief systems. The interpretivist researchers are trying to look to the nature of knowledge based on an in-depth investigation and trying to understand it broadly in a natural situation. For example in this thesis the researcher spent several weeks in one school and watched two pre existing groups of pupils in their PE classroom and undertook an in-depth investigation of how they engaged with the features of this particular novel curriculum and what they had to say about these experiences. So their words, views, examples and illustrations as the basis of these details led to an interpreting of their words and try to generate a theory. One of the weaknesses of interpretivism is subjectivity, which mean that the study is open to bias in (that the participants think what I wanted from them), or through the process of data analysis, for example (looking to the positive things and ignoring the negative things). Another weakness is the lack of generalizability, for example what happened in a particular classroom is limited to that classroom and cannot be claimed to be the case elsewhere.

In the positivist approach positivists prefer scientific quantitative methods. In positivism, positivists believe that reality is singular and objective which is not disputable (Hudson and Ozanne, 1988). Positivists try to design experiments and control factors and construct a hypothesis which is a prediction of what the research is going to demonstrate and then either they accept the hypothesis or reject it based on their findings (Churchill, 1996; Carson et al., 2001). According to Grix (2004) positivist researchers try to create cause-effect relationships. Positivists when they are doing their research they remain distant from participants (Carson et al., 2001) for example using online questions. It is

important to the positivists to create distance between them and the participants and remains emotionally neutral to obtain objectivity and avoid subjective bias from the research (Carson et al., 2001). Positivist methodology attempts to take an objective view by establishing relationships (Scotland, 2012). Positivists do not hold any preconceived notions and observe the subject with objectivity and attempts to derive the intrinsic meaning (Scotland, 2012). Thus, the researcher and the researched are two separate entities. Positivists do not assume any meaning as the meaning exists within the objects, and the researcher attempts to obtain this meaning. Positivists researchers therefore rely on mathematical and statistical approaches to answer their research inquiries (Carson et al., 2001). In contrast, positivist research can be generalized to other settings because of controlled factors and randomly assigned samples (Dornyei, 2007).

The Table 4 below summarises these ontology and epistemological differences of positivism and interpretivism. (Adopted from Carson et al. 2001, p. 6)

Ontology	**Positivist**	**Interpretivist**
Nature of 'being'/ nature of the world	Have direct access to real world	No direct access to real world
Reality	Single external reality	No single external reality
Epistemology		
'Grounds' of knowledge/ relationship between reality and research	Possible to obtain hard, secure objective knowledge Research focus on generalization and abstraction Thought governed by hypotheses and stated theories	Understood through 'perceived' knowledge Research focuses on the specific and concrete Seeking to

		understand specific context
Methodology		
		Concentrates on understanding and interpretation Researchers want to experience what they are studying Allow feeling and reason to govern actions
Focus of research	Concentrates on description and explanation Detached, external observer	Partially create what is studied, the meaning of phenomena
Role of the researcher	Clear distinction between reason and feeling Aim to discover external reality rather than creating the object of study Strive to use rational, consistent, verbal, logical approach Seek to maintain clear distinction between facts and value judgments Distinction between science and personal experience	Use of pre-understanding is important Distinction between facts and value judgments less clear Accept influence from both science and personal experience
Techniques used by researcher	Formalized statistical and mathematical methods predominant	Primarily non-quantitative

Table 4: ontology and epistemological differences of positivism and interpretivism. (Adopted from Carson et al. 2001, p. 6)

4.3 Approaches to Research

4.3.1 Quantitative approach

Quantitative research takes a scientific approach wherein a hypothesis is created to prove or disprove it by mathematical analysis of data generated (Thomas, 2010). In addition, Creswell (2013) has defined the quantitative approach as an "approach for testing objective theory by examining the relationship among variables" (p, 4). Quantitative research focuses more on natural phenomena as opposed to qualitative research, which studies the social and cultural phenomena (Thomas, 2010). The selection of quantitative research or qualitative research is dependent on the nature of the research study. In quantitative research data is collected using questionnaires/surveys and the data is placed in a tabular form to make a mathematical interpretation. Quantitative researchers measure the variables on a selected group of subjects, and then establish relation between the variables using "effect statistics such as correlations, relative frequencies, or difference between means; their focus is to a large extent on the testing of theory" (Thomas, 2010, p.303). In quantitative research, the procedure of data analysis is decided beforehand and a hypothesis is formulated which is proved or disproved. The researcher plays the role of objective observer and field study is not involved, and therefore the researcher does not influence the responses of the participants (Thomas, 2010). Quantitative researchers perform and also less formal experiments called quasi-experiments and correlation studies. Today, quantitative researchers use more complex experiments including multiple variables and treatments. They also include "elaborate structural equation models that incorporated casual paths and the identification of the collective strength of multiple variables" (Creswell, 2003, p.13). In true experiments subjects are randomly assigned to specific conditions while in quasi-experiments the designs are nonrandomized. Quasi-experiments include single-subject designs.

Quantitative researchers also perform surveys to cross-sectional and longitudinal studies with data that is collected by distributing questionnaires or by conducting structural interviews (Creswell, 2003). Such surveys can be conducted on random samples or on an entire population (Creswell, 2003). Quantitative research has certain strengths and weaknesses. Research findings can be generalized since data are based on random samples or different populations (Creswell 2003). Quantitative researchers trying to do experimental design to strengthen their external validity (Cohen et al., 2011). In term of strengths there are already established hypotheses quantitative researchers try to prove or disprove them. One major weakness of quantitative research is that researchers may fail to consider the current phenomena since they will try to prove or disprove pre-established hypotheses instead of generated hypotheses (Creswell, 2003). Since data are collected from large samples and populations, therefore the data may not reflect the local situation and individuals (Creswell, 2003).

This thesis does not aim to validate a theory. However, the researcher employed a previously validated survey as a research tool to authenticate and triangulate findings in this study with other data collection tools.

4.3.2 Qualitative approach

Qualitative study is a method in which the opinions, feelings, motivations and reactions of a selected group of people towards a particular subject or idea are investigated. Bryman (2008) stated that qualitative research "emphasises words rather than quantification in the collection and analysis of data" (p.366). This type of approach is relying on subjectivity (Gubrium, and Holsten, 1997). In other words, based on the researcher's particular choice, interest, biography and, interpretation the research can be designed. Thus the existence of the researcher in the research and how he is acting and shaping the research is important in qualitative approach. Therefore, the researcher is the tool of the research that

interprets that experience for the audience. A qualitative study is carried out in more natural settings related to the subject or idea (e.g. a school or a classroom). According to Creswell (2013) qualitative research involves forming an opinion about the matter as a whole, and the data generated may not be mathematically analysed. The investigation is carried out by observing, listening to and analysing the way the group of people express themselves in individual or group interviews or group discussions, hence in my study what the pupils and the teacher had to say about the new approach to physical education (Key, 1997). Qualitative research approach is appropriate for studies that require in-depth exploration of opinions and experiences. In such research areas, quantitative research methods are inadequate to answer questions and explore the topic of interest. This is because of the immense focus of quantitative methods on numerals and figures, which can lead to a lack of richness and depth of opinions on the topic. Strauss and Corbin (2014) demonstrate that some researchers use qualitative approach because they seek to understand the inner experience of their participants, investigate how meanings are shaped and converted, to look to some areas or parts not researched before, to take a complete and inclusive approach to the study of phenomena.

According to Creswell (2013), there are certain characteristics of qualitative research. First, it is necessary to understand whether the participants have the need of the subject matter of research, and whether they are aware of the rules of qualitative research. Second, if the participants are in any kind of doubt then it is the responsibility of the researcher to make them understand the characteristics of qualitative research, and if possible it is also important to explain to the participants about the necessity and consequences of the research by discussing with them about recent journal articles (Creswell, 2013). Third, the participants need to be informed about some basic characteristics of qualitative research (Creswell, 2013). A qualitative approach explained as a method for studying or

investigating and trying to understand meaning occur from individuals or groups during events, which are related to social or human problems (Fossey et al., 2002; Gubrium, and Holsten, 1997; Creswell, 2013).

A qualitative research study is based on field observation and so the participants are not invited to a lab but rather they are observed in the natural setting (Gubrium and Holsten, 1997; Creswell, 2013). In addition a qualitative research can be based upon conversations and interviews with participants to obtain their views and perceptions (Gubrium and Holsten, 1997; Creswell, 2013). A qualitative approach gives the researchers the opportunity to speak to the participants closely (in this thesis a teacher and pupils) which helps watching participant's behaviour and help to listen to what participants might say through their interaction with each other and with the problem or situation thus, there will be attempt to explore and develop patterns through observations. In this approach the investigator will rely on interpretation of the qualitative data in order to understand the meaning of the data. Thus, research begins with inductive analysis and then as it progresses there is deductive thinking. In other words, in the initial stage of the research there is no hypothesis or theory is going to be tested. The researcher in qualitative research is going to collect data inductively in order to try to generate theory thus theory might emerge as an outcome of the research (Bryman, 2008). Creswell (2013) gave an explanation of inductive analysis by saying "qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information" (p, 186). The researchers in this approach rely on data such as image, texts and documents as Bryman, (2008), and Creswell (2013) mentioned. In this approach researchers do not rely upon information gathered by other researchers (Creswell, 2013) but the researcher himself responsible for gathering his various sources of data and information from the field such as making interviews, observations (Bryman, 2008), video and audio recording, and

examining documents. Often face-to-face interactions are part of this research methodology (Ritchie, et al., 2014; Creswell, 2013). After collecting the data, the researcher is going to analysis the data gathered and put them in categories or themes (Ritchie, et al., 2014) and Creswell, (2013). Another important aspect about qualitative research is that the researcher has to understand the perspectives of the participants regarding the issue, and not what the researchers believes about the issue (Creswell, 2013). In qualitative research researchers also rely on field observation (Bryman, 2008) therefore the research process has to be flexible. Once the researcher enters the field, he may have to change the pattern of questions. In order to address the issue the researcher needs to understand participant's point of view. In qualitative research, the researcher often reflects on the impact of his own cultural and economic background on his interpretation (Creswell, 2013). Finally, in qualitative research the researcher tries to hold a holistic (Baxter and Jack, 2008; Creswell, 2013) account of the issue. The researcher observes all data from different sources and assesses all the factors involved in the issue to obtain a bigger picture of the concerned issue (Creswell, 2013). In quantitative research, data is collected and analysed, but they follow a disciplined process of research.

Merriam (1998) described that common qualitative research consists of the following possibilities, which are; narrative phenomenology, ethnography, case study, and grounded theory. Narrative research means the researcher will ask the participants about their life and experiences such as telling stories (Sandelowski, 1991) and will then combine them with his own life and experiences. Thomas (2003) described it as "stories about influential incidents in person's own life" (p.38). In phenomenological research, the researcher will study the experiences of participants in the context of the concerned issue. In this process, the researcher "brackets his or her own experiences in order to understand those of the participants in the study" (Creswell, 2003, p.15). In ethnographical research,

the researcher studies the behavioral pattern of a cultural group of people in their natural setting (Hammersley, & Atkinson, 2007) and (Creswell, 2013). In other word in this type of research the researchers investigate culture and human society (Merriam, 1998).

4.3.2.1 Case study

Ponelis (2015) has demonstrated that; "The interpretive research paradigm is characterized by a need to understand the world as it is from a subjective point of view and seeks an explanation within the frame of reference of the participant rather than the objective observer of the action" (p. 538) and is more concerned with: "…relevance rather than rigor" (P.538). Burrell & Morgan (1979) have stated that the perspective of the interpretivist paradigm is that ones knowledge of reality is a social construction, which is undertaken by human actors. Interpretivism takes the view that there is no objective view of reality. Interpretive research is therefore interested in an individual's values, beliefs and thoughts as they interact with the world around them. Such a view tends to sit with qualitative research, of which case study is a research strategy often employed by researchers.

A case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting" (Harling, 2002, p. 1). Yin (2003) and Yin (2014) defined a case as; "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident"(p. 13). Case Study is a widely used methodology in qualitative study and it allows the researchers to explore a phenomenon within its environment using multiple data sources. Using interpretive qualitative case studies allows the researcher to build thick descriptions of a range of contexts and seeks to understand phenomenon through the meanings that individuals give to these. This methodology ensures

that the subject under study is not explored from one angle only but from different angles; this reveals different aspects of the subject and allows better understanding. Case studies as a research strategy have therefore been used in a diversity of settings (Ponelis, 2015). For instance case study has been employed in areas such as political science, social work, business, anthropology, education, and nursing (Yin, 2014). The aim of case studies is therefore to offer a holistic view to of a unit in a specific context (Merriam 2009; Pickard, 2013) by intensely observing individuals in their natural setting over an extended period of time. Merriam (1998) has also indicated that a case study is used to obtain an in-depth understanding of the problem and meaning from participants engaged. A case study is therefore defined by the researcher's activities involved and time constraint since data is collected by certain procedures over a specific length of time (Creswell, 2013). Merriam (1998) has demonstrated that a case study is concerned with process, context, and discovery instead of results, confirmation, and variables.

Dark, Shanks, and Broadbent (1998) explain that; "Case study research has often been associated with rich description and with theory development, where it is used to provide evidence for hypothesis generation and for exploration of areas where existing knowledge is limited" (p. 275). According to Yin (2014) "a case study allows investigators to focus on a "case" and retain a holistic and real-world perspective such as in studying individual life cycles, small group behaviour, organisational and managerial processes, neighbourhood change (p. 4).

In this research the method of grounded theory is used. In this type of approach the theory emerges from data and what is important is to build a theory from the data, which are gathered from the field (Dobson, 1999). In addition Dobson (1999) further explained that the plan of grounded theory is situated very much within the interpretivist view. Case study research thus provides and recognizes a

relativist perspective, which offers multiple realities that deliver variation of meanings (Yin, 2014). Given a case study relies on multiple sources of evidence, this means that data can be triangulated across data collection tools (Yin, 2014).

For more illustration case study basically as (Tellis, 1997) explained that it focus on exploring and search for details and meanings that participants make based on their lived experiences. Furthermore, a case study can help to gain rich information that can be transferred to a setting, which has the same situation or case (Merriam, 2009).

According to (Yin, 2014) using a case study depends on your research questions. For example using why and how questions to explain phenomenon tends to form the basis of an “in-depth” investigation. According to Yin (2003) case study research is emphasized on answering inquiries that ask “how” or “why” questions, also it is suitable if the researcher cannot manipulate the behaviour of the participants. Using such questions allows the researcher to describe in a rich way behaviours and sequences of events in its natural setting (for example pupils a class being taught by their regular teacher).

One of the case study strengths is that many methods can be used to explore a case (Davies, 2007). This flexibility for data collection purposes (Cavaye, 1996), allows the researcher to combine a variety of methods such as interviews, questionnaire, and observation (Eisenhardt, 1989). Indeed such tools for data collection were employed in this thesis that was set in Kuwait. A further point to add is that it is important to mention that in an interpretive case study, the number of participants is usually quite small (Holloway, 1997), as was the case in this thesis. In addition a further advantage of using an interpretive case study is that is permits opportunity for the researcher to develop working relationships with research participants (Mouton, 2001). Of relevance to this thesis, a “case” might be a person such as a student or a teacher, or it might be a programme to

be studied moreover it could be a class, a group, and a community (Merriam, 1998).

A case study can be (descriptive, exploratory, explanatory, multiple-case studies and collective (Yin, 1993; Yin, 2003). In addition it can be as Stake (1995) has indicated intrinsic or instrumental. This research is much with exploratory method. Using an exploratory case approach the researcher seeks to investigate an area where little sufficient information is known about the area and no clear outcomes to use any other kind of techniques. For example the researcher cannot establish a survey unless he knows the kind of questions need to be asked. Furthermore, an experiment cannot be planned unless when the researcher recognise how the participants might respond to specific bounds. It considered as an open technique for gathering data (Yin, 2003).

4.4 Design of this Thesis

This research is heavily situated within the interpretivist perspective, through collecting considerable qualitative data but with a small element of quantitative data. Applying a sequential multiple methods considerable qualitative data was collected from the outset of the study (observations, interviews, focus groups, CPD sessions) with some quantitative data collected through an exit quantitative data (survey). The research from a philosophical point of view has not adopted a significant positivist view because the study was not interested in looking at relationships or cause and effect (e.g. features of Sport Education and particular pupil outcomes) or looking at the impact of one variable on another. The study was more interested in the lived experiences of the participants (pupils and the teacher), their views and accounts and the meanings they made from their experience with the Sport Education and Athletics Challenges model either from the teaching of it or from the claimed learning that took place.

The research reported in this thesis adopted a case study and the boundary of the case was restricted to 1 Kuwaiti middle school, one teacher and two classes one with 20 pupils and the other with 25 pupils. The research sought to understand how Sport Education and Athletics Challenges model differs from physical education class as previously experienced by the participants in Kuwait. The intent was therefore through interviewing to understand what the pupils and their teacher have to say about their experiences of the Sport Education and Athletic Challenges model by getting at their perceptions and opinions of the model and through observation how pupils responded to the participation requirements across the season. Using this approach also helped the researcher to explore and understand, in the opinion of the teacher, how this model influenced his pedagogy. The observations allowed the researcher to document the in class responses of the pupils and helped him to look at the extent to which the teacher was able to teach the 22-lessons as planned.

As indicated the research does include a small quantitative dimension to permit some comparison across approaches, to give the qualitative data greater trustworthiness by allowing some triangulation across data collection tools thereby strengthening understanding and offering a more complete use of the data.

Different types of triangulation were applied including triangulation across data collection methods e.g. (Interviews and observation), participant triangulation across pupils, and across pupils in different classes, plus triangulation across pupils and the teacher.

To illustrate this, the researcher asked the pupils to report through the survey how they had felt about various aspects of the SE and AC experience and this enabled him to compare these findings with what was said in focus group

interviews or teacher interviews, and similarly with what was observed in lessons. This procedure ultimately strengthens the reliability and validity of the findings.

4.5 Participants & Setting

The research was conducted in "Q8i School" (pseudonym), which is a government middle school with 300 pupils. The school was located within the region of Mubarak Alkabeer in Kuwait. There were seven PE teachers in the department. The teacher, from now on known as T.P, taught this model (but sometimes referred to as the 'teacher' in some quotes). T.P had 13 years of experience of teaching physical education in Kuwaiti middle schools. The teacher was purposely selected by the researcher as he: A) worked in the region close to the researcher's home. B) Was professionally known to the researcher. C) Was, from professional and personal interactions, known to be anxious to reform/change their teaching. Securing a teacher participant for this research proved a somewhat difficult challenge. Finding a teacher participant was a challenge, not because individuals were interested, but it was more about their availability. The researcher started to look to some of his close PE teacher-friends who were professionally known to him. The researcher contacted two teachers who he thought were best suited and eager to learn and change. The researcher had agreement with both teachers to set aside some time to go through the idea of Sport Education and give a brief explanation of the aims and requirements of Sport Education and how this might link with Athletics Challenges. The meeting was successful in getting across the idea of SE but coming closer to implementation the professional situations of both changed, unexpectedly. The reasons behind these changes were that the first teacher changed school and transferred to a private school and took on a managerial role rather than a teaching role. The other teacher, near to the beginning of the season, apologized due to an urgent request from the Ministry of Education to be involved in

officiating tournaments which the Ministry prepares every year. In addition he was involved with exams, marking and entering grades for some subjects of his school and that work in Kuwait is considered overtime and a teacher gets paid for this.

The researcher then contacted one of the previous two teachers asking them to nominate other teachers who he could possibly work with as a participant and who were enthusiastic to change. Three teachers were nominated. One of them was professionally known to the researcher as a friend but was not available. Furthermore the other teacher, who was less known, was unable to participate due to limited time he had at that time and he was involving in videotaping tournaments the Ministry organized. The third teacher (PT), who was choice number five, agreed to work with the researcher and take part.

The researcher conducted a study of 45 male middle students (across two classes) using a mixed method of research, which combined both qualitative and quantitative data. Classes were single-sex due to cultural norms in Kuwait. The researcher worked with the teacher to identify two suitable classes of pupils aged 11-12 from the same year group who would experience the SE:AC curriculum model. Selecting two classes would allow a reasonable sample for data collection and be manageable in terms of fieldwork for a sole researcher. In terms of the interviews questions were asked to the students about their previous PE experience and their views of the Sport Education and Athletics Challenges lessons. Semi-structured interviews were included with the teacher at three points and questions were both open-ended and close-ended. CPD support by the researcher was on-going during delivery of the SE and AC. The researcher used pupil focus groups at three points to understand their views on PE and their perceptions of the season both during the season and at its end. The students and the teacher in both classes were observed across the 22 lessons with each

being of 45 minutes duration to study their responses to the respective features of the model including team-affiliation, taking on roles, cooperative learning, and peer teaching. The researcher also gathered quantitative data using a previously validated survey then employed descriptive statistics to analyse the exit-season responses. The qualitative data were analysed using inductive data analysis; the researcher used a grounded theory approach known as: constant comparison (Merriam, 1998).

4.6 Designing the SE: AC Season

How the SE: AC season was designed.

It is important before explaining how this season has been designed to attempt to mention some phases the researcher went through that helped to organise his thoughts on how to design this season. The researcher initially read many examples of instructional models that have provided the basis for innovating PE. Sport Education caught the researchers' attention.

The season outlined in Appendix 1 took between seven to eight months to produce. This time included: reading, drafting sessions, attending relevant workshops, interacting with Sport Education experts via Skype, becoming familiar with the Athletics Challenge resource and TARGET structures, visiting the case school, interacting with the teacher participant, and in particular undertaking all necessary translation of the season to the Arabic language.

Hastie (2011) drew attention to over 70 empirical papers, which evidence how Sport Education develops skills, literacy, and improves the attitude of pupils to learn in PE. Some Sport Education seasons have been taught by teacher participants who were working alongside researchers, as in this thesis, and others by the researchers themselves. Sport Education texts provided practical suggestions and phases for designing and applying the features of the SE model

(e.g. Siedentop, Hastie and van der Mars, 2004; 2011) and therefore provided helpful guidance for developing Appendix 1.

It was important before designing the Sport Education season that the researcher ensured that a season included all six features that underpin the Sport Education approach and that these features were built into the series of lessons. These features included: a season longer than typical PE units of work, affiliation through selecting mixed ability groups, formal competition which included a publicised formal schedule of competitions, record keeping, culminating event, and attention to issues of festivity). These features collectively simulate the institutional sport educationally and cover high-level sport but with some modifications to help establish a real and authentic experience for participants.

In order to include all necessary features of Sport Education, strengthen the procedural reliability of the season and demonstrate how the elements were aligned with these features, Table 5 was constructed (see below). According to Curtner-Smith, Hastie & Kinchin (2008) three different versions of Sport Education have been employed by teachers when implementing Sport Education: the Cafeteria style (where teachers just select the features they wish to use) the Watered down version (where teachers dilute or remove some features during implementation), and the Full version (where all six features are included). Both Table 5 below and Appendix 1 page 3 show how the features of Sport Education comprises a full version in this thesis

SE Feature	How included in the SE: AC season
Affiliation	• Mixed ability teams • Persisting teams • Team-based Roles • Role Responsibilities • Warm up and practice areas
Season	• 21 lessons plus a festival lesson (22)

Formal Comp	• Daily competitions (individuals and team based)
Records	• Distances • Heights • Times • Improvements • Personal best • Awards and presentation • Developmentally appropriate practice
Festivity	• Team names • Team colours • Team mascots • Team flag • Team Chants
Culminating events\ Final events	• Individual and team competitions • A final Festival to finish the season (lesson 22)

Table 5: Incorporating Sport Education features into the SE: AC unit

The researcher went through many steps in designing this season. Early published papers and the first text on Sport Education were read which together explained the features in more detail and demonstrated how the model had previously worked at primary and secondary level in the USA and New Zealand (see Kinchin et al .2001; Siedentop, 1994; 1998). In addition the researcher read some papers on Sport Education and in particular those on how to design a season. He looked at a few published examples of seasons such as those found in Siedentop, Hastie, and Van Der Mars (2004). In addition some other examples were accessed, including the Bulgar et al (2007) Sport Education seasons text, which was a key part of developing the specific details of the season elements (lessons) as this text includes detailed season outlines and lesson designs in fitness, soccer (football) and basketball

The researcher attended two Sport Education workshops (each lasting a day) that were provided by scholars well known in this field and included within these workshops was guidance on how to develop season lessons. These workshops also allowed the researcher to interact with Sport Education scholars such as Hastie and Sinelnikov through Skype. Through the interactions these scholars provided some advise on how to develop a season and further general advice for first time users such as knowing the subject well before teaching it, making sure that the teacher understands his changing role, the recommended length of the season, and how to progressively shift the responsibility to pupils. Hastie also referred the researcher to the helpful 'tips' for first users of Sport Education, which was outlined in Siedentop, Hastie, and van der Mars (2011, p. 90). Both PE student teachers and in-service PE teachers attended these two workshops so there was an opportunity for the researcher to have conversations with serving teachers who were using Sport Education in their school curriculum. In addition, one of these workshops also allowed the researcher to interact with Sinelnikov on a one-to-one basis, who discussed his research on professional development in Russia and how he had supported a teacher participant during implementation of Sport Education during fieldwork, which was relevant to this thesis. The researcher also had the opportunity to observe his supervisor for four hours teaching practically based Sport Education sessions to secondary PGCE PE students. These sessions modelled the features of Sport Education such as affiliation, records, a culminating event (final event) and festivity.

The season in this thesis contained 22 lessons including the festival day. This number of lessons was in line with Siedentop's advice, which is to provide much longer units than typical PE. The researcher took the decision and allowed the teacher to select five teams of five in both classes as he knew the pupils better. In line with the common festive features of Sport Education all teams during the opening lesson would come up with their own team names, decide on a coloured

t-shirts, develop a team emblem, perform their own chants and be invited to identify a mascot. Prior to the beginning of the season the researcher had visited the school to determine the scale of indoor space, which helped in planning the allocation of individual team practice areas which would be used across the entire season and which was an expected routine in the model to help lessons start quicker.

While Siedentop, Hastie, and van der Mars (2004) explained the model and its features through its individual chapters, this textbook included a helpful CD-rom that provided many resources and templates that appeared in Appendix 1. On page 4 of Appendix 1 the researcher explains the team-based roles. The development of these roles and their responsibilities was informed by reading particular sources (e.g. Kinchin, Penney & Clarke, 2002) and were distributed to pupils at the beginning of the season. The researcher further developed the roles in this season, after looking to examples from the complete guide to Sport Education resource (Siedentop, Hastie, and Van der Mars 2011) and these were finally summarised on the "team responsibility sheet". For each role a small card was developed for the pupils to wear safely during their early lessons to help them remember their roles and duties. In addition, the pictures (boy character) that were provided beside each card were taken from the Athletics Play (2010) resource. Taking into consideration the Kuwait culture the researcher added the word 'captain' to each role to help develop the sense that everyone would be important in this season and would be responsible for a specific job during this season. The roles can be found in Appendix 1 on page 4 and they were as follows:

Organizer captain who is responsible for A) Act as the spokesperson for the team and lead the warm up using task cards provided by the teacher (these warm up cards has been taken from Google as a warm up pictures for all the body

parts) B) Taking attendance using a provided sheet that the researcher developed to take the names of pupils during each lesson which would then be handed to the teacher. C) Making decisions during teams formal competitions. D) Lead team meetings and assist the teacher with the line up for the athletic games and formal competitions. **Trainer captain** who is responsible for A) using the task cards (reciprocal cards) from the Athletics Challenges pack with some modifications. These cards contain instructional skill/technical points for each athletics event to be used during the lessons. B) Plan or create practices during lessons and especially during lesson 16,17, 18, and 19 of the season where the pupils have some choice in practicing skills that meet the needs of the team. C) Provide information about team progress especially when using the technical analysis sheets taken from the Athletics Challenges pack with some modifications. Smiley faces were to help pupils to express their feelings about their team-mates and individual performances. **Equipment captain** who is responsible on A) preparing the lessons equipment. B) Returning the lesson equipment. C) Make sure all lesson equipment their. **Official captain** who is responsible for A) making sure all teams time accurately, measure correctly and perform correctly. B) Choosing the team colour, name, value and logo with team consultation, which took place in the third lesson of this season after the teacher gave some orientation and refreshment lessons about athletics skills. C) Making sure that all team members wear athletic clothing that appropriate for the lesson. **Scorekeeper captain** who is responsible of writing team scores during practice. B) Writing scores during competitions. C) Provide team ranking and team progress.

The researcher provided a schedule for accountability “Team contract” which was adapted from the Siedentop, Hastie, and Van der Mars book. The team contract contained components such as **fair play** which emphasised the need for pupils to play by the game rules, event and class rules, **Full effort** where pupils would always need to work hard, **Respect** where the pupils should always respect each

other, their team mates and all decisions and officials, **Responsibility** referred to a commitment to their responsibilities that were important and required, **Assistance** where all pupils would help their team mates to improve. This contract was signed by pupils in each team on the first lesson and then placed in their portfolio. This agreement was planned to give a sense of responsibility to the pupils to act as professionals.

The researcher developed a point system for this season which included daily duties that needed to be done in order to collect points as provided on a schedule. The point system allowed the team to collect one point for each required duty. In this season it was planned that no points would be taken from any team but instead that points would be awarded to other teams. The focus is therefore more about rewarding teams. Points were given to the following duties and expectations: A) All team present and in the correct uniform. B) Following the teaching task cards. C) Managing equipment. D) Showing sportsmanship. E) Showing fair play e.g. shaking hands, being honest during games and demonstrating key values such as cooperation, loyalty, patience, forgiveness, and generosity. E) Leading warm up. Points were awarded to other teams if a team: A) showed unsportsmanlike behaviour B) was late. C) Showed poor attitude towards officials or teacher. D) Showed a lack of effort. E) Misbehaviour. F) Abusive language. G) Incorrect kit.

To assist in the development of the organizer captain role, the researcher created a task sheet that provided visual pictures of some suitable exercises that the pupils, in carrying out this role, could use in their warm up time. These exercises were related to arms, legs, and posture. This sheet was designed to help the pupils take decisions about which exercises were relevant to a particular lesson.

The Sport Education and Athletics Challenges season plan in Appendix 1 included three athletics 'events' which accommodated the limited equipment available in the school. In addition the safest of the throws was selected (shot). The selection of three events was designed to allow pupils more time to master these events and also more opportunity to improve their scores/times/distances. The instructional points of start and sprint, long jump, and shot put were all taken from Athletics Challenges pack (Morgan, 2003). Given the age of the pupils the researcher made some modifications to these sheets such as adding (faces) and (YES, NO) to the schedule to ease the task when observing teammates' performance and writing comments.

The researcher developed four different daily exercises and included these within the season plan (conditioning) to help the pupils improve their ability to perform athletics 'better'. Furthermore, this addition was designed to help the pupils feel an 'athlete' in the complete / authentic sense. The addition of these conditioning activities also focussed attention on issues of obesity, health and fitness concerns in Kuwait (see Ramadan et al., 2010). These conditioning activities were: the shuttle run, vertical jump, push up, and pull up and were provided as pictures in each lesson. Performances were recorded to help pupils monitor their individual performance from day-to-day. The score sheets schedule was taken from the Athletics Challenges resource with some modifications. Within the schedule each pupil had three attempts and recorded the best attempt on their team record for the three athletics skills during daily team practice. The researcher also designed a formal daily competition points schedule where pupils collected points through athletics competitions. In addition, the researcher designed a variety of athletics games related skills that also focussed upon technical performance of the particular events.

The certificates were designed by the researcher and these recognised achievements in a range of ways. For instance, there were certificates and awards for improvements in performance, participation, best roles implemented, best scores in the three skills.

During the season design, the benchmark document provided by Hastie (2011) on page 28 of Appendix 1 was also used as an on going reference and final checklist to reveal what the researcher did and did not include during the design of the season. It can be seen from this document that all but two of these required benchmarks were included in the final season outline.

The researcher developed a season of Sport Education and Athletics Challenges as a combination to be taught to middle school pupils in Kuwait. This season developed in Appendix 1 therefore used resources other than Sport Education texts, these included the Athletics Challenges resource pack developed by Morgan (2003), and the Athletics Play Australian (2010) resource. The potential commonality between Sport Education and Athletics Challenges was a major factor in their combination. Alongside his reading of Sport Education sources, the researcher read the resource produced by Morgan (2003) " Athletics Challenges" and became familiar with the purpose of that resource particularly the accommodation of the TARGET framework in lessons. The researcher in planning lessons then considered how the structures of TARGET could be included in the season and which aspects of the resource could be used in particular lessons, be these learning days or practice days or competition days (Siedentop, Hastie & van der Mars, 2011). These were as follows:

Task: in order to design enjoyable athletic activities the researcher created some athletic-related games. These games included pictures that were taken from Athletics Play (2010) but with some modifications. These games also were part of the collection of points during the season. The modifications applied related to

game formation and positions e.g. (racing from different positions 'laying down on their back, sitting, and standing') and some changes in games rules. In addition, the researcher planned points where he encouraged the pupils to create their own game near to the end of the season.

Authority: the researcher planned time within lessons in order to help pupils to have opportunities to meet with each other and monitor their progress in relation to the league standings. In addition these meetings helped the pupils to plan which teammate would take part in competitions to; "best suit their team"(Morgan, 2003, P.3).

Recognition and evaluation: the season design included lessons or parts of lessons that allowed the pupils to evaluate themselves and teammates practice/performance through using technical analysis sheets that were modified appropriately to the age of pupils (added smiley faces). The technical analysis sheets were available in each lesson with reciprocal teaching cards, which was the responsibility of the trainer captain use when assessing his teammates in each lesson.

Grouping: in line with Siedentop (1994), this season used mixed ability groups and the teacher chose these groups at the beginning of the season. Team selection was based on the teacher's previous knowledge of pupils. These teams in both classes stayed together for the 22 lessons of the season.

Task / Time: the length of the season comprised 22 lessons and was planned in a way to let pupils have…"numerous attempts at each challenge" (Morgan, 2003, P.2) in addition to working in small groups to encourage full participation.

The researcher was aware of the literature that speaks of children working 'harder' in Sport Education lessons compared to previous PE. To support progression and challenge across the chosen athletics events, the season was

organised by clustering individual events into a refresher plus paired lessons and then operating these on a rotation system. For illustration, the researcher designed lessons of sprinting, then followed by lessons of long jump, then followed by lessons of shot put. The reason why was because the researcher wanted to give the pupils more opportunities to practice each skill, memorise routines and not to forget what to do in that skill/event before moving to other skill/event.

Early drafts of early lessons of the season were first put together to show the more (and expected) teacher-led instruction and early introduction of roles (e.g. warm up captain & equipment manager captain, and organizer captain in terms of practice areas).

Then drafts of the lessons to be delivered in the mid season were prepared to demonstrate the establishment of daily routines (e.g. warm up, attendance) and emphasise use of the technical analysis sheets, reciprocal sheets, formal competitions schedule, and conditioning record sheet to be part of the progressive shift in responsibility to pupils, a characteristic of Sport Education. These lessons encouraged cooperation. These were developed with some modifications, which acknowledged the use of the Athletics Challenges resource for team based practice and peer assessment. All season lessons were presented to the supervisor firstly in English then later translated by the researcher into the Arabic language.

It was important that the season provided some space for the pupils to design or choose within a free practice lesson, which appeared in lesson 19 on page number (271). This lesson was designed so pupils could make decisions on which activities to focus on in preparation to the cumulating event.

During the development of the season, a festival day was identified that would bring together both classes. In view of the importance of hospitality and

generosity in Kuwait culture this event was planned to be on a large scale. But it is fair to say that the specific details of the festival (individuals, refreshments, furniture, decorations etc.) were not determined until about two thirds of the way into the season. At this point the researcher and the teacher participant designed an invitation card. Once the design was completed, a local office supply company agreed to print the invitations and these were delivered to the school approximately two weeks before the festival.

In terms of planning, the school gymnasium was the location of the festival with enough space to accommodate over 100 guests, who ultimately attended. In addition to the invitations, which were taken home by pupils (N=50), the physical education teacher and first author took invitations and visited all education offices and personnel linked to the provision for physical education in Kuwait. Invitations were specifically hand-delivered to the Ministry of Education, to Regional Education Supervisors, to teachers in neighbouring schools and to School Managers. Former physical education teacher colleagues and close friends of the physical education teacher (T.P.) were also invited. Individuals were asked to contact the school to confirm their attendance. About a week before the festival, follow-up phone calls or fax messages were sent by the school office, these served as a reminder to those who had not replied.

The final draft of the entire season was shown to the teacher participant (TP) who made some suggestions on games to be used in lesson (19) but he was happy with the overall design and sequence. The complete season outlined in Appendix 1 was then produced in English and finally translated back to Arabic for implementation and data collection.

4.7 Continued Professional Development (CPD) with the teacher

This section above illustrated how the researcher gathered information to build a Sport Education and Athletics Challenges season plan to be implemented in one government middle school in Kuwait. Before the beginning of the season, and in line with others who have provided CPD guidance for teachers teaching Sport Education for the first time (Sinelnokov, 2009) the researcher prepared a PowerPoint and a season plan schedule to teach the teacher involved in this research about the model. The researcher explained the idea of Sport Education model, definition, characteristics and objectives of Sport Education. The researcher met the teacher around a number of times to talk informally about the season and the lessons that would be taught. He provided examples of papers and seasons from other contexts. These activities are similar to others who have provided similar CPD for teachers in Ireland (e.g. Kinchin, MacPhail, and Ni Chroinin, 2012;) The researcher also spoke with the teacher by telephone to discuss the Sport Education and Athletics Challenges season. In terms of CPD for the teacher the researcher organized several meetings with the teacher who was involved in this research. He explained to the teacher how to use all the elements and features of SE and AC model during a season. Furthermore, since Athletic Challenges (Morgan, 2003) is a curricular aspect of this research the researcher also went through the Athletic Challenges Pack and demonstrated how Athletic Challenges resources can be used or utilized and how it connected with Sport Education. The researcher then gave example seasons to the teacher to read about Sport Education and some examples of resources from the Athletics Challenges resource pack. The researcher followed up and prepared some sample lessons for different points in the season which were discussed with the teacher who made some suggestions, mostly about about the choice of athletics game activities. The researcher then completed all outlines of each lesson (see

Appendix 1). The researcher included post-lesson meetings with the teacher to discuss progress with the season, address any concerns and clarify what would be taught in the up-coming lessons. Specifically, during the teaching of the season the researcher met with the teacher after every three lessons or so to reflect on his teaching of the model and clarify what would be taught next. These interactions were recorded as data.

Moreover, a few ideas, and pictures used in this research (specifically in the warm up) which were adopted from Athletics Play by Australian Sport Commission (2010) with some very minor modifications to the way of playing and rules that were more appropriate for Kuwait..

The researcher also engaged in his own professional development in the lead up to beginning his research. The researcher read numerous papers on Sport Education and those available on Athletics Challenges. The researcher attended two day-long workshops for in-service and pre-service teachers which were delivered by Dr. Kinchin when he received:

- Detailed information on Sport Education
- Empirical and professional articles for teaching Sport Education
- Sample season outlines
- Guidance on season planning
- Case studies of Sport Education in local secondary schools

Prior to the season, the researcher also observed Dr. Kinchin modelling Sport Education in a practical setting with PGCE secondary physical education teachers.

The researcher also had opportunity to interact with Professor Peter Hastie by Skype (arguably the leading academic in this field) to further his knowledge of Sport Education. The researcher also interacted with Dr. Oleg Sinelnikov via Skype

to seek his advice about supporting the teacher in terms of CPD before and during his season in Kuwait.

4.8 Data collection

4.8.1 Teacher interviews

Interview is the method of gathering information from participants by asking them questions, which are often previously set (Thomas, 2010; Thomas, 2003). Interview is one of the most effective methods used by a researcher since the questions can be designed in the manner so that they conform to the research topic, and so the questions are focused (Thomas, 2010). The main advantages of interview are that researcher can communicate "face-to-face and one-to-one" (Thomas, 2003, p. 63) directly with the participants and valuable information can be obtained from limited number of people (Thomas, 2010). There are various kinds of interviews. Structured or close-ended questions set the answer options and can be multiple choices, dichotomy (two response alternatives) or scale (Thomas, 2010). In a multiple-choice question, respondents can select one or more of the alternative answers given. In close-ended questions, respondents are given alternatives like yes or no to choose from. These questions do not elicit further opinions of the respondents. Close-ended questions are more popular among researchers and respondents because the set of answers are defined in advance, and the respondent simply has to select the correct option.
Unstructured or open-ended questions are ones where the respondents can give their opinion or thoughts in their own words. Open-ended questions are questions to which respondents can reply in their own words. The questions in unstructured interviews are not prepared in order (Fylan, 2005). The answers are not pre-defined, and the respondent can freely express his views and ideas.

Semi-structured interview consists of both open-ended and close-ended questions. Focus-group interview is less structured than the other three types of interviews. It is conducted after all individual interviews are completed so as to compare the different responses received from the interviewees (Thomas, 2010). In general Semi structured interview can be described as “a way to speak with the participants in order to look at what they have experienced and what they think and feel about something that you are interested in” (Fylan, 2005, p. 65). There are some advantages of semi-structured interviews, such as it can tackle some of the research questions, which are considered as complex. Semi-structured interview is suitable for sensitive (Fossey et al., 2002) topics to be discussed which are personal and private and related to “loneliness, childlessness, and illness” related to participant (Fylan, 2005, P. 66). The researchers who apply semi-structured interviews are already know what they are looking for and their questions and subjects are prepared earlier before the action of interview with interviewee (Fylan, 2005). The questions and subjects are organized in the same order for each participant. In addition, semi-structured interviews consent to the variety in the conversation and the questions can be changed and manipulated between the participants (Fylan, 2005). Moreover, semi-structured interviews questions could be very open at the beginning of the conversation between the researcher and the participant also the discussion with participants at the beginning of the interview might go off track before the researcher gets to the topic intended to be discussed (Fylan, 2005, p. 66). Furthermore, semi-structure interviews have “very simple questions” (Fylan, 2005, p. 66). Semi-structured interview gives the opportunity to discuss the topic in detailed (Srivastava & Thomson, 2009). In semi-structure interview the researcher gives the interviewee some signs and cues to direct the conversation in order to gain much information and in-depth information from the interviewee (Srivastava & Thomson, 2009).

In relation to this research the researcher used semi-structured interviews to support research questions, which focussed on the teachers' previous teaching of PE in Kuwait, and their perceptions of the SE: AC model across the season. Semi-structured interviews were used to enable the teacher to offer views on how the children had responded to the model and its particular features including a focus on cooperative learning, peer teaching, decision-making and leadership. Interviews took place before, during and at the conclusion of the season. Each of the teacher interviews lasted for approximately one hour and the lists of the interviews questions can be found in the appendix (A).

Semi structured interviews are flexible therefore the researcher was able probe answers from the teacher which helped the researcher obtain richer data and a deeper understanding of the research.

4.8.2 Pupil Focus group

Curry et al. (2009) defined focus groups as "guided discussions" among a small group of people (usually six to ten) who are related to the subject of interest (p. 1446), which in this research was the perceptions and experiences of the pupils in relation to their previous PE and the novel SE and AC season. Focus groups draw out data and generate broad understanding of the issues as participants discuss their experiences and express their opinions. The focus group method of data collection is used when differences in points of view between people belonging to various groups are sought. It is also useful when the researcher wants to find out about the characteristics that affect behaviours and opinions. Data collection in focus groups method is carried out by interviewing a small group of people at the same time. The format of the interview is usually semi-structured and around five to ten individuals are interviewed simultaneously. Around eight to ten questions are normally discussed in the interview. A major advantage of the focus group is that it is a well-organized and proficient way to

gather information. The researcher in this study guided the pupils so that they would remain on topic and made sure all had opportunities to talk about their experiences across the season (Manuele 2013). Krueger and Casey (2009) explained that conducting a focus group session does not only mean to have a group to talk on the topic but the discussion must be meaningful to have the data that can be interpreted to reach conclusions. In this study all focus groups discussions at the beginning, middle and end of the season were recorded and transcribed for analysis.

There are disadvantages of focus group as well. Tayie (2005) states that success of a focus group discussion is extremely reliant on the qualities of the moderator to handle the group. Two individual boys did try to dominate the discussion so the researcher had to remind them about the need to raise a hand if they wish to speak. This is a protocol in Kuwait culture. Another disadvantage of focus group is that it may influence participants to behave unnaturally. The on-going presence of the researcher as a non-participant observer helped develop a professional relationship with the pupils and he was confidant this helped develop trust and that pupils felt confortable to share their opinions in front of their peers. Yet another disadvantage of focus group is that they are conducted with a small group and hence the opinions of the group cannot be taken as the opinion of the whole population; this causes generalization issues (Vicsek 2010). Besides these disadvantages, focus groups interviews are time consuming however, they were organized in this thesis as part of the normal school day so did not in convenience the pupils and other teachers. An advantage of using focus groups led to valuable information about SE and AC being obtained by interaction between the pupils group members (Gill & Johnson, 2010).

In relation to my study I decided to use the focus group interview with pupils is because I was seeking of interactions among focus group members. I was

seeking to see conversations between the pupils. Furthermore, I was trying to understand from pupils point of view about their previous PE and the new model and about what they have learned and achieved during the season. In addition, the focus group was helpful because it revealed multiple understanding and multiple explanations and interpretations of being in groups, supporting peers, being responsible, making decisions and being accountable. Moreover, focus groups allowed the researcher to obtain much information about pupils in the available period. Two groups of volunteers from both classes were selected to be interviewed three times before, during, and after the season. Each group included five pupils except in one occasion one of the group increased to seven pupils because the researcher though the extra two pupils who were engaged would enrich the conversation and provide some information. Each of the focus groups interviews lasted 30-40 minutes. The lists of the questions can be found in the appendix (B).

4.8.3 Observation

Using observation data are gathered systematically by observing participants' behaviours and interactions in detail in a natural setting (Curry et al., 2009; Gill & Johnson, 2010). Observation is an important instrument in educational research because it helps to support, understand, and improve education. Observations are an affective instrument to study specific educational settings such as classrooms, sports halls and gymnasiums. In observation the researcher will watch or might listen (Thomas, 2003) to the activities and use field notes to record participant behaviour during these events (Creswell, 2013). Observation can be covert or overt. In covert observation the researcher observes the participants from a distance without revealing his intention. This technique has several advantages such as participants will not feel conscious and will behave in their natural manner, which helps the researcher to get the idea of real

phenomena. In the case of overt observation, the researcher reveals his identity and purpose to the participants, who can become conscious of being observed and therefore not behave in a natural manner (Gill & Johnson, 2010). Extended time in the setting can reduce this situation as participants become less aware of the researcher's presence.

In relation to this research non-participant observation was applied. Participants were aware of and had knowledge of his presence, but he did not take an active part in the lessons under scrutiny. However, there were very occasional interactions with the teacher during some lessons e.g. during the early stages of the season the researcher had to remind the teacher about the lesson time. Non-participant observation allowed the researcher to watch the teacher and how he presented tasks, interacted with pupils, and facilitated learning. Similarly he observed pupils' behaviour and listened to what pupils said regarding such matters as the way they decided about who played first, who started the competition first, about accessing their portfolio, about competing fairly, about being on the same team for the whole season, supporting others, making decisions or about how they experienced being officials.

4.8.4 Survey

By employing a survey, a researcher can obtain quantitative information about the participants' behaviour, perspectives and attitudes (Creswell, 2013). Information is obtained by asking participants both structured and unstructured questions based on cross-sectional and longitudinal studies (Creswell, 2013). The main concern of a survey is to that "survey methods involve gathering information about the current status of some target variable within a particular collectively then reporting a summary of the findings" (Thomas, 2003 p.41). Surveys are most useful for "revealing the current status of a target variable within particular entity, such as within a nation, a region, neighbourhood…furthermore, the

accuracy of description is enhanced if the status is of variable is cast in numerical from frequencies." (Thomas, 2003, p.44).

In relation to this research a previously used survey was employed to understand pupils' attitudes toward the season. This survey has been used in other Sport Education studies (e.g. Hastie & Sinelnikov, 2006). For illustration, the survey allowed the researcher to understand the patterns of the pupil's behaviour and attitudes. Using a survey will also allow the researcher to make some improvements to the season based on pupils point of view. Only using a survey in this research is not enough to answer all my research questions. However, it was employed to triangulate findings from other methods with the intent to strengthen the study.

In this research the researcher got permission from the authors to use their previously used survey to be applied in this research (Hastie & Sinelnikov, 2006). The survey can be found in the appendix (C). The survey contained 10 questions, which were asked to the pupils at the end of the season. The survey questions covered all features of Sport Education such as pupil's enjoyment, feelings about being in the same team and cooperating for the whole duration, competing with their team-mates formally, preparing for a final event, collecting points and having team's record plus their feelings about festivity. In addition, there was a question about the feelings of pupil's in terms of learning, developing skills, technique, rules, and having roles during the season. Finally, there was a question related the whole experience of Sport Education and Athletics Challenges season. All pupils completed this survey at the end of the season, as has been the case in previous studies (e.g. Hastie & Sinelnikov, 2006). It needs to be stated that asking a respondent to make a definite judgment on a ten-point scale can be difficult; from the point that how can the respondent distinguish between rating an item a '7' from rating it an '8'? Some caution must be applied

when interpreting mean scores for such items measure on a 10-point scale. According to Hartley (2014), four or five-item scales are more commonly used in survey research (e.g. Likert scale) and assumes that the distance between items is equidistant.

4.8.5 Teacher CPD support session

The researcher met with the teacher before and after every two lessons. These meetings allowed the teacher to talk about his experiences and to ask any questions and clarify what was going to be taught next time. The meetings normally lasted about 20 to 25 minutes. Field notes were written by the researcher immediately after the meetings with the teacher and these were added to the data.

4.9 Data Analysis

Data analysis is an approach of developing meanings from gathered data. Since this study adopts predominantly a qualitative approach with a small quantitative element, qualitative data analysis and quantitative data analysis was addressed in this research study. Qualitative data allowed the researcher to undertake an inductive analysis, the data gathered will not give a conclusive view of the benefits of the hybrid model, the probability of providing new areas for analysis is high (Cohen et al, 2000). Data were compared throughout to identify where disparity occurs. Generating categories and themes allowed for constant comparison.

Data were collected using an audio recorder and then transcribed into text. In qualitative data analysis a grounded theory technique known as “constant comparison” was used. The qualitative data were analysed inductively. In this methodology, data were approached to derive theory and reasons. This methodology is widely used in qualitative study as it offers a set of procedures

and provides a means to generate theory especially when dealing with non-numeric data. Grounded theory is based on the assumption that theory generates from data; in other words theory is "grounded" in data; where data is everything related to the subject being studied (Hamilton 2011). Grounded theory indicates that the researcher will derive information about a process or action based on the perspectives of the participants (Creswell, 2013). In this process, the data are collected through multiple stages and the researcher compares the relationship between the information of different categories. One primary characteristic of grounded theory is that data is constantly compared between existing and emerging categories, and the second characteristic is placing information in different groups so as to compare their similarities and differences (Creswell, 2003). The constant comparative method (Merriam, 1998) demonstrates that the researcher will "compare one segment of data with another to determine similarities and differences" (p. 18). The procedural steps undertaken in this thesis, when applying the constant comparative technique to analyse qualitative research, followed specific guidance offered by Boeije (2002). According to Boeije (2002) "By comparing, the researcher is able to do what is necessary to develop a theory more or less inductively, namely categorizing, coding, delineating categories and connecting them" (p.393). Constant comparison allowed the researcher to make comparison between current and new data (Boeije, 2002). The instruments that going to be analysed in this study as a qualitative tools are teacher's interviews, mini focus groups with pupils, teacher and pupils observations, and fields notes.

In addition the process of comparison and reflection on the new and previous data was repeated many times and each data compared with the other appropriate data (Boeije, 2002). Specifically, qualitative data were analysed though:

- Comparison of pupil's group interviews before, during and after the season.
- Comparison of pupil's interviews across classes.
- Comparison of data which emerges from CPD interviews with the teacher.
- Comparison through different data collection tools e.g. (Interviews and observation).
- Field observation notes both within and across classes.

4.9.1 Comparison within the content of the teacher single interview

When interviews with the teacher, the researcher undertook the comparison within the teacher interview content. The researcher used a voice recorder to record the conversation in each interview. The researcher listened to the recording carefully and transcribed all the interviews after each lesson into Arabic, then from Arabic to English. The researcher began with an open coding process to develop and create categories, which were labelled with the most relevant codes, as (Boeije, 2002) demonstrated. Finally, the researcher will looked for any examples of other data and put them in the same categories or if they were not related to the previous categories the researcher created a new category and place them within these.

4.9.2 Comparison of pupil's single interviews before, during and after the season

Regarding interviews with the pupils, the researcher compared what pupils said before the season began in terms of what they have learned in their typical PE lesson and compared it with what they had learned in SE and AC model. The researcher continued comparing pupil's interviews during and at the end of the season to understand pupil's perspective toward this new model.

4.9.3 Comparison of pupil's interviews across classes

The researcher compared pupil's interviews across classes in term of responding

to the model and looked to the similarities and differences and what emerged through the progress of the season.

4.9.4 Comparison of data which emerged from CPD with the teacher

When meeting with the teacher for CPD support the researcher recorded the discussions. The researcher transcribed the information and analysed this inductively. After each meeting the researcher will added the information obtained from the teacher into established categories.

4.9.5 Comparison through different data collection tools e.g. (Interviews and observation).

For instance, the researcher looked to see how lessons observation data could be triangulated with what the pupils said and with what the teacher said in their interviews. In addition the researcher looked for any similarities and differences between pupil survey responses and pupil' s interviews and observations.

4.9.6 Analysing the Survey

In line with previous uses of the survey (See Hastie & Sinelnikov, 2006), descriptive statistical analysis was undertaken through Microsoft Excel to analyse the survey data. This analysis led to revealing the mean of individual items across the two classes. Indicative comments from pupils qualitative responses were extracted from the survey.

4.10 Validity and Reliability and Trustworthiness in Research

According to Cohen et al. (2001) validity and reliability are essential and important concepts researchers should consider and give them account when designing and evaluating a research. According to Bryman (2008) "validity refers to the issue of whether an indicator or (set of indicators that is devised to gauge

a concept really measures that concept" (P.151). Generally, validity indicates the degree of soundness of the research and applies particularly to the methods and design used in the research. Threats to validity and reliability could be decreased but not completely removed Cohen et al. (2001). However, Cohen et al. (2001) gave an example by saying "in qualitative data validity might be addressed through honesty, depth, richness and scope of data achieved" (P.105). Furthermore, in quantitative data to obtain validity there has to be "careful sampling, appropriate instrumentation, and appropriate statistical treatments of the data" (Cohen et al, 2001, P. 105). In data collection, validity implies that the findings are a true representation of the phenomenon that the study claims to measure; therefore, claims of validity must be solid claims. According to Selinger and Shohamy, (1989), various aspects can affect any form of study and while the aspects might be irrelevant to what the research is concerned about, they can make the findings of the study invalid. Ensuring that all the possible dynamics that can threaten the validity of the study are controlled is the main responsibility of good researchers.

Types of validity include: Face validity which ensures that the measure seems to be examining the anticipated constructs of the research. Even though it is not a scientific form of validity it is an important aspect as far as enlisting stakeholder motivation is concerned. Construct validity is used to make sure that the measure is the intended ones and no unintended variables are being considered for the study (McBurney and White, 2010). Criterion-related validity is employed to forecast the future or present performance and correlates the results of the test with other criterion that are central to the study. Formative validity is utilized in assessing how appropriated a measure can give information that will assist in improving the program being studies especially when implemented in outcomes (Johnson and Christensen, 2012).

Reliability may be explained as an aspect largely refers to the degree to which the findings can be repeated, for instance, if the study was to be repeated, it should be able to give similar results (Coleman and Briggs, 2002). In the event that more than a single individual is monitoring behaviour or an occurrence, all the observers to reach a consensus on the phenomena being observed before the data can be considered to be reliable (Schensul, Schensul and LeCompte, 1999). Reliability is also applicable to specific measures, for instance, in order to be considered reliable, an inventory that measures self-esteem is supposed to provide the same result if the same person takes it two times in a short time.

Forms of reliability include: Test-retest reliability which measures the degree of dependability attained through administration of a test more than once over a specific time for a number of people and the scores correlated so that stability of the test can be measures (Vogt, Gardner and Haeffele, 2012). Parallel forms reliability is a means of measuring reliability that is achieved through using varying versions of an assessment instruments on the same people after which the scores are correlated in order to assess how consistent the results are over different versions. Inter-rater reliability is an aspect of dependability that is employed in assessing the level to which various raters agree in their evaluations decisions, which is useful as human observers do not actually have the same interpretations to results (Goodwin and Goodwin, 1996). Internal consistency reliability is an aspect of reliability that is employed in evaluation of the level to which various test items which assess the same construct give the same results.

In qualitative studies, trustworthiness can be improved through ensuring that a high degree of objectivity and creativity is maintained. Therefore, in research, the definition of trustworthiness can be considered to be a means of demonstrating that the evidence associated with the reported results is sound and the arguments that are made on the basis of the results in practical (Hall and

Roussel, 2014). So that trustworthiness can remain high, applicability, truth-value, neutrality and consistency can be used to make sure that data is interpreted in a valid manner. As far as qualitative research is concerned, the value of truth is measured using credibility, which entails having sufficient engagement in the research environment so that consistent patterns in data can be adequately recognized and verified (Guest and MacQueen, 2008). In order to achieve applicability, transferability is utilized and this entails ensuring that leaders can apply the study's findings to their own circumstances. Since the perception of a qualitative researcher is typically skewed as a consequence of his or her close relations with the sources, methods and data, several approaches of auditing can be employed in order to confirm the findings (Pasque, 2010). Hence ensuring that interpretations and findings are trustworthy depends on the ability of the researcher to show how they were arrived at.

Through triangulation there are different ways that have been used in literature to improve trustworthiness (Kolb, 2012). As indicated in the previous section, triangulation means mixing data from different sources to prove the validity of emerging findings (Thomas, 2010). This method is used to overcome the limitations of any single method approach. Triangulation is used to prove the authenticity of processes, and in case studies triangulation can be approached by using different sources of data, which in this study came from multiple methods. This approach indicates the use of not only multiple sources of data but also the use of multiple informants and multiple methods. Triangulation helps the researcher to obtain multiple perspectives of the concerned issue and can have a more comprehensive view of the issue (Thomas, 2010). This approach helps to compare data obtained from different sources (from pupils and teachers) to prove the validity of research findings, and it is an important way to authenticate qualitative research findings (Thomas, 2010).

In summary, adopting research methodologies that are appropriately established in qualitative and quantitative investigations is a science and this implies that there various aspects such as dependability, validity and trustworthiness have to be adhered to. Nevertheless, it is important to keep in mind that the investigator has a significant effect on the research and it is the sensitivity, creativity and flexibility as well as skill of the researcher in utilizing verification approaches that dictates the degree of trustworthiness of the research. In this study in Kuwait the researcher will allow participants opportunities to review transcripts for accuracy: a process known as member checking (Lincoln & Guba, 1985). During the analysis of the data the researcher engaged in peer debriefing (Lincoln & Guba, 1985) with the supervisor who challenged interpretations of the data and play Devils Advocate. The researcher gave the supervisor some sample examples of transcripts. The researcher and the supervisor independently coded those transcripts and then the researcher presented a summary of the themes from those transcripts and the supervisor challenged the interpretation of these themes. In addition the researcher provided opportunity for the teacher to check the transcript was accurate and for them to make any comments or suggest any changes if they need to. None were offered by the teacher. The researcher had two meetings with the teacher to discuss the transcripts to indicate whether he with agreement with the emerging findings.

4.11 Ethical Information

The research plan in this thesis received full ERGO approval 'ERGO reference number '18258' from Southampton University. The researcher ensured all ethical considerations were observed in an attentive manner. Ethical guidelines ensured that the research study is reliable and valid (Saunders et al., 2007). It is necessary that the researcher provide assurances on physical safety, psychological wellness, and confidential status of each participant.

The following were adhered to in this thesis to ensure the protection of people:

- Permission was received from persons in authority 'Kuwaiti officials, head teachers, and parents' to gain access to participants and research settings.
- Minimal disruption of the physical settings in terms of lesson timetabling and when interviews and observations took place, for example in this research the researcher did not interview the pupils when they had another lesson but rather during lunch, break times, and free lessons. Lessons observed were on a scheduled timetable
- Equal treatment of all participants.
- Protection of participants' privacy, use of anonymity, for example in this thesis pseudonyms were used for all subjects and settings.
- Seeking and obtaining informed consent from parents and teachers was achieved. The researcher obtained written informed consent from participants prior to beginning any interviews. The written informed consent forms indicated to the participants the assurance of confidentiality, protection from possible risks, personal safety and privacy.
- All data was secured on a password-protected computer.
- Access to data was confined to the researcher and to the supervisor during the write up.
- That all participants were aware that they could withdraw from the study at any time without penalty.
- The questions asked in interviews and survey were not insensitive, inappropriate or intrusive.

The researcher behaved with courtesy and professionalism at all times. The researcher was aware of the possibility of power relationship so he reassured pupils that what was said in the interviews would not be shared with the teacher.

Chapter 5: Findings

This chapter illustrates the answers of research questions form the mini focus group interviews teacher interviews, field note and researcher observation of the season.

1. How do pupils describe their previous PE experiences in Kuwait?
2. How was the season developed and what challenges emerged during its development and implementation?
3. How do pupils experience a unit of work taught through Sport Education and Athletics challenges?
4. What are the teachers' perceptions of and responses to the key features within the SE and AC season?
5. How did the experience of teaching the SE and AC season influence the PE teachers' views and beliefs about PE in school?

Five themes were identified from the mini focus groups interviews with the pupils. They are categorised as "'Quality of teaching', 'Want to learn', 'Boring', 'It is our favourite', and 'Helping their mates'". Many of the responses were very short, very likely due to having not had the opportunity to participate in an interview in the past and that commenting on their teachers is typically not part of the Kuwaiti system.

5.1 Quality of teaching:

5.1.1 Non-education through PE

Some of the pupils from both groups claimed that there is no-education through PE by saying for example; "we have fun but not real education!) (P 1, group 1). They also shared their concerns about non-teaching as illustrated "some time we sit without playing" (P 4, Group 2), "we play just football" (P 2, group 1).

Moreover, even if the teacher offered some instruction, the pupils think did not think they had enough time to learn skills, one of the pupils said "the teacher explains the football skills or any skill for few minutes and after that we do practice for three to five minutes that skill then we play the game"(P 4, group 2). Pupils claimed teaching tended to only occur when their teacher was being observed; *" no, just once a month if the supervisor come to see him he teaches us"(P 3, group 2).*

5.1.2 Knowledge concerns

Pupils shared their concerns about knowledge and their lack of skills as illustrated; "not everyone knows how to play football" (P 1 group 1). A few pupils also were concerned about the teacher's lack of knowledge claiming, "Because the teacher gives wrong decisions about the game, he gives a foul and it is not a foul" (P 3 group 1).

5.1.3 Lack of feedback and supervision from the teacher.

A few pupils shared their concern about the lack of teacher feedback on their performance in lessons; *"I want someone who monitors us and see what is correct and what is wrong"(P 2, group 2).* Even if feedback was not evident, some basic level of supervision would be welcomed by the pupils; *"we want the teacher to see what we have learned…'watch us'" (P 1, group 2).* The lack of teaching had consequences, due to some pupils' lack of skill and not trying hard in lessons; *"some other students who does not know how to play football, they do not play hard" (p 3, group 1).*

5.2 Want to learn

This theme refers to the pupils' desire to learn and is expressed in the following sub-sections; "Wider opportunities", "My future", "Have it every day".

5.2.1 Wider opportunities

Some pupils believed that there were other sports to discover through physical education rather than just playing football, which would build their knowledge. One pupil said,*" there are too many sports we have not learned yet and we want to learn about them"(P 1, group 2)* and a further pupil stated; *"I want to play handball, basketball, and a variety of things because I want to understand"(P 3, group 2)*. In addition the lack of opportunity to develop leadership was mention in the focus groups; *"I have not been a leader" (P 4, group 1).* Wider opportunities were available for some, *"competing with others, play matches, and get awards (prize) and everything when we compete for other schools" (p 2, group 2).*

5.2.2 My future

Pupils also saw PE as part of their future participation and that of others. They had the ambition for more improvements, as the pupils said, *"when we go to the collage we go with knowledge and [are] ready for mastering our skills" (P 1, group 2).* Another said, *"I want to learn and help others learn" (P 1, group 2).*

5.2.3 Have it every day

Another request offered from pupils referred to their desire of daily PE, like their other subjects in school. One pupil represented the view of a number of pupils; *"I prefer every day they make PE class like mathematics" (P 1, group 1).* The pupils looked forward to the opportunities to go to the gymnasium; *"If the teacher is absent we ask the other PE teacher to take us to do some exercise (P2, group 2).*

5.3 Boring:

This theme concerned a perceived boredom in PE for some, as it was "repetitive and routine".

These pupils expressed their feelings about the repetitive and routine nature of the lessons, for example one of the pupils said; *"we want something different" (p 1, group 2).* From the other group another said, *"we play just football" (p 2, group 1).* In addition, one particular pupil showed his uncaring attitude towards PE and that it was not important for him any more to go to PE, he said *"it is ok, we have also other sweet lessons like electricity class" (P 4, group 1).*

5.4 It is our favourite

While some saw PE as boring, others liked it. Some of the pupils shared how PE allowed them to lose the stress of other classes by saying, *"It changes atmosphere from the other subjects" (p 1, group 2).* When the researcher asked "do you like PE" many answered as illustrated, *"it is the best class...it helps me to have a good relationship with my friends" (p 2, group 1).*

5.5 Helping their mates

The theme expressed how pupils encouraged to other pupils. Pupils were asked if they could give some examples if they have helped their classmates in PE. Some answered with some words like *"keep going" (p 1, group 2),* others said, *"When my friend lost the ball in the basketball I help him and try to defend" (P 2 group 2).* From other group some said, *"You can do it" (P 1, group 1), I encourage them and not shout on them" (P 3, group 1).* One pupil was telling others what to do for example he said, *"Kick the ball correctly" (P 1, group 1).*

5.6 This section presents data from the Teacher interviews.

Seven themes were identified from the teacher interviews and they are as follows "'Realizing a vision', 'Initial shock', 'Attempts to derail', Emerging and

strengthening togetherness', ' Competence and developing talent', ' Happiness shared', 'I have become valuable', and 'Memories'".

5.6.1 Realizing a vision (and a dream)

This theme expresses many aspects of the teacher's vision for PE. It addresses some of the difficulties faced during the delivery of the Sport Education and Athletics Challenges season within the school. The teacher T.P. began by describing the current situation of PE in Kuwait, and his wish to think and do something differently. He discussed some of the negatives aspects of PE. The teacher was not satisfied with the curriculum and the current state of Kuwaiti PE and how the subject was being taught, *"I am sad about the current situation" also" what is happening is too regrettable…the curriculum is too old, weak, and dose not have the spirit of that the pupil can improve him self" (teacher interview 1).*

Moreover, T.P was disappointed about the current curriculum delivery *"The teachers are currently not applying even half of the curriculum" (teacher interview 1).* The reason behind this was due to a claimed lack of responsibility and formal accountability to apply the full content of the PE curriculum. In addition, it was claimed that 'bad habits' in old teachers still persisted. He said, *"There are negative effects from older generation who are still in service" (teacher interview 1).* As older teachers in Kuwait are considered 'guides' for new teachers, then such habits will likely transfer to the new teachers, *"If they are not teaching then we are not going to teach" (teacher interview 1).* The teacher discussed an apparent frustration among the new generation of teachers *"They and that [older generation] kills the ambitions of the new teachers" (teacher interview 1).* The teacher gave an analogy when describing the old curriculum by comparing it between two cars (one produced in 1980 and the other one who is produced in 2016). He said

> *"If I want a car that has technology I would choose the car produced in 2016 because the other car does not have any improvement. I think that curriculum does not have the aspect of improvement because it was produced in 1980" (teacher interview 1).*

The teacher described his vision and what needed to be done to improve the curriculum;

> *"What we need is a new curriculum that keeps pace with of the evolution of education process and can help the pupils to learn and understand sport and develop them in a bigger way and this [current] curriculum does not have any aspect of improvement and we urgently need change" (teacher interview 1).*

The opening interview also referred to the quality of PE teaching in Kuwait and why it has not improved. The teacher claimed there was a lack of support from the higher authorities in Kuwait *"The Ministry of Education in Kuwait not give much attention to PE and they thought it is not important" (teacher interview 1).* The teacher believed that this lead to a *"Decrease in the quality of the education and lack of sense of responsibility from the Ministry of Education and I call that laziness" (teacher interview 1).* In addition, the teacher also mentioned the state of CPD provided by the Ministry of Education, in particular the lack of guidance on how to teach *"They [Ministry] taught us more about the management of the class than on how to teach the skills" (teacher interview 1).*

The teacher identified what he called a need for *"variety"* which is required throughout, the variety of skills in sports and not only about playing football during lesson time; *"They need to learn something else" (teacher interview 1).*

The teacher's vision was to undertake modifications in PE and to educate pupils in a way that helps them to be able to apply sport in a satisfactory way *"I want the*

pupils can reach the phase of perfection of any skills, I do not want him to be not literate" (teacher interview 1).

The teacher's vision also referred to the importance of cooperation and how it would benefit the pupils in PE he said,*" I would love to see the spirit of cooperation between the pupils, and benefit them physically, mentally and physiologically" (teacher interview 1).* In addition, the notion of morality was foregrounded by the teacher, focussing more on how pupils learn to conduct themselves and for this to be part of their personalities;

> *"The most important aspect to me is the moral aspect…the most important thing to me is the pupil's moral disposition because if the morals are reached or self managed then he [the pupil] will be reconciled as a person in any culture and in any community" (teacher interview 1).*

The teacher admitted that since he started college, he was interested in studying subjects about human personality and how to improve humans to become more effective in society through sport. The teacher indicated he took courses related to psychology and sport to understand how the human mind worked. The teacher, after graduation from his collage, started his new career believing he was distinctive compared to his colleagues and how he believed that morals were an essential part that the pupils should learn about. In addition, he started to improve his knowledge and practice what he has learned*. "I was interested to read books and attending seminars about how to improve personality…It was one of my interest since I was young" (teacher interview 1).*

At interview he indicated that one of his colleagues recommended he work with the Islamic society in Kuwait and that this would be an opportunity to show what he had learned and apply his knowledge on the ground with children, *"The Islamic society contacted me and offered me a part time job and it was really one of the best jobs that I enjoyed especially I like to work with children" (teacher*

interview 1). Part of the work in this society was teaching subjects such as 'morals' and he believed that such subjects have can change children's behaviours for the better, *"morals are one of the important aspects that the children should learn and behave" (teacher interview 1).*

It soon became evident that as the teacher became inducted into Sport Education he believed it could offer a great opportunity to emphasize morals as he said, *"Sport Education is an inclusive and flexible program and that I can teach the children morals through sport" (teacher interview 1).* The teacher gave some examples within sport and what are some moral aspects that are inherited in sports; *"When you become an official you have to be honest…also in sportsmanship how you can deal with losing games" (teacher interview 1).* In sum, as a central feature of his vision this morality was important for the teacher and he saw the season as a perfect chance to express it and teach sports and physical activities to the pupils in an inclusive and enjoyable way

The teacher quickly supported the idea of Sport Education as a framework and how it could reform or fill the perceived gap in Kuwait PE, *"it is something ideal" (teacher interview 1).* The teacher saw a way to accomplish his dream through Sport Education (and Athletic challenges) and quit teaching the old style *"[I have] no desire to go back to the traditional teaching, it is hard" (teacher interview 1).* His emerging vision talked of pupils becoming responsible, being leaders, who participate and work within a group, *"All theses aspects are beneficial to the pupils and it will benefit them even in personal life and social life" (teacher interview 1)*. The teacher also referred to what he learned from the CPD provided by the researcher and his first reading of Sport Education. He said;

> *"It is a qualitative transfer, I feel it transfers me from a world to another world…SE is a new approach to a teacher which can affect the teacher positively…It can give me a new experience, and it is totally different from*

> *normal PE in Kuwait, it is something fabulous, it has an educational aspect" (teacher interview 1).*

In terms of a vision, what attracted the teacher was the variety in SE as it was one of his goals mentioned earlier and the responsibilities undertaken by the pupils he interpreted that by saying *"Five or six different things in PE lesson and the huge enthusiasm that came from the pupils, it is enthusiasm but totally different compared to just playing football" (teacher interview 1).*

The teacher was very enthusiastic when referring to his dream' *"It makes me feel like I am in a dream and I am accomplishing that dream in a real world and I am living it now" (teacher interview 1).* At the outset the teacher said he had already dreamt about teaching a lesson during the season, the outcome being as he articulated, *"Sport Education saved my life" (teacher interview 1).*

The teacher predicted that SE would help pupils to learn and become 'professional' *"The pupils will gain a huge amount of knowledge and details, even if a specialist in the field comes to ask them they will speak comfortably" (teacher interview 1).* As the season unfolded the teacher spoke of pupils taking on the role of teaching of their peers that was beneficial from the teacher's point of view. The teacher agreed that stepping back was important to become a facilitator giving the pupils the freedom to work, as he commented *"They feel much happier when they teach each other" (teacher interview 1).*

It was a new experience for the pupils to take on the teacher role and during the early stages the pupils had the opportunity to take this step;

> *"The pupils were feeling excited in teaching each other especially the trainer captains they are teaching the performance correctly and they show improvement in giving orientations to their team mates" (Field note, Class 6/1, lesson 7).*

In addition, after the middle phase of the season the pupils also gradually improved in giving directions for example;

> *"The pupils (trainers captains started to teach their members how to do the shot put. They did a model first then they talked about the steps they were wonderful in teaching each other. One of the pupils got out from the front the trainer captain said u must get out from the back". (Filed note, Class 7\2, lesson 14 shot put).*

By the mid-season interview the teacher was once again asked again about his vision. He illustrated several points related to observed benefits from SE and AC

> *"The vision that I am seeing is how the pupil becomes self confident, has higher experiences like the season that we were passing through. He is learning how to be a responsible person, he will be known in the first instance how to become a competent person, and how he become not only a normal decision maker but also knows how to take crucial and difficult decisions, all that I have seen in this season and this is something new" (teacher interview 2).*

In addition, the teacher commented on how the pupils were having fun during the season and how that led them to ask him for more PE lessons

> *"They were really enjoying these games and they were doing their best during these games also the pupils were telling me come take us, we wanted to complete the season, we want you to increase our season lessons, we wanted to become better, we wanted to finish the season in complete way" (teacher interview 2).*

On many occasions the pupils asked the teacher for more PE time using the other subject's time such as electricity class, Arabic, and music class undertaking the athletics season *in their place*

> *"Some of the pupils from both class came to the teacher and asked him to take them from the other subjects they seems to like the season more" (fields note, Class 6\1, lesson 11 start and sprint).*

Furthermore there were special games the pupils prefer to play during the season, which made the season interesting,

> *"The pupils keep asking the teacher to take them to do more training and play more games, they liked the throwing paper balls game. The pupils participated in making the paper balls all together then they started to challenge each other. It was really cool game and the pupils loved it". (Field note, Class 6/1, lesson 15 shot put).*

The teacher further demonstrated his joy and pleasure in applying SE and AC and considered that as a dream to him

> *"I am enjoying teaching the season and I was happy because one of my dreams that I see on the real life I believe that it is luck from God that I had met with the researcher and we talked about the idea so I was one of the best fans of the idea because that thing is my dream and thank God I have accomplished my dream and I become the first person in the Arab world level that performing world lessons on world level" (teacher interview 2).*

When the teacher was asked at the end of the season to do another season his answer was *"I told you that this is my dream and because of that I would love to live that dream in all times" (teacher interview 3).*

5.6.2 'Initial shock'

The teacher was very positive about Sport Education and Athletics Challenges based on his initial reading of articles revealing the outcomes of other studies and following the opening CPD work with the researcher. The teacher was

confident the pupils would respond positively, as he articulated, *"Everything positive, you thought about it or not is existing in the SE and AC season" (teacher interview 1).* The teacher was of the opinion that the season was a great chance for his pupils to improve *"This program is helping the student to improve himself and become important and exceptional and the pupils will be positive 100%"(teacher interview 1).*

These positive predictions were informed by apparent differences between SE: AC and current PE in Kuwait, *"My vision and my experience as a teacher shows me that the pupils especially here in the Gulf, might find it hard to understand it for the first time" (teacher interview 1).* In addition, he added, *"Kuwaiti children are diffident from western children and any where else" (teacher interview 1).* Which is why SE and AC might take time to be understood.

As a first attempt to implement the SE and AC season the teacher believed that based on his point of view, it was going to be quite straightforward but it soon proved a very difficult challenge. The teacher soon realized it would be difficult to bring in a curriculum like this and apply it immediately. The teacher suggested doing some orientation to help pupils adapt to the new experiences and resources of the model "*we needed to teach the pupils how to use the season tools and organization in the gymnasium" (teacher interview 2).* The pupils were soon struggling at the beginning of the season. Based on the teacher's observations he felt it necessary to give more lessons on how to use the lessons tools within SE and AC as he commented *"I have added the lessons that could be considered orientations because the pupils were suffering from an unawareness of many things, the season was difficult to them".* According to the teacher, the pupils were finding a number of aspects in the season challenging; how to organize themselves, how to remember and carry out their roles appropriately, how to use score sheets, how to observe and correct performance and how to comment on

the technical analysis sheets,, how to use stopwatches correctly and precisely, using meter and measure distances. The teacher stated;*" we spent a week or two weeks and some of the pupils did not know how to use the sheets".*

Lesson time during the very early stage of the season was not sufficient to finish the lesson because of pupils wasting time, as the following field note indicates; *"pupils not used the time as required and as the teacher ordered" (Field note, lesson 4, class 7\2).* In addition, the pupils took on responsibilities considered new to their culture, which needed some time for them to adjust to, for example using the technical analyses sheets; "*Still some pupils did not know how to use the lesson sheets properly…Cheering did not appear at all after the performance*" (field note, lesson 5, Class 6\1).

The teacher believed, that based on his reading about Sport Education, that everything would run quite smoothly, but in fact the opposite happened

> *"When we began the lesson of start and sprint the pupils did not know what to do, they were lost and we took more than two lessons just to explain to them even with that they did not completely understand. After that I sat for a day and I was thinking what are the things that or the mistakes we have or the things we did not know so we can avoid them next lesson. I analysed all the mistakes and I have seen all the things that we needed then I started to put answers on the questions" (teacher interview 2).*

The very early stages of the season showed the teacher struggling in managing the lesson and he appeared lacking confidence in terms of taking the right decisions "*The teacher could not control all the groups which made the teams messy. (Field note,* Lesson 4 class 7\2). In another example, *"The teacher starts to shout to control the teams…He forgot to bring the whistle" (Field note,* Lesson 4, class 7\2). Some lessons in the beginning of the season also revealed insufficient

experience of the teacher to manage time properly *"Time was not enough to finish the lesson as planned the teacher could not do the final game" (field note, lesson 5, class 6\1).*

After a period of time the pupils started to improve and engaged more in the season based on the orientation work they had experienced. The teacher talked about the usefulness of this training; *"The effect of the orientation lessons were really positive and distinctive so that helped the pupils to understand what they have to do exactly"*. Furthermore, the teacher provided an example about the improving work of the officials and what they did in the season *"We have seen the official how to watch the mistakes exactly and it details and known it in completely way and understood" (teacher interview 2).*

Lesson observations also revealed the impact of the orientation;

> *"They now can distinguish between good and bad performance…they can now analyse better than previous lessons…teamwork is better…cooperation has increased…they obey the instructions from trainer captain…they obey the instructions from the trainer captain" (Field note class 7/2, lesson 7).*

The teacher discussed this improvement in the pupils;

> *"There is evidence on how they understood their roles, the pupil become known every thing in start and sprint, long jump, and the shot put. When you go and ask him [pupil] any question he will answer you on that. If there is a contest or competition he knows the mistakes that the pupils have in any group because of that the pupil perfected the role…So they are accepting losing, in sportsmanship and are happy when winning and that is really a self improvement of the pupils" (teacher interview 2).*

By the middle of the season, the improvement continued with increasing sportsmanship appearing between the pupils, *"During that time one of the pupils was trying to do the long jump turn he was little fat but he did a good performance in terms of technique but not distance, the guy who got the furthest distance was clapping and supporting him because he thinks that his mate did a good performance which show sportsmanship" (Field note, Orientation class 6\1 before lesson 6 for (long jump from 3 meter).* In addition, the support for others in lessons was observed; *"One of the pupils in the League Stars was clapping for the other team because they did great gob in the game, he was happy for them" (field note, class 7\2, Lesson 8 shot put).*

A further challenge that certainly was not anticipated saw T.P in the first week of data collection be involved in a serious car accident outside of school. The doctors told the teacher that he had to rest for a month to allow his injuries to heel. Against their advice the teacher took a risk and was back in school within a week of the accident. As the researcher I told him to stop and rest. T.P responded as follows: "*I will not let you down and Sport Education will be complete when I return*".

5.6.3 'Attempts to derail'

In addition to the car accident outside of school, there were other challenges which emerged from inside the school, which came mostly from the school manager, regional supervisor and the head teacher in PE department, who it could be interpreted were seeking to disrupt the season and fieldwork.

Specifically, during the season of SE:AC the research encountered some initial difficulties with some early attempts by others to disrupt and potentially derail the project. These included the regional supervisor, head teacher and other experienced teachers in PE in addition to the school manager. Attempts were

made to give the teacher more classes to teach, which would reduce the available time to work on the Sport Education and Athletics Challenges season and meet with the researcher. One specific example took place during a normal visit to the PE department by a regional supervisor who's task was to look at teacher performance. Little cooperation and interest in the SE: AC season was evident from this individual:

> "*The supervisor visited T.P and T.P invited him to watch the SE lesson but the supervisor refused. The teacher at the same time showed the supervisor that he had got the permission from the Ministry of Education to apply the season but still the supervisor refused to watch the lesson and said to the teacher and the researcher 'I did not came to see you I came to see the teacher'. The school supervisor visited the teacher today and almost forced him to stop teaching the season and to apply the normal PE class (Field note, classes 7/2, Lesson 8, shot put).*

Furthermore, T.P claimed he felt a sense of jealousy from his colleagues and from the supervisor because he was trying to do something different in physical education: *"you know how the head teacher and supervisor were not cooperating with us and trying to stop our work even with the permission of the Ministry of Education approval letter. I believe it is because we are successful and they are not" (teacher interview 3).*

T.P had to find ways to continue working with SE:AC season. For example: "*The teacher spoke to the head teacher to do something to fix the scheduling problem, but the head teacher did nothing" (Field note, classes 6\1, Lesson 10, start and sprint).* Teacher T.P did not give up and tried many times to talk about the benefits from applying this kind of programs which caused unexpected and quite negative behaviours from the head teacher *"The teacher spoke again to the head teacher to change the schedule but the head teacher was continuing to ignoring*

him and that caused a little fight between the teacher and the head teacher" (Field note, classes 7/2, Lesson 7, start and sprint).

The attempts to solve the problem did not end with the head teacher but continued with the school manager:"

> *The teacher went to the school manager to do some modification on the schedule to facilitate the delivery of the season, the school manager said that he will work on it. After the promise of the school manager of changing the teacher schedule, nothing changed" (Field note, classes 6/1, Lesson 11, start and sprint).*

Finally, the attempts to disrupt the project led to both the teacher and the researcher to take action;

> "*Today the researcher went to the school manager with the Ministry of Education permission to apply the season and tried to solve the teacher schedule to facilitate the season delivery and immediately the school manager responded to that and together and finally made the changes needed (Field note, classes 7/2, Lesson 11, start and sprint).*

A key turning point was when the head teacher did respond to an invitation to observe a lesson midway, by which point the season was well underway and pupils were working well in their teams and meeting routines and participation requirements in terms of their roles and supporting/helping each other.

Attempts to derail the fieldwork also came from two other PE teachers in the school who were resistant to any need to change teaching schedules. For example: "*T.P. asked one of the PE teachers to change class time with him to continue work with Sport Education but the teacher refused and said it is not my business (Field note, classes 6/1, Lesson 12, long jump).*

Attempts to disrupt the project, and in particular data collection, it is claimed were also witnessed by some pupils: *"The same teacher on another occasion entered the gym while the second mini focus group was running and continued speaking with his cell phone loudly with out respecting that we were recording and what we were doing and that caused us to retake the mini focus group interview again" (Field note, classes 7/2, Lesson 12, long jump).*

Furthermore, attempts to derail also re-emerged temporarily around the middle of the season "*while the T.P. running the class of SE other PE teacher access to the gym (they have been told earlier to not access while SE is running) bringing his students with him and sat at the gym and when T.P. asked him politely you can not bring the students to the gym while we are teaching he said they will not be noisy and he left them and left the gym leaving his class without a teacher" (Field note, classes 6/1, Lesson 13, long jump).*

This same teacher, T.P believed was always jealous of him and 'was often trying to get him into trouble' "*he always tracking what I do and then goes to the head teacher and school manager to tell him and the school manager to send me warning letters like when I got out the school to get some breakfast but even with that they will not stop me from doing SE season*" *(teacher interview 3).*

Not put off by these uncooperative efforts the teacher set out his determination to succeed and at the same time talked of a perceived change in his professional status as a result of persisiting*; Some other supervisors and head teachers marginalized me in terms of my ability and knowledge but with SE: AC I proved to them that I am professional".*

5.6.4 'Emerging and strengthening togetherness'

From observations it was evident at the beginning of the season that some pupils wanted to work on their own. However, as the season progressed and the pupils

got accustomed to being in groups, working in certain areas and taking on roles and responsibilities, an emerging affiliation was apparent, as the teacher expressed; *"Individuality becomes group togetherness over time" (teacher interview 2).* The pupils were supportive of each other during practice and helped each other learn or correct their performances.

After the successful orientation lessons the pupils showed some improvement in supporting each other; *"The Warrior Dragon captain trainer was saying to his group we should do the assessment correctly not like that!!! he was explaining the right way of the jumping*" *(Field note, Class 6/1, lesson 7).*

T.P. concurred in interviews that at the early stages of the season the pupils were working by their own as he was of the view that their minds were somewhat programed to work individually and not as a group due to their past learning in PE;

> *"The pupils did not know the goal of this season in the first lessons. Everyone was working alone and wanted to be distinctive, but from lessons 4 to 9 the pupils kick off as an arrow in each team, every one was looking after the other and every one wanted his friend to be better than him, everyone liked his friend, the spirit of love and intimacy took place between the pupils" (teacher interview 2*).

Encouragement soon increased between the pupils; "*The Tigers team Captain was clapping for his mate to encourage him to do it faster"(Field note, Class 6/1, lesson 7).* In addition, near to the middle of the season the same pupils also showed their 'love' of their team and support for their teammates; *"Tigers were advanced in doing their tasks faster. The trainer captain was really cared about his team. When the assessment started there was one of the team who is a little fat that he could not do the push up correctly, the trainer captain stopped him three times and started over again without writing the result and he said we will*

be late but I will wait until you do the right performance"(Field note, Class 1\6 lesson 8 shot put).

The teacher saw that the pupils became more focused and worked hard to improve their team and he indicated that they were taking their responsibilities seriously; *"when the pupils do their meeting you find they really care"*. In addition the teacher referred to the benefits of these meetings; *"The meetings were effective in improving the teams also it gives them qualitative push to do their best performance in their competitions" (Teacher interview 2).*

Observations indicated that teams were able to decide when to have a meeting in lessons; *The pupils as the season comes to the middle they started to use their time effectively and plan. They finished the ranking the first then they decided to use the time in making a meeting to prepare for the competition, which is a good decision (Field note, Class 1\6, lesson 8 shot put).*

The use of technology by teams was a further strategy to develop togetherness. Pupils chatted with each other and used social media for their team communication, as the teacher illustrated; *"the pupils made a group using the 'What's App' application so they can discuss their issues related to the bringing the uniform and finish their badges and also their attendance" (teacher interview 2).*

The teacher explained how the pupils soon got to know each other more and improved in their relationship better than before; *"everyone knows the other by just looking at him and by using simple orientations or signs or signals they comprehend what they want and that is an evidence on their improvement and when working together as a team" (teacher interview 2).*

After the middle of the season the teacher referred to increased friendship and the pupils showed their cooperation and understood what they wanted from each

other, *"All the teams understand each other better. They become more than friends" (Field note, Class 7\2 lesson 12 long jumps).*

The teacher also explained how the pupils cooperated and shared their celebration as a team by saying, which brought teams together; *"When a team wins during contests or games you find everyone shakes hands and hugs the other also before the contests. In addition, the pupils were putting their hands together greeting and encourage each other" (teacher interview 2).*
As the season progressed togetherness was also evident through the use of celebration after a performance; *"During the basket game they were happy and when they succeed in putting the paper ball in the basket they said heaaa and jumping on each other also they are running in front other teams singing 'we will win'" (Field note, class 7/2, Lesson 8 shot putt).*

The teacher also talked about the importance of each member of the team and what action was taken by the pupils during the absence of any team member; *"when someone is absent the pupils asked about him and another team member is taking his role and they were missing him not only for just collecting points for the team but because he is an effective and active team member because of that they are missing each other" (teacher interview 2). The middle of the season showed also some responsibilities between the pupils and how to solve their team problems for example "Wawan national team were 3 captains working cooperatively hard…One of their team absent and one is sick they are working and taking others role" (Filed note, Class 7\2, lesson 12 long jump).*

When the teacher was asked about the changing affiliation between the children he said; *"Some of the pupils in the beginning of the season, they said we won't complete, but now they are the basis of the group that they are in" (teacher interview 2).*

Lessons in the latter part of the season showed further and improved affiliation, for example *"One of the pupils was in the beginning of the season refusing to participate and he is one of the overweight pupils at the end of the season he showed some leadership and some sacrifice, he took to his role and helped the team compete" (Field note, class 6\1Lesson 19).*

The teacher mentioned how the pupils worked together during the latter points in the season;

> *"I have seen the improvements in the pupils behaviour and their morality also in their gathering, and their cooperation. In the beginning of the season they were separated from each other, everyone wanted to work by his own, everyone wanted the distinction for himself. Near to the end of the season, I have seen the spirit of group (community), the love of the team, the love of affiliation, the love of one spirit" (teacher interview 3).*

Two pupils in the Kings team were talking about their performance during their free time after one competition, which revealed the sense of team spirit and team affiliation which had developed;

> *"All the teams doing a great job I could say they are now much more improved as a team work and they work hard and one of the pupils in Kings team were saying to his mate in the same team we are like brothers when I tell you something you have been doing wrong that is because I want you to do better" (Field note, class 7/2, Lesson 18 shot put).*

The teacher talked more about this shift from individualism. The pupils started to behave differently; *"The teams as I said they firstly were talking about the individuality but now it is their method, or style, and manner…they become a community or group thinking. They are arranging meetings, they become affiliated and love their teams so their affiliation has increased" (teacher interview 2).*

The togetherness was evident in the broader relationships between pupils some of which expanded to out of school;

> *"Their relationship became very strong, also after the season the team relationship become more stronger than before. One of the pupils in the team of Kings said to me 'I took my friend home number so I can talk to him about the team…that thing was not happened before" (teacher interview 2).*

How pupils worked together as a team was mentioned further;

> *"The pupils also were helping each others and giving comments on each others performance and their skills. An example the trainer captain, he was carrying the equipment and he sometimes was telling the official 'go to your place and he was telling the scorekeeper captain you did not recorded things in this part so this is kind of helping' everyone was helping because they have become competence so there were some comments on the performance even if they have correct attempt still there were some comments on that attempt and that thing indicated that the pupil had improved and become a specialist in his field" (teacher interview 2).*

Close to the middle of the season some of the pupils were encouraging and giving some directions, for example

> *"The trainer captain said expellant for his mate attempt and said you should not touch the line when you jump" (Field note, Class 6\1, lesson 13 long jump).*

The teacher concluded when talking about how the pupils felt about each other, as he mentioned

> *"The one team spirit was very strong so that it made all the skills become easy. The one team spirit facilitates the difficulties of the skills what ever*

the level of difficulty of the skill because they had the organizer captain who was in reality brilliant, at morality and dealing with the team and the respect with his group or classmates that made them improve" (teacher interview 2).

5.6.5 Competence and emerging talents (improvement)

The teacher did not use the word literate in the interviews but in his mind the term 'competence' captured improvements in skills, knowledge and understanding which in effect is what Siedentop (1994) refers to as the three goals of SE, 'competence, literate and enthusiasm'. To the teacher in this culture 'competent' covered everything.

The pupils became competent because, from the teachers' perspective, they were doing their roles 'professionally'. An understanding of competence appears different in western culture compared to the Kuwaiti culture. In western versions of "SE" it means skills, tactics, and strategies but in the teachers' view competence in the Kuwaiti SE culture seemed to be viewed more universally. The teacher based this on his evaluation of the season and that pupils had improved in a range of ways; *"I have seen the leap of the pupil from nothing to become something important and beneficial…the pupils become responsible, they were enjoying the season" (teacher interview 3).* The teacher was of the opinion he was recognising and starting to see talents in pupils that without SE:AC may never have appeared. The teacher talked about the pupils in Kuwait and their greater commitment to wearing the correct kit. Typically action is traditionally taken in situations where pupils are not bringing the correct kit, which includes just sitting out watching the lesson. Some teachers will even allow them to participate in the lesson, without kit.

> *"The uniform has been a barrier and to the Arabian Gulf countries in general and in Kuwait particularly the pupils do not care much about it in Kuwait. The pupils are used to the old system and if they bring the uniform in time or delay even for months that will be ok However, when the season started they [pupils] realized that these things are now important and now they still delay but they are now much faster in bringing their uniforms" (teacher interview 2).*

The season helped the pupils to become competent in many ways; *"The pupils have learnt the correct performance and the mistakes in the three skills of athletics, the pupils were recognizing the mistakes that the others do and avoiding them in their attempts and improving their scores" (teacher interview 3).* On this point lessons revealed pupils helping and commenting on their peers' performance. For example, in the shot putt how to push the shot up and forward after the rotation, also in the long jump when a pupil came close to the edge of the board they slowed down but their observers were telling them to not slow down in order to increase distance. The teacher also referred to this peer helping in interview; *"They started to critique their friends positively, by saying this attempt is correct but to be more accurate, you should doing it that way" (teacher interview 2).*

The teacher saw pupils appropriately correcting performance using the technical analysis sheets; *"The pupils from the warm up to the cool down engage in of positive dialogue which everyone gives the other person in the team, what he is lacking of for example 'you should put your hand correctly' and ' your leg was not close it was far'" (teacher interview 2).*

This greater competence was evident in how some pupils even critiqued the teacher;

> *"The teacher stopped the class because he noticed some mistakes without correction so the teacher gathered all the pupils. The teacher intentionally did a mistake when doing the performance to let them discover if there I was mistake. Then one student said to the teacher the elbow should be up (Field note, Class 6\1 lesson14 shot put).*

The pupils showed improved work and competence in knowing the particular responsibilities attached to each team-based role:

> *"We developed badges or cards to be hanging on the pupils necks that have all the responsibilities in a simple way for each captain and because of that every pupil came to know his role exactly by practicing it daily, he is not only memorising it but also from implementing these roles he gets to know and understand all his responsibilities" (teacher interview 2).*

Pupils become competent through knowing how to do their role better:

> *"Scorekeeper captain from tigers group was enthusiastic or excited when he was very fast and distinctive in scoring his team results" (Field note, Class 6/1 lesson 7).*

When the teacher was asked at interview about what he had seen in the pupils and what they had accomplished in fulfilling their roles, he said, *"I have seen the distinctive…creativity, and how the pupils became professional and competent…some teams have a fast score keeper in writing all the points, he has speed, knowing how to give directions and scoring" (teacher interview 3).*

Some teams came up with unique ways to help their teammates. Close to the end of the season these teams were distinctive in their working:

> *"Dragon Warriors, the trainer captain said 'good try' he was calm when he was observing. Every attempt the trainer captain touched his team hands and said wonderful work…Dragon Warriors put a sign, which help the*

> *team remember not to get out from the front, which it is a clever idea. The other teams saw what they did and they did the same (Filed note, Class 6/1 lesson 15 shot put 2).*

The teacher continued to mention that the pupils were becoming competent and helping their team, *"I have seen the equipment captain how he carry the equipment and distribute the job on his team" (teacher interview 2).* In carrying out their roles, teacher referred to the effective ways pupils monitored others performance; *"I have seen the trainer captain how he was observing the performer and how he looked at him quietly and giving him all the mistakes and all the needs for improvement (teacher interview 2).*

The teacher also talked about all the teams two teams were more distinctive in class 6\1" *Dragon warriors and Tigers. Their trainers captains were giving strong instructions for their teams and the spirit of their teams were very strong they had the ambition win in the first place in all competitions" (teacher interview 2).*

Orientations had been successful in helping pupils develop a better understanding of their roles:

> *"The trainer captain was observing with calm attitude watching his players performing and then showing them where should they be carful and which parts need more training" (Field note, Class 6/1, lesson 7).*

What made the teacher happy was when he could see the pupils working by themselves

> *"I admire the pupils because they are doing everything by themselves and that thing made me really happy. The pupils started to tell me to just sit and watch them when they perform the lesson. The trainer captain from team Kings asked me to sit and said Teacher T.P you sit and we want to show you the lesson from the beginning to the end" (teacher interview 3).*

Similar to a reference to autonomy in interviews, field notes indicated the pupils were also more confident and competent to lead the lesson on their own "*The pupils said to the teacher please set we will show you the class if we need any thing we will ask you…it is big surprise (Field note, Class 7/2 lesson 13 long jump).*

The teacher also talked about how the pupils improved their feedback to each other: *"after the pupil finishes analysing the performance he calls the performer and talks about his attempt and gives friendly comments and the one who is giving the comments is loving the performer" (teacher interview 3).*

Competence not only referred to peer teaching, analysing and helping, and working independently and cooperatively but also to how pupils helped with the management and administration of lessons. For example, competence was also referred to by the teacher in how pupils checked who was present each lesson and who was conducting team meetings;

> *"The organizer captain when he did the warm up and looked to the attendance to see who is present also during the meetings he had effective role to improve on the team also I have seen the pupils how to perform them in dedication or commitment" (teacher interview 3).*

The teacher also spoke to improved organisation, which had been more challenging earlier in the season;

> *"The pupils also become more organized in the class…in the beginning there was a little mess about the equipment and how to organize this but now they put every thing being arranged in the correct place in a 100% precisely…in addition they have learned how to do their rotation during their training and change their roles during their rotation…They have learned how to be disciplined inside the class" (teacher interview 2).*

And some attention to planning was observed;

> *"One of the pupils in National Wawan team was saying we should think now to improve our team performance, we need to be patient with each other and focus on how to collect points. Even if there are two pupils absent that dose not mean we cannot win (Filed note, Class 7/2 lesson10 start and sprint).*

From an organisational point, the teacher mentioned a story about how the pupils now can find a plan 'B', as he explained *"An example, the trainer captain was dealing with one of his team members, he was injured in his arm so the trainer captain told him you do not need to practice the shot put but you can take the scorekeeper role" (teacher interview 2).*

The teacher mentioned how the pupils succeeded in using their time more effectively and benefited from that time. They learned that when they finished their training they could have suitable rest through the meetings between their team members and undertake extra training as a preparation for the next completion. When the teacher was asked about the pupils' improvements in the three skills of athletics he said *"when the pupils were performing the vertical jump, shuttle run, pull up and push up exercises continuously they developed their level of performance tremendously in shot put, long jump, and start and sprint" (teacher interview 3).* The pupils became more aware of how important it was to use time to practice the three conditioning and training events (vertical jump, shuttle run, push up, and pull up exercise) the teacher said *"They are challenging each other strongly with fair play…the pupils have changed in term of learning and collecting their knowledge the teacher called that "A leap from basic skills to a competent person who knows what they are doing" (teacher interview 3).*

Such improvements in this time management were evident in field notes;

"Pupils are faster in management in time. All the groups woke cooperatively. Helping each other in the returning the equipment (Field note, class 7/2, Lesson 8 shot put).

"Skills team improved in organization and time they are like rockets working very fast trying to collect points to catch the others in ranking" (Filed note, Class 6\1, lesson 13 long jump).

"League stars were performing very will and fast in time even if they are less than the others" (Filed note, Class 7/2 lesson 13 long jump).

"The pupils now faster in doing their job faster in organization. Faster in putting the equipment. They manage their time professionally (Field note, Class 2/7 lesson 18 shot put).

The pupils also showed impressive work on how to appropriately time or measure competently;

"Before they were pressing on the stopwatch and the player did not start to run but through training they learned how to use the stopwatch precisely during the training and competitions, they really improved. Moreover, they have learned how to measure using the metre in long jump and shot put, they became competent they have known how to start and end correctly and not only how to do that correctly but also how they start strongly or have fiery start and have fiery finish" (teacher interview 2).

The teacher discussed growing competence in some previously known individual pupils. For example, the season helped some pupils whose behaviour had been somewhat challenging earlier in the season to change their 'bad habits' for the better. Two specific examples were mentioned; *"we have one of the pupils considered one of the undisciplined pupils in the school and now he has become one of the best leaders in the school and become known that he has mistakes*

before and changes these mistakes" (teacher interview 3). The teacher mentioned that he now talks to his friend's mistakes, previously he was shouting but now he talks in a more friendly way while smiling. The teacher believed; "He was acting as a teacher" *(teacher interview 3).*

The teacher talked more about this pupil who was previously in his words, 'undisciplined'

> *"The trainer captain in the Kings team was one of the undisciplined pupils was taking every thing by joking but now he realized with SE and AC that it is different…to win you have to be serious and he become having a goal and become knowing that the season not something simple…he is distinctive so he influenced his team and encouraged them and took things seriously and improved his team significantly and his team also responded to him positively" (teacher interview 2).*

The teacher made mention of the improvements of what he referred to as some 'overweight pupils' in the season;

> *"I have seen the pupils in running especially the fat pupils initially they were like lazy, like turtles but now God blessing them become very fast because they knew that these exercises 'shuttle run, vertical jump, push up, and pull up can help them to lose weight and become better in performance level, the season showed it's effect on the pupils, they have become faster in running and further in distance for long jump and shot put" (teacher interview 3).*

After several lessons of sprinting some of the pupils who were considered overweight really improved;

> *"The Killers team are doing their best effort it is the first time that this team did this effort they have two overweight pupils and they lost weight*

> *and when they do the sprint they do it with a correct technique and they run as fast as they can (Filed note, class 6/1, Lesson 16, start sprint).*

Field notes confirmed the comments about these pupils' *"The competition started the challenges were very strong even the fat boys are now challenging the others they feel that they can do something" (Field note, Class 2\7, lesson 16, start sprint).*

Competence also emerged unexpectedly. This SE and AC season provided the opportunity for the teacher to discover new talents in pupils through the observation of their actions; *"A student impressed me when he said in the meeting he said really good words so I knew we have pupils like him and what we call (Spokesman) so the season helped discovers some important personalities and talents" (teacher interview 3).*

Reference to competence also emerged as the teacher talked about himself. The teacher discussed two important points about what helped him to apply the season in his words 'competently';

> *"First thing is the continuous support of the researcher so I felt that there is no barrier and every thing is easy even if the difficult things exist, that facilitates my mission 90%. The second thing the experiences that I passed through helped me to add some points to the season and that thing from the God and I thank the researcher" (teacher interview 3).*

Moreover, when the teacher was asked to compare his way of teaching before he answered; *"I was giving the lesson a particular vision but the season gave me a completely different vision…which gave me tremendous experience…As close as we become to the end of the season we can see the big improvements of the pupils also I am understanding things much clearer than before and that also has*

had an effect on my personality in a significant and positive way" (teacher interview 3).

The teacher talked about how the pupils liked the Sport Education and Athletics Challenges more than previously and how their work move to other spaces and places;

> *"The pupils have forgotten the focus on only playing football and they liked the season also in their spare time they stop going to play football in the school they started to play the games that they had during the season". For example the pupils during their spare time 'during the weekends' they were practicing athletics with their cousins at home and challenge each other, they were practicing athletics during their free time in the school in the gymnasium, and they have said that if they do not play foot ball that would not be a problem (teacher interview 3).*

In the final interview the teacher summarised how the pupils became competent;

> *"They become competent and improved in arranging time and reduce time per task, they have improved in their organization, they have improved In their performance, they have improved in how to use the papers (technical analysis sheets, score sheets, become creative in warm up and cool down, and know all the mistakes that you might make as a teacher and correct it to you also their mistakes decreased and almost non-existing" (teacher interview 3).*

5.6.6 Happiness shared

Reference to 'happiness' appeared in interviews with the teacher. According to the teacher happiness meant several different things and he made reference to happiness in different ways and with attention to different participation requirements in the season.

The teacher was happy when he was talking the CPD and about Sport Education and Athletics Challenges he said, *"Through the lessons I am taking now I feel firstly in happiness it makes me feel that I am in dream and I am accomplishing that dream in the real world"*. The teacher was happy because of the new experience pupils were gaining; *"He added pupils were happier than when playing football" (teacher interview 2).*

As a teacher for some time in Kuwait schools the researcher has seen that Kuwaiti pupils like playing football much more that any sport in Kuwait school but that little actual 'teaching' goes on in lessons. Teaching football seems to be an easy way for the teacher to escape from teaching anything and this may communicate to the pupils that it is the 'best 'sport. However during the season there was evidence that athletics was becoming far more enjoyable as the following fieldnote confirmed:

> *"One of the pupils in Dark Angels said to the teacher before 'I don't like the shot put but now I have learned and now I like to play the shot put and if I play football or not it dose not matter" (Field not, class 7/2, Lesson 8, shot put).*

Moreover, the teacher was happy because the pupils now had the opportunities to learn something new *"The pupils knowledge is not limited he will become known details even if specialist in the field asked hem he will answer comfortably that is amazing" (teacher interview 2).*

The existence of the teacher in this research and being part of improving PE in Kuwait also led to happiness;

> *"I am as a teacher really happy that I exist in this season because it improved me significantly, gave me a new experience, showed me the world of modern schools and where they arrived to, helped me to have the*

> *ambitions to achieve in the future and gave me a new positive vision" (teacher interview 2).*

Also the teacher was happy because this season offered the opportunity for him to learn *"It develops my personality and my performance as a teacher in this school" (teacher interview 2).*

The teacher aso saw how the children supported each other all the time *"With the pupils you can see the happiness in their faces" (teacher interview 2).* Furthermore, the teacher was happy that he was in a special position to implement SE and AC lessons *"I am happy to be the first one in the Arab world to present this season" (teacher interview 2).*

One particular emotional story caught the teacher's attention and he was happy to see the happiness in the pupils eyes *"One of the pupils was crying from the happiness when he was watching the other teams doing their team entrance" .* What made him particularly happy was; *"the pupils were enjoying the season, they have become competent in an authentic way...The small details that the pupils know about the skills are really beautiful, it made me happy" (teacher interview 3).*

The teacher was happy because the pupils improved and learned to manage themselves; *"Before in the earlier lessons to finish the whole lesson it was taking time of two classes but now the pupils can finish the lesson faster before the actual time of the lesson, all these things made me happy" (teacher interview 2).*

While difficult and quite challenging earlier in lessons, as the season progressed pupils got used to the routines and better understood the expectations, which led to the lessons finishing faster;

> *"The pupils finish the competition much faster than before which gave them an extra time to chose to play a game they liked before they leave*

> *the class and they were happy to chose the "bridge racing" game, then they did the cool down" (Filed Class 7\2 lesson 17, long jump).*

Pupils were happy during practice and when competing; *"during their training they were doing their best to win in their competitions, everyone was enjoyed what he was doing" (teacher interview 2).* The teacher talked about competitions and the sport-like behaviour he had seen which made him happy; *"I have seen how the pupils encouraged the other teams (the opponents) and become happy about the fair play (the fair competitions)" (teacher interview 3).*

The teacher was happy seeing his pupils acting as leaders; *"I am really happy when I see everyone is taking a specific role and performing professionally" (teacher interview 2).* Furthermore that pupils were able to make decisions in lessons also pleased him;

> *"From the things that made me happy that today one of the pupils during the competitions they were choosing who will start and he was saying 'I knew that you are the first in score but I wanted you to play against team number 2 because they will put their fastest player in group number 1 and we do not want you to collide with their strong player and you might lose then our team lose, now we want you to be in group number 2 so you can win in the first place" (teacher interview 2).*

Pupils were learning to take decisions and become responsible when collecting their team points, the pupils showed their ability to decide cleverly;

> *"They finished the ranking the first then they decided to use the time in making a meeting to prepare for the competition which is a good decision (filed not Class 1\6 lesson 8, shot put).*

T.P. referred to this point in an interview;

> *"The fastest pupils were playing against the slower players to get the points, for example one of the pupils in team Dark Angels was fast but he was competing in group number 5 to make sure that he wins the 5 points and that thing indicated to clever leadership, professionalism, and competence" (teacher interview 3).*

On another occasion, *"They are taking decision about who play first in the competition now they arranged themselves to start the competition (Filed note, class 7\2, Lesson 9, shot put).*

As the season progressed the pupils were responsible not only for this time but also for other's future:

> *"One of the pupils in team league stars said to the teacher 'I am a competent, we will win and get the 1st place and I will teach your children and prove that we are competence and we can be responsible in the future…your children are in a good hands" (Field note, Class 7/2 lesson 13, long jump).*

The teacher referred to the future in an interview;

> *"I have seen how they [pupils] started to think about their future, how they will take care of the new generation and they said 'you will see in real that we become competent people' not only by just saying this. That is something new that the pupils talked about, the future… That thing really made me happy like when you put 'iced on my chest' (teacher interview 3).*

Additionally when the teacher was asked if he was enjoying the season and the support he was receiving;

> *"I am thinking about the season all the time and enjoying it in a very strong way…our meetings are good and we are meeting after the class, afternoon by phone, and in the evening at a café to discuss the season…I am very happy because I am doing something I was always wanting before…and thank God helped me and gave me the opportunity to see that in my eyes, because of that I am really happy about this season…The season transfer them from normal pupils that only talk and memorise things…to a pupil who knows exactly what he was doing and knows the details about what he was doing, knows the correct and the wrong, knows how to assess and knows everything about the skill content…and in officiating or coaching or playing. (teacher interview 3).*

While mentioning the festival, there was satisfaction regarding the outcome of the pupils based on what they had learned during the season *"During the festival time which it was the last lesson of the season I have seen the pupils competent, literate and enthusiastic pupils they accomplish what we call the goal of sport education successfully (Field note, classes 6\1, 7/2 mixed, Lesson 21).*

Moreover, what made the teacher most happy was *"it [the season] improved me completely and I have become known in how to deal with the pupils" (teacher interview 3).* Whilst the teacher liked the SE and AC season he also referred to the fact that it was going to end soon, which seemed upsetting; *"The season is going to end and actually that thing makes me sad, honestly that caused me sadness" (teacher interview 2).* However, the teacher claimed he would keep working on this approach in the future *"one of my goals that we could apply this season in all Kuwait schools, Gulf, and Arab world and this is one of my dreams" (teacher interview 3).*

When the teacher asked if he wants to add any thing at the end an interview he said:

> *"First thank Allah (God) that he gave me a chance (opportunity) to be in this season with the researcher. I am happy to meet him, I did not have that chance to know the researcher before, but I met him in perfect occasion and it was very enjoyable. Not only I want to finish this season and that's it, no, I wanted the pupils to learn and that thing strengthens my motivation that I improve myself more and more" (teacher interview 3).*

The teacher was happy that he was the first in delivering this approach in Kuwait and felt very proud about it *"This season I can give it as an assessment, 100% I am happy to be the first one in the Arab world to present this season…I am happy because I have memorised the whole season and I can apply it any time" (teacher interview 3).*

5.6.7 'I have become valuable'

This theme refers to the feelings of importance, reprofessionalising and self worth felt by the teacher and how he felt he had become 'valuable' as an educator due to the season.

Prior to the season the teacher did not feel 'valuable' because of how the children were learning in the typical PE lesson;*" most of the teachers were just throwing the ball to the pupils to play a football game, some were skipping teaching and letting the pupils sit on the chairs completing other subjects homework" (teacher interview 1).* Opportunities for teacher development were few, and the marks and evaluation a Kuwait teacher gets at the end of the year is not based on effort but mostly based on knowing the school manager and the supervisor. The teacher claimed this unprofessional behaviour did not satisfy teachers and the ambition level of the teacher was therefore diminished. He was of the opinion there was no appreciation of innovative work from the Ministry of Education or from schools or managers.

The teacher mentioned that he felt valuable when applying inclusive lessons such as SE:AC lessons that provided higher opportunities for children to participate and learn, which he believed could change the Ministry's vision of PE in Kuwait compared to typical PE lessons and this change could strongly contribute to a better PE future in Kuwait *"I dreamt about teaching the best lessons in the world and I am applying that with SE:AC" (teacher interview 2).*

The teacher felt his role became '*bigger*' with SE and AC and his responsibility became greater as a teacher also that he felt '**needed**' to improve the teaching and learning process *"I have become significantly valuable and an effective human...I can transfer the pupils from a normal aspect to an improved aspect" (teacher interview 3).* He believed that the season would change pupil's personality *"Their personality will be refined and they will be exceptional persons" (teacher interview 1).* The teacher was of the opinion that this program also offered something important as he described, *"The pupils will feel that they are valuable" (teacher interview 1).* Also, the teacher talked about the children he had seen in the lesson and in a quite powerful comment said they had moved; *"From being nothing…they have become something" (teacher interview 2).*

The teacher felt valuable because he could see that the pupils started to engage with the pro-social aspects of Sport Education and Athletics Challenges model. He talked about what the pupils wrote on their T-shirts. They wrote a number of words and phrases that were related to values *"All the teams have their badges and have values written on them for example 'cooperation',' loyalty, forgiveness, patient, generosity', and 'honesty', and also some have put their names and chosen numbers…and that is something beautiful" (teacher interview 3).* These virtues are illustrated below.

The teacher felt valuable as pupils during the season became more **patient and loyal** in their work and supported their team-mates even if this was going to affect the point system for example'

> *"One of the teams "Wolfs" "sacrifice and lost some points because one of their team mates was doing his best to perform the skill but he needed more time and his team supported him and continued to teach him to do many repetitions in doing the skill" (Field note, classes 6\1, Lesson, 9 shot put).*

Furthermore, the pupils cared about their teams and a sense of loyalty and **friendship** was evident, for example when one of the pupils was absent, one of the pupils said *"I took his role because they are my friends and we want our team to improve and I contacted him to tell him what he should do when he comes to next lesson" (Class 7/2, P1, third mini focus group interview).*

Generosity between the pupils also emerged during the season which was one of the values the pupils chose to use as a team symbol. This generosity extended to out of school time when one of the pupils mentioned his story with his team mate: *"yes once I was not having money to pay for the team T-shirt and my friend 'P4' paid for me and after a few days I gave him the money back but he refused to take it and said 'you are my friend that's ok keep it' (Class 7/2, P3, third mini focus group interview).*

Some reference to **forgiveness** emerged which was considered one of the values that pupils felt was not present in PE before the season but which was evident during the season as one of the pupils said *"one time my team mate shouted at me but I forgave him…we are one team we forgive each other and I knew he shouted not for insulting but for supporting" (Class 6\1, P2, second mini focus group interview).*

To the pupils, **Honesty** was also something important and more than just wining As one pupils stated*; At the end it is competition there has to be a winner but sportsmanship, morality, honesty, and friendship are the things I want*" *(Class 7\2, P3, second mini focus group interview).* In addition, when pupils collected scores, distances and whether there were correct attempts, they were precise and honest for example "*one of the pupils did the shot put and his leg across the shot put round in very small distance but the official did not recognize this, however the performer said to the official that it was a wrong attempt so do not count it for me" he could have cheated but he refused (Field note, classes 6\1, Lesson*, 15 shot put).

The teacher also felt valuable because of the impressive technical improvements the children showed during the season *"The pupils are now learning faster and are more intensive in terms of knowledge with SE" (teacher interview 3).* In addition the teacher felt valuable because of the knowledge he had gained from the season from his professional development, also from his experience from the whole program that he had applied. He felt that he was a now strong reference point, which could be used in Kuwait and that could benefit Kuwait's future education:

> *"I become a guide for the new generation and the also for teachers and who are responsible about education in Kuwait…I can add a new knowledge to the pupils, supervisors and teachers to improve PE in Kuwait…I felt that I have value because the supervisors and teachers have started to come to ask me about the program I taught, to learn from this" (teacher interview 3).*

The teacher expressed that he became valuable because he felt his performance in teaching had become more effective; "*I feel now more confident and proud of myself*" *(teacher interview 3).* Moreover the teacher felt valuable because before

SE:AC he was not able to debate with and prove to the old and experienced teachers that the typical PE was not improving the pupils' performance and knowledge, however now things changed, *"I feel more confident to argue with old and experienced teachers about pupil's improvement" (teacher interview 3).*

The teacher also felt a new sense of value because of the interest from the head supervisor of PE from the Ministry of Education in Kuwait who had invited him to discuss SE and AC and this senior official showed his interest based of what he heard about it and from other teachers who had attended the festival lesson: *"I feel that I am a valuable because they told me we will arrange for me and the researcher to apply SE in one of our schools and we will prepare a team to help you with that when ever you are ready" (teacher interview 3).*

Furthermore, the teacher also felt valuable because the season and what the teacher did had caught the attention of the media: *"Channel A.R., A.L. channel, Kuwait TV and some other societies in Kuwait invited me and the researcher to talk about SE and AC and they are proud of us" (teacher interview 3).*

5.6.8 'Memories'

This theme provides examples of a number of 'memories' and stories from the season, which the teacher referred to in interviews. The teacher narrated one story that caught his attention during this season:

> *"One of the funnies stories is that one of the pupils was kind of lazy and did not want to work during the competitions, there was an absence in his team, so he was chosen to compete with the pupils in the third place (those pupils a little faster than him and I gave them specific time to bring me their race results) so when he gathered with the contestants they were shouting at him to do his job faster. Every body was shouting at him and that put him in stress, which made him very fast at that time, he became*

> *very active in a funny way, which made me laugh about the situation. He become fast as a 'plane'. This is one of the funniest stories that I cannot forget"* (teacher interview 3).

Moreover, another unforgettable story was expressed;

> *"Some of the stories that I cannot forget…that Dark Angels team when they entered to do their movement (creative movement of their team) after that I have seen a student was almost crying, I have seen him because of happiness these things cannot be forgotten" (teacher interview 3).*

At the end of the season the pupils felt that they were proud about their efforts and how they faced difficulties and overcame challenges and showed their real ability and talent. How teams added to the festive atmosphere was memorable;

> *"One of the pupils were saying, 'It is really amazing to see ourselves doing that when I saw the Kings team doing their team entrance' 'when the Kings entered with two of pupils walking besides him [the captain] like guards' my tears came out and I cried because I felt proud and so happy" (Field note, classes 6\1, 7/2 mixed, Lesson 21).*

Growing confidence of pupils was memorable; *"One of the pupils said to me that he now can race with any human and I feel more confidant even if I lose the race that would not be with a big difference"* In addition, some pupils were just happy to have the opportunity to participate and dare to take challenges with others *"Also other student said to me I was not imagine that I would have this chance to play like that but now I have the chance to play and I could compete with anyone" (teacher interview 3).*

A further story caught the teacher's attention

> *"We have one of the pupils that was kind of lazy and overweight now in shot put I saw him he was really happy (he was jumping from happiness) I*

> *asked him what was going on, he said it is my first time that I win in the first place so I am really happy…now he was in the group named (Stars of League) also he became very fast in everything" (teacher interview 3).*

The teacher talked at length about the festival as a memorable part of the season. The teacher talked of the enjoyment and happiness during the season *"In the final festival the all the pupils were positive and excited and had enormous happiness, I felt that the pupils have the spirit of achievement…their was challenge and enthusiasm and love and everyone was happy in the final festival".* In addition, the teacher also mentioned his memories of the pupils' and parents enjoyment during the award ceremony; *"When they got their medals and the cups and the certificates all this atmospheres was full of happiness I felt that about the pupils and their parents" (teacher interview 3).*

The teacher mentioned that the festival was a great experience and was unforgettable *"I have seen the proudness that they [pupils] arrived to and It is an honour for them and their parents…also the festival was amazing and a wonderful memory the pupils won't forget their whole life"*. After the last lesson some of the families showed their happiness as follows;

> *"Parents were hugging their children and proud of them and about what they did in the lesson and they were thanking us for our effort" (Field note, classes 6\1, 7/2 mixed, Lesson* 21).

The festival helped the pupils trust their ability to present their work in front of an audience and show what they had learned "*The festival gave the pupils self-confidence more*" *(teacher interview 3)*. The teacher articulated more on the festival and the accomplished goals by the pupils *"The festival was fabulous (amazing, wonderful) the pupils were happy to achieve their goal even it was hard and to be honoured in a festival like that, their happiness were huge and unbelievable" (teacher interview 3).* The teacher also talked about the level the

pupils achieved and how they felt about the festival after all that work; *"The pupils said 'we felt that we have been honoured'" (teacher interview 3).* Also the teacher mentioned how the pupils from the Kings team earned their status;*" we worked hard and gave our best effort during the season even if we were tired, but we feel proud and happy about what we have done" (teacher interview 3).*

The teacher finished by mentioning an unforgettable story about one of the pupils and how he was peer teaching his team to run faster in the start and sprint lessons

> *"A story that caught my attention and made me laugh was the team Kings. I was seeing their trainer captain was telling them and clapping to them and saying (yella yella yella) 'run just like you are cutting the salad' that thing made me laugh and I cannot forget that also when I asked him what are you doing he said I am teaching them how to run and move their hands fast…like cutting salad" (teacher interview 2).*

5.7 Findings from pupil interviews and pupil survey

This section presents data from the pupil's interviews and pupil survey. Several themes were identified from the pupils' interviews and they were as follows "'Some tough beginnings', 'Some low confidence at first', 'Managing the lesson', 'Developing the knowledge and ability to do correct performance ', 'Using lesson resources and materials', 'Better at listening to each other', 'Mokhtasseen 'little specialists'', 'Learning some roles and abilities to applying duties', 'Feelings of being specialists', 'We care…', 'Advising, helping and supporting', 'Enthusiasm and enjoyment', ''We are professional' in Arabic 'Mohtarefeen'', and, "Festival and overall season memories".

Furthermore, this section includes the survey table with the pupil's responses to the season of Sport Education and Athletics Challenges.

5.7.1 Some tough beginnings:

The Sport Education Athletics Challenges season presented some early challenges for pupils in terms of new experiences and expectations. They related to a perceived low confidence among some pupils, having to manage the lesson more, a lack of knowledge to perform the teachers' review of the shot, long jump and spring start and run using correct performance, using lesson resources and materials well such as becoming familiar with using technical analysis sheets and task cards in lessons for peer teaching, listening to each and follow the direction of team mates and work cooperatively. Common across these themes was that things got better!

5.7.2 Some low confidence at first

Perceived low confidence was a factor that the pupils appeared to be suffering from during very early stages in the season. The ability to challenge others who were different than their age was difficult however over a period of time as the season progressed the pupils became more competent in their opinion. The pupil's self-reference appeared and they claimed that they had improved, they articulated about their confidence as follows:

> "*When I was being asked to challenge some one who is older than me I was afraid I know he will win but now it is ok I can challenge him even if he wins that is ok but with not a big difference so I am ready to challenge people who are older than me" (class 7/2, p6, class second mini focus group interview This pupils came from other team and sat with the pupils who where doing interviews and share his experience with them).*
>
> In another example:
>
> *"I like athletics because I train myself and improve my self score not only to challenge others I challenge my self I feel now more confident and I*

break my self score many times" (class 7/2, p4, class third mini focus group interview).

Another pupil from the other class also was confident to describe how his confidence had increased saying*:*

"SE taught me skills it helped me to trust myself and being confidant, I can benefit from that skills in sport or non-sport thins" (Class 6\1, p2, second mini focus group interview).

5.7.3 Managing the lesson

Managing lessons and completing required tasks were further factors that the pupils thought quite challenging at first but over time they realized it was just matter of time before they would make progress in terms of the goals of the season:

"Before we were finish the lesson and were taking five minutes after the class to finish and taking one more class and we still did not know what we had to do exactly, however, now in just one class we can finish every thing before the actual time finishes" (class7\2, P1, second mini focus groups interview).

Entering the teaching space and warming up in their assigned areas was new for pupils but over time these routines became a little easier to do. Pupils were also aware of changing expectations. For example, some pupils claimed that there would be a time in the future when the teacher would stand away, which is in line with Sport Education goals of shifting the responsibility to the pupils to lead the lesson and work independently and more autonomous of the teacher in their teams.

"As the time of the season progress we are improving and there is a time will come and you will see us when the teacher bring us to the gym you will

find that we can do everything alone and fast" (class7\2, P1, second mini focus groups interview).

5.7.4 Developing the knowledge and ability to do the correct performance

A lack of knowledge and ability to do the correct performance in the respective athletic events was one of the existing challenges during early stages of the season. To address this the teacher provided reminder lessons of the events in the season and over time the pupils got over that by learning skills in their teams and with the help of their team mates:

"Before for example my score in sprinting was 4 seconds now I can finish the line in 3.1 seconds my speed increased...shot put was difficult to me in the beginning but now it is become easy" class 6/1, P2and P3, second mini focus groups interview).

In line with the intent of Athletics Challenges, in terms of its focus on 'time' within TARGET, pupils mentioned they had because of the extended season, more time to train and do more attempts to master their skills. For example one of the pupils said:

"For example when did mistakes there was enough time for me to repeat and my trainer captain was telling me repeat we still have time that helped me a lot" (class7\1, P7, third mini focus group interview).

Another pupil from the same team said

"The season has sufficient time to learn the three skills…we mastered the skills" (class7\1, P4, third mini focus group interview).

5.7.5 Using lesson resources and materials

Using lesson resources and materials appropriately was one of the difficulties the pupils faced during early stages of the season but in time the pupils were more

confident and claimed they became more familiar with these sheets following some specific orientation and guidance provided by the teacher; *"At first time when we received the technical analysis sheet It was difficult to use after a while it became easy. (Class 6\1, P3, second mini focus group interview).* In line with the 'recognition' element of TARGET in Athletics Challenges the pupils used these resources when giving feed back on their managerial and skills improvements and used the sheets to evaluate and record either theirs or other pupil's performance *"We have learned how to use the analysis sheet, now we know also how to measure, analyse and we learned many things" (Class 6\1, P1, second mini focus group interview).*

5.7.6 Better at listening to each other

Just listening to each other was a challenge for some pupils during the early stages of the season and early observations showed that everyone wanted to do what he liked without consideration of the team. But over time the pupils started acting more positively and differently;

> *"Before we were always fighting but in the season we were helping each other, correct performance for each other, 'before when we were correcting for any one he was not responded and he was saying' it is not your business', now we started to listen to the others opinions and we started to accept others opinions" (Class 6\1, P1, third mini focus group interview).*

Another example from the same pupil early in the second interview was *"before we started the program we were not accepting other directions but now they are listening and they are improved" (Class 6\1, P1, second mini focus group interview).*

In line with Athletics Challenges attention to 'authority' within TARGET, an important part of the season was for the pupils to take some decisions related to

their team by listening to each other and accepting others opinions other than their own in order to benefit the team. One of the pupils made a mention of this; *"during the meeting we listen to more than one opinion which is much better than only one opinion" (Class 6\1, P2, second mini focus group interview).* This same pupil mentioned:

> "*We have learned the techniques of the athletics skills, we learned how to measure using the metre, also we learned how to plan and discuss our decisions during the meetings before doing any thing also we were encouraging each other during the meetings" (Class 6\1, P1, Third mini focus group interview).*

Pupils were listening to each other and sticking to their plan during the daily small competitions as one pupil said

> "*When we chose the 'who will play first' in the racing I chose to be in the last place so I can win in the first place during the racing, my friend we put him the second in the racing so he can win in the first place, the other one we put him in the third so he can get a good rank so we were to thinking how to win and who we will play against other teams so we can get the points" (class 6/1, P5, second mini focus group This pupils"P5" came from other team and sat with the pupils who where doing interviews and share his experience with them).*

5.7.7 Mokhtasseen 'little specialists'

The word 'Mokhtasseen' (literally translated as 'specialists') appeared frequently in the second and final pupil focus groups. This feeling of being a specialist typically emanated from work undertaken by the pupils while fulfilling their roles and this notion of specialist is presented around some brief sub themes below. Mokhtasseen referred to the pupils knowing and understanding their roles and

the importance they attached to carrying these out well. It also captured the specific activities characteristic of these roles that when done well made pupils feel like they were the 'experts'. Pupils had not had a formalised role in their previous PE lessons.

5.7.8 Learning some roles and abilities to applying duties

Across the season the pupils learned some roles and that made them Mokhtasseen;

> *"When you came to us every thing changed and what made us competent was the roles we took, every one benefited from his role…I have learned how to write scores, measure distances, use stopwatches and many things" (Class 6\1, P5, P3, third mini focus group interview*).

Another pupil shared his experience; *"In the beginning the roles were not clear for me but now I know all my team roles and I can take any role" (class 7/2, P6, third mini focus group interview).* Another expressed what he had learned, which in the past had always been the teacher's responsibilities in Kuwait*; "I have learned how to measure distance, how to calculate time" (Class 7\2, P3, Third mini focus group interview).*

One of the captains was expressing his team's ability to apply their duties during the lesson:

> *"We know what to do from the beginning of the lesson when we enter, what to do about time, position, what skill, analysis, what training we have to do, how to be standing with discipline until the teacher come we also know where to put the mats, also what equipment we need for this" (Class 7/1,P1, second mini focus group interview).*

The pupils also felt that they had become specialists through helping and supporting each other. In addition, one of the captains talked about his

responsibility for taking a coaching and peer teaching role and explained what he did; *"now I can teach other students from other class the three skills we have learned" (Class 7/1,P3, second mini focus group interview).*

5.7.9 Feelings of being specialists

The significance of the notion of specialist was that influential that it led some pupils to remove the label 'PE' from their class, instead calling it something else. *"Actually in our team we are not calling this class PE…hee hee hee "laughing" we call it the "class of specialists" (Class 7/1,P1, second mini focus group interview).* The feeling of being a specialist was also due to pupils giving feedback about improvements to their peers and the effort pupils gave to help others, which was related to their roles, and which is an essential part of the 'evaluation' aspect of TARGET within Athletics Challenges:

> *"If some one in our team wants to do an attempt I was standing beside him to correct his performance, and how to put his hand even if he was doing it correct I come to him and said you are correct just to enhance the way he is doing the performance" (class, 6\1, P4, third mini focus group interview).*

The pupils felt that they were specialist because they had an opportunity to lead others and manage their team needs:

> *"I am the organizer captain I was taking the team attendance also I was arranging our team meeting, also I was leading the warm up I was trying to be creative during the warm up" (Class 6\1, P5, P3, third mini focus group interview*

5.7.10 We care…

In both the midpoint and exit interviews there were multiple references to 'caring' by both classes. Pupils cared about learning and indeed it emerged that

learning for some became more important than the outcome of the season. Specifically pupils made reference to caring in a number of ways. This theme expresses what the pupils cared about and how they showed their caring, as set out in the subthemes below.

5.7.10.1 Caring about behaving well with each other

Caring about behaving properly was important to the pupils and respecting each other was one of their goals during the season "*Before the game or the competition I tell them [my team] to shake hands with the opponents or the contestants, not to say something bad or remind them to not be cursing" (Class 7\2, P7, second mini focus group interview).*

Another pupil from the same class recalled previous PE:

> *"Also before we only play football sometime we get angry with the opponent and hit him during the game but now we have sportsmanship now we feel that every one cares about you" (Class 7\2, P6, second mini focus group interview).*

In addition from the other class one of the pupils said *"before if any one did a mistake we were getting angry with him and shouting on him also swearing to him but now we are teaching him…we stopped swearing or shouting on him" (Class 6\1, P4, third mini focus group interview).*

5.7.10.2 Caring about learning and letting others learn

The pupils showed the perfection of performance and an ability to let others learn. The pupils showed they cared about perfection of the skills rather than quantity of inappropriate opportunities to respond, for example:

> *"I am the trainer captain sometime when I see my friend doing his attempt and his score is low I encourage him and say to him that's ok you can do*

> *better also I was telling them even if you do the pull up 2 times that's ok but it has to be 100% correct and as later you will be able to do more. No need to do wrong 10 push ups*" *(Class 7\2, P6, second mini focus group interview).*

Pupils illustrated their willingness to help others on their team to improve; *"If I know a skill and he does not know I will teach him to be even better than me" (Class 7\2, P6, second mini focus group interview*).

There appeared a collective wish to help and support each other even to the point where there was a little overlap in the discharging of responsibilities. For example, the pupils also were taking the chance to correct performance if the saw this;*" If I see my friend doing something wrong in performance and the trainer captain is not correcting that mistake I go ahead and correct it" (Class 6/1, P2, second mini focus group interview).*

Furthermore, these same pupils said:

> *"For example I know the skill and when my team member comes and in shot put with wrong standing or his hand not in the correct position or touching the line I come to him and say to him go back and I check his position and his hands and to do not the throw" (Class 6/1, P2, second mini focus group interview).*

Caring about others learning was expressed in one of pupil's examples as follows, where there had been some 'swopping':

> *"I was in the beginning taking many roles but later I gave the chance to may friends…if you observed me you would see that in the middle of the season I stopped taking others roles. I already benefited from taking the others roles but what about the whole team! So I let them experience the other roles" (Class 6\1, P5, third mini focus group interview*).

Caring less about winning!

Pupils appeared to care less about winning:

> *"I have learned that it is not important to win in the first place or any place but the most important thing is that I am learning the skill and I can teach others and it is not the scale of wining but the knowledge…and I have the knowledge now" (Class 7\2, P5, second mini focus group interview).*

In addition other pupils also said: *"not about only winning but it is also we have learned something" (Class 7\2, P2, second mini focus group interview).*

Finally there was a poignant message from the pupils to their other teachers, which showed that they cared for knowledge and that this was important to them:

> *"What I would like to see from the other teachers, even if they do not want to teach or feel lazy to teach, we want them to be with us…not leaving us alone and also correct our performance…we want to play correctly like real sports" (Class 7\2, P4, third mini focus group interview).*

5.7.11 Advising, helping and supporting: 'chopping a salad'

This theme expresses how the pupils were advising, helping, and supporting each other. The pupils showed their assistance in different ways.

5.7.11.1 Advising

Feeling affiliated to the team during the season created some responsibilities the pupils felt that they should advise their mates for a better outcome *"I was telling our team do your best now get tired and at the end you will be happy" (Class 7/2, P6, second mini focus group interview This pupils came from other team and sat with the pupils who where doing interviews and share his experience with them).*

From the same team one pupils said: *"I was telling our team 'do your best to win in the first place and if you tried now at the end of the season you will be happy" (Class 7/2, P2, second mini focus group interview).*

Other pupils from the other class cared about their team mates he was giving him some reminders:

> *"I was the trainer captain I was observing and commenting on my team performance also if they do their attempt correctly I tell them that was correct to make sure they not change it…Also the organizer captain was helping me in improving the team technique…also during the meetings I make sure to talk about that again" (Class 6\1, P5, third mini focus group interview).*

In addition one said*, "I was always telling them to pay attention to the mistakes in performance and other things" (Class 6\1, P2, third mini focus group interview).*

Advising and giving some opinions also extended between not only the same team, but also to the other teams, for example:

> *"We are the Tigers team the skills team actually helped us in choosing our team entrance and that is something we thank them for that, many teams for example also the Killers team gave some suggestions to Wolfs team" (Class 6/1, P1, second mini focus group interview).*

From the same class other pupil said, *"We also helped the other teams not only our team" Class 6/1, P1, second mini focus group interview).*

5.7.11.2 Correcting performance

Correcting performance was part from the pupils when supporting and helping each other during the training time, for example one of the pupils said: *" in the beginning I was standing behind the line and took one step back I forgot to put*

the shot put on my nick so he told me put the shot put on your nick with high elbow (Class 7/2, P3, second mini focus group interview).

From the other class one of the pupils said:

> *"I am the trainer captain, I train my team and if they were doing mistakes I go and teach them the right way of the performance, If they want any thing they can come and tell me, also I use the analysis sheet to check the performance and give comments (Class 6/1, P4, second mini focus group interview).*

5.7.11.3 Helping and supporting

A diversity of helping and supporting from the pupils emerged during this season. Sharing the role was one of the ways for example:

> *"There was a story, one of our team were absent and the organizer captain told me if I can take the roll I could not take it but I helped him taking some of the role to make it easier for him we divided the role between us" (Class 6/1, P2, second mini focus group interview).*

The pupils also showed their helping and supporting in encouraging each other;

> *"My friend always standing beside me when I am doing my attempt to make me feel that I am not alone, he wants me to feel the team spirit, he want us to improve and every one help each other Class 7/2, P5, second mini focus group interview).*

Other pupil from the other class one of the pupils said *" we also were cooperative and encouraging each other" (Class 7/2, P3, third mini focus group interview).*

Feeling affiliated also encouraged pupils to support their teammates:

> *"Because we felt the one spirit of the team and made us enthusiastic to participate and every one telling the other do this and that faster, we were shouting not for insulting but for doing our job faster and we want the*

team to improve and being professionals and win the season" (Class 7/2, P7, third mini focus group interview).

Helping also was shared between the pupils in caring and preparing the lesson needs for example:

"We everyday were carrying tables, mats, cons, records, the files, we do that together very fast…if you can not do something, your friend will help you with that like when you try to carry something heavy, your friend will help you with that" (Class 7/2, P6, second mini focus group interview This pupils"P6" came from other team and sat with the pupils who where doing interviews and share his experience with them).

5.7.11.4 Teaching each other

Teaching each other was an important part in the season and the pupils applied that differently and *"I taught my friend as he had been absent and I taught him how to use the technical analysis sheet and he now knows how to use it" (Class 7/2, P2, second mini focus group interview).*

The pupils also were teaching each other how to use the lesson tools: *"My friend taught us how to measure correctly and read the numbers correctly in the stop watches…also he taught us how to read number for example 3m and 54c" Class 6/1, P3, second mini focus group interview).*

Pupils taught their team how to perform the start and sprint skill during the lessons: *"our trainer captain was teaching us and was saying move your hand fast" Class 7/2, P7, second mini focus group interview).* A further pupil added:

"*I am not only learning from my team but also from the other teams, for example when the Kings trainer captain taught his team how to sprint and how to move the hand like salad I have learned from that how to move my hands fast when I run which helped me to push my body forward, also I*

have learned how to encourage my team to make them more enthusiastic" (Class 7/2, P6, second mini focus group interview).

5.7.12 Enthusiasm and enjoyment:

This theme describes pupil's fun, enthusiasm and 'beautiful' moments during the season. The athletic-related games prepared for the season were fun and the pupils liked them;

"The games very much enjoyable because not only the whole time we are doing athletics you are taking us out of the working routine to do something entertainment that put us in other atmosphere" (Class 6/1, P1, second mini focus group interview).

The same pupil mentioned his favourite game: *"I loved the racing bridge stone game and the basket and paper balls in this one we did not lose in it at all (Class 6/1, P1, third mini focus group interview).*

Furthermore, another pupil said *"the best game to me is the throwing ball on us 'ball escape' it was fun because we were doing our best to avoid the ball touching us (Class 6/1, P2, third mini focus group interview).*

Moreover, one said:

"We felt enthusiastic to play those games, we loved those games, when we did our effort during the skills part and get tired there was some games to make us enjoying after a good work" (Class 7/2, P4, third mini focus group interview).

The teacher also discussed the effectiveness of the point system and how it brought a sense of challenge between the pupils:

"The point system gave a big difference to the pupils because it gave them strong enthusiasm, it gave them strength and motivation to arrive to the first places, it gave them the spirit of challenge. It made the pupils not only

challenge the other teams but also challenge themselves through their time or their distances and trying to break their scores, all these challenges and points gave to the team strength and motivation to win and be in the first places that thing is something made the pupils happy especially when one win the first place he become happy in a massive way" (teacher interview 3).

The pupils also enjoyed the competitions and athletic events during the season *"I enjoy playing the shot put and sprinting actually all the skills were enjoyable and the competitions also were enjoyable" (Class 7/2, P6, third mini focus group interview. One of the pupils also added "actually the competitions were really cool" (Class 7/2, P4, third mini focus group interview).*

The pupils also expressed their enjoyment by preferring athletics over other sports *"I have seen that athletics is really cool and we had fun more than playing football" (class 7/2, P2, second mini focus group interview).*

The pupils changed their view of PE *"PE became an enjoyable class we laugh with each other more than before" (Class 7/2, P6, second mini focus group interview).* Also one of the pupils said, *"We love this program, it helps us to improve" (Class 7/2, P5, second mini focus group interview).* Based upon what the pupils had experienced through SE:AC their assessment reached this conclusion:

"Before there were some pupils not playing football, some of them were sitting on the chairs and now In athletics every one here is exercising and doing the training, all pupils benefited, and all learning and teaching, we like this program more than old PE. " (Class 7/2, P5, second mini focus group interview).

Enthusiasm also referred to pupils who in previous PE did not participate:

"*The good thing was all the pupils were participating in the season and no*

one was inactive or I feel lazy to participate even the pupils who were inactive before the season they become enthusiastic to participate and some of them actually were fast during racing" (Class 7/2, P4, third mini focus group interview).

The pupils also enjoyed the way they were collecting points and that encouraged them *"I feel that I would like to do anything to get points, anything anything any thing just to get points" (Class 7/2, P1, second mini focus group interview).*

The idea of being in a persisting group, and the team entrance were really enjoyable from the pupil's perspective *"We enjoyed being in a team and we loved teams entrance it was amazing" (Class 6/1, P1, third mini focus group interview).* An emotional moment came out from one authentic feelings from one of the pupils*: "what I really like yesterday when we came here my eyes was tearing up when I saw all the teams do their specific entrance (their movement) we were laughing and it was fun and that created competition between us I do not know what to say" (Class 7/2, P6, second mini focus group interview).*

5.7.13 'We are professional' (in Arabic 'Mohtarefeen')

This theme describes how the pupils became in their view 'Mohrarefeen' (the Arabic word for 'professional') during the season. The word Mohrarefeen appeared frequently in the pupil focus group interviews. In the minds of pupils Mohrarefeen meant they had learned and understood the instructional steps of the three skills in athletics in terms of their application in the field and that they could execute the technique in competitions and practice professionally. In their minds the pupils were professionals in many ways and they learned and understood how it feels to act like professional players/athletes. This was most evident when pupils recalled some feelings while taking part in the festival, specifically how the pupils recalled acting as a professional in front of their guests and VIP's:

"When we saw the visitors from the Ministry and our families, we were nervous and did not know what to do in the beginning but I told myself I should be calm and do not show my team and the guests that I am nervous but that this is my time to show them who I am and how I am professional" (Class 7/2, P4, third mini focus group interview).

In addition one of the pupils articulated feeling 'professional' this way

"I was trying to not look directly to the audience. I was looking down I did not want them to distract me I was thinking that the most important thing now is to do the best performance I have learned and doing my job fast…doing the job completely and precisely" (Class 7/2, P6, third mini focus group interview).

5.7.14 Better performance:

Pupils became Mohtarefeen because they felt that their strength and speed had increased. The pupils started to push further, run faster and jump further. For example

"I feel happy now, before I was racing in the sprint competitions I was very slow now my speed increased I become knowing how to sprint with the technique which made me faster" (Class 7/2, P4, third mini focus group interview).

Example of score sheets for student performance at the beginning, near to middle, and end of the season

Start and sprint

Dark Angels Team	Best score beginning of the season 20m lesson 5	Best score near to mid of the season 20m lesson 10	Best score at the end of the season 20m at the festival
A	4,68 seconds	4,15 seconds	3,59 seconds

B	4,19 seconds	3,58 seconds	3,32 seconds
C	5,23 seconds	4,41 seconds	4, 30 seconds
E	4,66 seconds	4,28 seconds	4,06 seconds
F	3,88 seconds	3,32 seconds	3,12 seconds

Long jump

Kings Team	Best score beginning of the season log jump lesson 5	Best score near to mid of the season long jump lesson 10	Best score at the end of the season long jump at the festival
A	2m	2,62m	4,12m
B	1,80m	1,99m	3,55m
C	1,20m	1,55m	3,25m
E	1,66m	1,91m	3,80m
F	1,23m	1,50m	2,97m

Table 6: score sheets for student performance at the beginning, near to middle, and end of the season

5.7.15 Comments and feedback

The technical analysis sheet comments helped each individual to understand their mistakes and weaknesses during their performances. As the season progressed these resources helped pupils learn the details of the performances of the three skills. In addition they could distinguish between good and bad attempts and could recognize errors, because of that they felt that they were Mohtarefeen. In relation to Athletics Challenges that part was related ito mproving and effort when the pupils were doing their best to improve in their performance and become better for example pushing farther, and running faster.

5.7.16 Atmosphere

Feeling professional was felt from the beginning of the season because of the authentic atmosphere and motivating climate of the season and the way the teacher presented the season:

> *"In this class I don't feel it is PE. I feel that I will be a professional player. I feel that is something big especially when you said that we will have medals that have different colours 'purple, blue, yellow, red, and orang' because of the different colours that push us to do our best to win normally, we thought that we will get only the three colours, gold, silver, and yellow" (Class 7\2, p6, second mini focus group interview*).

The pupils felt they were professionals in competitions:

> *"Now in PE at the competition we compete but after that we sit with each other and beside each other and talk and it is normal, but as I said during the competition now he is my opponent and I do not want him to win " take the second but the first do not take it "with laughing" (Class 7\2, p6, second mini focus group interview*).

5.7.17 Learning

The pupils also felt that they were Mohrarefeen because they had the opportunity to learn the skills, which they were able to describe in the interviews:

> *"We have learned how to start the running, before we just run but without the correct technique. We learned how to hold the sand ball, how to stand the correct way and push not throw the sand ball, and the long jump and how to jump and move our hands and the landing with two legs and how to get out of the area" (Class 6/1, p1, second mini focus group interview).*

In addition another said: *"When I learned and came to know the steps and applied them I loved it more, also I feel that I am a professional" (class 6/1, P5, third mini focus group interview*). In addition a different pupil from the same team said*; "we have learnt every thing about the three skills" (Class 6/1, P5, third mini focus group interview*). In addition knowing the details of the movements and that by doing these led to improvements and progress was part of being a professional:

> *"Also in sprinting there are many things I have learned like the movement of each part of the body (the hand, the legs and the posture) and all these made me faster and I learned also how to apply the rules" (Class 6/1, P5, third mini focus group interview). (Class 6/1, P5, third mini focus group interview This pupils"P5" came from other team and sat with the pupils who where doing interviews and share his experience with them).*

Being knowledgeable was also part of was being Mohtarefeen, one of the pupils felt confident enough to possibly argue with an athletic coach:

> *"If I go to a club now they will say that I know every thing in these three skills so we have knowledge about athletics, I feel I know every thing the coach will talk about and also I can correct him if he makes any mistake in technique" (Class 7/2, P3, third mini focus group interview).*

Another pupil from the same team also referred to this: *"I can argue with the coach about wrong attempts and telling him I know all that If the coach do not believe my will show him my SE:AC certificate I got" (Class 7/2, P7, third mini focus group interview).*

5.7.18 Festival and overall season memories

Before the festival there was considerable pre-planning and preparation as Kuwait culture is used to including major events and celebrations. Hospitality is a culturally important element in Kuwait during these occasions and this aspect

was central to how the festival would be planned and carried out. In view of the challenge to organize a major festival, in relation to this thesis the researcher and the teacher began preparation two weeks before the festival. For example 100 invitation cards were prepared for the guests who were teachers, school managers, PE supervisors, and VIPs from the Ministry of Education including pupils families. Fifty cards were sent to families who were given to the pupils and the other 50 were to a range of educators and stakeholders…*the teacher and the researcher went by themselves to deliver theses invitation cards"* (Field note, festival, lesson 22*).* In addition, the preparation of the festival also included preparation of certificates, cups and trophies to be distributed to the pupils funded by the researcher's self-financial payments

> *"10 trophies for best players and 7 cups were prepared by the researcher with team names on them and they have different colours of medals prepared with ranking from 1 to 5…the colours were "black, red, yellow, orang, and green"…certificates also were designed by the researcher including improvements, participating and ranking in all skills such as "The furthest distance in shot put"* (Field note, preparation to festival, lesson 21*).*

Considerable effort went into planning a reception for guests, which took place in the school before the festival itself. Generosity is a further important feature of Kuwaiti culture and this shows respect for visitors. Realising that the festival was too big a task and that it could not be organised by the researcher and T.P alone, during this preparation for the guest's reception other teachers from other subjects in the school began to offer their help and donate their time:

> *"Two teachers of Arabic subject were voluntarily came to offer their support and help…they helped in writing presenting the speech at the beginning of the festival…The other one contacted a company who was*

responsible for the gymnasium decoration…The company organised more than a 100 chairs for the guests and provided variety of food and coffee with sweets and decoration such as balloons and welcoming signs…In addition, the English teacher was giving us his lesson time to prepare for the festival…the decoration teacher provided a big table and a cover for the cups and certificates…There were two music teachers who were helping to video tape the pupils a day before the festival and video tape the festival and did all the preparation for the microphone that the teacher is going to use and the sound system for the festival" (Field note, preparation to festival, lesson 21*).*

Pupils discussed this festival at length and what made them happy. The pupils liked the celebration and being appreciated:

"It was an amazing festival and the best thing to me was the rewards started and we won the season 'The Tigers' that is us, you gave us the medals, the cup, and the certificates, it was something beautiful that we worked hard for and got tired but there is reward for that. I wanted to be rewarded for the effort I did, also my body did improve very much and my mind also now thinks different" (Class 6\1, P2, third mini focus group interview).

In addition winning and family attendance were part of the pupils' memories:

"I was happy in the festival because we got awarded as the first place and it looks like what my friend said 'we did not get tired just for nothing we got something at the end like rewards and experience and competence and that thing to me is something worth doing, also my family were happy they said to me if the God wills you will be a good player also my grandpa came and he was very happy" (Class 6\1, P4, third mini focus group interview).

Some pupils felt the festival did not feel like being in school*: "it was not look like that we were at school especially when we did our team entrance or dance that was really fun it did not like that we were not at school" (Class 7/2, P4, third mini focus group interview).* Another pupils said: *"What made me happy was that every one got a medal and a certificate and we did the show with the other class" (class 6\1, P3, third mini focus group interview).* One of the other ways the festival made the pupils happy was when the audience started to support them: *"When parents were clapping that was really fun" (Class 7/2, P4, third mini focus group interview).*

Other pupil said, *"It was like a champion cup, medals and rewards" (Class 7/2, P7, third mini focus group interview).* One of the pupils expressed his happiness as following *"Ohh nothing I can remember that was not enjoyable every thing was fun…the festival is a fabulous story" (Class 7/2, P6, third mini focus group interview).*

Some pupils said how their parents had noticed changes in them:

> *"What made me really happy about the festival was when my father signed on the paper to participate in the season of SE…he said go have fun but I told him now this is not only fun this is also competence not like before and when he came to the festival and saw me he believed that I am really changed…he saw and recognized the changes emerged on me and my performance as a competent person" (Class 7/2, P4, third mini focus group interview).*

In closing one said, *"we very much enjoyed and it was good memory" (class /6/1, P3, third mini focus group interview).*

5.8 Data from the Pupil end of Season Survey

In this section the Table provides a summary of the pupil survey responses to the season of Sport Education and Athletics Challenges. Mean scores for both classes is shown besides some of the pupil's inductive comments. The italics show the answers of Class 6\1. The bold show the answers of Class 7\2.

Summary of pupils survey ratings and inductive written comments		
Statement	**Mean**	**Range of indicative comment from pupils**
1. I enjoyed the Sport Education Athletics season because it was longer than a typical unit in P.E.	**4.73/5.0**	• *Because I enjoyed and learned something was not know about it and I became professional* • *I enjoyed the length of the season and with my friends* • *Because I enjoyed and it gave me the opportunity to learn* • *The period was longer which helped me to be competence.* • **Because I have learned new skills and I became competence in all the three skills (sprinting, shot put, and long jump) and that something good.** • **Because I enjoyed the season and I would like to repeat it another time.** • **Because this class is the best class in physical education** • **There was a system and everyone was responsible more than before.** • **The long period made the season easier** • **I have learned the skill in precise way.**
2. I enjoyed being placed on a team early in the season and staying on the same team for the entire season.	**4.09**	• **There is someone annoying in the team** • *Because I meet new friends also there were competitions and challenges* • **There were some problems in the team** • **They hated me. (5)** • *It was team work and there were some members in our team were not good enough but they got better* • *Because the trainer captain takes all the roles and getting angry a lot* • *The team was awesome I am nothing without my team* • *I felt my relationship with my team arise*

		• **Because there was cooperation, challenging and encouraging.** • *Because my team was not diligent and I am the one who was diligent.* • **Yes my team made me like I am at home** • **I have learned you can not learn buy your own it is better to be in group**
3. I enjoyed the schedule of team practice and formal competitions throughout the Sport Education Athletics Challenges season.	4.75	• *We had fun because of spirit of challenges and we were excited.* • *Because we had enough time in training* • *I was challenging students that are stronger than me and I became having more confident and win the first place* • *First reason because I performed in a perfect way and the second reason is the festival my family and big characters from the Ministry came to see us.* • **It was an amazing season** • **Because this is preparing you how to be ready for the real competitions** • **I felt that the daily competition was the best idea in the history because it helps me to know the strength of the opponent.** • **It was an authentic challenge**
4. I enjoyed the culminating event at the end of the Sport Education Athletics Challenges season.	4.56	• **There was strong challenges and enthusiastic** • **Because of the problems in positions** • **It was strong challenges and we were waiting to see who is going to win** • **Everyone improved** • **Yea because I was doing my best effort and I was surprised by the honours and the certificates** • **Because the competitions were strong between the teams and I was interested and enjoyable.** • **Because it gave me energy and I did not know that I have that talent** • **Because we have been awarded at the end of the season** • **I felt that this season helped us to show our strengths that we have and we have not used it in the past.** • **We felt about huge happiness and I would like to repeat this idea**
5. I enjoyed having access to scores and records (statistics) for my team and me.	4.58	• *Because it makes me more exited to win the competition and makes me distinctive.* • *Because there is challenge and that will improve us and encourage us to improve our behaviour* • *Because we win every day with 5 points and the point system controls the behaviour* • *To know the differences in points between*

		the teams • *I enjoyed it because for every thing there is points* • *I enjoyed because my morals controlled and I have learned to not be cursing* • *To learn from my mistakes and improve it* • **Yes it creates challenges between the teams** • **Because it was an organized approach, new and it caught my attention and I liked it.** • *During daily competitions between the teams some cheating in the scores by some the officials and they were not organized in writing the scores.* • **I was nice competition and I felt in sportsmanship** • **Because we were the last team**
6. **I enjoyed the festive nature of the Sport Education Athletics Challenges season using things such as team names, team chants, colours, mascots, and posters etc.**	4.75	• *This is something beautiful no one gives us something like that.* • *We were authentic teams like Olympic sport teams* • *We played a true championship* • *Yes because that is look like Real Madrid, Barcelona, and Athletico Madrid* • *I felt that I am in world champion* • *I feel that I am in a club* • *We have made an authentic team which is different of the other students in the same school* • **Because we relied on ourselves and that brought us to winning and being distinctive between the other teams** • **It was an amazing feeling that we have symbol,s colour, and I felt that we had a real team.** • **Because we shared our opinions on how to choose our team name and colour and in other things, also the festival was entertaining and we made an effort.** • **I was enjoying in the distribution or the trophies and value awards** • **In the first time the teacher told us to chose the team name we wrote the name: kings, the colour grey, and the picture was Michael Jordan** • **That is the thing that made me enthusiastic** • **I enjoyed because these things encouraged the team** • **I am proud about my friends, my lovely teachers, and myself.** • **I felt like I am in championship** • **We enjoyed the beautiful sport season**

7. **I learned a lot about the sport of Athletics during this season in P.E.**	**4.75**	• *I feel that I am professional* • *I have learned a lot in shot put* • *I have learned much in athletics* • *I have learned how to perform the long jump* • *I feel that I am authentic player* • **We have learned many skills and we become competent in that** • **Because there were some things are new to me and the teacher taught me these things** • **Yes I have learned sprinting, shot put, and long jump** • **Because I have learned the technique of the shot put, sprinting and how to measure, and use the stopwatch.** • **Because I wasn't know how to push the shot put, long jump but now I know how to do that** • **I enjoyed and have learned many things and thank you teacher** • **I learned sportsmanship**
8. **Rate from 1 to 10 how skillful you are at Athletics before the season**	**3.78/10**	
9. **Rate from 1 to 10 how skillful you are at Athletics after the season**	**9.12**	
10. **Rate from 1 to 10 how much you think you know about the Sport of Athletics (skills, techniques, rules, etc) before the season**	**3.17**	
11. **Rate from 1 to 10 how much you think you**	**9.51**	

know about the Sport of Athletics (skills, techniques, rules, etc) after the season		
12. Rate from 1 to 10 how much you enjoyed this season and participated with enthusiasm	**9.48**	
13. From 1 to 10, indicating how much you like physical education BEFORE experiencing it during Sport Education Athletics Challenges.	**5.92**	
14. From 1 to 10, indicating how much you like physical education experience AFTER the season that had teams, competition, roles etc..	**9.85**	

Table 7: Summary of pupils survey ratings and inductive written comments

5.9 Summary of survey

This survey demonstrates high pupil ratings and many indicative written positive comments related to the season of Sport Education and Athletics Challenges. The pupils responses were consistently agree to strongly agree with quite clear

indication that they agreed that the features were really enjoyable. The majority of the pupils showed their enjoyment of taking part in the longer season compared to the typical PE in the past with high mean of 4.73 out of 5. While there was the occasional less than positive response, the pupils mostly showed their enjoyment being together in a team with a combined mean of 4.09 out of 5. Furthermore, the pupils showed their enjoyment about the schedule of team practice and formal competitions with a combined mean of 4.75 out of 5. Moreover, there was enjoyment about the culminating events at the end of the season with mean of 4.56 out of 5. The many comments about how 'real' and authentic the experience was comes through stongly. The pupils also enjoyed about having records to know their scores and their team scores with mean of 4.58 out of 5. In addition the pupils showed their enjoyment of the festive nature and having team names, team chants, colours, and mascots with mean of 4.75 out of 5. Also, the pupils showed positive outcome of learning in the season of Sport Education and Athletics Challenges with mean of 4.75 out of 5.

The pupils indicated how skilful they were in athletics before and after the season. They showed an initial low skilful mean of 3.78 out of 10 before and then a very high mean with 9.12 out of 10 at the end of the season. Moreover, the pupils claimed a low rate of knowledge of technique, skills, and rules before the season with a mean of 3.17 out of 10. However, after the season they showed high rate with mean of 9.51 out of 10. The pupils showed high rates of enthusiasm in the season with mean of 9.48 out of 10. Pupils referred to many aspects of athletics which they believed they had learned.

When comparing their liking of PE in the past with what they had experienced in Sport Education Athletic Challenges, they rated their previous PE as initially low with a mean of 5.92 out of 10 and their current PE as a high rate after with mean of 9.85 out of 10.

Chapter 6: Discussion

The purpose of this research was firstly to understand how PE in Kuwait is being taught and practiced from both pupils and teacher points of views. Furthermore, to apply a new hybrid of integration of Sport education and athletics challenges approach to one middle school in Kuwait. In addition, to investigate how a teacher and pupils learn and deal with this new curricular approach which includes peer teaching, cooperative learning, and affiliated teams as it is new experience.

6.1 Current situation knowledge about PE

As seen in other studies which have employed SE, it was evident that previous PE for pupils was repetitive and boring and not helping them to learn. Some pupils in this study went as far to say it was “not real education” (Bennett & Hastie, 1997; Brunton, 2003; Hastie & Sinelnikov, 2006; Wallhead, & Ntoumanis, 2004) which appeared to represent an environment with little effort and low interest by pupils in PE (Hastie, 1998; MacPhail et al., 2004; Sinelnikov & Hastie, 2010; Siedentop, 2002). Physical education in this Kuwaiti school seemed restricted to only playing football and occasionally included some teaching of isolated skills as mentioned by Siedentop in his argument for Sport Education (Siedentop, 1994). There was also reference to some pupils sitting out which in the eyes of pupils led to a potential lack of knowledge (Wallhead & O’Sullivan, 2005; Pill et al., 2012; Penney et al., 2002). The absence of feedback provided by teachers in PE further concerned the pupils regarding their individual improvement. Pupils did not deny that they had fun in PE, their criticism was that the opportunity to learn was at best insufficient. Consequently, some pupils wished to experience other sports to build their knowledge and the SE: AC season would certainly respond to that wish in many ways and from the interviews, observations and survey offer an

experience that was far more enjoyable, inclusive, meaningful and 'real' than before (Hastie, 1998; 2011; Hastie & Sinelnikov, 2006; Siedentop, 1994).

The PE teacher was similarly negative about previous PE teaching. He was upset about the quality of the way teachers were delivering PE in Kuwait and the dated curriculum content. A sense of frustration was directed at the Ministry of Education, while responsible for Kuwaiti education for all teachers (pre- and in-service), it seemed not to be providing the appropriate direction and continuous training for Kuwait teachers.

However there was much change to both the teacher and to the children in the sense of importance they attached to physical education to the point where some pupils now called the PE lesson the 'class of specialists'. For many of these pupils PE was now their favourite lesson. The survey data showed considerable gains in pupils' views about the specific features of the season and the claimed changes in their enjoyment and enthusiasm concerning participation in class, which has been seen in other Sport Education studies and reviews of literature (See Hastie, 2011; Kinchin, 2006). The authentic focus in both Sport Education and Athletics Challenges was really evident in their comments and for these pupils, even though this came with a football reference.

6.2 The emergence of 'Sport Education shock'

The construction of the season and lessons was also challenging on how the researcher could develop a season that could fit with Kuwait culture, school timetabling, lesson time, and the policy of Ministry of Education and a season that would link Sport Education and Athletics Challenges. Its length of development (eight months) was much longer than estimated given the input the teacher needed initially, the drafting and re-drafting of lessons and the translation required between English and Arabic.

Notwithstanding the challenges and difficulties faced by the teacher in the preparation and early stages of the season, these were apparent and many of these were neither anticipated nor expected in their eyes. The professional training provided by the researcher included a number of materials, presentations and papers including example seasons and the multiple benefits of SE for pupils and teachers. It is argued in this thesis that the training may have led to an idealistic view of SE and that it offered an immediate solution for the teacher, which as the data indicated was not the case. It was evident in the data from the teacher that he seemed to think that the season would have an immediate positive impact. Veenman's (1988) notion of reality shock talks about the contrast between how trainee teachers anticipate what a classroom will be like and the reality of this. Consequently, the thesis conceptualises "Sport Education shock" as the sharp contrast between what appeared to be an idealistic view of SE during the season preparation and CPD training and what in the end confronted the teacher and the pupils in the early lessons. The teacher almost expected that the season would work straight away but it did not and the children themselves were at times not sure what to do and at other times not willing to meet new expectations. Early teacher difficulties in lessons were added to internally by pupils who were unclear of the new expectations or as evident in their interviews, unwilling to be part of a team (some preferring to work as an individual) not fulfilling their role, not using lesson resources or following the direction of others. The very few studies setting out the criticisms/difficulties teachers have encountered (Pope & Sullivan, 1996; Shehu, 1988), meant that the teacher quite likely had little opportunity to read about such instances and perhaps be better prepared. The orientation sessions provided to the pupils in the season did seem useful and appeared to help move things forward in terms of pupils learning how to use record and technical analysis sheets to recognise and record performance as required within AC (Morgan, 2003).

As stated the in-class shock experienced by the teacher was only a small part of a much bigger external problem, given the lack of assistance and cooperation from senior leadership and the supervisor, which was certainly not anticipated. In addition other PE teachers purposely tried to disrupt and derail the season and stop the project by trying to use the teaching space and changing schedules last minute.

Innovation and change can be threatening. It is believed that jealousy was a reason felt by others given the improvement and innovation shown by T.P .In Kuwait outdoing ones elders is seen as not appropriate, and to a point causes some embarrassment, which quite likely led others to try to stop the work. It was apparent during the early stages of the season there was opposition and efforts by the supervisor, school manager, and some of the other teachers to stop the project. Responses to these efforts required meetings with the head teacher and remaining persistent and professional in communicating the benefits of the work the pupils were doing, inviting colleagues to observe a lesson, and sharing potential for the season to further reform PE in Kuwait. However, ironically these opponents in time became great supporters of the season and ultimately enjoyed the festival and were very much happy to be with the VIPs and other guests while distributing the rewards! However, this project continued because of many reasons, for example the close collaboration and work between the teacher and the researcher (Sinelnikov, 2009) who met briefly everyday before and after the lesson in the afternoon and occasionally at night to find solutions to the problems they were dealing with which included competing teacher schedules, the lack of assistance and cooperation from other teachers and resistance from the senior leadership in the school and supervisor. However, the teacher was genuinely supportive of the season and even his car accident would not stop him from continuing. The importance of morals and his dream about applying this kind of programs also helped his determination and resilience and he would not

let this opportunity go for the benefits to himself and the new generation children in Kuwait. In time gaining the support of school leadership also helped.

Many SE studies show that pupils become competent and literate which was the same in this study (Hastie, 1998; Hastie & Sharpe, 1997; Perlman 2010, 2012; Hastie 1998; Vidoni and Ward, 2009; Wallhead, Garn, & Vidoni, 2013) however, competence in this study appeared culturally different and as explained by the teacher contained improvements in skills, knowledge and understanding. Normally in Kuwait culture understanding of the term of competence is different and more comprehensive than what Siedentop demonstrated about competence as a SE concept. For example the teacher in his interviews mentioned competence many times but each time it had a different meaning. For illustration, the teacher during the interviews said about the pupils that they become competence "competence in understanding their roles, competence in improvement in their scores and performing their athletics skills, and competence in understanding how to perceive the sequence of each skill and observe others and further analyse others performance and give some comments.

6.3 Importance and contribution of culture

It was evident that culture was a factor and an influence in this thesis and that the season required some cultural adjustments as appropriate. Having a role in PE for pupils in Kuwait was completely new. Normally the PE teacher leads all the lesson elements and typically uses a command style of teaching. With this season the pupils enjoyed the growing freedom, autonomy and responsibility, having roles, which they liked, were interested in and took seriously (Siedentop, 2002; MacPhail et al., 2008; Kinchin et al., 2004).

During the initial stage of delivering the season the pupils faced some difficulty remembering their roles and responsibilities. The researcher after meeting with

the teacher therefore provided all role desriptions on cards to be worn around pupil's necks and the reason was to help them apply their roles in a complete way. Given the Kuwaiti culture, the decision to attach the word captain to each role was positively received by children and was culturally appropriate fitting with Kuwait in terms of what it means to be a leader and be seen to be at the same level of other children. It is argued that this strategy elevated individual feelings of status among these Kuwaiti children. Indeed the sense of each pupil feeling and being important and having a useful and an effective role in their athletics team was evident in both classes and actually stopped one of the pupils from quitting and leaving the season all together.

As other studies and reviews of Sport Education consistently show, the pupils in Kuwait entered into the festive nature of the season and prepared their own teams T-shirts with different colours, and they enjoyed doing so (e.g. Kinchin, 2006). However, as not reported elsewhere, in this research t-shirts were designed by pupils with the words 'honesty', 'cooperation', 'loyalty', 'patient', 'friendship', 'forgiveness', and *'generosity'* stamped on them, which the pupils decided themselves and organised. Since the teacher was educated in the Islamic culture he believed that the SE: AC season could and it is claimed did attend to these important values that are a part of Islam. The teacher, like the pupils, was raised with groups of people with an Islamic background and part of their education is learning about the holy Quran and the prophet Mohammad's life which gives much attention to the values of honesty, cooperation, generosity, forgiveness and patience. Findings indicated that these aspects of character appeared to be promoted and further developed in the SE: AC context when pupils worked with their teams and against others. The teacher believed that he could invest such values in children, which would benefit them in life and after life and this season may be the '*door to enter that to seek God's forgiveness and enter paradise'*.

The cultural place of these values is first set out below followed by some lived examples from the season. As an illustration in Kuwait individuals are encouraged to be honest, as God said in the Holy Quran “O you who believe! Fear Allah and be with those who are true (in word and deed)” chapter 10 page 187 ayah (119) in Surah Al-Tawbah. In addition there are many examples in the Quran which talk about cooperation, for example the God said “help you one another in righteousness and piety, but help you not one another in sin and rancor: fear Allah: for Allah is strict in punishment” Chapter 6, page 106, ayah (2) in Surah Al-Maaida/The Table. That the teacher and the researcher cooperated in order to teach children that ‘this is part of righteousness in children to show them the right path’. Furthermore, generosity is also mentioned as the God said “O mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you, Allah is knowing and Acquainted” chapter 26 page 517 ayah (13) in Surah Al-Hujurat). In addition in reference to forgiveness the God said “And those who avoid the major sins and immoralities, and when they are angry, they forgive” chapter 25 page 487 ayah (37) in Surah Al-Shuraa also “And those who have responded to their lord and established among themselves, and from what we have provided them, they spend” chapter 25 page 487 ayah (38) in Surah Al-Shuraa and this is were the teacher tried to teach the pupils how to forgive each others and share their knowledge and consultation when they wanted to decide a major matter. The importance of patience was one of the goals the teacher tried to instill in the pupils as the God said “And those who are patient, seeking the countenance of their lord, and establish prayer and spend from what we have provided for them secretly and publicly and prevent evil with good-those will have the good consequence of [this] home” “Gardens of perpetual residence; they will enter them with whoever were righteous among their fathers, their spouses and their

descendants. And the angels will enter upon them every gate, [saying] “peace be upon you for what you patiently endured. And excellent is the final home” chapter 13 page 252 ayah (22-23-24) in Surah Al-Rad.

The findings in this SE: AC thesis include some practical illustrations of these values. Pupils talked of being patient with each other in terms of teaching each other the athletics skills. They were eager to learn and help others to learn even if that was to decrease their chances to collect more points, their goal was learning. The pupils also were loyal to their teams. For example they took on a teammates role when they were absent and made efforts to teach them what they missed to make sure their team could continue to compete, The affiliation was strong which caused one of the team captains to take on more than three roles during his team member absence. Pupils responded to the fair play element and displayed honesty on many occasions, such as the pupil who refused to count an attempt in shot put. In addition, cooperation also was very apparent on many occasions during the season with pupils helping each other in learning, preparing lesson tools, teaching each other, working as a team to gain team points planning together and during team meetings in order to avoid previous mistakes in performance of in behaviour. Furthermore, friendship and forgiveness were evident during the season where the pupils claimed they understood each other and forgave each other’s mistakes. Finally, an emphasis upon generosity was also there, for example when one of the pupils needed some money to pay for his team T-shirt, one of his team stepped and paid and did not accept to take the money back generosity were there not only with giving money but also giving time to teach mates and giving knowledge to improve other performance. All these aspects were prepared to be put on pupils T-shirts was one of the teacher goals in the season of Sport education. In sum it seems very evident that SE: AC provides not only the sporting but also the educational foundation for these values.

Culture was also important in the preparations for and festival day itself. Festivals have rarely been studied in detail in the Sport Education literature (Kinchin, MacPhail & Chroinin, 2009), however in this thesis it was significant and planned in a way that respected some key norms and traditions of Kuwaiti culture. It is fair to say that planning the festival was seen as a 'positive challenge', but which in time required the support from a number of others. This collective help from others was necessary and without this it is highly unlikely the festival would have taken place at all given its scale. A major point to make here is that the scale of this festival (over 100 guests and VIP's attending, with invitations, refreshments and speeched) and the work that went into its planning is a scale rarely if ever seen in any Sport Education literature but that the particular culture in Kuwait which highlights hospitality and generosity were very key to the size and organisation of the festival and the hosting of the guests. (Althuwaini & Kinchin, submitted).

6.4 The Joining of Sport Education and Athletics Challenges

This thesis was an attempt to combine Sport Education and Athletics Challenges, so an important question to aks is whether this combination was appropriate. It was evident that pupils made many gains in terms of their competence, literacy and enthusiasm as a result of this combination and that there are many conceptual similarities between SE and AC. Task cards, technical analysis sheets and reciprocal cards, and attempts sheets with some modifications were used effectively that are all located in the Athletics Challenges manual. Much planning went into how the specific structural features and resource tools were integrated into the lessons, as set out within the description of the development of the season (see Methodology section). This teacher applying this initiative was able to

create an appropriate learning climate where the children can teach peers and learn from their peers.

Specifically, in an attempt to illustrate the similarities and linkages between SE and AC, the original TARGET table outlined by Morgan (2003) in the Athletics Challenges resource pack has been modified (in bold in Table 8) to reflect the additional features and learning opportunities evident in this thesis.

6.5 Teaching Structure

Wallhead and Ntoumanis (2004) have suggested some very general commonalities between the structure of Sport Education and TARGET, as put forward by Ames. Their quantitative work is different to this thesis in that it focussed on basketball, so was neither placed in the context of combining Sport Education with the Athletics Challenges approach nor used data collection approaches that are typically employed in qualitative research. The Table in this thesis aims to provide more detailed illustrations of what actually took place during the season and how the Kuwaiti SE: AC initiative accommodated and illustrated the TARGET framework.

Target Description	**Teaching Suggestions of Sport Education and Athletics Challenges season in Kuwait**
Task	• Inclusive athletics challenges in each lesson progressing towards the actual event • Lessons designed to promote learning, progression, variety and enjoyment • **Each lesson was designed with a particular athletic skill event and a game that was related to that skill for teams to collect points and enjoy the game.** • **Events were modified relative to the age of the pupils (weight of shot, distance of sprint)** • **All the pupils had team roles to undertake during the season and team goals, which kept them purposefully busy working during lessons. For example there were five teams in each class and each team included five captains. Each captain had a role. The trainer captain was responsible for using the task cards to explain technical training, plan or create practices and choose who would participate**

	first during daily competition time, and provide information about team progress. • **The technical analysis sheet was employed for two reasons: A) to analyse a performance and give comments. B) to teach the critical points of the skills, taken from the Athletics Challenges pack, and used for technical practice. Reciprocal teaching was common in the season and took placed in the context of individuals doing their role in their teams.** • **The organizer captain was responsible to act as spokesperson for the team, lead the warm up, take attendance, lead team meetings, and assist the teacher with line-ups for games.** • **The equipment captain was responsible for preparing al lesson equipment needed, with help from his team if required and return the equipment to its correct place and make sure all the lesson equipment for each lesson are there.** • **The official captain was responsible for making sure all the team measures and times were correct. They choose the team colour, name, Logo with team agreement, and made sure all the team wore distinctive athletic clothes that were appropriate for the event.** • **The scorekeeper captain was responsible for writing the team scores during practice, recording the time of sprints training and competitions, and gave decisions about correct attempts and false attempts. The score sheet was used from athletics challenges pack with some modifications** • **Daily competition was included and a culminating event plus Festival included at the end of the season.** • **The survey data showed strong enjoyment**
Authority	• Pupils involved in decision making, planning and evaluating • **In this part there were examples of decision making taken by the pupils, for example when it came to the competition part during the lesson the trainer captain chose who would participate against who and decided which strategy would be used to win or gain points. An example would be where one of the pupils who was faster was competing with a group who were less fast in running, the idea was to make sure a team could win the five team points, the same strategy was also applied from some of the pupils in shot put and long jump events.** • **Team meetings during the season took place to discuss plans to improve also what went well and what did not and how they would work to gain more points.** • **In sharing in the planning the lesson the pupils had the opportunity to chose how they would undertake their training and in which skill they would choose**

	to enhance their performance and focus on their weaknesses (in lesson number 16, 17,and 18 during the season). Free practice lessons were just before the culminating event. • **In assessing their peers and themselves the pupils used score sheets that included the instructional steps for each skill ranked in order to apply the skill. This instructional sheet had three different athletics skills and included opportunities for the observers to give some evaluation comments on pupil's performance (using a happy or sad face for the performance criteria).**
Recognition	• Recognition and feedback on improvement and effort • Personal diaries / score sheets to record performances • **In these parts the pupils during the season used recording sheets for push up, pull up, shuttle run, and vertical jump which helped the pupils to improve their self-scores and help the pupils to strengthen their ability to perform better in athletics events. In addition, each team had a specific portfolio file to look at individual scores for the whole season to monitor and know how individuals were improving and achieving personal bests on their team. Furthermore the trainer captain every class observed his team attempts and gave some feed back on their performance. The festival recognised a range of performance both in terms of the events and undertaking their roles, which led to a wide range of awards being given out**
Grouping	• Mixed ability co-operative groups • Pupils organized into small groups to reduce the public display of ability • **During the season there were five mixed ability groups. During the season within each group pupils were helping each other in performance, in correcting performance, teaching and giving some comments and advice to each other, being patient with each other that led to making strong (new) friendships. The training time and repetition of attempts in each team area was enough for the pupils to practice each skill many times to perfect the skill and improve their performance. In addition, the daily competitions also gave the opportunity to the pupils to perfect the skills and gain points in a challenging and helpful atmosphere.**
Evaluation	• Self referenced, based on performance, improvement and effort • Pupils are to rate their own effort and improvement

	• **In this part the pupils used a team schedule and competition schedule which helped the pupils to see their scores and try to better their personal performance, also it gave them the opportunity to challenge the other opponent's scores.** • **The daily technical analysis sheets helped the pupils to improve their performance and correct technical mistakes based on the comments received by their trainer captains and the teacher in general**
Timing	• Numerous attempts at each challenge • Promotion of maximum participation within lessons • **This season showed full participation by all the pupils in the two classes in Kuwait.** • **In this part this season gave the pupils opportunities to experience a unit that was much longer than a typical PE unit in Kuwait (21 lessons of Athletics) Opportunities to practice were high given the duration of the season** • **This is also helped to created and made friendship and good relationship between the pupils, also love the skill because of mastering it**

Table 8: A modified explanation of the TARGET descriptions in a season of Sport Education and Athletic Challenges in Kuwait.

TARGET enhances motivational climate in education and sport settings (Epstein, 1988). In the SE: AC season there was higher claimed levels of perceived competence among pupils who were enjoying PE more and who were more satisfied with their learning when working in cooperative groups/teams. The teacher in this thesis applauded the effort and progress made by pupils in his quite universal reference to 'competence'. The teacher also made references to the ownership and independence given to learners, that enabled the class to have greater autonomy.

Recently Morgan (2017) in his paper on motivational climate uses TARGET to illustrate potential pedagogical links with other curriculum models, including Sport Education. Qualitative data from this thesis verifies many of Morgan's stated links around the use of tasks which suit individual and group needs, the

growing emphasis upon shared decision making and autonomy, the recognition of personal and social skills, the use of mixed ability group arrangements, and the inclusion of peer assessment to focus upon the observation and improvement of peer performance. It is argued in this thesis that given the length of the season pupils did indeed have lots of opportunities for not only social learning but also to practice relevant tasks and activities in the season; thus in effect the time structure does relate to the SE: AC season. Morgan (2017) argues that the relationships between the pupils and the teacher is not considered in the TARGET framework, but that it should be. The findings from this thesis would appear to support Morgan's position. As in the SE:AC season, relationships were important among the participants and over time these changed between the teacher and the pupils and changed between pupils themselves that became increasingly important in the following ways:

- pupils did show caring for each other on teams
- pupils did want to help each other on teams
- pupils did make new friends on teams and there is a little evidence that this developed elsewhere (e.g. on-line)
- the teacher promoted increased pupil responsibility and autonomy
- pupils supported each other when they made mistakes
- pupils worked more independently of the teacher, who trusted them to do so
- some pupils became more tolerant of their team mates (bigger boys)
- pupils treated team mates with respect which helped promote a positive motivational climate of the lessons

6.6 Sharing secrets (revealing qualities in pupils)

Because of the new arrangements and expectations within SE: AC, the teacher saw new qualities in many pupils that might have stayed 'hidden' under the former way of teaching PE. This included pupils becoming leaders, being talented, sharing their knowledge about athletic skills and performance with others, cooperating with their team and being reliable. The teacher now knows much more about their pupils and what they are able to do.

6.7 Competing and Points

During the formal competitions there were strong challenges between the pupils which was apparent when they tried to compete with other pupils with lower ability to gain points or race with slower competitors to win team points. The team common goal was however more important than individual/self goals, which promoted a collective team thinking and the taking of decisions that benefited the team. Record keeping was also an important component and feature in this season (Siedentop, Van der Mars and Hastie, 2011) which helped to monitor individual pupil improvement and the team's general performance of skills. Pupils were interested in knowing their best attempts and told their peers about their daily achievements (with the sense of happiness) (MacPhail et al., 2003). This enthusiasm was because they see their daily improvements during this season. The points system was a motivating and exciting element because it maintained pupil moral behaviour (see Hastie & Sharpe, 1999) and the sense of helping their team. It also encouraged positive interdependence and personal competition behaviour. In addition this helped to increase participation, effort and competition (Grant et al., 1992; Bennett & Hastie, 1997) between teams and created daily curiosity to know team scores and that because every team wanted to win the season.

The pupils in this study in time understood the benefits of a longer unit, and one that was considerably longer than previously in PE. As Siedentop (1994) argued in his original Sport Education text the longer season helps the pupils to learn and in this instance master the three athletics skills and this was because the pupils had the enough time to learn the skills and share their experience which each other in addition to becoming more familiar with the tools and resources that were used daily when observing others performance and coaching and writing comments about others attempts. In view of the data from this study in Kuwait there is an argument here perhaps that for Athletics Challenges to work effectively in schools, the curriculum might need to be organised around more lengthier units of work than which are typically present (i.e. four or six weeks).

The lesser skilled pupils enjoyed the Sport Education experience and more so that their previous time in PE (Alexander et al., 1993; Carlson, 1995) and it was the same case in this research however their happiness was articulated differently and possibly in a more extreme way than seen in other studies. As seen in lessons and in the interviews with the children some recalled when they had applied their team dance one of the pupils cried because of happiness and because of feeling proud to be a member of his team. It was evident in the findings that the children were very grateful to their teacher for providing this learning experience in PE.

The teacher was pleased with the pupils teaching their peers. Some studies showed many examples of pupils who enjoyed teaching each other (Hastie and Sinelnikov, 2006; Carlson, 1995; Wallhead & O'Sullivan, 2009). However, in this research the creativity of the pupils was unique as combining cutting salad with performing sprinting and this offers a little evidence of how the pupils become specialist in giving instructions and teaching their peers.

Pupils enjoyed the experience of being in groups (e.g. MacPhail et al., 2004), which created a positive learning climate that encouraged pupils/teams to participate, analyse, teach, learn and at the same time have fun with the games provided which also enhanced pupils learning and performance. In this part a story of one pupils who was trying to quit the season but when he saw how to be with a group and performing skills together as he articulated as it fun and enthusiasm he changed his mind and joining the team again. In addition, and at the end of the season he gained a certificate to recognise his improvement (MacPhail et al., 2004).

6.8 "Sport Education saved my life"

The literature and reviews on Sport Education consistently reveals that teachers prefer the model to their previous teaching of PE (e.g. Kinchin, 2006; Hastie, 2011: Wallhead & O'Sullivan 2005). However it is claimed that this thesis goes much further in the impact of SE: AC on the teachers' sense of worth.

What is evident is that when the teacher first read about SE and AC he believed it could possibly 'save his life'. By this he was referring to how he viewed the way that PE was currently being taught and that SE:AC offered a both different and 'better' way. He found SE and AC as a life changing opportunity that would almost transform his life for the better and he would not let something go that made him feel 'valuable', which he discussed at length in the findings. SE and AC was an attraction to the teacher because of its features, and he viewed it as an opportunity for pupils to learn and therfore he anticipated a lot of positive outcomes, which did emerge. The teacher was loyal to the research and to the researcher and the pupils and did not want to let the pupils down by stopping the season; even because of a car accident. The teacher was genuine about his message of helping the pupils to improve their 'morals'. This aspect of his belief system actually seemed present in the first interview before he had learned about

other ways PE could be taught. It is claimed therefore that SE and AC presented an important opportunity to apply that belief in a practical way. In time SE and AC helped the teacher to become more confident, knowledgeable, and be able to change pupils to be better pupils both morally as a person and as an athlete.

The Sport Education literature has shown its effect on Australian pre-service teachers professionally leading to a sense of 'renewal' (Alexander and Luckman, 2001). In this study of SE: AC, the approach also had a strong effect on this in-service teacher's life both socially, and professionally and elevated the teacher's level of knowledge and standing to him being seen in his opinion as a key reference for PE in Kuwait. Previously, before SE: AC the teacher claimed he was ignored by supervisors, school manages and other teachers. After applying the approach he saw himself as a 'voice' for PE to the Ministry of Education. In addition, he caught the attention of the media, and interest from friends, and other educators. He felt some credibility, himself saying he was the first teacher to apply this program in Kuwait and the Arabic region generally. The teacher also now had a sense of capability and authority and was able to share his experience with any one.

From the very beginning of the season, some school staff intentionally attempted to derail the research. They constantly undermined the teacher and showed no interest whatsoever in the work. This early resistance from the supervisor, manager and some of his fellow teachers, who together tried to stop the project, were the same individuals who came to the festival and were quite happy to be sitting with the VIPs commending the efforts of both the teacher and the pupils. Given the success of the project, all staff members who lacked interest in the project prior, not surprisingly showed great support for the project in the presence of Ministry officials. From the follow up interview with the teacher, it was evident that he was still disappointed with the lack of support and guidance

from the supervisor, teachers and school principle, which indicates that this will very likely remain an unforgettable incident during the fieldwork. One of the challenges that confronted the researcher and TP was how some of the other teachers, the school manager, and local PE supervisor responded to the innovation, in particular the inclusion of an extended season. It is fair to say that these unexpected challenges appeared during the first weeks of the season**.** From a cultural point of view a change in both curriculum and in the daily routine of school led to some resistance from leaders and to a form of 'power-struggle'. The researcher and TP received little cooperation during the early stage of the season and that came from other teachers and supervisor. The examples of resistance in the thesis were at times quite overt and there was little subtlety in the actions of some individuals in trying to disrupt the lessons and progress of the season (e.g. being on the phone next to a pupil focus group or bringing another class down for PE at the same time as a season lesson). This resistance in the first couple of weeks led to a change of the PE schedule from the Principal. Both the researcher and the teacher felt that a sense of jealousy from the local supervisor and some teachers was evident, and this was all part of efforts to upset the project. The conflict between the current PE curriculum content and the season In terms of the length and required teaching style seemed to create some fear and inappropriate feeling among school management. The innovative nature of the season was quite possibly a threat to 'older teachers', the local supervisor and those PE teachers who either choose not to teach and possibly beseen as not doing their job appropriately. From a cultural point of view innovation could potentially affect the superiors position particularly if they wished to keep the school and education status as it was…with no change.

6.9 Importance of on-going professional support

Sinelnikov (2009) has reported the considerable investment of time to provide on-going presence and CPD to a teacher who was teaching Sport Education in Russia. This research in Russia was a factor (and ultimately is a limitation in this Kuwait study) in the decision to focus upon just one teacher in this thesis. In agreement with Sinelnikov (2009) and Alexander and Taggart (1995) the collaborative professional development provided to the Kuwait included printed materials on the benefits and the main features of the model, plus some explanations on how Sport Education is implemented. Materials were also drawn from the current Sport Education text (Siedentop et al., 2004; 2011) and these consisted of several articles published in a range of sport pedagogy research journals plus some examples of season outlines. The researcher met with the teacher prior to the season to outline the lessons and seek feedback from the teacher. Therefore it would seem the CPD acknowledged the best available research and practice in teaching, and learning which allowed the teacher to develop his use of alternative teaching strategies. In fact, these above principles have been reported as part of effective professional development within the recommendations offered by some researchers (see Birman et al.,2000) and Guskey, 2002).

One very interesting finding is that the teacher felt *valuable* while applying the season because he was doing something new in Kuwait and was improving his skills as a teacher that in his opinion made him more effective in the classroom. He wished to show others that he was distinctive and could impact the pupils positively. The teacher was happy to do all that and that actually did capture others' attention for example the media started to recognize him, the teachers, supervisors, school managers, and started to use him as a reference of the new program "SE and AC". It is fair to say that the process of transformational teacher change seemed underway in this thesis and the data on the teacher's views of PE

and on his own professional standing support other studies (Alexander and Luckman, 2001). The experiences for the teacher in this thesis were very rewarding, seeing his pupils demonstrate new behaviours/dispositions, new skills and different relationships with their teammates. A key factor is whether these changes continue.

Chapter 7: Conclusion

The aim of the research in this thesis was to examine the development and introduction of a combined Sport Education and Athletics Challenges season into one Kuwaiti middle school. The questions were designed to understand pupils' view on their previous physical education and how was it taught in Kuwait. The thesis explained how the season was designed and then investigated how pupils responded to this season and the participation requirements and expectations within including being in a team, supporting and helping each other, having leadership roles and responsibilities. Similarly the thesis examined the perceptions of the teacher regarding his initial effort to teach PE differently in Kuwait and in his opinion what impact the season had had on his beliefs concerning PE in schools.

Research Questions:

1. How do pupils describe their previous PE experiences in Kuwait?
2. How was the season developed and what challenges emerged during its development and implementation?
3. How do pupils experience a unit of work taught through Sport Education and Athletics challenges?
4. What are the teachers' perceptions of and responses to the key features within the SE and AC season?
5. How did the experience of teaching the SE and AC season influence the PE teachers' views and beliefs about PE in school?

The findings from this thesis indicate that many of the outcomes for pupils as a result of a combined Sport Education initiative, which have been reported internationally, were evident within the context of Kuwait (Hastie 1998; Siedentop, 1994; Wallhead and O'Sullivan, 2007; Siedentop, Hastie & van der

Mars, 2011; Ennis, 1999; Kinchin, 2001; 2006). The thesis indicates that Sport Education is robust and strong enough to cross international borders and can also be accommodated by different cultures and traditions, in this instance the Arabic context and overcome some of the challenges which can be faced during implementation. The distinctive traditions of Kuwait permeated into the season, for example how the season acknowledged the importance of moral behaviour and individual 'titles' specifically attaching captain to each role and how the culture traditions around generosity "Al Karam" and hospitality "Hosn Al Deyafa" informed the structure of the festival (Althuwaini and Kinchin, submitted).

Not only has Sport Education demonstrated an ability to link with other models such as Teaching Games for Understanding and Teaching for Personal and Social Responsibility, and also accommodating work in the area of 'caring and conflict resolution' (Sport for Peace) and critical consumerism (Cultural Studies) it has shown an ability to become a further variant (Siedentop, 2002) with connections being made with the intentions of the Athletics Challenges approach and in particular offers qualitative evidence for some strong pedagogical links with TARGET structures (See Morgan, 2017).

7.1 Pupils:

This research has identified that the pupils at first had mostly negative views about their previous PE were they referred to a lack of skills and some recalled just playing football or sitting out do nothing. It is fair so say that some of them appeared to like PE, but what they were liking was not educationally beneficial and seemed from their descriptions to be what is termed in the literature as 'roll out the ball'. However, a common finding in the literature is that pupils will often prefer Sport Education to their previous PE. It can be inferred that pupils very likely also preferred this approach to the teaching of athletics too. Their

enjoyment went as far to remove PE from the title of the lesson instead replacing it with 'class for specialists'

With the Sport Education and Athletics Challenges season pupils found some meaning in their PE class and could learn more about athletics and in their opinion improved their performance. The season helped them to live the sport in a more authentic and 'real way' and they connected this to other sport contexts (e.g. Spanish Football). Their comments about the importance of being a 'professional' in the festival were examples of this.

Pupils were able to take part in the lesson in a range of new ways. Admittedly after a few difficult and challenging early lessons where adjustments were not easy, they found that they could become leaders who could teach their peers and evaluate theirs and others performance. In addition they had opportunities to cooperate with their team and make important decisions about their team both in practice and in preparation for competitions. For some their behaviour changed for the better, for example, when taking on responsibility, working collaboratively and when speaking or asking their team members to do things politely. For others, who were less athletic, they worked hard to improve and felt included, which is a consistent finding in the wider Sport Education literature (Kinchin, 2006). It is fair to say that such a range of experience literally 'brought some to tears' with happiness.

Pupils both supported and understood the idea of a longer season, which helped them learn more about the various athletic skills, which were included, and to master these skills. From the survey and interviews they enjoyed the whole season, the specific features of the season and associated games. This research also showed that the pupils liked being in persisting teams with specific names and symbols which gave them a sense of identity and many unforgettable memories. (Clarke & Quill, 2003; Wallhead, Garn and Vidoni, 2013). The pupils

were very happy about the idea of the festival in PE and they enjoyed this culminating experience and as Kinchin et al. (2012) reported in Ireland, these Kuwaiti pupils also had genuine feelings of being nervous when performing in front of others. They enjoyed when they were rewarded for their effort in PE and that motivated them to improve.

7.2 Teacher

The teacher also had some initial negative views about PE in Kuwait and how it was being taught. He expressed his dissatisfaction about the current curriculum as he described it. Furthermore, before the season, the teacher was unhappy as he articulated, "*I am sad for the current situation*" about the delivery of PE curriculum as he mentioned that the teachers do not even teach half the curriculum they just throw the ball to the pupils to play football. In addition, the teacher also mentioned the lack of support from the Ministry of Education and lack of guidance, which cause low quality of teaching.

The beginning of the season included difficulties both within the early season lessons and also from others. These difficulties were related to a serious and unexpected car accident, the school manager, PE supervisor, PE head teacher, and two other PE teachers who attempted to derail the project. The car accident happened very early during implementation, which caused delay of a week. Moreover, this is the first SE related study where there were many reported attempts to wreck its implementation such as trying to give the T.P. more classes to teach which could potentially shift his focus away from the project, ignoring his inquiries which could help in the delivery of SE season, trying to disrupt the lessons by bringing other classes to the gym as the same time if teaching SE, accessing to the gym and speaking by cell phone during pupils interviews, refusing to change the teaching schedule by head teacher and school manager,

and general disrespect from the PE supervisor towards T.P and the researcher.

A number of reasons can be put forward as to why the teacher was able to overcome these challenges, which may be of use to other teachers who experience something similar: a) a genuine belief that the season was appropriate for PE in Kuwait, b) working closely and collaboratively with the researcher to support each other, c) that he had always deemed PE as a place where pupils can develop 'sport morality 'and behave appropriately, and that the season offered a framework to argue for and achieve this d) that the pupils were responding well, were happy and enthusiastic and demonstrating new abilities and skills and invitations were extended for decision-makes to observe lessons.

The teacher liked the season and found it great opportunity to live and deliver physical activities more effectively than in previous PE. He found this experience improved him considerably, made him think differently and be able to teach differently for example as a facilitator and help the pupils to not only experience a command style of teaching. The season helped pupils to be able to show their abilities in many aspects, that perhaps without SE: AC they would not be discovered and they wanted to show their teachers these new skills. For example the ability to teach peers, to take some leadership roles and responsibilities, to cooperate in a way to help the team improve and collect team points. The season has showed how the teachers' teaching skills improved during the season in terms of controlling and teaching the class and taking a new and less central role during the lesson. He was also confident enough to use a microphone to give some comments on pupils performance in the festival and explain some points to the audience.

The season has showed that the teacher was happy with this experience because it helped him to feel important in Kuwait society. It appeared that prior to the season the teacher had little respect from his supervisors, felt marginalised by his

senior management and was working in a subject where the value of what he was doing was questioned and to be disrespected from competitors in the PE field.

The teacher was happy because he delivered his belief about the important of 'sport morality' to the pupils. In addition, this research showed that the teacher began to feel valuable in Kuwait and could be used as one of the leaders of SE in the future. This thesis reminds us of the work in Australia, which led teachers there to have 'a spring in their steps' and feel renewed professionally due to the work with Sport Education (Alexander, Taggart & Thorpe, 1996). The same can be claimed in this Kuwait example in the professional development and new sense of self worth felt by the teacher; in that "*Sport Education saved my life*".

In addition talents were very likely discovered because of SE such as creativity of teaching by pupils and being the team speaker. Furthermore, the research demonstrated that SE brought the sense of equivalence between the pupils for illustration 'no one is better than the other but every one is important in the team and when it comes to a challenge, everyone can challenge himself and his personal score rather that others scores which decreased the sense of embarrassment'. Furthermore, working collaboratively for a teams' common goal was evident in the data.

The findings of this research showed that SE could possibly change teacher's perspectives about PE and how they could help to reform PE in Kuwait which showed based on the triangulation of the data that demonstrated of the positive experience for both the teacher and the pupils. This season also caught some teachers attention to use some features of Sport Education in their classes.

In addition as the discussion demonstrated there are close connections between the structures of Athletics Challenges and the features of Sport Education. From this research findings also for the first time in the literature the qualitative data

explains how aspects Athletics Challenges can be used and combined with Sport Education and based on the qualitative data there is an extent of mastery climate within.

The findings of this study have a number of important implications for future practice. On the basis of the research evidence the pupils and the teacher made a major transformation and set out many differences in their ideas about PE in terms of what content could be enjoyed in PE, how enthusiastic they were about the features of the season, how much they had learned and improved their knowledge and performance and that they were absolutely certain they were now 'professionals and specialists'.

7.3 Original contribution to knowledge

To the researcher's knowledge this is the first empirical study of Athletics Challenges in its combination with Sport Education. It is argued that the season outline developed by the researcher and presented in Appendix (1) is a contribution for use in curriculum policy and development in Kuwait and the training of other teachers both in this country and its close neighbours. Several months were spent designing the lessons in a way that would be visual, attractive and easily understood. Using a mostly qualitative approach, this research has demonstrated using 'real examples and narratives' the close links and overlap between TARGET as the key structures of Athletics Challenges and Sport Education. In addition, this is the first empirical study of Sport Education in the Arabic context and which highlights some of the influences of culture such as in the use of leadership roles, the place of certain character values in young people and the presentation of an appropriate festival for all. This thesis has for the first time identified the concept of 'Sport Education shock' as the contrast between an initial idealistic view of the approach against the reality of actually teaching it for

real! Given that the vast majority of empirical studies of Sport Education have proceeded somewhat smoothly, this is the first publication that details purposeful efforts by 'others' to stop the innovation and highlights how the researcher and the teacher collectively faced considerable opposition and challenges. This thesis highlights the importance of close collaboration and determination between the teacher and researcher as a professional relationship in trying to initiate change to a conservative and quite dated system of PE in Kuwait and deal with barriers that could emerge in a purposeful manner in order to seek support from senior leadership. The very positive impact upon the teacher is also seen as a contribution with a clear sense of 'reprofessionalism' and feeling 'valuable' evident in the data. Finally, many heterogeneous classes have been examined but this is one of the few Sport Education studies (see Kinchin et al. 2004) that investigated a homogeneous class on the basis of gender (all boys).

7.4 Implications for Policy and Curriculum in Kuwait

This research offers an alternative way of PE teaching which is not intended to erase the current Kuwaiti curriculum but add evidenced-based elements to it from this thesis such as the impact of the features of Sport Education where: a season which is longer than a typical PE lesson, affiliation where the mixed ability pupils can stay in persistent teams for the whole duration of the season which creates cooperation and allows the learning of multiple roles. Formal competition with modified games offer pupils an evaluation of team and individual performance. Record keeping which offer pupils a vision of improvement, culminating events which offer the sense of authentic sport and opportunity to, and festival".

In addition this research also offers an enjoyable way of combining SE with an approach to athletics which adopts the TARGET structure which from the empirical data in this study offered pupils a positive, motivating atmosphere and learning climate where the pupils have tasks which have self and group reference,

authority where the pupils take decisions, recognition and evaluation of pupils on individual improvements which offer equal opportunity to a good performer in term of the ability to apply skills, grouping in mixed ability groups which offer cooperative work to meet goals, and finally higher engagement in time to complete tasks provided (Carpenter & Morgan, 1999; Sinelnikov & Hastie, 2010: Goudas & Biddle, 1994; Treasure, 1997).

Sport Education can potentially be used as an important element and component of the Kuwait national curriculum and be applied in a way that acknowledges the traditions and norms within Kuwait culture. This season in this thesis could enrich the Kuwaiti curriculum as a whole (and given the attention to particular values, link with the Islamic class) with features that might strengthen attention to moral behaviour generally and help to address levels of literacy, low enthusiasm and competence to pupils and avoid boredom experienced by both pupils and teacher in physical education.

It is anticipated that both the teacher and the researcher with the collaboration of the Ministry of Education will in the future offer workshops to serving teachers of PE in Kuwait to introduce the season as a new element in the Kuwait national curriculum. One of the real possibilities in Kuwait would be to start with one district. In fact after data collection the researcher and TP. took a further step to introduce a small part of the season with the Head of one of districts in Kuwait and as a result he has welcomed the idea and has offered one school with a team of teachers to start their training in Sport Education and Athletics Challenges. It is anticipated that the funds will be provided by the Ministry of Education in Kuwait. The challenges and steps taken to identify the teacher in this thesis were outlined in the methodology. As indicated, T.P. was the 'fifth' person on the list of potential teacher participants. Three of the four teachers who initially declined to participate will very likely be part of this team of teachers which are referred to

above. As part of a visit to Kuwait in October 2017, the researcher and his supervisor met with these three teachers and their school managers who are all enthusiastic about including SE: AC in their PE programs in the future when the time is appropriate. Two of these teachers were also seen teaching group-based PE classes (not Sport Education) in an engaging way with pupils responding with enthusiasm.

7.5 Implications for in-service education:

This thesis offers a detailed training resource and a way of how CPD could be achieved with one teacher to apply the season in terms of teaching the season, timing of meetings with the teacher, and continued supervision with the teacher before and during the season.

An outcome of this thesis is a culturally appropriate resource of 22 lessons on how to teach athletics with a sequence of learning athletics skills, which offer teachers a detailed guide on how to teach and facilitate the learning process and evaluate pupil's performance though using the season resources. This thesis also offers an example that could decrease the emphasis on teachers where they instead become facilitators. The thesis also offers an evidence base that might prempt potential resistance and opposition to including SE: AC in a curriculum (be this from administration or from other teacher colleagues).

7.6 Implications for pre-service education:

The researcher has already suggested to the Public Authority of Education and Training in Kuwait (who provided the scholarship to the researcher) to include the lesson resource and evidence from this thesis in the teaching of SE and AC as a part of pre service teacher training during their time in the Basic College of

Education and train them on how to deliver SE and Athletics challenges. This is seen as one development of the thesis.

7.7 Limitations of the research:

A limitation of this research is that it was only applied by one teacher in one school, which limits its ability to be generalized to other schools and regions in Kuwait. However, because a number of the research findings are similar to the international literature on Sport Education in reference to the model's features: 'season, affiliation, formal competition, record keeping, culminating event, and festival' and that pupils liked having roles, team names, a special identity, being captains etc, this could increase the possibility that this work could transfer to other parts of Kuwait.

The methodology explained in detail how T.P. was eventually recruited. He was in fact not the first choice. Before the researcher got the agreement from the teacher in this thesis there were four other teachers who were approached to be part of this research but all of them had difficulties to manage themselves to be part of this research. Some reasons were related to their commitments with other part time jobs and being busy after school with events related to their schools. It is not possible to predict what these other teachers may have experienced and their pupils but as indicated three of these teachers have shown real interest in using SE: AC in the future an part of future research and development.

7.8 Future lines of Research:

Based on the research outcomes and the design in this thesis, replication with other schools in Kuwait is one of the researcher's goals (with the same subject of athletics). This replication could also include other athletic running, jumping and throwing events from the Athletics Challenges resource.

More quantitative data could be collected on pupils' performance with the same and for other athletic events to indicate if pupils improve.

Further research also could be conducted in the Gulf area about Sport Education trying to expand the impact of other cultures that are similar to Kuwait culture (e.g. Saudi Arabia).

Replication could be carried out in the same school and in other schools at different educational levels such as elementary, middle and high schools in Kuwait. Sport Education specific seasons could also be developed with different practical subjects such as tennis, basketball, volleyball, badminton, and gymnastic in PE. Furthermore, the research could expand the use of roles and responsibilities and include some roles not used in this research such as team commentator, team journalist, team financial role, and photographer role which could provide an even bigger sense of authentic sport experience.

Some research questions might be examined in future work on how the learning environment and climate experienced by pupils and how development and participation behaviour thorugh seasons might transfer to other settings out of school and with other subjects inside the school (E.g. Islamic class). Researchers might ask how SE could affect the self esteem of pupils. How SE might integrate with other curriculum subjects. What are the parents' views on their children who experience SE. We know from this thesis that they enjoyed attending the festival and informally gave us some ideas on how to further improve this celebration (produceing a festival programme).

7.9 Final Comments:

The researcher and his supervisor have already submitted one paper on the festival and other papers and conference presentations are possible around the responses of the pupils, the power struggle and opposition which emerged over

the implementation of SE: AC and also the transformational personal and professional change experienced by the teacher in this thesis, which it is anticipated will add to the literature. In time the researcher hopes to submit these papers for review and present the findings from this thesis at an appropriate scholarly event and he also aims to begin monthly workshops on how to deliver SE back in Kuwait. A further goal is to make an evidence-based formal presentation to the Ministry of Education to clarify the long-term purpose of SE: AC and argue how this curriculum and vision could possibly change the current way of thinking about PE and about the values which can be developed in young people. The Arab Sport Conference to be held in Kuwait in October 2017 was a further academic setting where this conversation and work might start, which the researcher did attend.

Based on the aforementioned meeting with the head of PE in one of the districts just after data collection, the researcher remains optimistic that cooperation with him will be beneficial. This Head of PE recently offered his cooperation in providing a suitable school with 9 PE teachers who wait to be trained. As the researcher plans to return to Kuwait and be employed in the Collage of Basic Education this development would give him the opportunity to teach the season to pre-service teachers and do further research with these teachers as they attempt implementation of seasons for real.

The researcher also wishes further research be conducted in the Gulf area on SE: AC trying to expand the idea by making links with other Arabic academics and cultures that are similar to Kuwait culture. Furthermore, Sport Education could be introduced to recreational clubs and institutional sports and afternoon societies. The researcher's vision is that SE: AC spreads through Kuwait schools. Although only one study, an evidence base now exists on what pupils in this thesis liked and the positive professional impact it had on T.P….so it might also 'save the life

of other teachers'.

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Appendices

Appendix A Pilot work

Introduction

This chapter illustrates all the on going pilot work processes (completed to the point of submission of the upgrade document) that the researcher accomplished prior to undertaking field work. It includes pilot work that related to teacher interviews questions, pupils focus group interviews, and continue professional development input (CPD) questions. This chapter reports all current pilot work outcomes with the assistance from a non-targeted middle school PE teacher from Kuwait, a PhD student from Kuwait with PE teaching experience, and a member of the Kuwait PE department within the Public Authority for Applied Education and Training in Kuwait question's revision with 1 Kuwaiti PE teacher, 1 Kuwaiti PhD student used to be PE teacher, and 1 Kuwaiti Ed.D In Kuwait PE department in The Public Authority for Applied Education and Training. As stated the following indicates the status and stage of pilot work achieved up to the date of submission of this document for the upgrade purposes (end of January 2016).

First interview schedules created by the researcher

Pupils focus group

1. What is your favourite sport do you like?
2. Can you tell me about a normal physical education lesson?
3. What happen in the lesson?
4. If you had the choice what would you like to do in physical education?
5. Can you give me some example where you work with your friends?
6. Can you give me some example on how you support your friends in physical education lesson?

7. What does your teacher teaches you in each class?
8. What do you learn in PE class?
9. Do you find PE lesson is fun? And why?
10. How do you feel about physical education right now?
11. What do you do?
12. What do you like about physical education?
13. What you don't like about physical education?
14. What would you like to learn in the lesson?
15. Tell me as much as you can about skills you have learned?
16. Tell me how the teacher supports you to learn?

Teacher interview

1. When did you first become a physical education teacher?
2. What are the reasons why you teach physical education?
3. What are the benefits for you from physical education?
4. What do you want pupils to learn from physical education?
5. Can you tell me about the lesson and how is it look like?
6. Tell me about where did you do your teacher training?
7. Where did you learn how to teach that way?
8. What happened in that teacher training?
9. How did the Ministry of Education in Kuwait prepared you to become a physical education teacher?
10. Talk to me about the CPD toy had in the past?
11. What it was about?
12. What did you learned?
13. Can you give me some examples of how you took some of that CPD and brought them to the class?
14. What the important things you want them to learn from physical education?
15. When was the first time you learned about Sport Education?

16. What do you think it tries to do that is different from what you have done in the past?
17. From your perspective what do you like about it?
18. What do you think Sport Education is about and what is it do?

CPD questions for the teacher reflection

1. Can you explain to me what did you do during the previous lesson?
2. Can you give me an explanation on why you did that?
3. What did you learn?
4. Did you find difficulties during the lesson?
5. How can you avoid address them?
6. Can you suggest an alternative way of your teaching that would facilitate pupils learning?

Second version

During the meeting with a Kuwaiti PhD student who used to be a PE teacher

Pupils interview part 1

1. What is your favourite sports? She adds to that what is the sport that you would like to practice and why?
2. Can you tell me about a normal physical education lesson?
3. She added Tell me about your present PE class and how is it look like and what do you feel about it ?
4. What happen in the lesson?
5. Between 1-10 how would you score your PE class?

6. If you had the choice what would you like to do in physical education? She said this is a good question because it will give wider description of their scores.
7. Can you give me some example where you work (cooperative) with your friends?
8. She recommended this question If you have any cooperation with your mates in PE could you describe it ?

9. Can you give me some example on how you support your friends in physical education lesson? She likes it
10. What is dose your teacher teaches you in each class?
11. she added this question what do you expect from your teacher before you go to the PE class?
12. What do you learn in PE class?
13. Do you find PE lesson is fun? And why?
14. How do you feel about physical education right now?
15. What do you do? She said in is not necessary question because I am repeating this question.
16. Same above question what do you like about physical education?
17. She changed the position of the question what you don't like about physical education?

18. she added this if you are in the position to do some change in PE class what would you change ?
19. What would you like to learn in the lesson? She said nice
20. Tell me as much as you can about skills you have learned? If not why? What is the reason She said nice
21. Tell me how the teacher supports you to learn? She said good one

22. Between 1-10 how would you rate your teacher effort in teaching PE? And why?
23. Do your teacher give you an opportunity to practice enough to improve your skills? And why?
24. She added this Do you have any other comments?

Teacher interview part 1

1. She added this is the reason behind choosing to become a PE teacher?
2. When did you first become a physical education teacher?
3. Changed in position Tell me about where did you do your teacher training?
4. Where did you learn how to teach PE in that way?
5. She added this what do you think about the supervisors in PE?
6. She added this Do they give you enough support?
7. She added this Do they restrict you?
8. Repeated What are the reasons why you teach physical education?
9. What are the benefits for you from physical education?
10. She said it is more clear question to her .What is the benefit behind PE from your point of view?
11. What do you want pupils to learn from physical education? good
12. Can you tell me about the lesson and how is it looks like? good
13. How did the Ministry of Education in Kuwait prepared you to become a physical education teacher? good
14. Talk to me about the CPD you had in the past? good
15. What it was about? Not necessary question
16. What did you learned? Not necessary question
17. Can you give me some examples of how you took some of that CPD and brought them to the class? Good one
18. What are the important things you want your pupils to learn in physical education?

19. Have you heard about SE model? When and how ?
20. When was the first time you heard about Sport Education?

In your opinion what is the different between SE and PE

21. What do you think it tries to do that is different from what you have done in the past? Too long question
22. From your perspective what do you like about SE ?
23. What do you think Sport Education is about ?
24. she added this Do you have any comments ?

CPD questions

1. Do you have sufficient materials to improve your teaching skills developments?
2. Do you get sufficient support from Ministry/ school/ department/ colleagues?
3. Can you explain to me what did you do during the previous lesson?
4. Can you give me an explanation on why you did that?
5. What did you learn?
6. Did you find difficulties during teaching the lesson?
7. How can you avoid them?
8. Can you suggest an alternative way of your teaching that would facilitate pupils learning?

   Any comments?

Revised pupil focus group questions

1. What is your favourite sport?
2. What is the sport you would like to practice?
3. Why?
4. Can you tell me about a normal physical education lesson?
5. Tell me about your present PE class?
6. How is it look like?

7. What do you feel about it?
8. What happen in the lesson?
9. Between 1-10 how do you score your PE class?
10. If you had the choice what would you like to do in physical education? She said this is a good question because it will give wider description of their scores.
11. Can you give me some example where you work (cooperative) with your friends?
12. If you have any cooperation with your mates in PE could you describe it?
13. Can you give me some example on how you support your friends in physical education lesson?
14. What dose your teacher teaches you in each class?
15. What do you expect from your teacher before you go to the PE lesson?
16. What do you learn in PE class?
17. Do you find PE lesson is fun?

    If yes why?
18. How do you feel about physical education right now?
19. What you do like and don't like about physical education?
20. If you are in the position to do some changes in PE class what would you change?
21. What would you like to learn in the lesson?
22. Tell me as much as you can about skills you have learned? If not why?
23. Tell me how the teacher supports you to learn?
24. Between 1-10 how would you rate your teacher effort in teaching PE? And why?
25. Do your teacher give you an opportunity to practice enough to improve your skills? And why?
26. Do you have any other comments?

Teacher interview after revision

1. What is the reason behind choosing to become a PE teacher?
2. When did you first become a physical education teacher?
3. Tell me about where did you do your teacher training?
4. Where did you learn how to teach PE in that way?
5. What do you think about the supervisors in PE?
6. Do they give you enough support?
7. Do they restrict you?
8. What are the benefits from physical education?
9. What is the benefit behind PE from your point of view?
10. What do you want pupils to learn from physical education?
11. Can you tell me about the lesson and how is it looks like?
12. How did the Ministry of Education in Kuwait prepared you to become a physical education teacher?
13. Talk to me about the CPD you had in the past?
14. Can you give me some examples of how you took some of that CPD and brought them to the class?
15. What are the important things you want your pupils to learn in physical education?
16. Have you heard about SE model?
17. When and how?
18. When were the first time you heard about Sport Education model?
19. In your opinion what is the different between SE and PE
20. What it tries to do that is different from what you have done in the past?
21. From your perspective what do you like about SE?
22. What do you think Sport Education is about?
23. Do you have any comments?

Revised CPD questions

1. Do you have sufficient materials to improve your teaching skills developments?
2. Do you get sufficient support from Ministry/ school/ department/ colleagues?
3. Can you explain to me what did you do during the previous lesson?
4. Can you give me an explanation on why you did that?
5. What did you learn from the previous lesson
6. Did you find difficulties during teaching the lesson?
7. If yes How can you avoid them?
8. Can you suggest an alternative way of your teaching that would facilitate pupils learning?
9. Any comments

Report of the interview with a PhD student and presenting all the addressed questions

Pupils interview part 1

A meeting was arranged between 'the researcher' and a PhD student who is a former PE teacher in Kuwait. I started to explain the topic of this research under the title "Investigating the Integration of the Sport Education and Athletics Challenges Curricular Models in the Teaching of Athletics in one Kuwaiti Middle School". The purpose of this meeting was to ask the questions to her and look to the suitablility of the questions. I asked her some questions related to the teacher interview and some questions related to pupils focus group interviews. During the discussion of the pupil's interview questions she recommended and suggested some valuable ideas. In question number1 she mentioned that the question is correct and direct. In question number 1 she suggested that the question is going to be clearer if I can add to it "what the sport would you like to practice and why?". Question number 2 left the same. However, in question 3 she

suggested the following question “Tell me about your present PE class and how is it look like and what do you feel about it?”. Question number 4 left the same. In question 5, she suggested that adding a question include rating PE class in Kuwait by the pupils is valuable by saying” Between 1-10 how would you score your PE class?”. In question 6, the question left the same and she said it is a good question because it will give wider description of pupil’s scores. Question 7 left the same. In question 8 she recommended it is important to mention the cooperation between the pupils by asking the following question “If you have any cooperation with your mates in PE could you describe it?”. Question number 9 left the same with comment of “ very good question” by her. Question number 10 left the same. She suggested question number 11as follow ”what do you expect from your teacher before you go to the PE class?”. Questions 12, 13, and 14 left the same. Question number 15 she suggested that it is not necessary question to be asked but in number 16 she said it is repeated and in question number 17 and 18 left the same but changed in position. In question number 19 she recommended knowing the reason why is beneficial. Question 20 left the same but question number 21 she recommended if there is rating of teacher’s effort that would be important. Question number 22 left the same and question number 23 was suggested to add more information that could not be covered by the researcher.

During the discussion of the questions related to the teacher interview she suggested the following question as a 1st question “What is the reason behind choosing to become a PE teacher?”. Question number 2 is left the same and question number 3 changed in its position. Question number 4 left the same. She suggested 3 questions (5, 6, and 7) she believes that they are important to be asked as follows “and they are related to the supervision in Kuwait and how they support teachers in Kuwait schools. Question number 8 she said it was repeated and 9 left the same. She mentioned that question number 10 is very good

question. Questions 11, 12, 13, and 14 left the same with comment of good questions. Questions number 15 and 16 were considered by her as not necessary question. Questions 17 1nd 18 left the same and number 18 was considered as a good question. She suggested to do some changes to the questions 19 and 20 to make them more clear but she mentioned that question number 21 was very long question. Questions 22 and 23 left the same. Finally, question number 24 was suggested by her to add more information that could not be covered by the researcher. During the discussion CPD question she liked all the questions but she recommended 3 questions which are 1, 2, and 9.

Third version

Telephone interview with an Ed.D in the Kuwait PE department in The Public Authority for Applied Education and Training

After revising the pupil's interview, teacher's interview, and CPD questions

Pupil's interview

1. What is your favourite sport?
2. What is the sport you would like to practice at school?
3. Why?
4. What happen in your PE lesson?
5. What are you normally doing in your PE lesson?
6. What do you feel about your PE lesson?
7. What do you like about your PE lesson?
8. What you don't like about your physical education lesson?
9. If you had the choice what would you like to do in your physical education lesson?

10. What do you learn in PE class?
11. Tell me as much as you can about skills you have learned in your PE lesson?
12. What the most you would like to learn in PE lesson?
13. If yes why?
14. Do you find PE lesson fun?
15. If yes why?
16. Can you give me some example where you exercise with your classmates?
17. Can you give me some example on how you support your classmates in physical education lesson?
18. Can you give me some examples where you cooperate with your classmates?
19. How do you rate your PE class in the scale from 1-10 (1 is the lowest and 10 is the highest)?
20. Why?
21. What do you expect from your teacher before you go to the PE lesson?
22. How do you rate your teacher effort in teaching PE?
23. Why?
24. Is your PE lesson time enough to practice your skills?
25. Do you have any other comments?

Teacher interview after revision

1. What is the reason behind choosing to become a PE teacher?
2. When did you first become a physical education teacher?
3. Tell me about where did you do your teacher training?
4. Can you tell me about the lesson and how is it looks like?
5. Can you tell me about a successful physical education lesson?
6. What do you think about the supervisors in PE?
7. Do they give you enough support?
8. Do they restrict you?

9. Is it important to you that your pupil's learn how to be responsible and able to take decisions?
10. In your PE lesson are the above elements are being taught?
11. What are the benefits you get from teaching physical education?
12. What do you want pupils to learn from physical education?
13. What are the training sessions provided to you by the Ministry of Education?
14. Can you give me some examples of how you took some of that CPD and brought them to the class?
15. Any other training sessions?
16. Have you heard about SE model?
17. When and how?
18. When were the first time you heard about Sport Education model?
19. What is the difference between SE and typical PE class?
20. What do you think Sport Education is about?
21. What do you like about SE?
22. Do you have any comments?

CPD questions after revising

1. Do you have sufficient materials to improve your teaching skills developments?
2. Do you get sufficient support from Ministry/ school/ department/ colleagues?
3. Can you explain to me what did you do during the previous lesson?
4. Can you give me an explanation on why you did that?
5. What did you learn from the previous lesson
6. Did you find difficulties during teaching the lesson?
7. If yes how can you avoid them?

8. Can you suggest an alternative way of your teaching that would facilitate pupils learning?
9. Any comments?

Telephone interview report

Through contact with an Ed.D in the Kuwait PE department with 30 years experience in PE field, we discussed all the questions that were related to this study. The Doctor of Education recommended adding some questions such as questions number 10 and 15 in pupils' interview questions. He also divided some of the questions into two parts which he thinks it will be easier to be asked to the pupils in that specific age. Finally we went through all the questions and rearrange the questions order and the CPD left the same

Forth version

Telephone interview with physical education teacher in Kuwait

After revising the pupil's interview, teacher's interview, and CPD questions

Pupil's interview

1. What is your favourite sport?
2. What is the sport you would like to practice at school?
3. Why?
4. What happen in your PE lesson?
5. What are you normally doing in your PE lesson?
6. What do you feel about your PE lesson?
7. What do you like about your PE lesson?

8. What you don't like about your physical education lesson?
9. If you had the choice what would you like to do in your physical education lesson?
10. What do you learn in PE class?
11. Tell me as much as you can about skills you have learned in your PE lesson?
12. What the most you would like to learn in PE lesson?
13. If yes why?
14. Do you find PE lesson fun?
15. If yes why?
16. Can you give me some example where you exercise with your classmates?
17. Can you give me some example on how you support your classmates in physical education lesson?
18. Can you give me some examples where you cooperate with your classmates?
19. How do you rate your PE class in the scale from 1-10 (1 is the lowest and 10 is the highest)?
20. Why?
21. What do you expect from your teacher before you go to the PE lesson?
22. What skill do you expect to be taught in your PE lesson
23. Dose your teacher motivates you to improve your skill?
24. Tell me how the teacher supports and motivate you to learn?
25. How do you rate your teacher effort in teaching PE?
26. Why?
27. Is your PE lesson time enough to practice your skills?
28. Do you have any other comments?

Teacher interview after revision

1. What is the reason behind choosing to become a PE teacher?
2. When did you first become a physical education teacher?
3. Tell me about where did you do your teacher training?

4. Can you tell me about a successful physical education lesson?
5. What do you think about the supervisors in PE?
6. Do they give you enough support?
7. Do they restrict you?
8. Is it important to you that your pupil's learn how to be responsible and able to take decisions?
9. In your PE lesson are the above elements are being taught?
10. What are the benefits you get from teaching physical education?
11. What are your goals and concepts that you would your pupils to learn in PE lesson?
12. Can you tell me about the lesson and how is it looks like?
13. What are the training sessions provided to you by the Ministry of Education?
14. Can you give me some examples of how you took some of that CPD and brought them to the class?
15. Any other training sessions?
16. Have you heard about SE model?
17. When and how?
18. When were the first time you heard about Sport Education model?
19. What is the difference between SE and typical PE class?
20. What do you think Sport Education is about?
21. What do you like about SE?
22. Do you have any comments?

CPD questions after revising

1. Do you have sufficient materials to improve your teaching skills developments?
2. Do you get sufficient support from Ministry/ school/ department/ colleagues?
3. Can you explain to me what did you do during the previous lesson?
4. Can you give me an explanation on why you did that?

5. What did you learn from the previous lesson
6. Did you find difficulties during teaching the lesson?
7. If yes how can you avoid them?
8. Can you suggest an alternative way of your teaching that would facilitate pupils learning?
9. Any comments?

Telephone interview report

Through contact with a physical education teacher in Kuwait with 9 years of experience in PE field, we discussed all the questions that related to this study. The teacher has recommended add some questions such as questions number 11 and 15 in teacher's interview questions. He also suggested to added questions related to motivation such as questions number 23, 24, and 25 in pupils' interview. Finally, the CPD questions were left the same.

Appendix B Final Mini Focus Group Interviews with Pupils

This section includes interviews question that are going asked to pupils in middle school in Kuwait in physical education class. The researcher arranged a meeting for 30-40 minutes with mini focus groups (3-5 per group). The purpose of asking these questions is because the researcher is trying to gather a baseline of information about pupil's background about their physical education (PE) class and sport in general.

1. What is your favourite sport?
2. What is your favourite lesson in school?
3. What is the sport you would like to practice at school? Why?
4. What do you normally do in your PE lesson? Describe a lesson for me in detail
5. What else happens in your PE lesson?
6. What do you learn about in PE?
7. If you had the choice what would you like to do in your physical education lesson? Why this is?
8. Can you give me some examples where you have worked with your classmates in PE?
9. Can you give me some examples where you helped your classmates in PE?
10. What does your teacher do during your PE class? How do they teach the lesson?
11. Do you find PE lesson fun? Why? Why not?
12. How do you feel about your PE lessons right now at your school?
13. How important is PE for you? Why is this?
14. What do you most like about your PE?
15. What you don't like about your PE the most?
16. What would you like to learn in PE lesson?

17. Tell me as much as you can about the skills you have learned in your PE lesson
18. Can you give me some examples where you exercise with your classmates?
19. Can you give me some example on how you support your classmates in physical education lesson in term of saying motivation words?
20. Can you give me some examples where you cooperate with your classmates?
21. How do you rate your PE class in the scale from 1-10 (1 is the lowest and 10 is the highest)? Why?
22. What do you expect from your teacher before you go to the PE lesson?
23. What skill do you expect to be taught in your PE lesson?
24. How does your teacher motivate you to improve your skills?
25. Tell me how the teacher supports and motivate you to learn?
26. How do you rate your effort in PE? Why?
27. Is your PE lesson time enough to practice your skills?
28. Tell me about anything else to do with your PE lesson that you have not yet talked about?
29. Do you have any other comments?

Final Teacher interview questions

This section includes interviews questions that going to be asked to the teacher in middle school in Kuwait in physical education (PE) class. The researcher will arrange a meeting for 2 hours and ask the questions to the teacher.

1. When did you first want to become a PE teacher?
2. When did you become a physical education teacher? What year?
3. How long have you been teaching PE
4. What is the reason behind choosing to become a PE teacher?
5. How would you describe the current state of PE in Kuwait? (curreculum, teaching quality)

6. What do you want pupils to learn from PE? Why these?
7. Can you tell me about a lesson and how is it looks like? What goes on in the lesson? Describe this for me in as much detail.
8. Can you tell me about a successful PE lesson?
9. Tell me about where you did your teacher training?
10. What did the training include?
11. Where did you learn how to teach the way you do?
12. Did you practice teaching in school during your teacher training?
13. How did the Ministry of Education in Kuwait prepare you to become a PE teacher?
14. Talk to me about any continued professional development (CPD) you have had?
15. What it was about?
16. What did you learn as a result of the CPD?
17. Can you give me some examples of how you took some of that CPD and brought them to the class?
18. What are the important things you want pupils to learn from PE? Why these?
19. When was the first time you learned about Sport Education (SE)?
20. What do you think it tries to do that is different from what you have done in the past?
21. What do you like about SE? what do you not like?
22. What do you think SE is about and what it tries to do?
23. In what way might your pupils like SE?
24. From your current knowledge of SE what might your pupils
    - Not like about SE.
    - Find difficult to do in lessons.
25. What do you think about the supervisors in PE?
26. Do they give you enough support?

27. Do they restrict you?
28. Is it important to you that your pupil's learn how to be responsible and able to take decisions?
29. In your PE lesson are the above elements are being taught?
30. What are the benefits you get from teaching physical education?
31. What is the difference between SE and typical PE class?
32. Do you have any comments?
33. Tell me about anything else to do with PE from experience or point of view?

Final Continued Professional Development (CPD) Sessions

This section includes questions regarding the CPD support provided to the teacher across the unit of work. The researcher will arrange meetings for 20-30 minutes every three lessons or so during the season of Sport Education and Athletics Challenges Curricular Model. The meetings will focus on the following questions:

1. Can you explain to me what happened during the previous lesson?
2. Can you give me an explanation on why you taught the lesson in that way?
3. What did you learn? What did the pupils learn today?
4. Did you find difficulties during the lesson? What are they? What might you do diffrentlly?
5. Can you suggest an alternative way of teaching that would facilitate pupils learning?
6. What are you teaching in the next lesson? What do you plan to do? Do you have questions at this time?
7. Do you have sufficient materials to improve your teaching skills developments?

Do you have any questions about the Sport Education season so far? If so please ask

Appendix C Sport Education Athletics Season Survey

Directions: Rate each statement below by circling the one score that best describes your feelings about the statement. In addition, say why you rated the statement the way you did.

Statement 1. I enjoyed the Sport Education Athletics season because it was longer than a typical unit in P.E.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

_____

_____

_____

_____

_____

_____

Statement 2. I enjoyed being placed on a team early in the season and staying on the same team for the entire season.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

_____

_____

_____

_____

_____

_____

Statement 3. I enjoyed the schedule of team practice and formal competitions throughout the Sport Education Athletics season.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

_____

_____

Statement 4. I enjoyed the culminating event at the end of the Sport Education Athletics season.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 5. I enjoyed having access to scores and records (statistics) for my team and me.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

_____

_____

_____

_____

_____

Statement 6. I enjoyed the festive nature of the Sport Education Athletics season using things such as team names, team chants, colours, mascots, and posters etc.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

_____

_____

_____

_____

_____

Statement 7. I learned a lot about the sport of Athletics during this season in P.E.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

_____

_____

_____

_____

_____

Rate from 1 to 10 how skillful you are at Athletics

BEFORE THE SEASON

1	2	3	4	5	6	7	8	9	10
Very poor									**Very good**

AFTER THE SEASON

1	2	3	4	5	6	7	8	9	10
Very poor									**Very good**

Rate from 1 to 10 how much you think you know about the Sport of Athletics (skills, techniques, rules, etc)

BEFORE THE SEASON

1	2	3	4	5	6	7	8	9	10
Very little									**Very much**

AFTER THE SEASON

1	2	3	4	5	6	7	8	9	10
Very little									**Very much**

Rate from 1 to 10 how much you enjoyed this season and participated with enthusiasm

1	2	3	4	5	6	7	8	9	10
Very little									**Very much**

FINAL

From 1 to 10, indicating how much you like physical education BEFORE experiencing it during Sport Education.

1 2 3 4 5 6 7 8 9 10

From 1 to 10, indicating how much you like physical education experience AFTER the season that had teams, competition, roles etc..

1 2 3 4 5 6 7 8 9 10

UNIVERSITY OF SOUTHAMPTON

Faculty of Social Human and Mathematical Sciences

Academic_Unit Southampton Education School

Investigating the Integration of the Sport Education and Athletics Challenges Curricular Models in the Teaching of Athletics in one Kuwaiti Middle School

Appendix 1

by

Meshal Fahad Althuwaini

September 2017

Appendix1

Sport Education and Athletics Challenges Season Outline

Incorporating Sport Education Features into the SE: AC unit

Feature	How this approach in the season
Affiliation	• Persisting teams • Roles • Responsibilities • Warm up and practice area
Season	• 21 lessons
Formal Comp	• Daily competitions (individuals and team based)
Records	• Distances • Heights • Times • Improvements • Personal improvement • Awards and presentation
Festivity	• Team names • Team colour • A mascot • Team flag
Culminating events\ Final events	• Individual in team competitions • Make specific entrance with a song for each team

Housekeeping and Resource Examples

Team responsibility sheet (students jobs) roles can be changed

Date:

Team	Role 1	Role 2	Role 3	Signatures	Points (0-3)
Organizer Captain	Act as spokesperson for the team and lead the Warm up. (Task cards could be used)	Take Attendance Choose who will play first	Lead team meeting and Assist teacher with lineups for games.		
Trainer Captain (Coach)	Use the task cards to explain technical training	Plan or create practice	Provide information about team progress		
Equipment Captain	Prepare lesson equipment	Return lesson equipment	Make sure all the lesson equipment there.		
Official Captain	Make sure all the team measure correctly and perform correctly	Choose team colour, name, Logo….	Make sure all the team wear Athletic clothes that appropriate for the event		
Scorekeeper Captain	Write team score during practice	Write scores during competitions	Provide team ranking (where are we now??) Publicizing for the team		
Officials Each one will take only one role.	Measure distance	Score time	Give Decisions about correct attempts and false attempts		

From D. Siedentop, P. A. Hastie, and H. van der Mars, 2011, *Complete Guide to Sport Education, Second*

In case of the absence organizer captain can take the absence pupil role or each captain have part of the absence pupil role. This paper will be given to the pupils

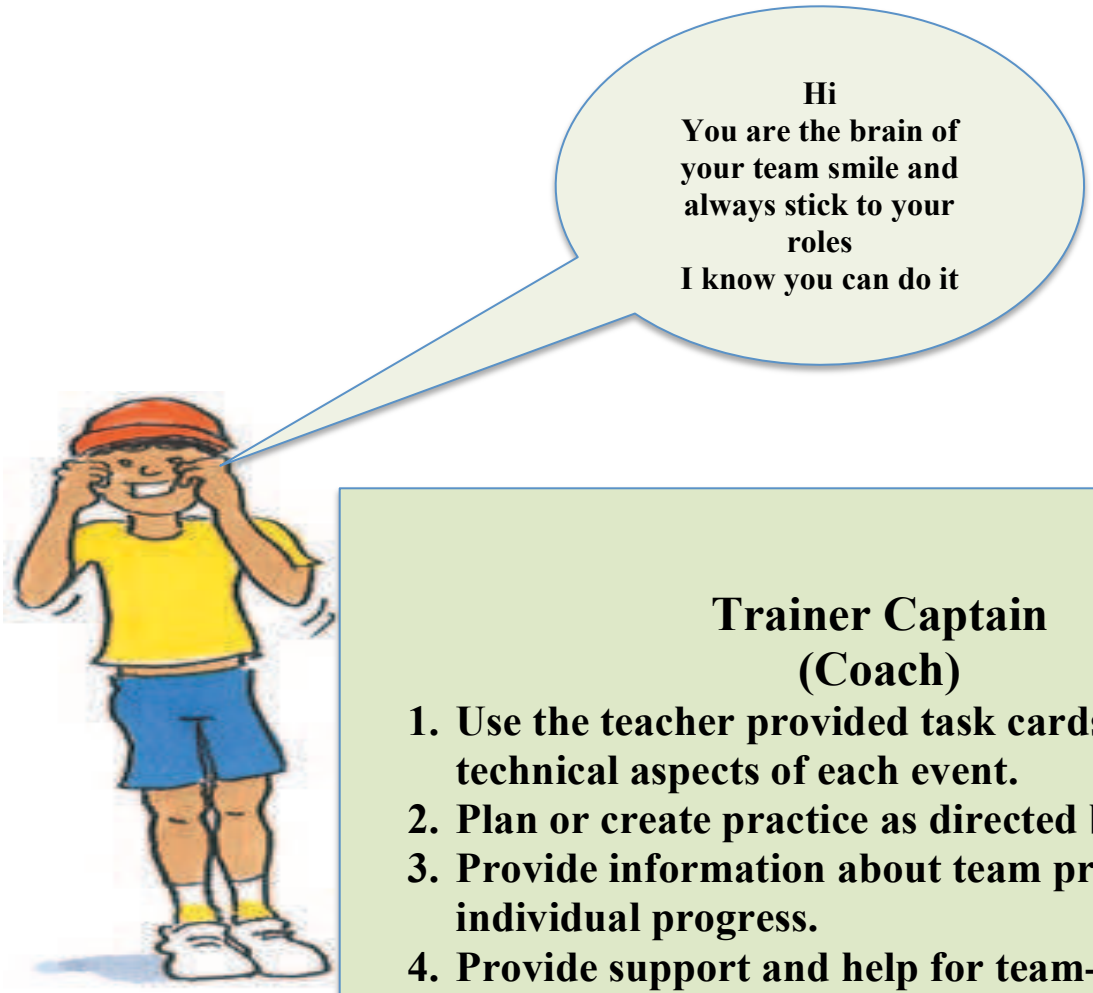
Changing Roles

Not all the pupils will change their roles but there will be changing in some of the roles every 7 lessons for just a few pupils. They will discuss this in their groups and let me know about their decision? If they are happy to do the rotation there has to be enough time such as 7 lessons or more.

Pupil Roles and Responsibilities

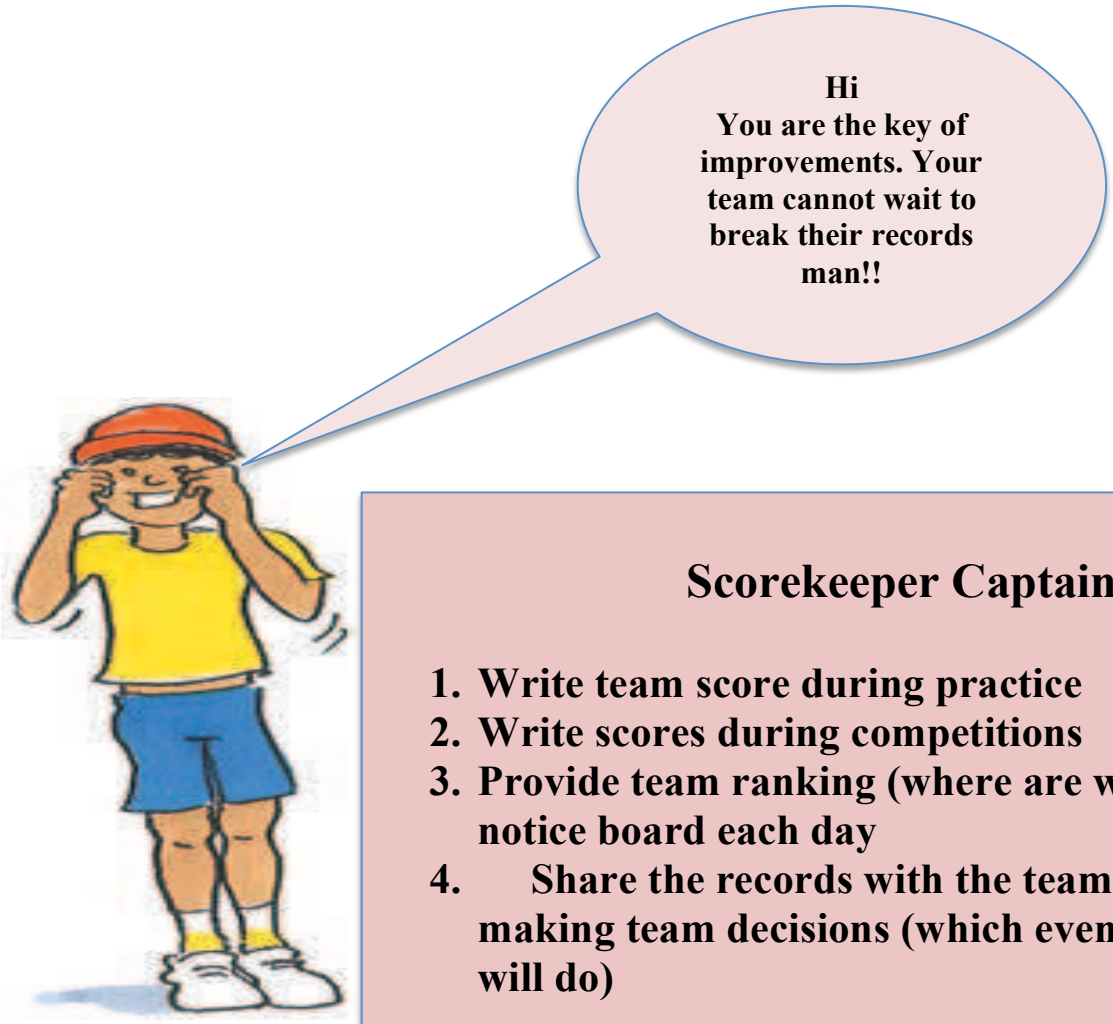
Organizer Captain

- Act as spokesperson for the team and lead the Warm up (Task cards could be used)
- Take group attendance and report this to the teacher.
- Choose who will play in competitions leaving nobody out
- Lead team meeting
- Assist teacher with lineups for formal competition and culminating event.



Trainer Captain
(Coach)

1. Use the teacher provided task cards to explain technical aspects of each event.
2. Plan or create practice as directed by teacher.
3. Provide information about team progress and individual progress.
4. Provide support and help for team-mates during practice and competitions

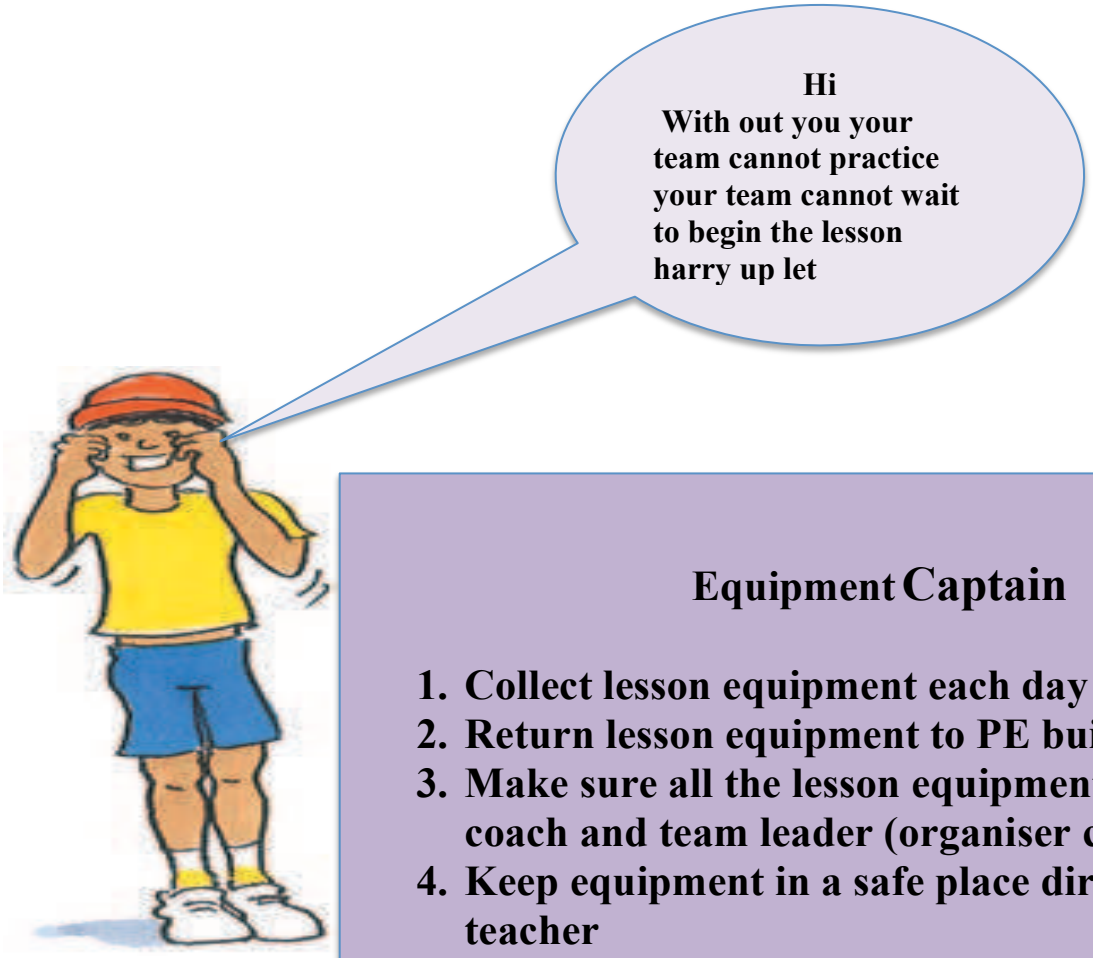


Scorekeeper Captain

1. Write team score during practice
2. Write scores during competitions
3. Provide team ranking (where are we now??) check notice board each day
4. Share the records with the team leader to help in making team decisions (which events team member will do)

Official Captain

1. Make sure all teams, distances are measured correctly and performed correctly
2. Choose team colour, name, Logo….
3. Make sure all the team wear team uniform each day
4. Athletic clothes that appropriate for the event are worn each day (footwear)
5. Teach members of the team how to measure correctly and what would be false start or invalid jump or throw



Equipment Captain

1. Collect lesson equipment each day
2. Return lesson equipment to PE building
3. Make sure all the lesson equipment is available for coach and team leader (organiser captain)
4. Keep equipment in a safe place directed by the teacher
5. Set out equipment for practice and competition on directed by the teacher or organizer captain

Accountability

Team Contract

Name for team (A)	Fair play	Full Effort	Respect	Responsibility	Assistance	Signature
	Play by the game rules and class rules	Always Work hard	Always Respect each other	Commitment to your responsibilities	Help team mate to improve	

From D. Siedentop, P. A. Hastie, and H. van der Mars, 2011, *Complete Guide to Sport Education, Second*

Fair play

Team Fair Play Agreement

As **player**, I promise that *at all times*, I will . . .

1. Play by the rules,
2. Play under control,
3. Treat the referee and opponents with respect,
4. Do my best during practices and games,
5. Help my teammates,
6. Play hard but fair, and
7. Avoid put-downs and use put-ups.

All the teams will sign this paper.

All teams need to sign this and place in their portfolio

Point System for Season

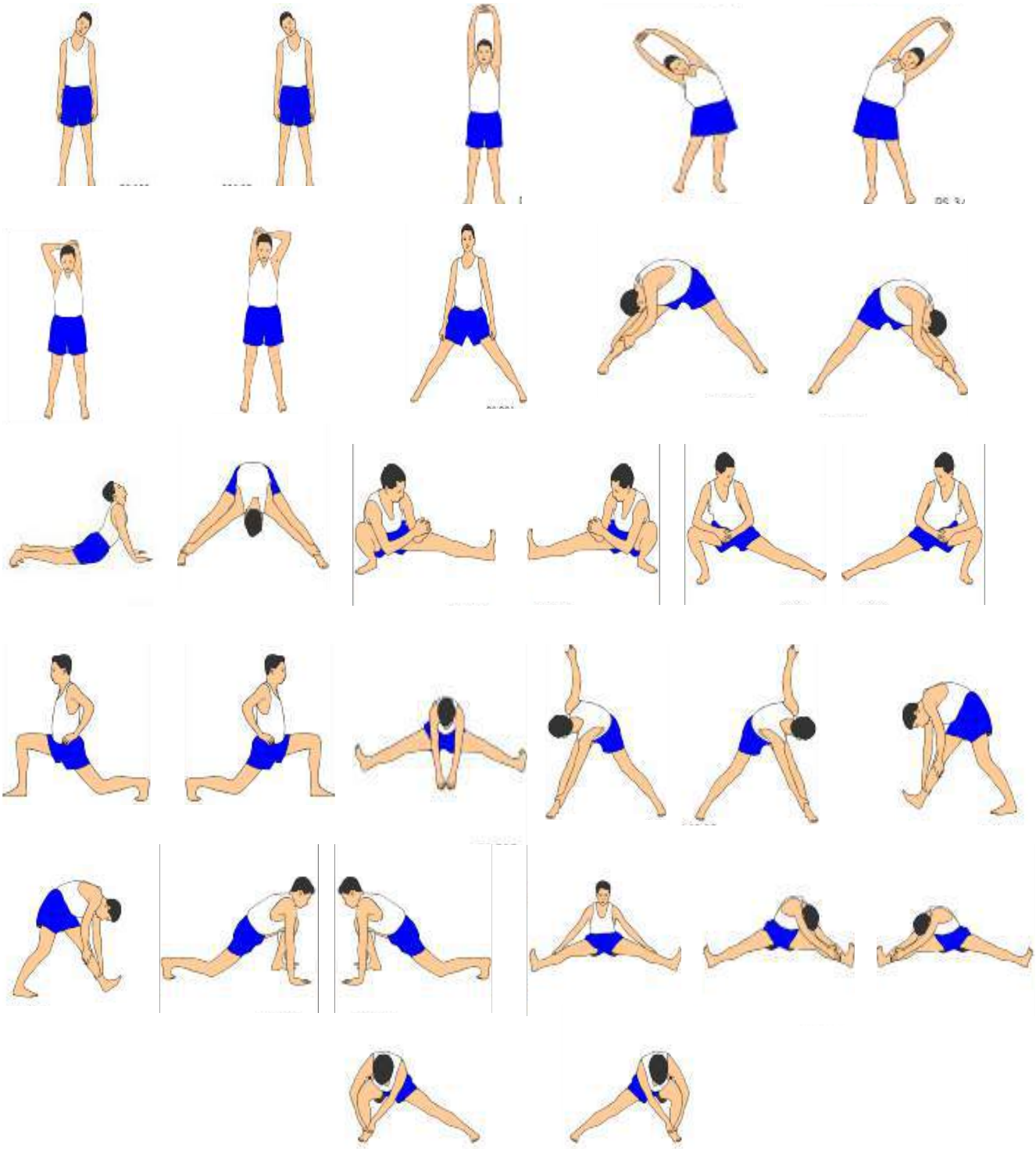
Points awarded for

Team nam	Daily duty	Points (7)	Total points
	1. All team present and in correct uniform		
	2. Following teaching task cards		
	3. Managing equipment		
	4. Outstanding effort		
	5. Sportsmanship		
	6. Fair paly e.g. shaking hands, being honest during the game		
	7. Leading warm up 8. 9. 10.		

Points awarded for other teams

Team name	Will be awarded to all other team if a team demonstrat of the following	Points	Total points
	1. Un-sportsmanship.		
	2. Being late.		
	3. Poor attitude toward officials or teacher		
	4. Lack of effort.		
	5. Misbehaviour.		
	6. Abusive language.		
	7. Incorrect kit. 8. 9. 10.		

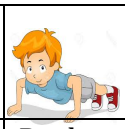
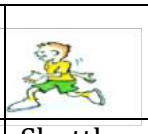
Warm up and Cool down Task Card



Example Task Card for Daily Exercise

Sit- up:

- ***Sit - up***: in this assessment each student will try to do sit-up as much as he can in 30 seconds.

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the start and sprint 20m for 20 minutes.

Peer Teaching Start and Sprint Task Card

Start and sprint from 20m practicing time

What to do?

On your mark

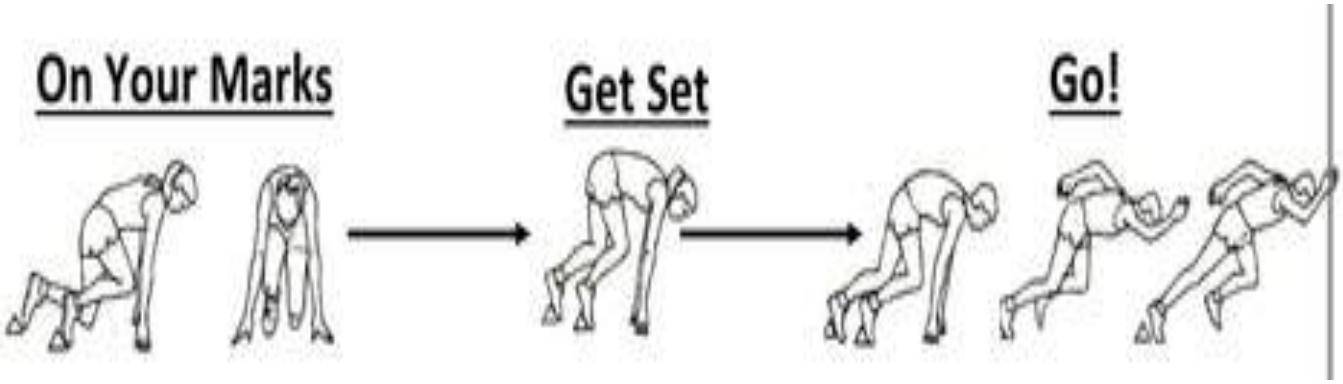
1. Place your prefer leg forwards.
2. Your front foot should be 1.5 to 2 feet behind the line.
3. Place your rear knee approximately level with your front foot.
4. Your weight should rest equally on your rear knee and hands.
5. Place your hand behind the line, forming a V with your fingers and thump.
6. Your arms should be placed about shoulder width apart.
7. Your shoulders should be slightly ahead of your hands.
8. Look at the ground about 1 m ahead.

Set

1. Raise your hip slightly higher than your shoulders
2. Your front leg should be 80 to 90 degrees at the knee
3. Your arms and legs should equally support your body weight
4. Move your shoulders slightly ahead of your hands
5. Look at the ground about I m ahead
6. Hold your breath and wait for the go

Go

1. Extend your front leg vigorously
2. Drive the knee of your rear leg forwards
3. Move your arms vigorously to counterbalance the action of your legs
4. Lean forwards for the first 5-6 metres
5. Remain low and don`t become fully upright too early



Example: Start and Sprint Technical Analysis Sheet (Peer-Assessment)

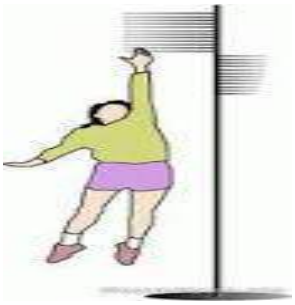
Technique	Did you see that	Show your face about each technique	Improvement suggestions
On your mark part			
Prefer leg forwards and 1.5 to 2 feet behind the line	Yes no		
Rear knee is placed approximately level with front foot	Yes no		
Hand is placed behind the line, forming a V with fingers and thump	Yes no		
Arms are placed about shoulder width apart	Yes no		
Shoulders ahead of hands	Yes no		
Looking at the ground about 1 m ahead	Yes no		
Set			
Hip higher than shoulders	Yes no		
Front leg (knee) shaped 80 to 90 degrees	Yes no		
Shoulders moved slightly ahead of hands	Yes no		
Looking at the ground about I m ahead	Yes no		
Go			
Extended front leg vigorously	Yes no		
Driven the knee of rear leg forwards	Yes no		
Arms moved vigorously	Yes no Yes no		
Lean forwards for the first 5-6 metres	Yes no		
Remain low	Yes no		

Example Task Card (Team Practice)

Shuttle run and vertical jump:

Shuttle run: in 15 seconds how many times can student do the shuttle run.

Vertical jump: The teacher will use a marker and draw an area on the wall. Each student must touch within this area to count the points in 30 seconds.



- While student do the shuttle assessment, the teacher will prepare the area where student practice the long jump for 20 minutes.

Example Task Card: Long Jump

Long jump learning and practice time
What to do?

1. Start with running from **3m**
2. **Take off**:

- ❖ Take off with one foot and upward
- ❖ Keep high hips
- ❖ Drive your knee forwards

3. **Fight:**

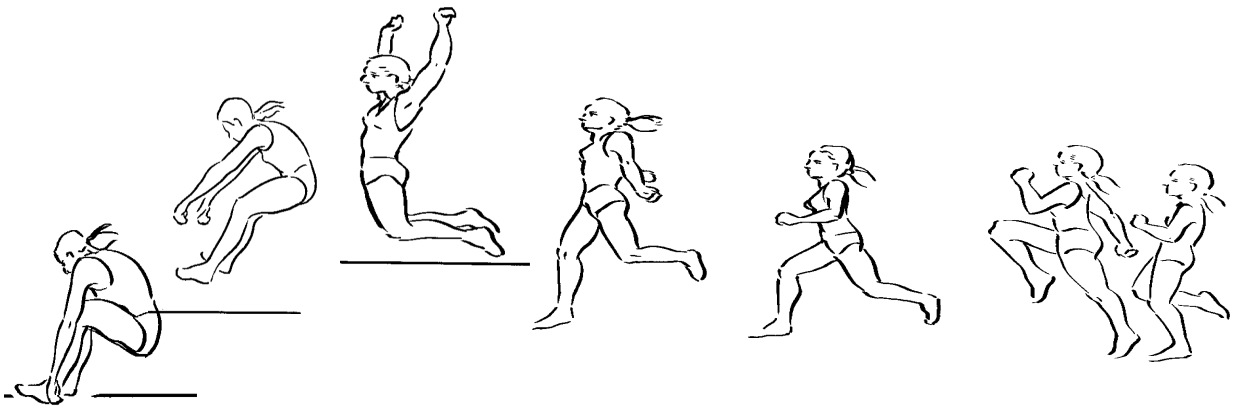
- Bring your arms above head (Use your arm to drive yourself further) and Keep body upright

4. **Landing:**

- Land with both feet

Task cards will be giving to the trainer captain (**Long jump task card**)

- ❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technique analysis sheet**)



Example: Long Jump Technical Analysis Sheet (Peer-Assessment)

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Start with running from 3m	Yes no		
Take off with one foot and upward	Yes no		
Hips Keep high	Yes no		
Driven knee forwards	Yes no		
Arms above head	Yes no		
Kept body upright	Yes no		
Did he used his arm to help him driven further	Yes no		
Land with both feet	Yes no		

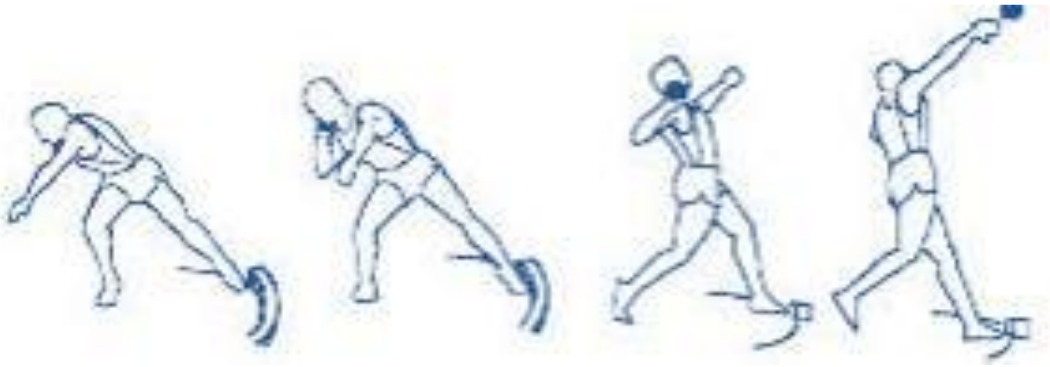
Peer Teaching Shot Put Task Card

Shot put learning and practicing time

What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
   -Weight transfers from right leg to left leg
   -Hips driven forwards and upwards (Low to high).
8. Legs extend.
9. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
10. Release shot when arm is extended and above head.

Task cards will be giving to the trainer captain (**shot put task cards**)



Example: Shot Put Technical Analysis Sheet (Peer-Assessment)

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Facing throw area	Yes no		
Hold shot correctly and place shot into neck. With "Clean palms, dirty neck".	Yes no		
High elbow	Yes no		
Bent knees	Yes no		
Push from back leg	Yes no		
Legs extend	Yes no		
Push high and long And exit opposite of the field	Yes no		

Sample Recording Sheet

Shot put Score sheet for each student to improve his score

Name:
Date:
Event: shot put ( )m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Long jump Score sheet for each student to improve his score

Name:
Date:
Event: long jump ( )m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Start and sprint Score sheet for each student to improve his score

Name:
Date:
Event: start and sprint ( )m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score.
Based on each student best score, ranking will be taking for next competition.

Example: Daily Competition Points

Points system after the daily competition

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

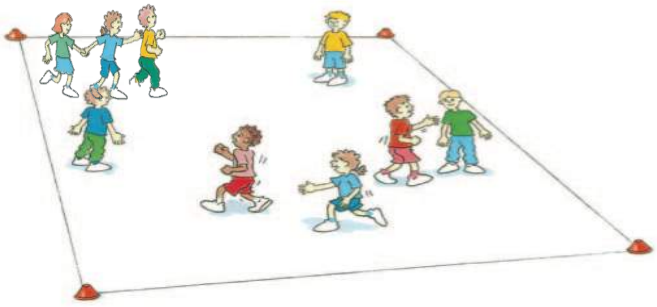
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	2 Points	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Summary of Daily Team Games
Games Points System



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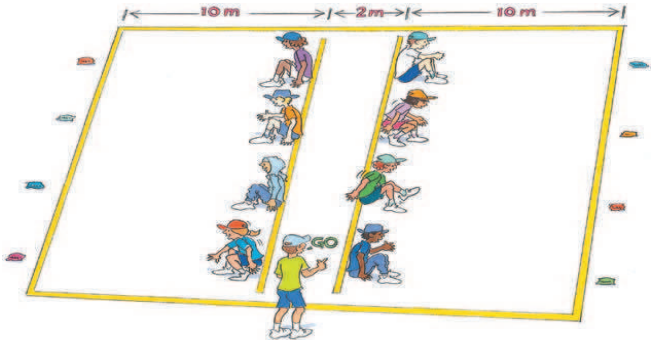

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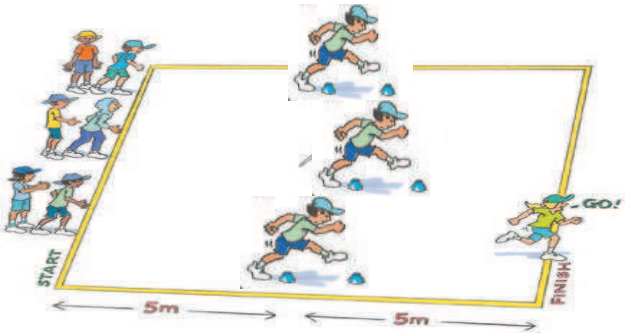

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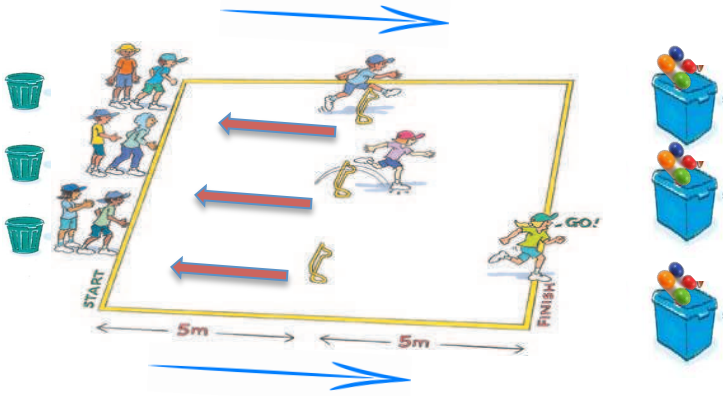

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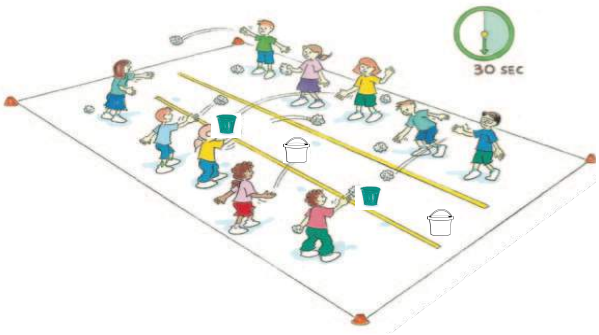

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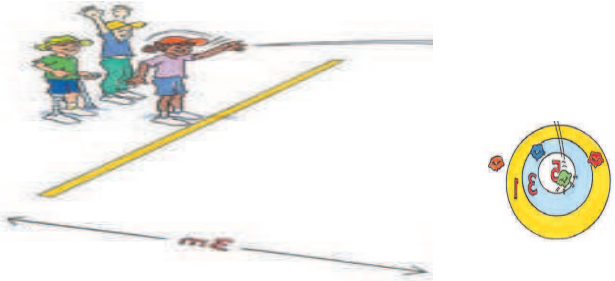

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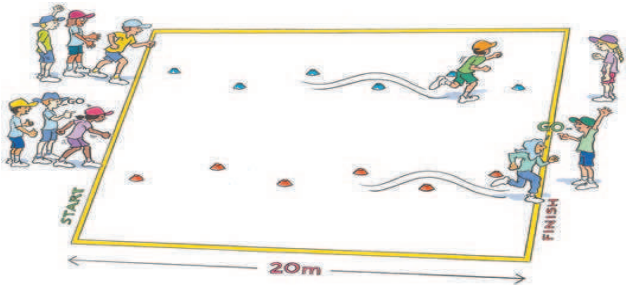

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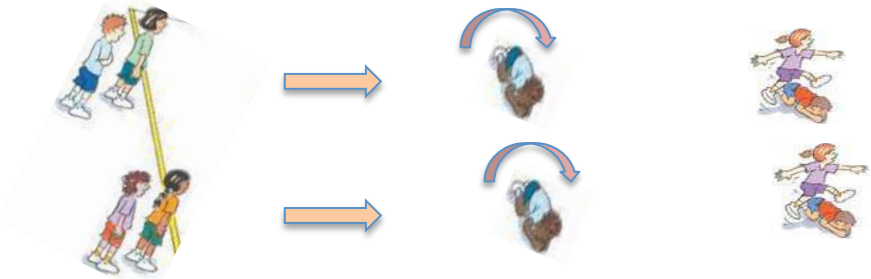

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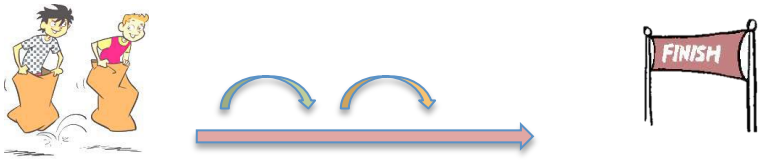

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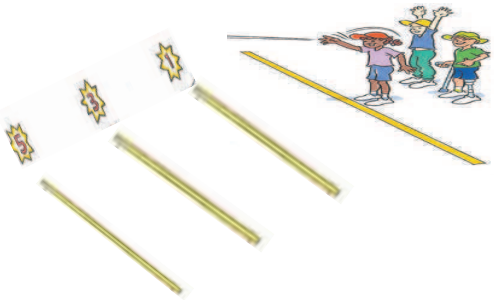

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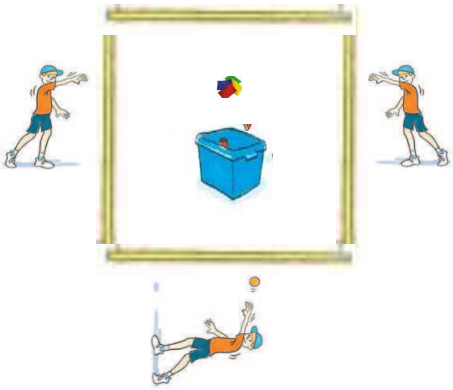


Team A collect ( ) Team B collect ( ) Team C collect ( ) Team D collect ( ) Team E collect ( )

Summary of Season Behaviours included [Adapted from Hastie, 2011]

Benchmark Element	Yes	No
1. The teacher plans the unit around the principle of a 'season'	**Yes**	
2. Management/organizational phase	**Yes**	
3. Team selection phase	**Yes**	
4. Practice phase	**Yes**	
5. Competition phase	**Yes**	
6. End of season event	**Yes**	
7. The teacher promotes the 'affiliation' concept	**Yes**	
8. Students involved in the process of team selection		**No**
9. Persisting teams for duration of unit	**Yes**	
10. Teacher promotes students taking 'responsibility'	**Yes**	
11. Incorporates student duty roles within lessons	**Yes**	
12. Establishes contract and/or accountability for	**Yes**	
13. Student performance in roles	**Yes**	
14. Teacher holds student accountable	**Yes**	
15. Teacher provides training for officials	**Yes**	
16. Teacher utilizes tasks to train students on	**Yes**	
17. Effective verbal communication and feedback	**Yes**	
18. Teacher provides task sheets for coaches/captains	**Yes**	
19. Teacher adopts a facilitator approach during interactions with student groups	**Yes**	
20. Teacher encourages students to resolve conflict within groups	**Yes**	
21. Teacher uses 'formal competition' within season plan	**Yes**	
22. A formal schedule of competition is established	**Yes**	
23. Fair play and sportsman awards utilized	**Yes**	
24. Teacher utilizes a form of 'record keeping' within unit	**Yes**	
25. Teacher provides rubrics for scorekeeper		**No**
26. Incorporates peer assessment as part of record keeping process	**Yes**	
27. Teacher uses 'culminating event' near the end of the season	**Yes**	
28. Culminating event is festive in nature	**Yes**	
29. Teams are easily identifiable (team names,	**Yes**	
30. Team colours, team t-shirts)	**Yes**	
31. Teacher creates 'festivity' within unit	**Yes**	
32. Regular postings of team/individual performances	**Yes**	
33. Teacher emphasizes the celebration of fair play	**Yes**	

Lesson 1
Start and Sprint

Teacher Leading

An overview of Sport Education and Athletics Challenges hybrid model

- **Presentation.**

- *Lesson Objectives:*

- Pupils will learn about Sport Education and Athletics Challenges hybrid model:

- ✓ Definitions
- ✓ Objectives, Description of the two models.
- ✓ Describe the three skills will be studied during the season.
- ✓ Showing technical analysis sheets for the three skills by the PowerPoint.
- ✓ Make the draw for the teams to promote affiliation.
- ✓ Choose team names, colour, and provide badge or symbol with help of teacher.
- ✓ Describe the roles and officials in the persisting teams.
- ✓ Show the assigned areas for practice and warm-up.
- ✓ Show the task cards in the portfolio.
- ✓ Show the competition format.
- ✓ Show the assessments for the skills.
- ✓ Talk about the point system (show sample of the games in the warm up of the formal competitions), final event, rewards.
- ✓ Prepare for lesson two. (Talk about start and sprint, long jump) practical in lesson two.
- ✓ Choose a team song and an entrance dance for each day and final event.

Standard Equipment for All Lessons

Lesson equipment

- Attendance sheet
- Warm up task cards.
- Stopwatch (1)
- Cones for the game (4)
- Cones for each area (20) field (30)
- Assessment score sheet (5)
- Cones for the practice sprint (10) for all teams
- Whistle
- Pupils' (attempts sheet) to write his scores in practice time (5)
- Technical analysis sheet (5)
- Pencil (10)
- Formal competition schedule
- Teams competition schedule
- General sheet for points (games) (5)
- Flags red fags 5 and white flags 5
- 26 mats
- Meter or tapes to mark the areas and measure distances
- Assessment score sheet (shuttle run and vertical jump)(5)
- Cons for (15) all teams to play the warm up game
- (10) Cones for the shuttle run for all teams
- Pupils' (attempts sheet) to write his scores in practice time (5)
- Mats as much as the lesson needs
- Baskets (6) for the last game
- 50 small balls
- Pupils' (attempts sheet) to write his scores in practice time (5)
- Formal competition schedule
- Teams competition schedule
- Flags red and white and meter
- White basket (4)
- Green basket (4)
- Paper balls (50)
- Sand bag (15)
- Meter (5)
- Tape measure
- 3 different tape colours to make the round area and the points for the game

Lesson 2
Shot put and Long Jump

Start and Sprint and Long Jump Refreshment Lesson

Objectives

1- Pupils will learn the meaning of being in a group as a team.
2- Pupils will learn the meaning of cooperative learning.
3- Pupils will learn the techniques of performing start and sprint skills.
4- Pupils will learn the technique of performing long jump skill.

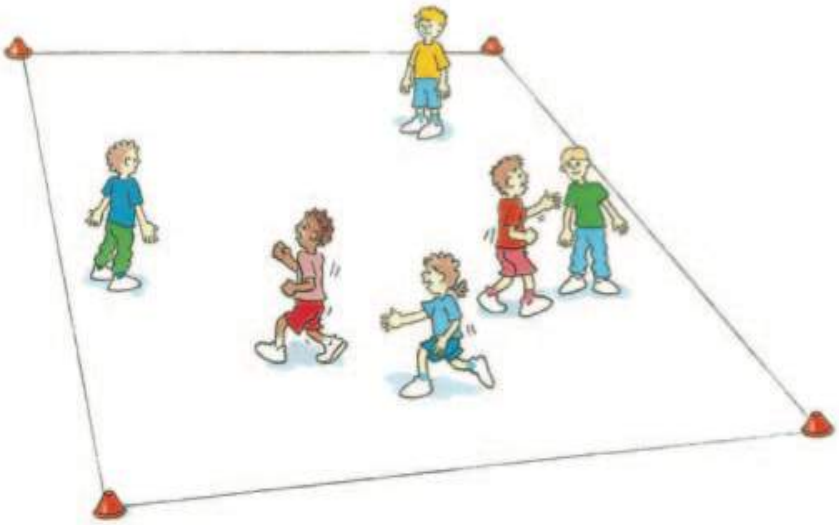
Warm up

Teacher will lead the warm up

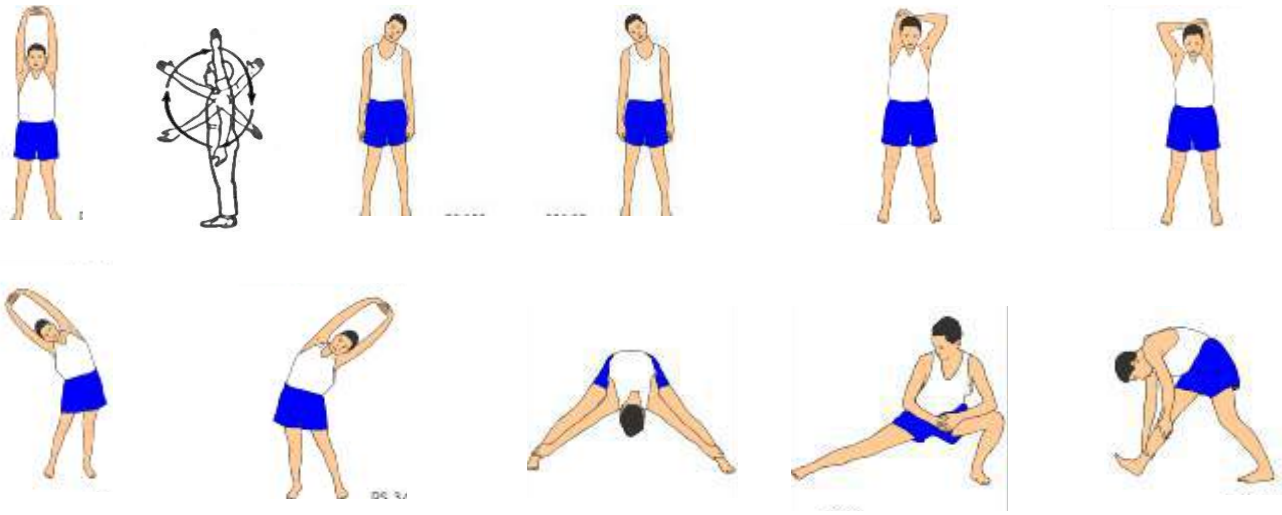
Daily points start for quick assembly and attendance and kit

What to do

Each team will be play as a catcher for 30s. The first group (catchers) will hold each other hands when the teacher gives the starting time for the game. They have to touch the other students. If they touch one of the other students, they will get one point. Then the other teams will do the same steps.



Stretching led by teacher



Part 1 (Start and Sprint)

Start and sprint from 20m practicing time

Start and sprint task card lead by teacher

On your mark

9. Place your prefer leg forwards.
10. Your front foot should be 1.5 to 2 feet behind the line.
11. Place your rear knee approximately level with your front foot.
12. Your weight should rest equally on your rear knee and hands.
13. Place your hand behind the line, forming a V with your fingers and thump.
14. Your arms should be placed about shoulder width apart.
15. Your shoulders should be slightly ahead of your hands.
16. Look at the ground about 1 m ahead.

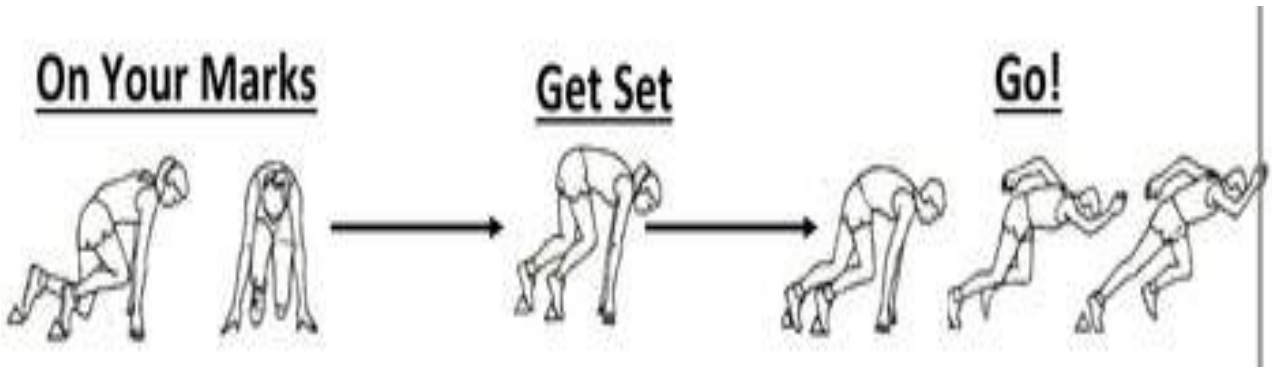
Set

7. Raise your hip slightly higher than your shoulders
8. Your front leg should be 80 to 90 degrees at the knee
9. Your arms and legs should equally support your body weight
10. Move your shoulders slightly ahead of your hands
11. Look at the ground about I m ahead
12. Hold your breath and wait for the go

Go

6. Extend your front leg vigorously
7. Drive the knee of your rear leg forwards
8. Move your arms vigorously to counterbalance the action of your legs
9. Lean forwards for the first 5-6 metres
10. Remain low and don`t become fully upright too early

- Task cards will be giving to the trainer captain (**start and sprint task cards**)
- After that students will practice in their area the **On your mark** 3-5 minutes, Set position 2 -3 minutes, and **Go**. They will use (**practice score sheet and technique analysis sheet**)



Organization for practice

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) will give the start sign	Official (4) will measure the time at the end of the line

Part 2 (Long Jump)

Long jump learning and practice time

Long jump task card lead by teacher

What to do?

5. Start with running from **3m**
6. **Take off**:

- ❖ Take off with one foot and upward
- ❖ Keep high hips
- ❖ Drive your knee forwards

7. **Fight:**

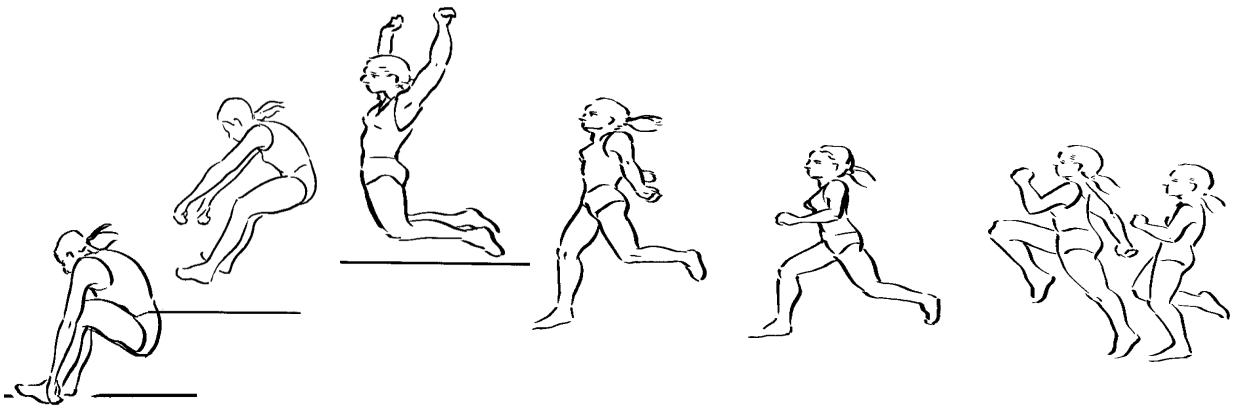
- Bring your arms above head (Use your arm to drive yourself further) and Keep body upright

8. **Landing:**

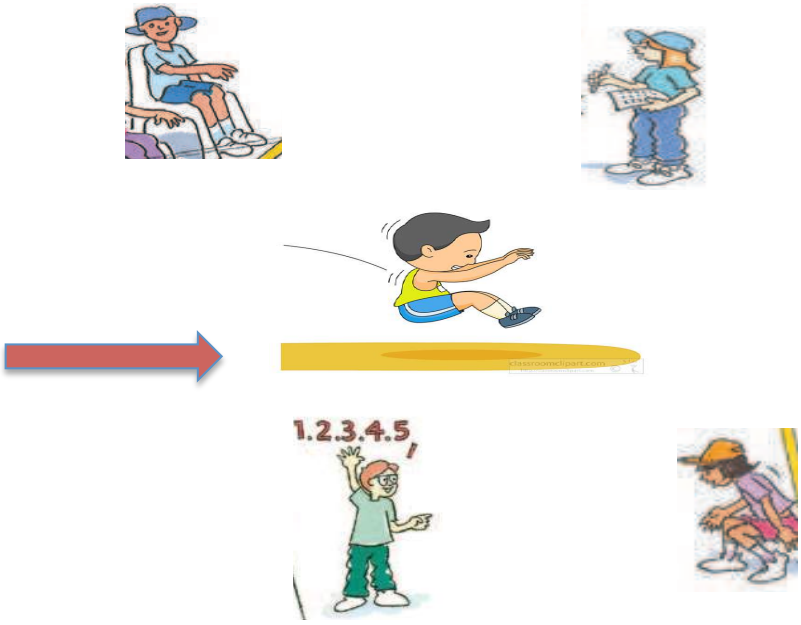
- Land with both feet

Task cards will be giving to the trainer captain (**Long jump task card**)

- ❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technique analysis sheet**)

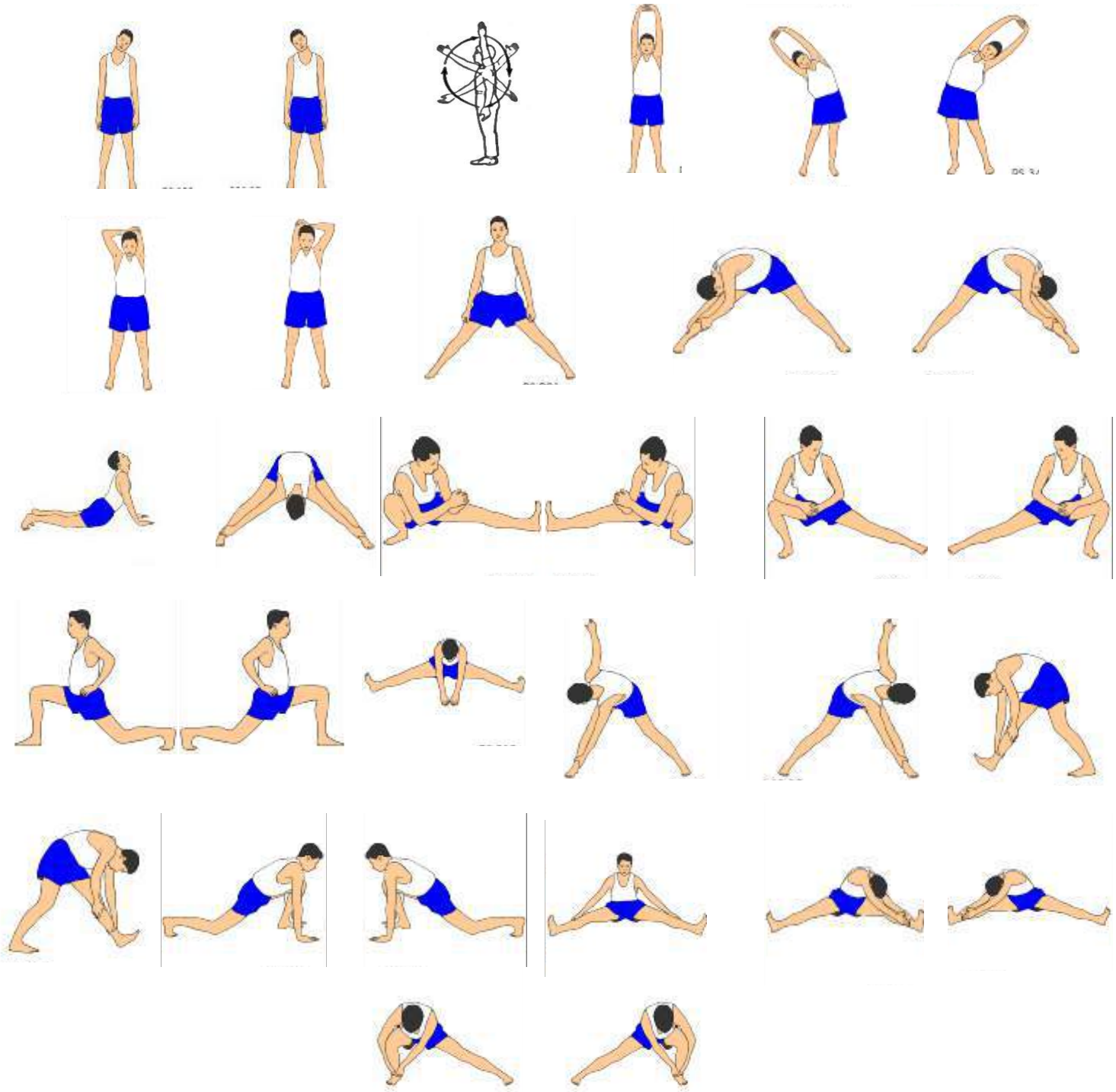


After the explanation of the technique students will practice long jump in the areas assigned look to the pictures below.



Official (1) will be the trainer captain to do the technical analysis part and show correct trail.	Official (2) write the score.	Official (3 and 4) will measure the distance.

Cool down led by teacher



Meeting to prepare for next lesson.
During the meeting the teacher will explain what the pupils will do during next lesson

Lesson 3
Shot Put

Objectives:

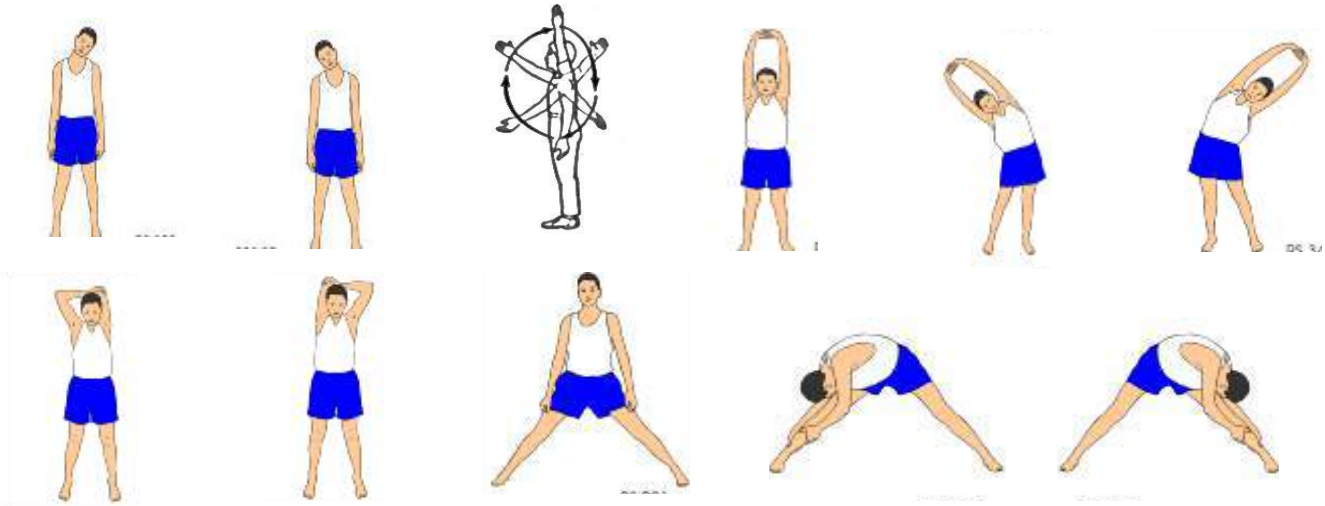
1- Pupils will learn the meaning of being in a group as a team.
2- Pupils will learn the meaning of cooperative learning.
3- Pupils will learn the techniques of performing shot put skills.

Warm up

Teacher will lead the warm up as a demonstration.

What to do:

- Pupils will run in different directions when the teacher call a number they will shape that number.
- Pupils will move hands in different direction during the running
- Teacher can do any warm up related to the skill.

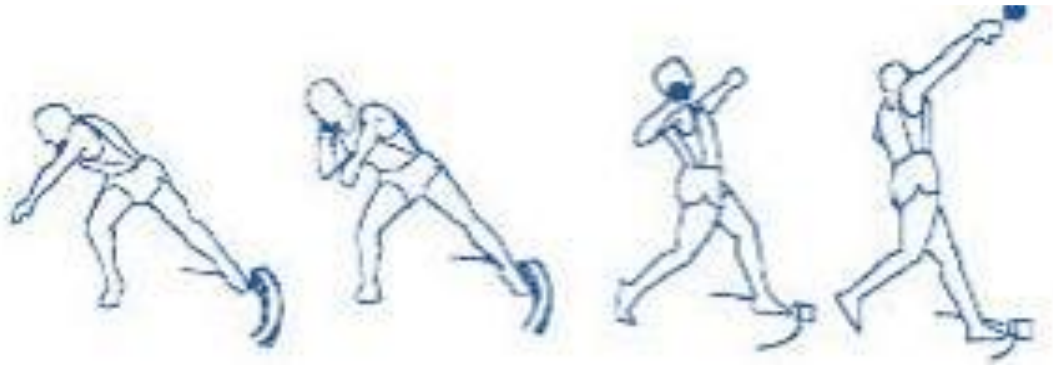


Shot Put learning and practicing time
Practice in teams using sand balls
Shot put task card lead by teacher
What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
8. -Weight transfers from right leg to left leg
9. -Hips driven forwards and upwards (Low to high).
10. Legs extend.
11. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
12. Release shot when arm is extended and above head.

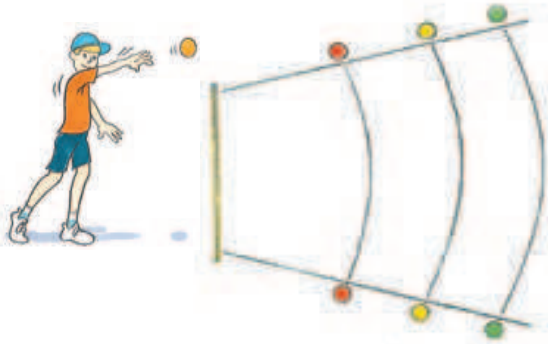
Task cards will be giving to the trainer captain (**shot put task cards**)

- After that students will practice in their area the shot put. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice shot put in the areas assigned look to the pictures below. Trainer captain provide peer feedback

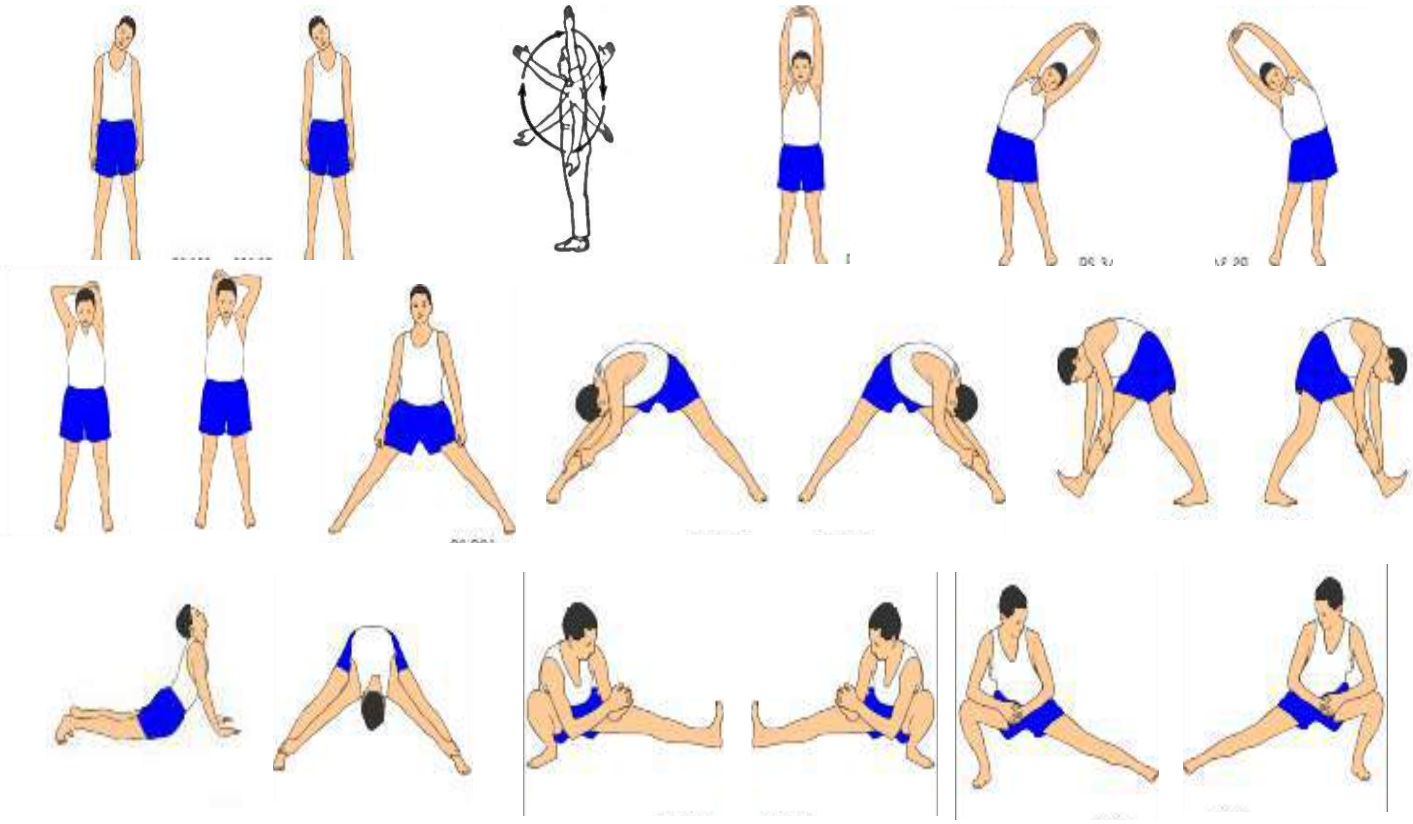
Organization



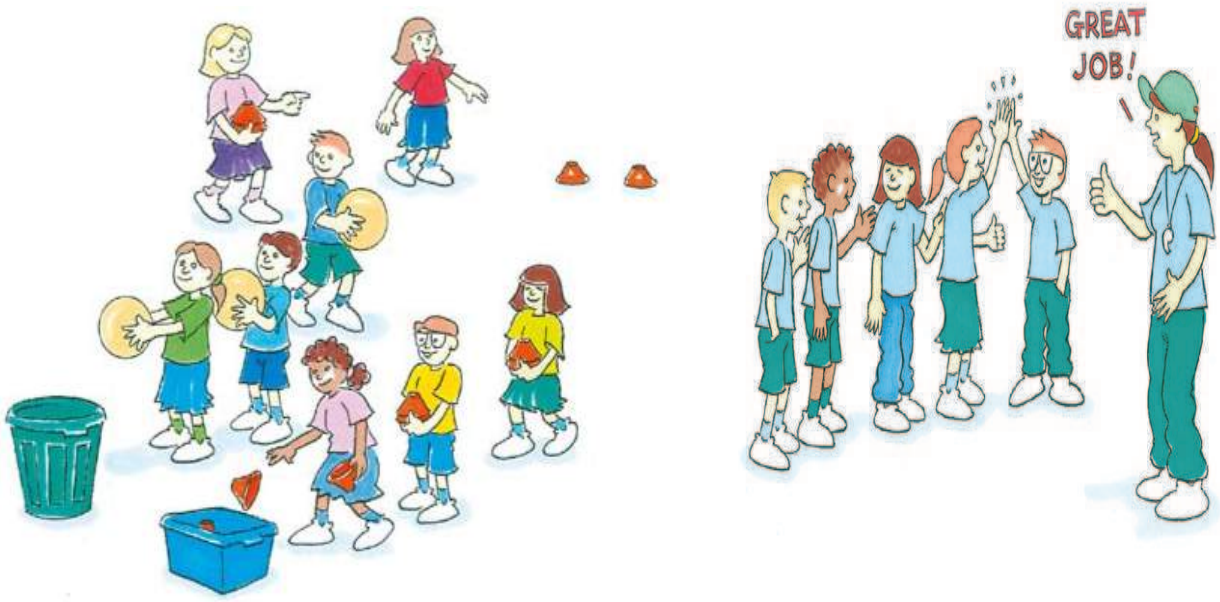
Official's job:

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3 and 4) will measure the distance

Cool down led by teacher



Meeting:
The Teacher will meet with the pupils to prepare for the next lesson, which is going to be more pupils led.
The Teacher talks about the assigned areas, task cards, assessments, collecting scores, taking attendance, practice the skill, compete with others.
Return the equipment by equipment captain (he can ask for help from their team mates). This role now continue each lesson.



Lesson 4
Start and Sprint from 20m part (A)

Start and Sprint from 20m-Part A (Teacher Led)

Objectives:

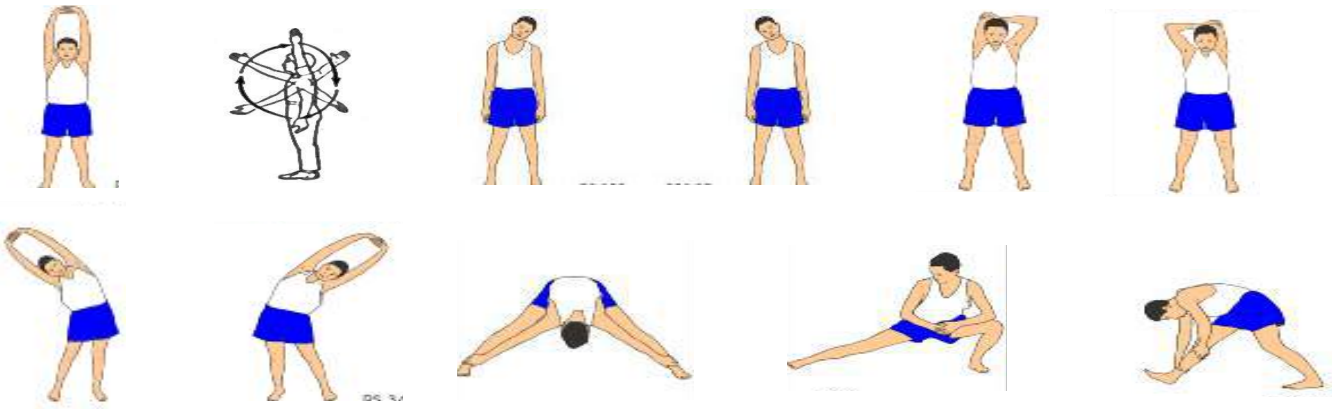
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of start and sprint.
4. Can execute or apply strategies for start and sprint
5. Can do start and sprint correctly for 20m

Lesson details:

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- Teacher will lead warm up **game** for 5 minutes.
- Teacher will use stopwatch and whistle.
- After that the teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Teacher will explain how to put the equipment and organize the areas. Teacher will organize the equipment in all the lesson an the students **need to** understand how to manage the equipment and put them in their correct area in lesson part B
- Technical analysis sheet and Flags (red and white), measure tapes or meter.

Warm up

- Warm up before the game in the first start sprint lesson part A
- Organizer captain will take his team and do this warm up in their assigned areas and continue this each lesson.
- Then come back to the teacher to play the game

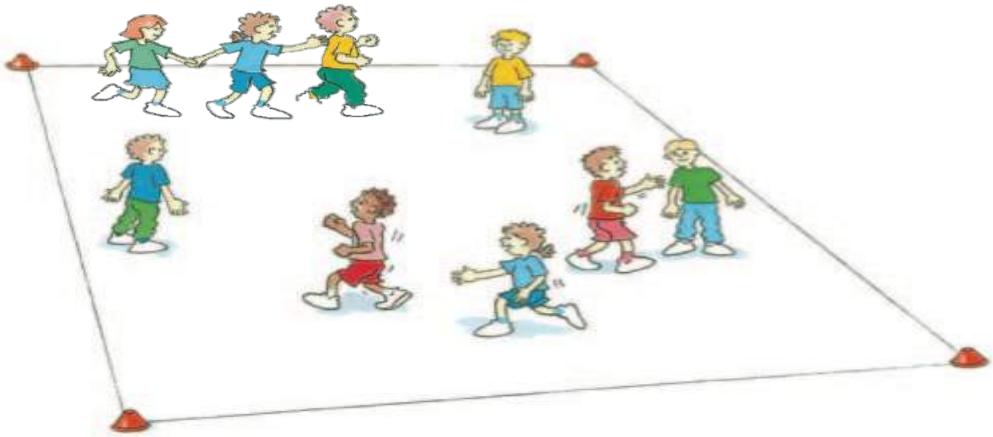


Warm up description

Led by teacher next time it will be led buy organizer captain in their assigned areas teacher will prepare a task card for warm up

What to do

Each team will be a catcher for 30s. The first group (catchers) will hold each other hands when they start the game. They have to touch the other students. If they touch three pupils of the other students, they will get one point. Then the other teams will do the same steps.



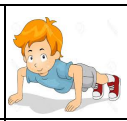
Assessment preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Sit up**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **Sit up** assessments and it will take around five minutes. (Cards will be provided to do the **Sit up**) for the trainer captain (coach). They will use the (**assessments score**)
- Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes. In next class
- Then (Cards will be provided to do the **Sit up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **sit up** and take the scores. Stopwatch and the teacher will use whistle.

Sit- up: Teacher Explains the Task

- ***Sit - up***: in this assessment each student will try to do sit-up as much as he can in 30 seconds.

- Pupils do a conditioning 'exercise ' each lesson now

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the start and sprint 20m for 20 minutes.

Start and sprint from 20m practicing time
Start and sprint task card lead by teacher
What to do?

On your mark

17. Place your prefer leg forwards.
18. Your front foot should be 1.5 to 2 feet behind the line.
19. Place your rear knee approximately level with your front foot.
20. Your weight should rest equally on your rear knee and hands.
21. Place your hand behind the line, forming a V with your fingers and thump.
22. Your arms should be placed about shoulder width apart.
23. Your shoulders should be slightly ahead of your hands.
24. Look at the ground about 1 m ahead.

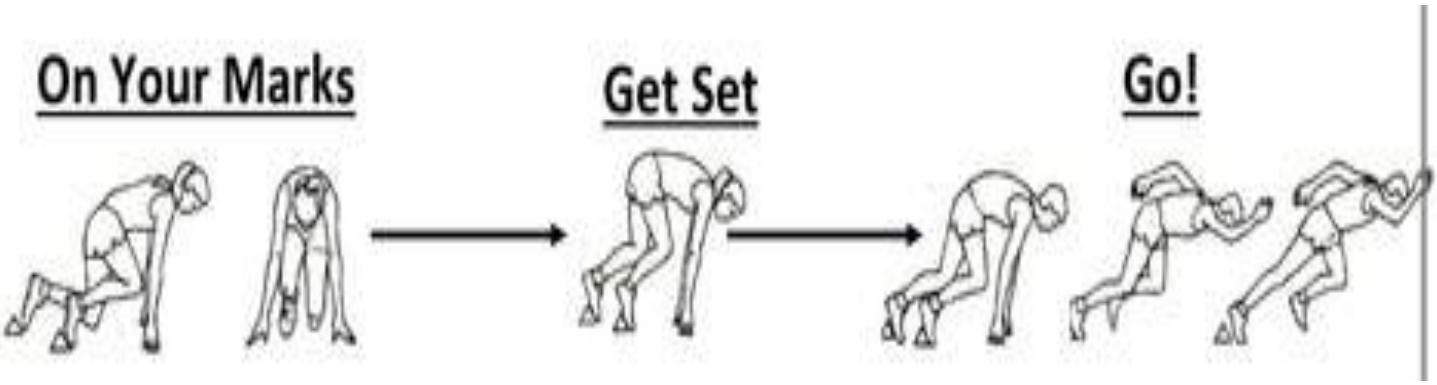
Set

13. Raise your hip slightly higher than your shoulders
14. Your front leg should be 80 to 90 degrees at the knee
15. Your arms and legs should equally support your body weight
16. Move your shoulders slightly ahead of your hands
17. Look at the ground about I m ahead
18. Hold your breath and wait for the go

Go

11. Extend your front leg vigorously
12. Drive the knee of your rear leg forwards
13. Move your arms vigorously to counterbalance the action of your legs
14. Lean forwards for the first 5-6 metres
15. Remain low and don`t become fully upright too early

- Task cards will be giving to the trainer captain (**start and sprint task cards**)
- After that students will practice in their area the **On your mark** 3-5 minutes, Set position 2 -3 minutes, and **Go**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique by the teacher, students will practice in their team sprinting in the areas assigned.

Team Roles and Responsibilities

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) will measure the time at the end of the line	Official (4) will give the start sign

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

Peer learning and feedback activity

- **The feedback will be given before the second attempt**

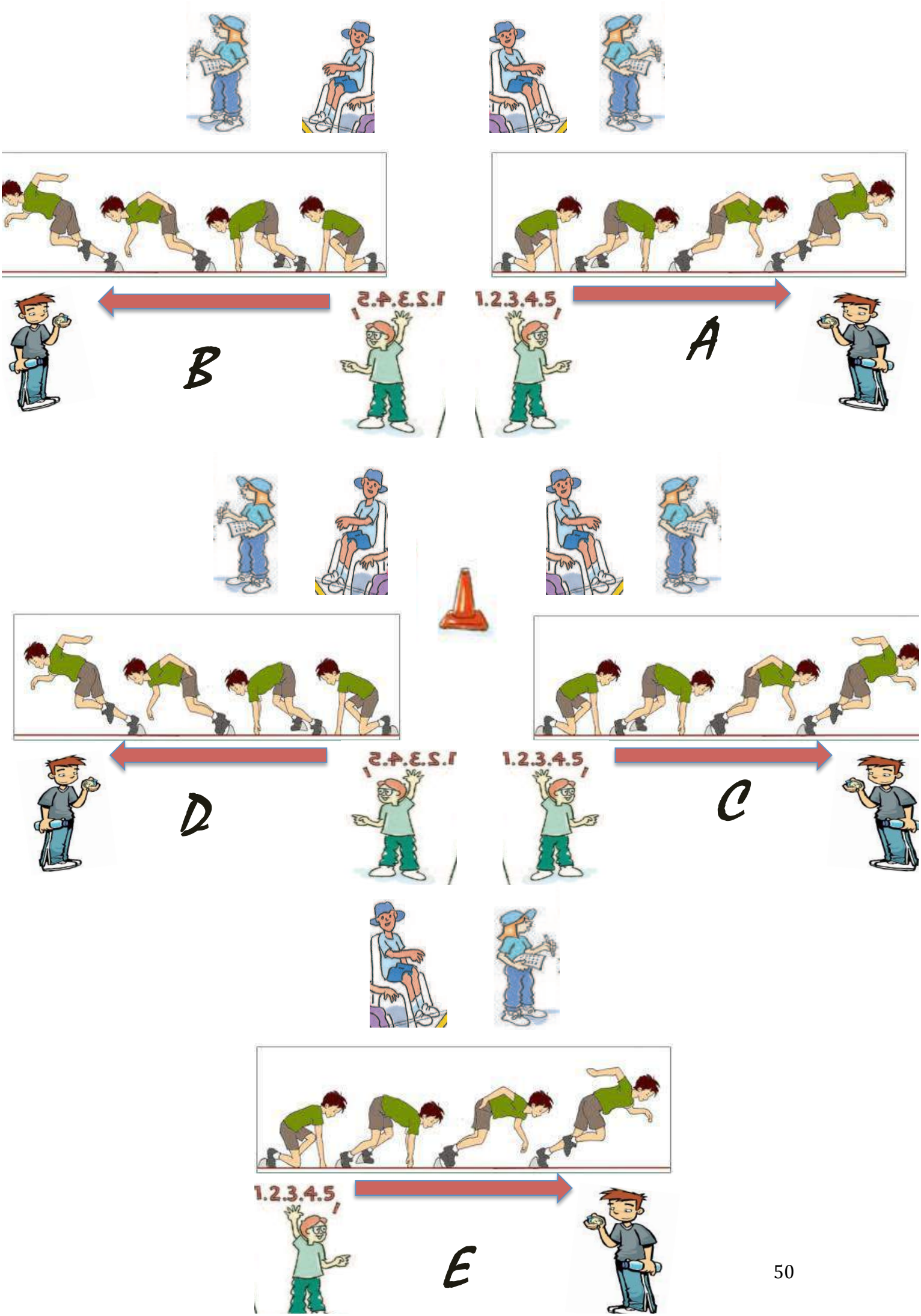
When the trainer captain does his sprinting trail other student will do technical analysis sheet.

Technical analysis sheet from Athletics Challenges Resource

Date **Event start and sprint 20m part A**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
On your mark part			
Prefer leg forwards and 1.5 to 2 feet behind the line	Yes no		
Rear knee is placed approximately level with front foot	Yes no		
Hand is placed behind the line, forming a V with fingers and thump	Yes no		
Arms are placed about shoulder width apart	Yes no		
Shoulders ahead of hands	Yes no		
Looking at the ground about 1 m ahead	Yes no		
Set			
Hip higher than shoulders	Yes no		

Front leg (knee) shaped 80 to 90 degrees	Yes no		
Shoulders moved slightly ahead of hands	Yes no		
Looking at the ground about I m ahead	Yes no		
Go			
Extended front leg vigorously	Yes no		
Driven the knee of rear leg forwards	Yes no		
Arms moved vigorously	Yes no Yes no		
Lean forwards for the first 5-6 metres	Yes no		
Remain low	Yes no		


1.2.3.4.5
1.2.3.4.5
A
B
1.2.3.4.5
1.2.3.4.5
C
D
1.2.3.4.5
E

Start and Sprint Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: start and sprint 20m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition.

Formal competition 1 start sprint 20m schedule

Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

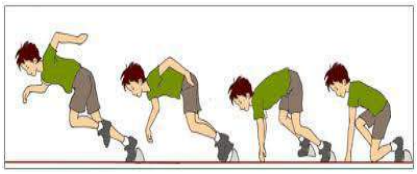
- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the start and sprint competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth.

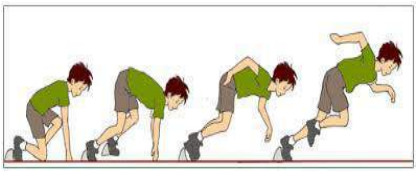
Official (1) will be the trainer captain to do the technical analysis part

Official (2) write the score.

Official (3) will give the start sing

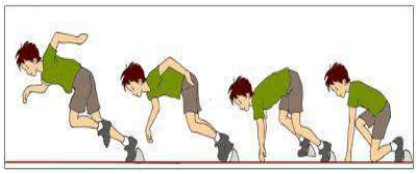
Official (4) will measure the time at the end of the line

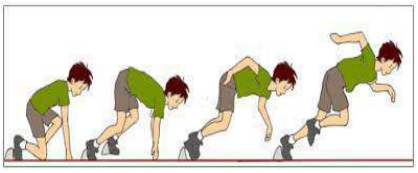




All the students who got second furthest scores of start and sprint will compete here

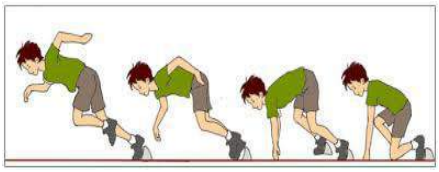
All the students who got first furthest scores of start and sprint will compete here





All the students who got forth-furthest scores of start and sprint will compete here

All the students who got third furthest scores of start and sprint will compete here



All the students who got fifth furthest scores of start and sprint will compete here

Competition Description:

All the students who got further start and sprint scores will compete against each other. For example based on ranking of the furthest five scores in start and sprint students will play against each other. Firsts, seconds, thirds, froths, and fifths. Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about start and sprint.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Points System After the Competition

This start and sprint competition first 5, second 5, third5, forth 5, and fifth5 will compete and the points will be added for his team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

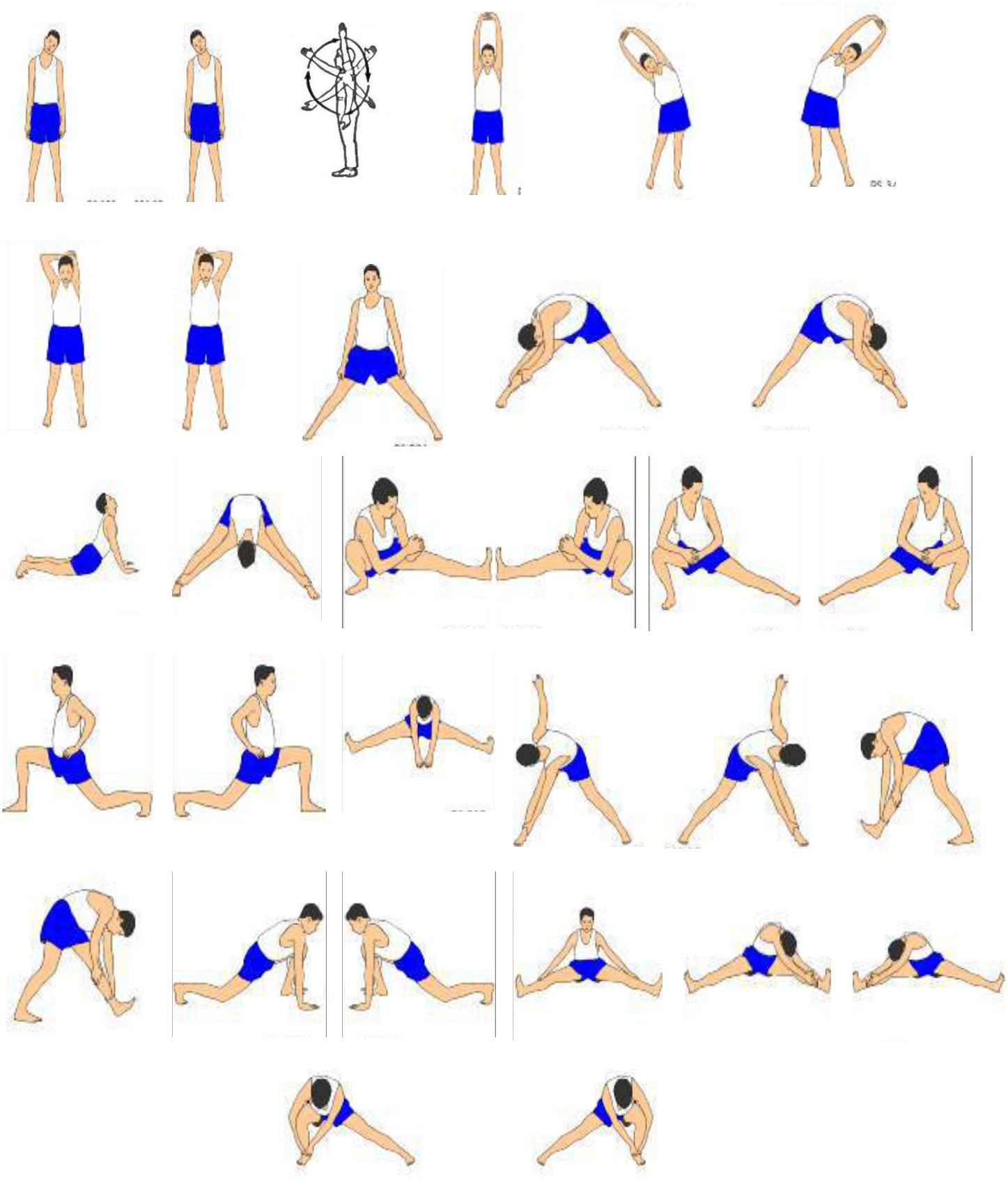
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down



2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 5
Start and Sprint from 30m part (B)

Start and Sprint from 30m Part B

Objectives

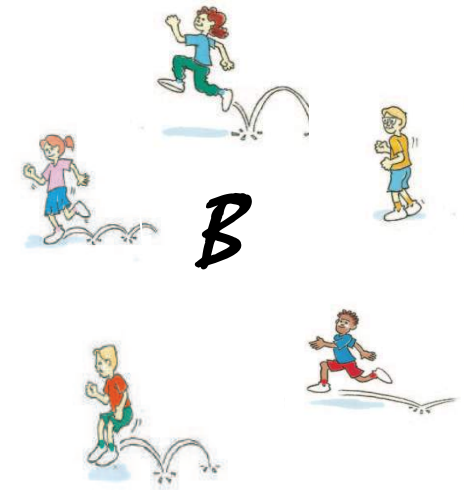
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of start and sprint 30 meters.
4. Can execute or apply strategies for start and sprint 30 meter
5. Can do start and sprint correctly for 30m

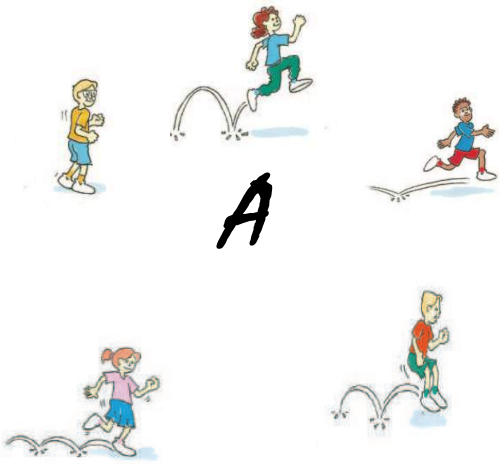
Lesson details

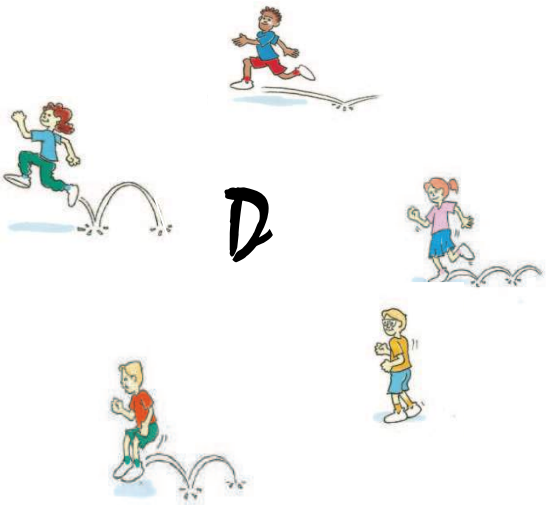
- At this time the equipment captains now know based on the previous lesson how to put the cones to make their areas (assisted by the marks provided previously by the teacher using the tap) and where the team equipment should be placed.
- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

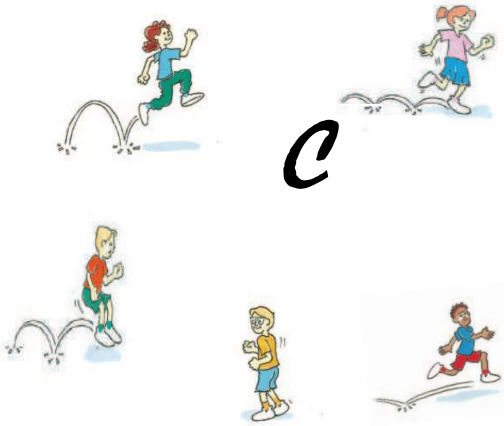
Warm Up

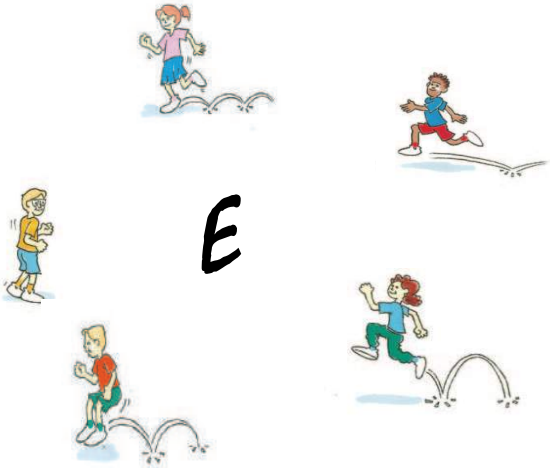
- Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas
- Warm up before the game in the second start sprint lesson part B











Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Sit up**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **Sit up** assessments and it will take around five minutes. (Cards will be provided to do the **Sit up**) for the trainer captain (coach). They will use the (**assessments score**)
- In this class Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Then (Cards will be provided to do the **Sit up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **sit up** and take the scores. Stopwatch and the teacher will use whistle.

Sit- up:

- ***Sit - up***: in this assessment each student will try to do sit-up as much as he can in 30 seconds.

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the start and sprint 30m for 20 minutes.

It is Start and Sprint from 30m Practicing Time

Start and sprint task card lead by pupils

What to do?

On your mark

1. Place your prefer leg forwards.
2. Your front foot should be 1.5 to 2 feet behind the line.
3. Place your rear knee approximately level with your front foot.
4. Your weight should rest equally on your rear knee and hands.
5. Place your hand behind the line, forming a V with your fingers and thump.
6. Your arms should be placed about shoulder width apart.
7. Your shoulders should be slightly ahead of your hands.
8. Look at the ground about 1 m ahead.

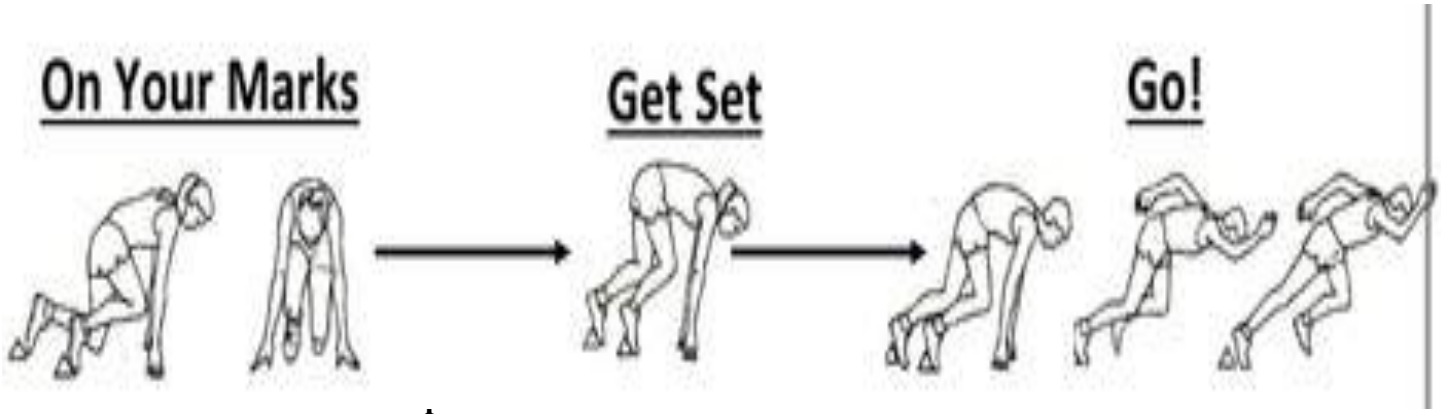
Set

1. Raise your hip slightly higher than your shoulders
2. Your front leg should be 80 to 90 degrees at the knee
3. Your arms and legs should equally support your body weight
4. Move your shoulders slightly ahead of your hands
5. Look at the ground about I m ahead
6. Hold your breath and wait for the go

Go

1. Extend your front leg vigorously
2. Drive the knee of your rear leg forwards
3. Move your arms vigorously to counterbalance the action of your legs
4. Lean forwards for the first 5-6 metres
5. Remain low and don`t become fully upright too early

- Task cards will be giving to the trainer captain (**start and sprint task cards**)
- After that students will practice in their area the **On your mark** 3-5 minutes, Set position 2 -3 minutes, and **Go**. They will use (**practice score sheet and technique analysis sheet**)



Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) will measure the time at the end of the line	Official (4) will give the start sign

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

Peer learning and feedback activity

- **The feedback will be given before the second attempt**

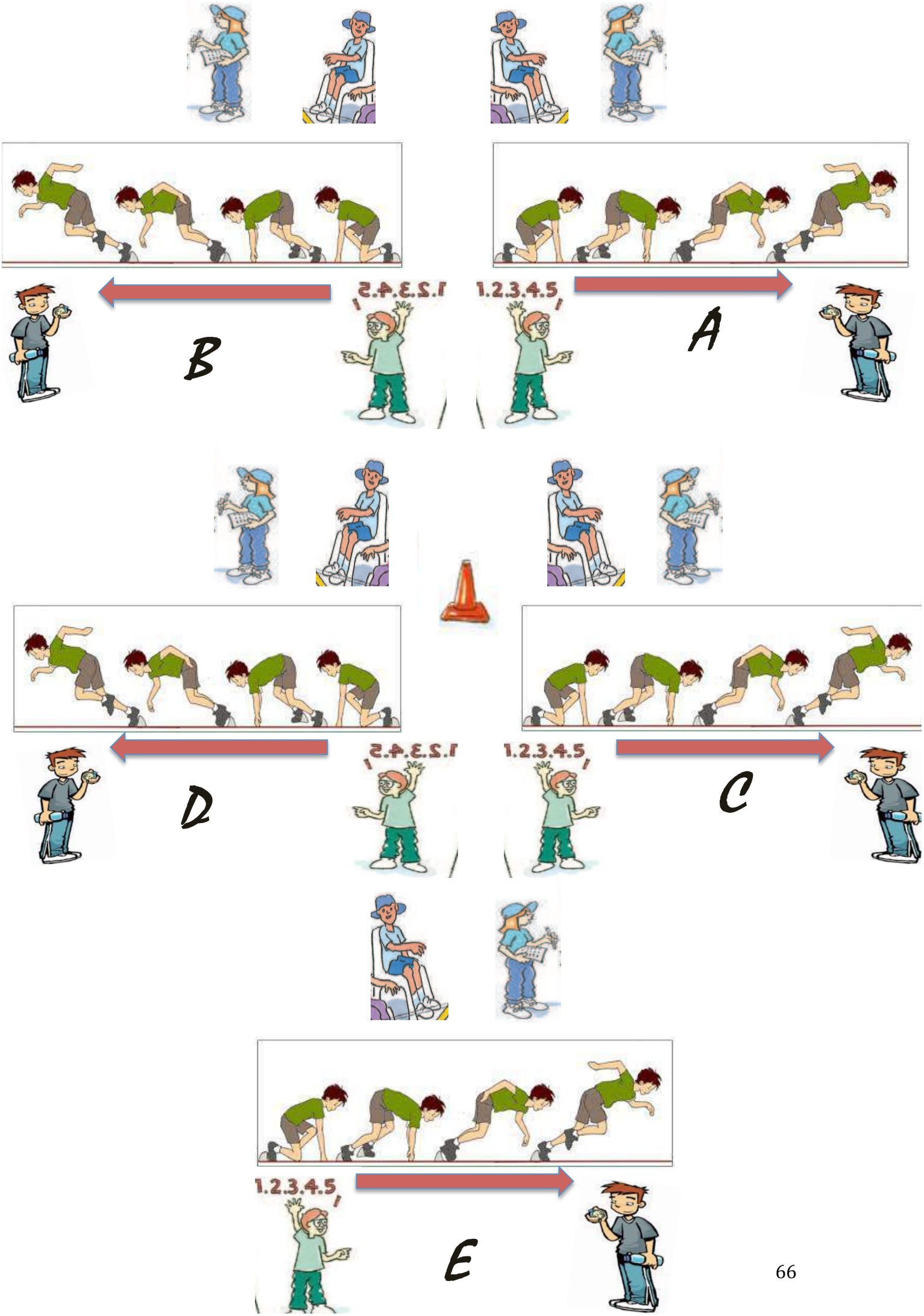
When the trainer captain does his sprinting trail other student will do technical analysis sheet.

Technical analysis sheet from Athletics Challenges Resource

Date **Event start and sprint 30m part B**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
On your mark part			
Prefer leg forwards and 1.5 to 2 feet behind the line	Yes no		
Rear knee is placed approximately level with front foot	Yes no		
Hand is placed behind the line, forming a V with fingers and thump	Yes no		
Arms are placed about shoulder width apart	Yes no		
Shoulders ahead of hands	Yes no		
Looking at the ground about 1 m ahead	Yes no		
Set			
Hip higher than shoulders	Yes no		
Front leg (knee) shaped 80 to 90 degrees	Yes no		

Shoulders moved slightly ahead of hands	Yes no		
Looking at the ground about I m ahead	Yes no		
Go			
Extended front leg vigorously	Yes no		
Driven the knee of rear leg forwards	Yes no		
Arms moved vigorously	Yes no Yes no		
Lean forwards for the first 5-6 metres	Yes no		
Remain low	Yes no		


1.2.3.4.5
1.2.3.4.5
A
B
1.2.3.4.5
1.2.3.4.5
C
D
1.2.3.4.5
E

Start and Sprint Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: start and sprint 20m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition.

Formal competition 2 start sprint 30m schedule

Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

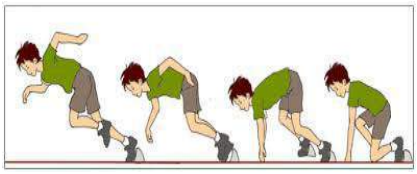
- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the start and sprint competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth.

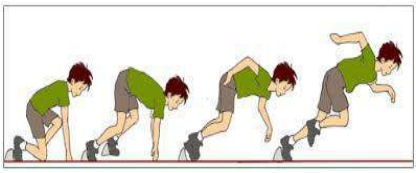
Official (1) will be the trainer captain to do the technical analysis part

Official (2) write the score.

Official (3) will give the start sing

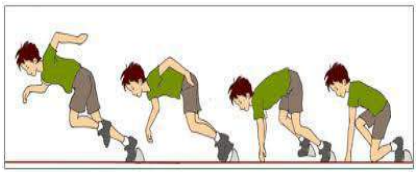
Official (4) will measure the time at the end of the line

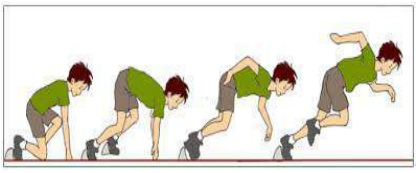




All the students who got second furthest scores of start and sprint will compete here

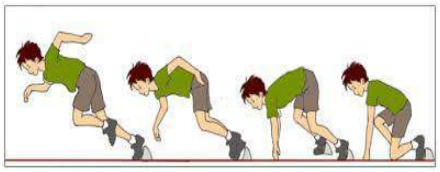
All the students who got first furthest scores of start and sprint will compete here





All the students who got forth-furthest scores of start and sprint will compete here

All the students who got third furthest scores of start and sprint will compete here



All the students who got fifth furthest scores of start and sprint will compete here

Competition Description:

All the students who got further start and sprint scores will compete against each other. For example based on ranking of the furthest five scores in start and sprint students will play against each other. Firsts, seconds, thirds, froths, and fifths. Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about start and sprint.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Points System After the Competition

This start and sprint competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

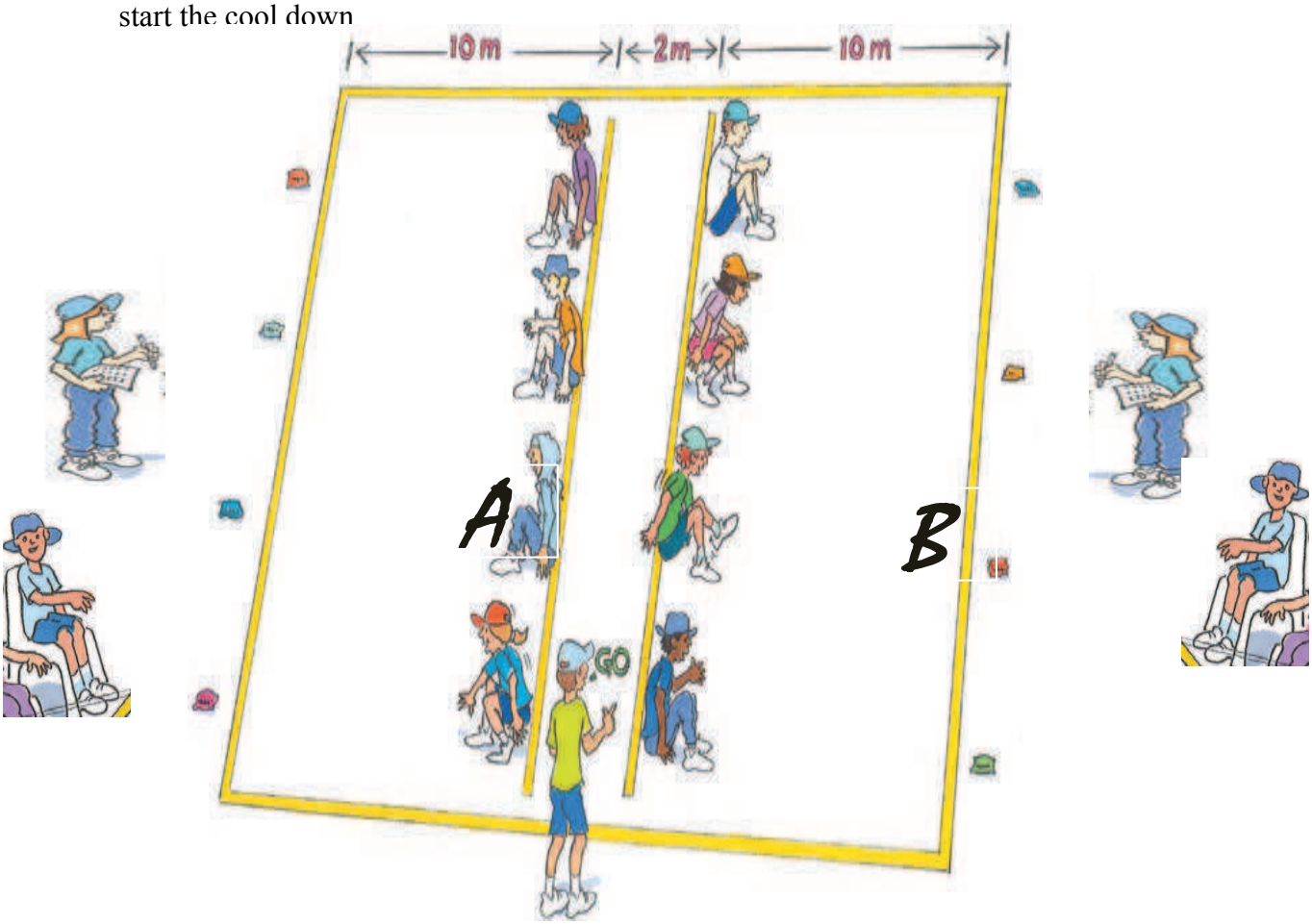
Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Game Description 3-5 minutes

Players from sitting starting position I will give them numbers and they are going to sit facing opposite to each other. The student will call the number and they will sprint to collect the sand bag and sprint back to the starting line. Who arrived first wins 1 point and this point will be added to his team.
Officials job 2 on the right side carrying team A point sheet and 2 on the left side carrying team B point sheet to write the scores and one in the middle to give the starting call.

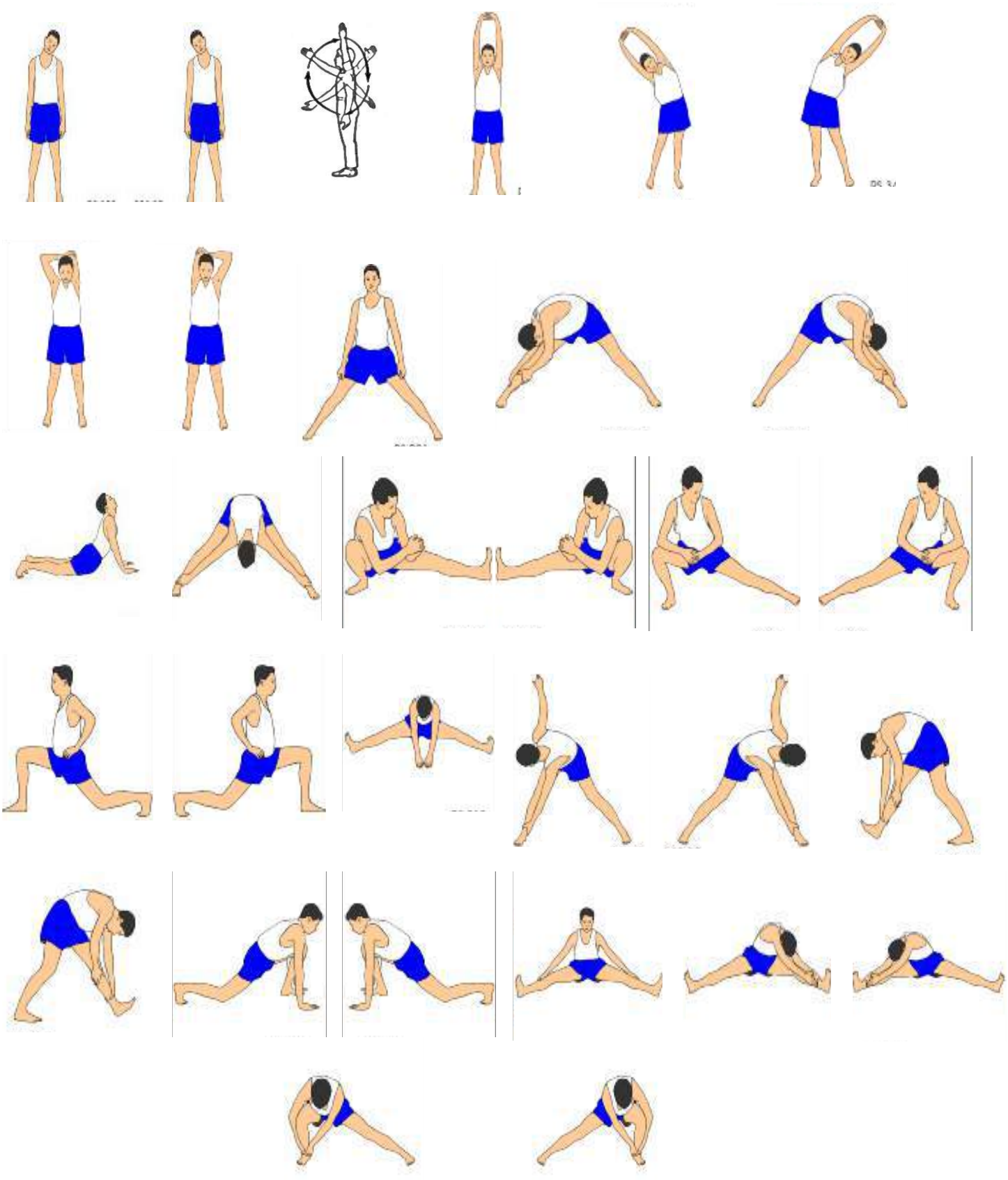
Team C and D will compete after teams A and b. at the end the teacher will choose the team who have less points to compete with the officials team. Then the others will start the cool down



The winner between team A and B will get 5 points and the second will get 3 points the same for team C and D. for the officials the teacher will choose any team to compete team E if team E win will get % points if not they will get 3 points

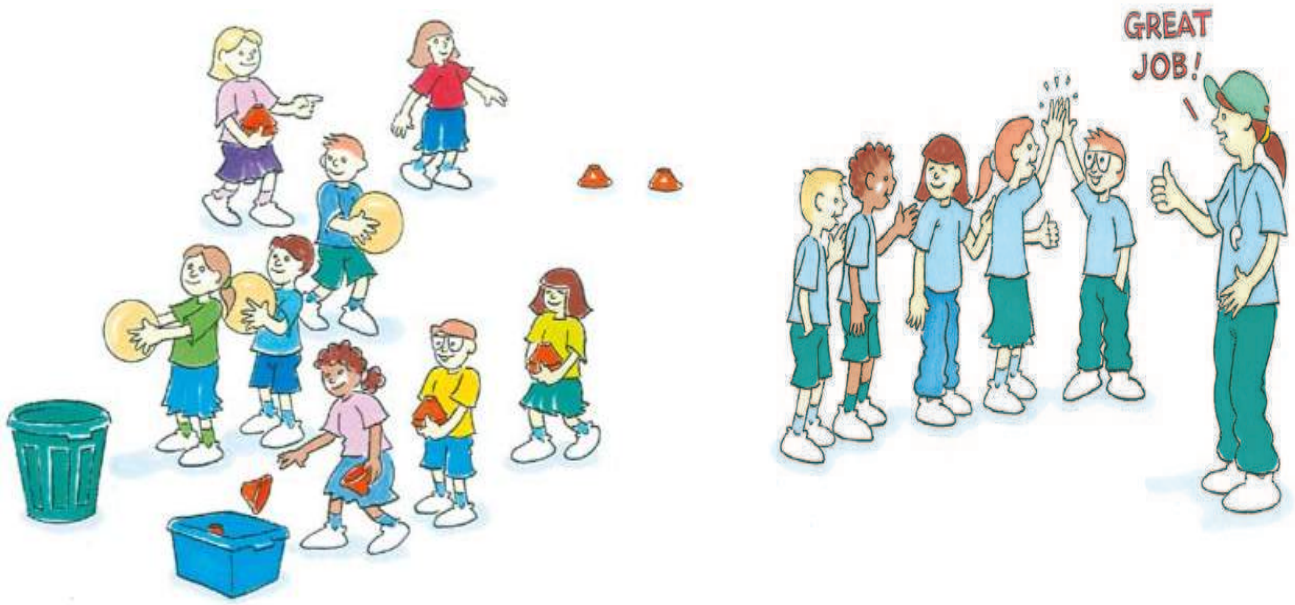
Teams	**Points**
A	
B	
C	
D	
E	

Cool down led by pupil role



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)



Lesson 6
Long Jump Part (A)

Long Jump From 3m Run Part (A) (Teacher Led)

Objectives

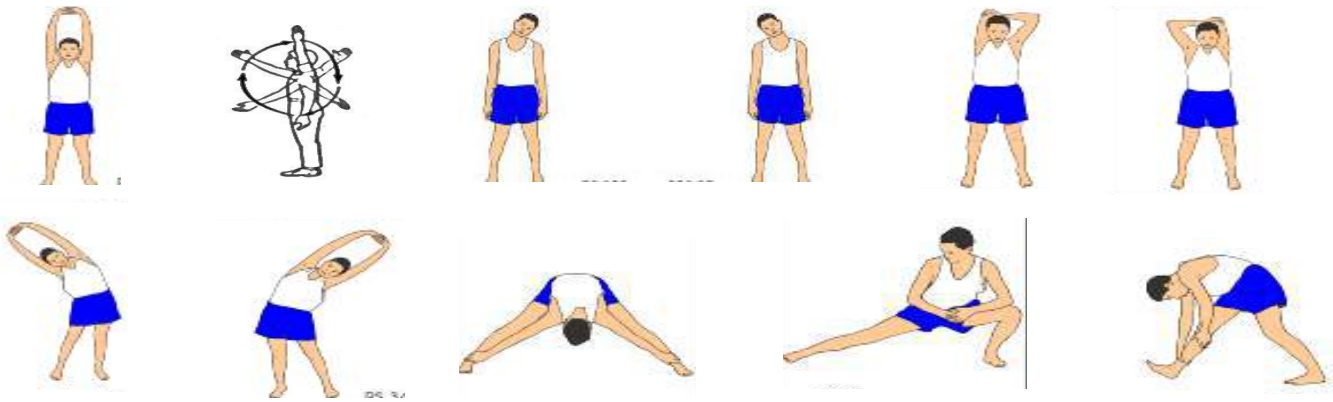
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of start and sprint.
4. Can execute or apply the strategies for long jump
5. Can perform long jump from 3m

Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- Teacher will lead warm up **game** for 5 minutes.
- Teacher will use stopwatch and whistle.
- After that the teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Teacher will explain how to put the equipment of the long jump and organize the areas. Teacher will organize the equipment in all the lesson an the students **need t**o understand how to manage the equipment and put them in their correct area.
- Technical analysis sheet and Flags (red and white), measure tapes or meter.

Warm up

- Warm up before the game in the first long jump lesson
- Organizer captain will take his team and do this warm up in their assigned areas.
- Then the teacher will do the two parts of the games (running and jumping part- racing part)
- Then the pupils will do and complete the assessment in their areas.



Warm up Description

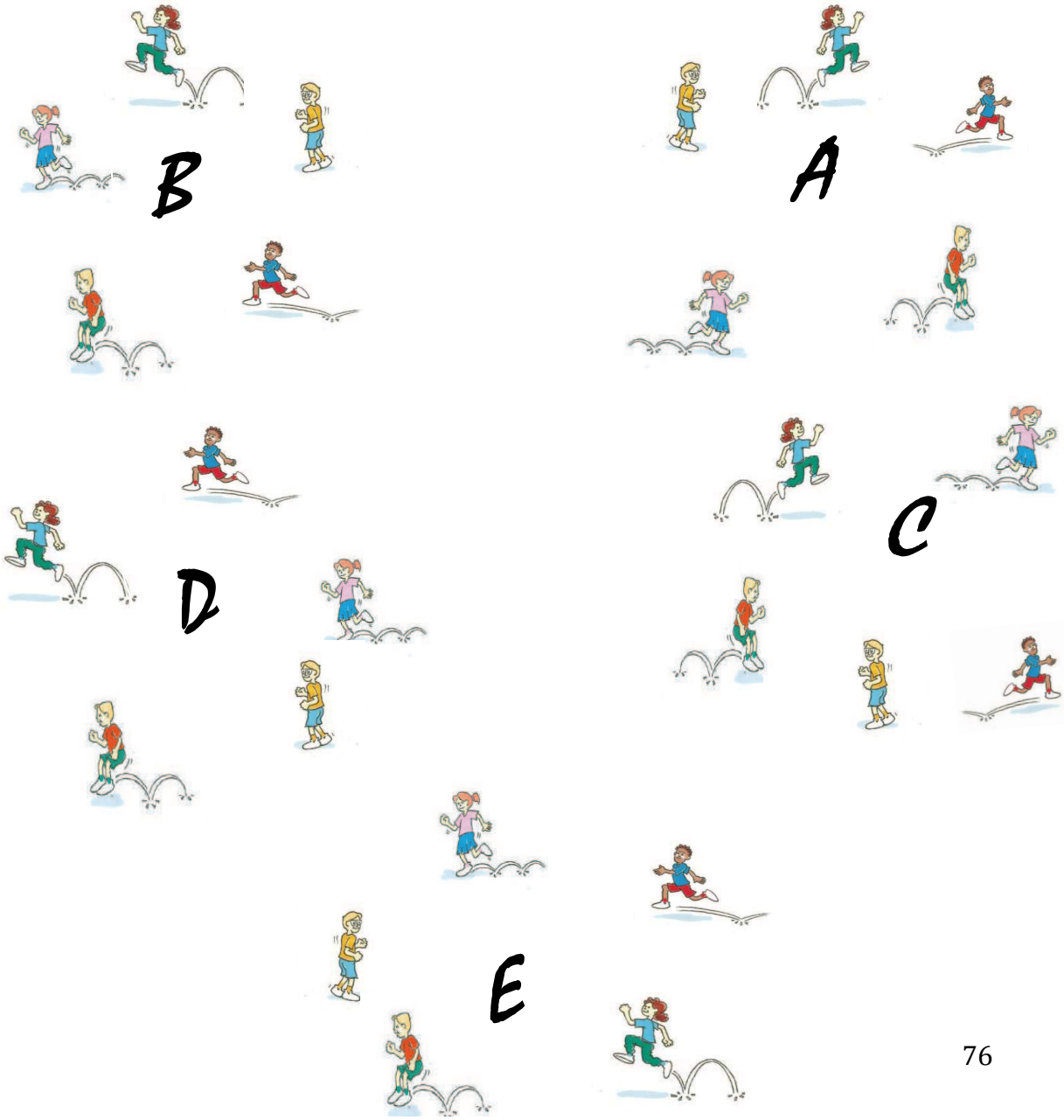
Led by teacher and next time it will be led by organizer captain in their assigned areas teacher will prepare a task card as a help.

In students areas they will do this warm up but teacher will lead

Skill focus: Continuous jumps, sideways jumps, agility, speed and coordination.

What to do:

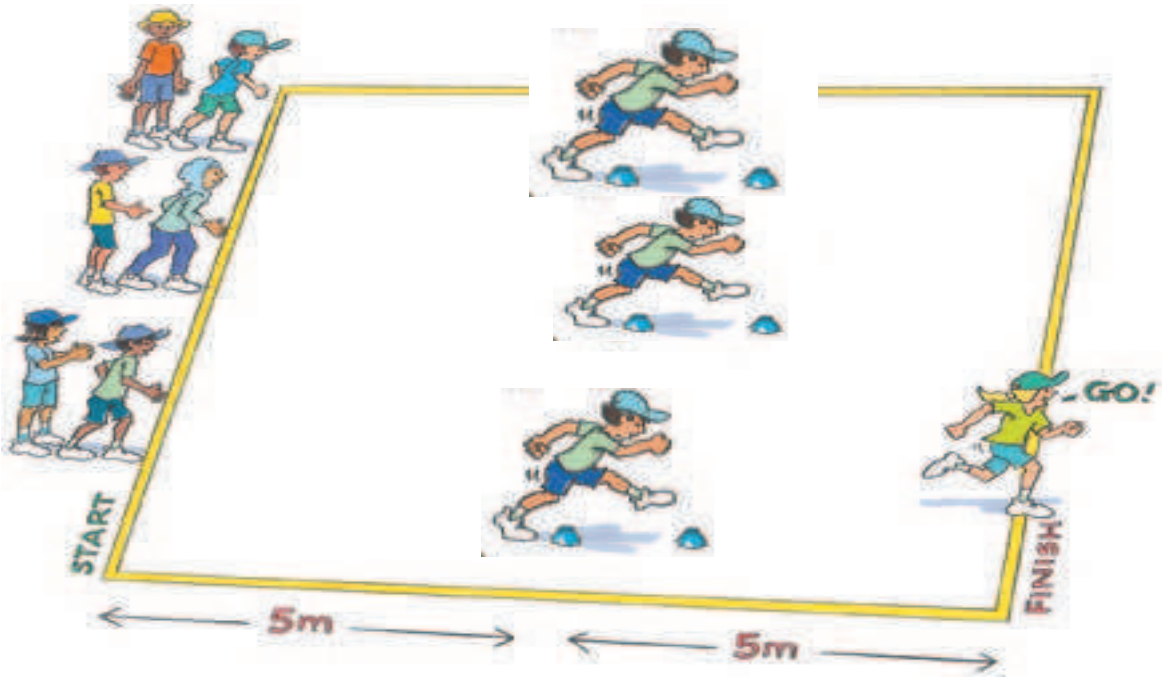
1. Ask players to demonstrate various jumps or movements. Calls to include: continuous jumps on the spot, sideways jumps left, sideways jumps right, run forwards, run backwards.
2. Players should only follow your instructions when you say 'Coach says'.
3. Mix up the calls and the speed of the calls.
4. Do not eliminate player. (Letters are 'teams')



After the warm up part finish the teacher prepares the racing game which include small competition before they go to their areas again to do warm up task cards and assessment part.

Game Description (warm up)

- ✓ All the teams will stand in the order by the organizer captain to begin the race. Five players in each team will compete
- ✓ After the whistle all teams will run as fast as they can and try to jump over the cons then keep running to the line to touch the line and return to his team to touch his teammate hand after that the other player will do the running and do the same for his third team mate.
- ✓ They will play this game twice**. First time just try but second for collection points(first = 5, second=4, third=3, forth=2, fifth=1) for their league position.**



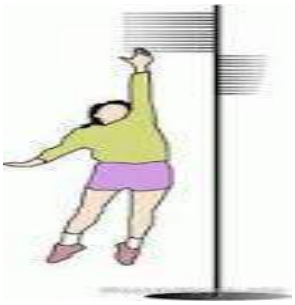
Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains and their team mates will prepare the equipment for the **shuttle run and vertical jump**. They will need pencil, score sheet **(assessment scores**) Collected from the teacher.
- Students will go to their assigned areas to start **shuttle run and vertical jump**) assessments and it will take around five minutes. (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). They will use the (**assessments score**)
- Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). During these 10 minutes teams will do the warm up and assessment for **shuttle run and vertical jump** and take the scores. Official captain collect scores.

Organization
Shuttle Run and Vertical Jump:

Shuttle run: in 15 seconds how many times can student do the shuttle run.

Vertical jump: The teacher will use a marker and draw an area on the wall. Each student must touch within this area to count the points in 30 seconds.



- While teams do the shuttle assessment, the teacher will prepare the area where student practice the long jump for 20 minutes in their teams.

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the long jump for 20 minutes.

- In the next lesson equipment Captain will prepare the practice area while his team do the assessments.

Remember to design practice area for long jump beside the assigned area of the pupils

Long jump learning and practice time

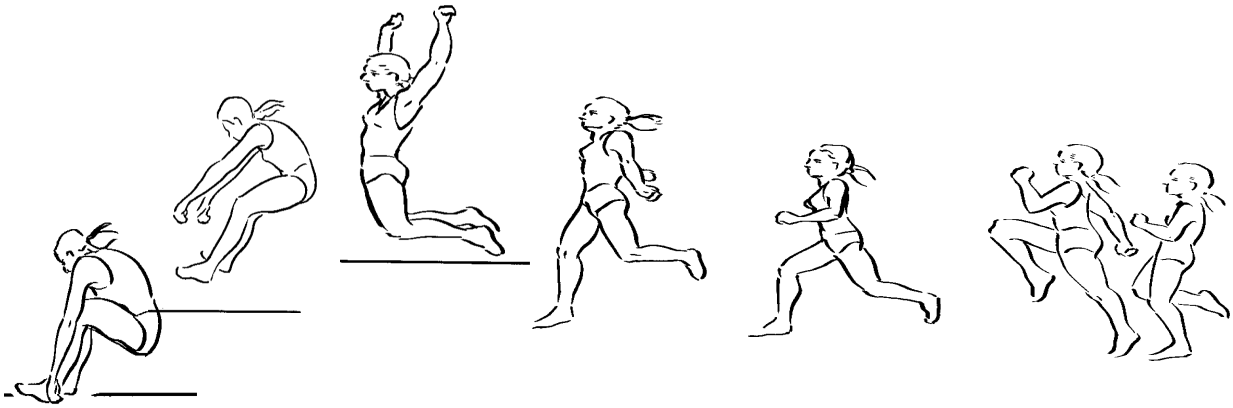
Long jump task card lead by teacher first and then trainer captain

What to do?

9. Start with running from **3m**
10. **Take off**:
    - ❖ Take off with one foot and upward
    - ❖ Keep high hips
    - ❖ Drive your knee forwards
11. **Fight:**
    - Bring your arms above head (Use your arm to drive yourself further) and Keep body upright
12. **Landing:**
    - Land with both feet

    Task cards will be giving to the trainer captain (**Long jump task card**)

    - ❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technical analysis sheet**)



Peer learning and teaching roles

After the explanation of the technique students will practice long jump in the areas assigned look to the pictures above.

Team Roles and Responsibilities

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.	Official (2) write the score.	Official (3 and 4) will measure the distance

The trainer captain (coach) will see the all of their team doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

The feedback will be given before the second attempt by the trainer captain.
When the trainer captain does his long jump other students will do Technical analysis sheet.

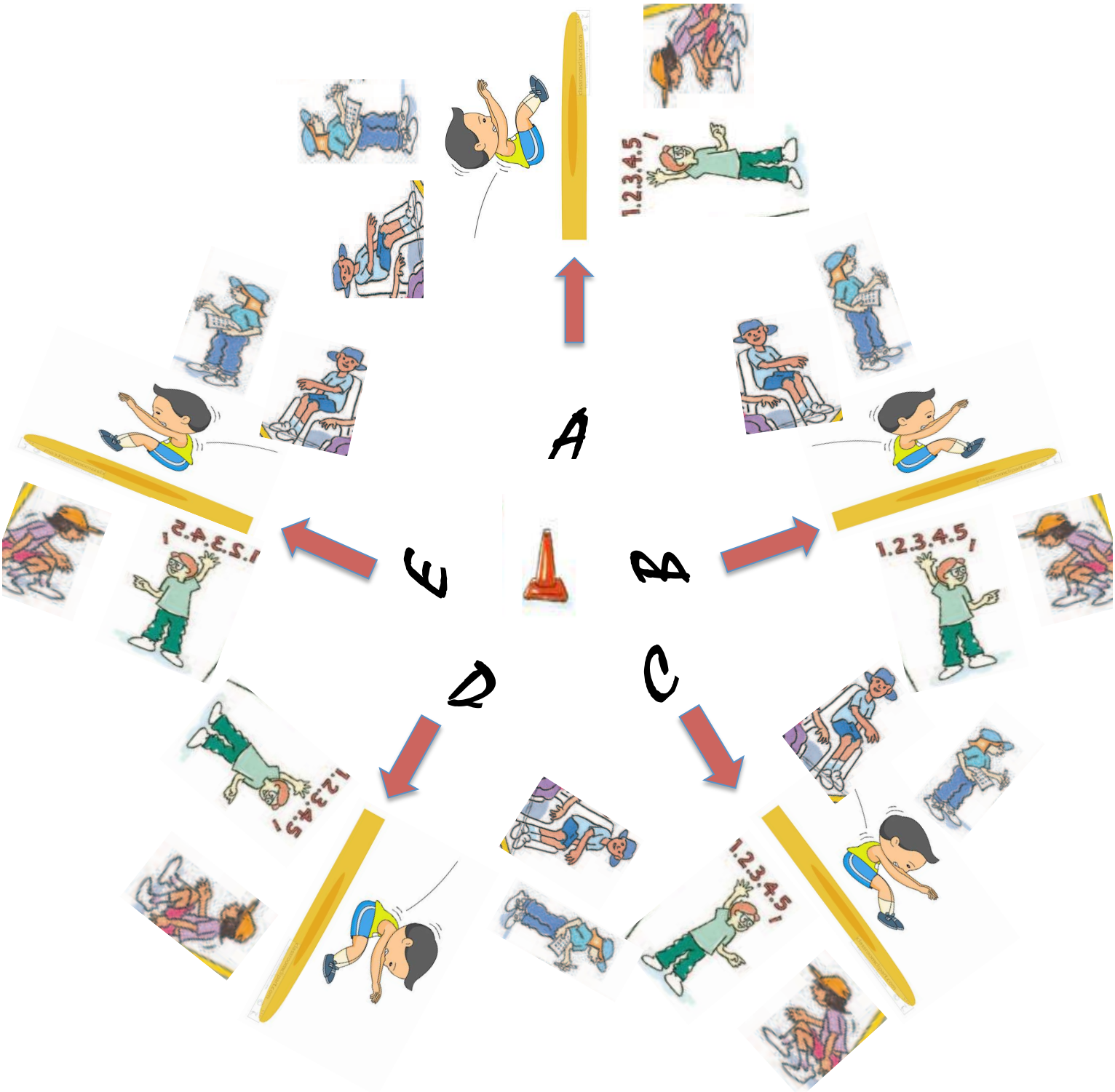
Technical analysis sheet

Date **Event long jump1 part A**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

The following sheet is completed for each team members

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Start with running from 3m	Yes no		
Take off with one foot and upward	Yes no		
Hips Keep high	Yes no		
Driven knee forwards	Yes no		
Arms above head	Yes no		
Kept body upright	Yes no		
Did he used his arm to help him driven further	Yes no		
Land with both feet	Yes no		

Practice area Organization



Team Practice
Long Jump Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: long jump

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition

Formal Competition 1 schedule

Team ( )	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- Formal competition between **all teams** (long jump).
- All the 5 teams will do long jump competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

Official (1) will be the trainer captain to do the technical analysis part and show correct trail.

Official (2) write the score.

Official (3 and 4) will measure the distance.

All the students who got second furthest scores of long jump will compete here

All the students who got first furthest scores of long jump will compete here

All the students who got forth-furthest scores of long jump will compete here

All the students who got third furthest scores of long jump will compete here

All the students who got fifth furthest scores of long jump will compete here

Competition 1 Description:

All the students who jumped furthest on each team will compete against each other. For example based on ranking of the furthest five scores in long jump students will play against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who participates and the other four will be the officials like as the duty 'team' what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about long jump **on the sand or mats**.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions
This is long jump from 3m competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

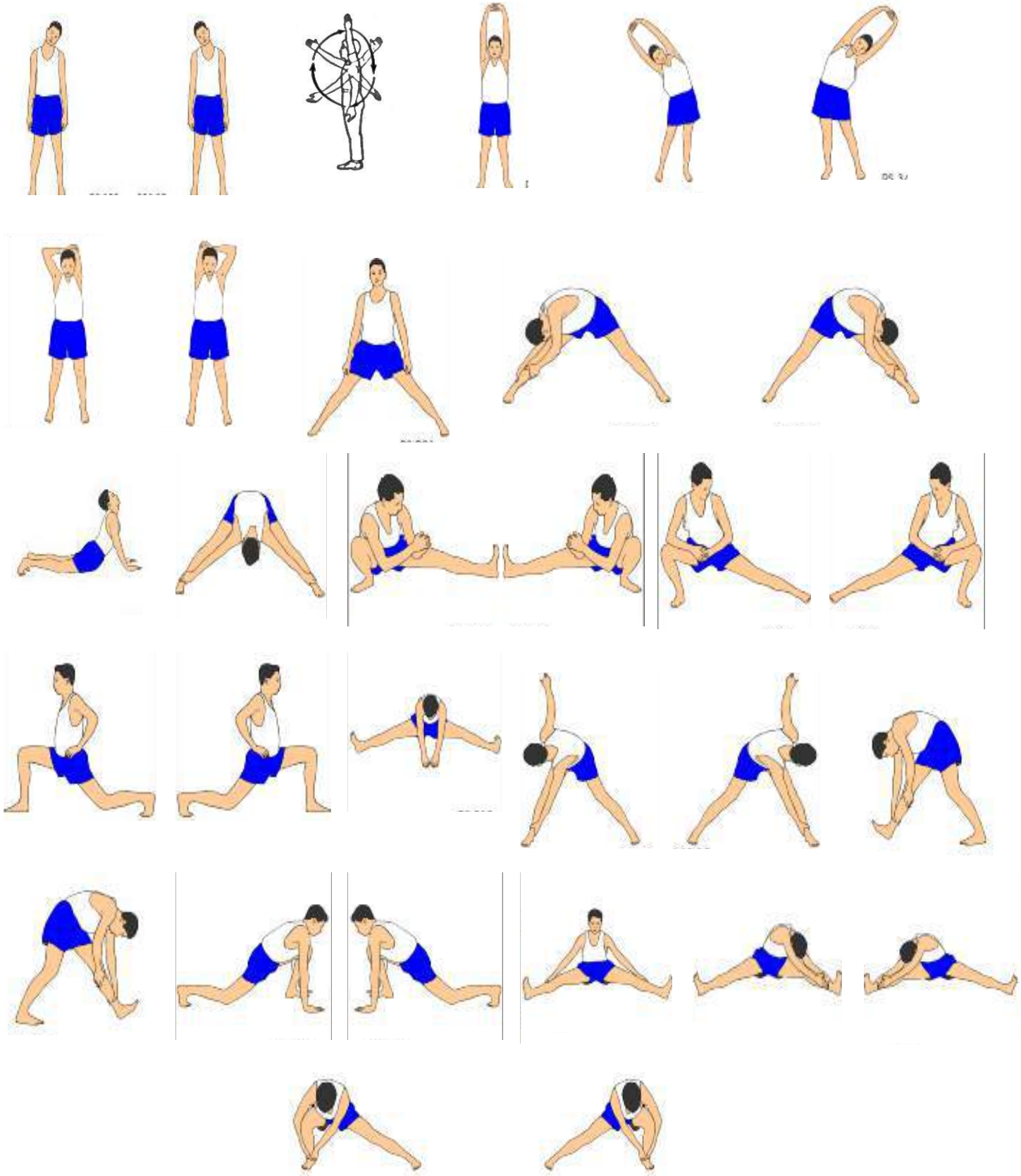
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 7
Long Jump Part (B)

Long Jump From 6m run-jump Part B (Pupil Led)

Objectives

1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of long jump from 6m.
4. Can execute or apply the strategies for long jump
5. Can perform long jump from 6m

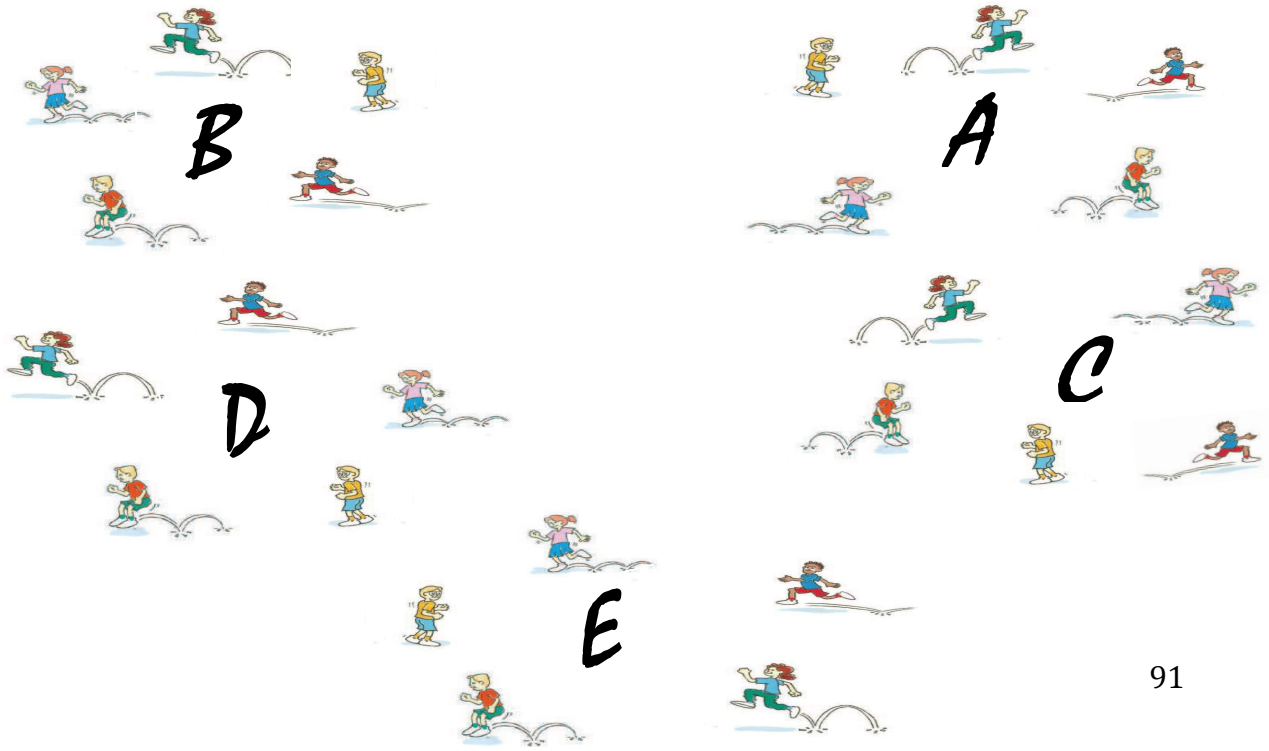
Lesson details

- At this time the equipment captains now know based on the previous lesson how to put the cones to make their areas and where the team equipment should be placed.
- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards for todays lesson in portfolio
- Organizer captain will lead warm for 5 minutes in their assigned areas.

Warm up

Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas

Warm up cards will be taken from the teacher to complete the warm up in pupils areas



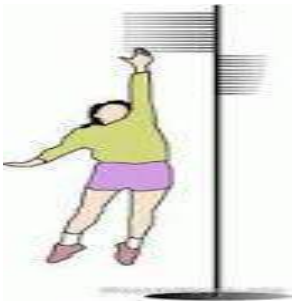
Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for the **shuttle run and vertical jump**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **shuttle run and vertical jump**) assessments and it will take around five minutes. (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). They will use the (**assessments score**)
- In this class Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Then (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **shuttle run and vertical jump** and take the scores. Stopwatch and the teacher will use whistle.

Organization
Shuttle Run and Vertical Jump:

Shuttle run: in 15 seconds how many times can student do the shuttle run.

Vertical jump: The teacher will use a marker and draw an area on the wall. Each student must touch within this area to count the points in 30 seconds.



- While teams do the shuttle assessment, the teacher will prepare the area where student practice the long jump for 20 minutes in their teams.

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the long jump for 20 minutes.

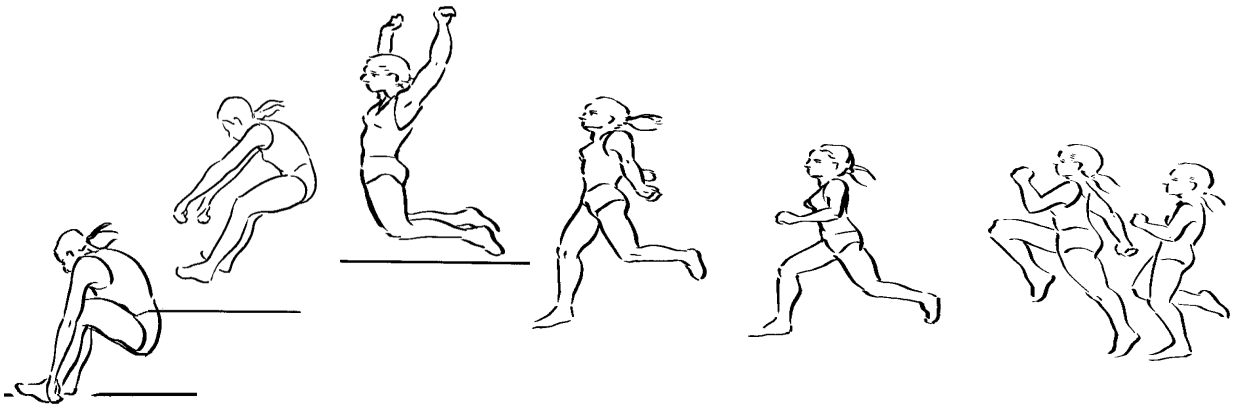
Remember to design practice area for long jump beside the assigned area of the pupils

Long jump learning and practice time
Long jump task card lead by pupil
What to do?

13. Start with running from **6m (extended from 3m last time)**
14. **Take off**:
    - ❖ Take off with one foot and upward
    - ❖ Keep high hips
    - ❖ Drive your knee forwards
15. **Fight:**
    - Bring your arms above head (Use your arm to drive yourself further) and Keep body upright
16. **Landing:**
    - Land with both feet

    Task cards will be giving to the trainer captain (**Long jump task card**)

    - ❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice long jump in the areas assigned look to the pictures below.

Team Roles and Responsibilities

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.	Official (2) write the score.	Official (3 and 4) will measure the distance

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

The feedback will be given before the second attempt by the trainer captain. When the trainer captain does his long jump trial other students will do Technical analysis sheet.

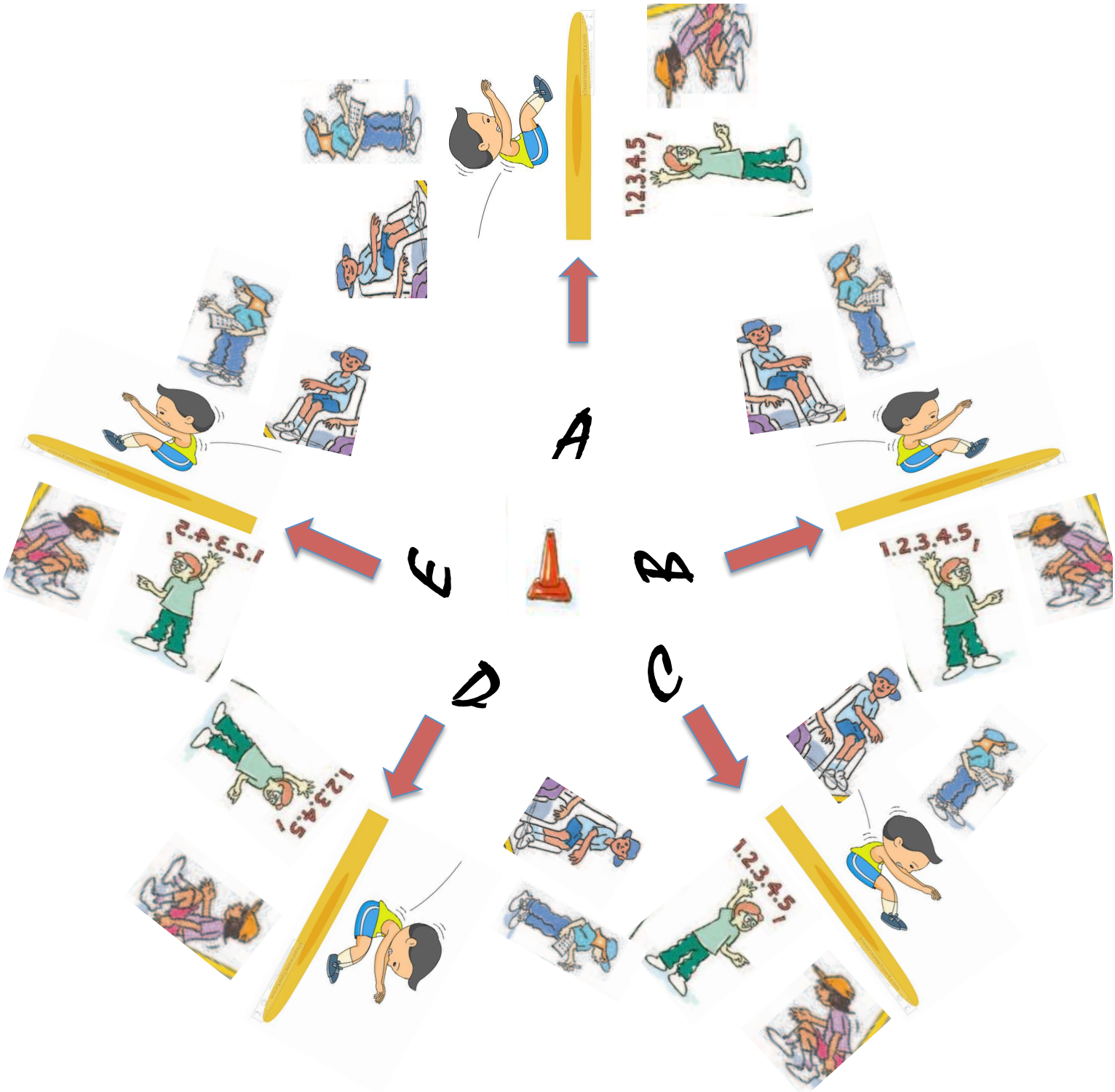
Technical analysis sheet

Date **Event long jump 2 part B**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

The following sheet is completed for each team members

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Start with running from 6m	Yes no		
Take off with one foot and upward	Yes no		
Hips Keep high	Yes no		
Driven knee forwards	Yes no		
Arms above head	Yes no		
Kept body upright	Yes no		
Did he used his arm to help him driven further	Yes no		
Land with both feet	Yes no		

Practice area Organization



Team Practice
Long Jump Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: long jump

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition

Formal Competition 2 Schedule Between Teams

Team ( )	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- Formal competition between **all teams** (long jump).
- All the 5 teams will do long jump competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

Official (1) will be the trainer captain to do the technical analysis part and show correct trail.

Official (2) write the score.

Official (3 and 4) will measure the distance.

All the students who got second furthest scores of long jump will compete here

All the students who got first furthest scores of long jump will compete here

All the students who got forth-furthest scores of long jump will compete here

All the students who got third furthest scores of long jump will compete here

All the students who got fifth furthest scores of long jump will compete here

Competition 2 Description: **Season Competition Organization**

All the students who jumped furthest on each team will compete against each other. For example based on ranking of the furthest five scores in long jump students will play against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who participates and the other four will be the officials like as the duty 'team' what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about long jump **on the sand or mats**.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points Recording System After the Competition (points added to the league positions) This is long jump from 6m competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

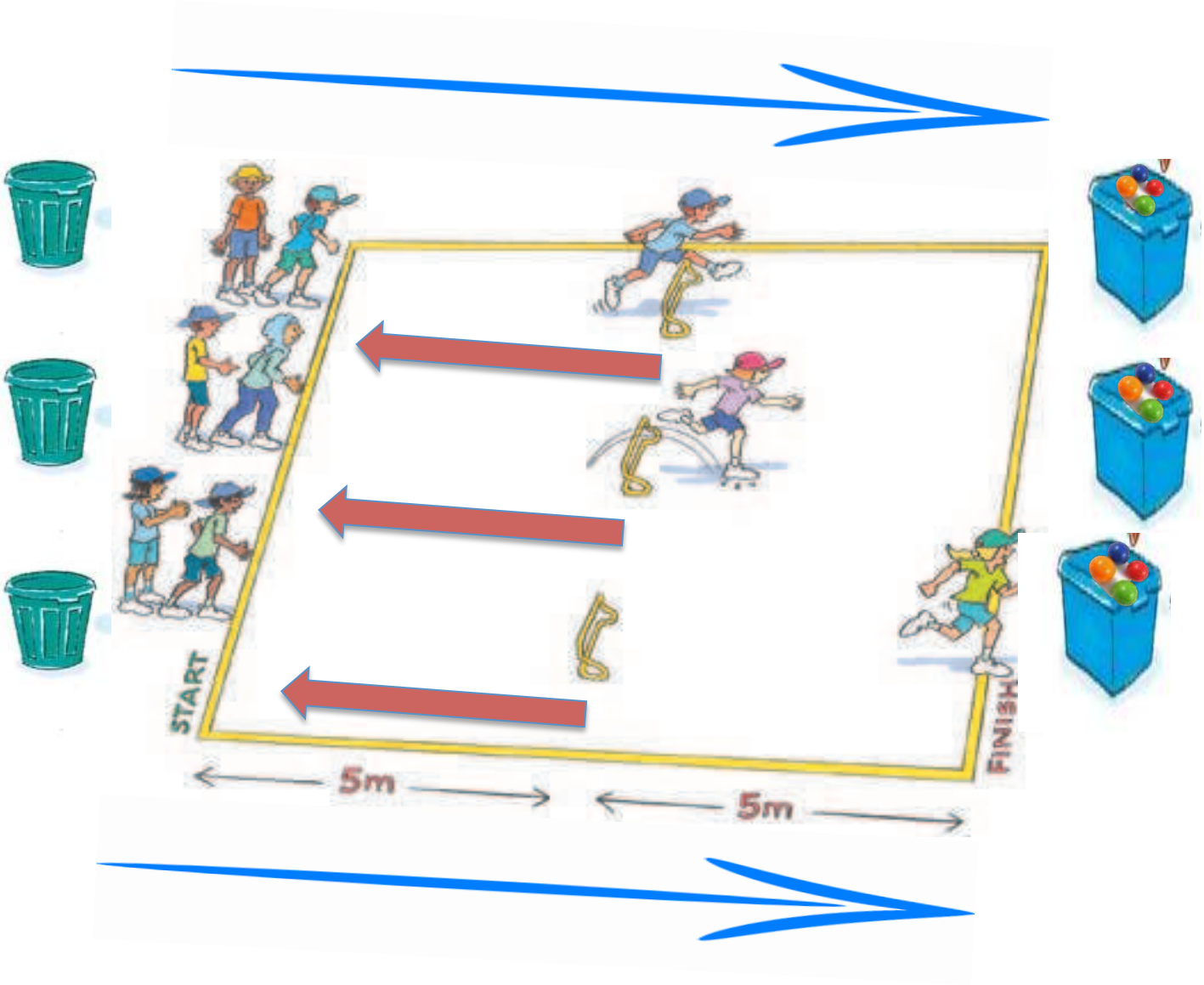
Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

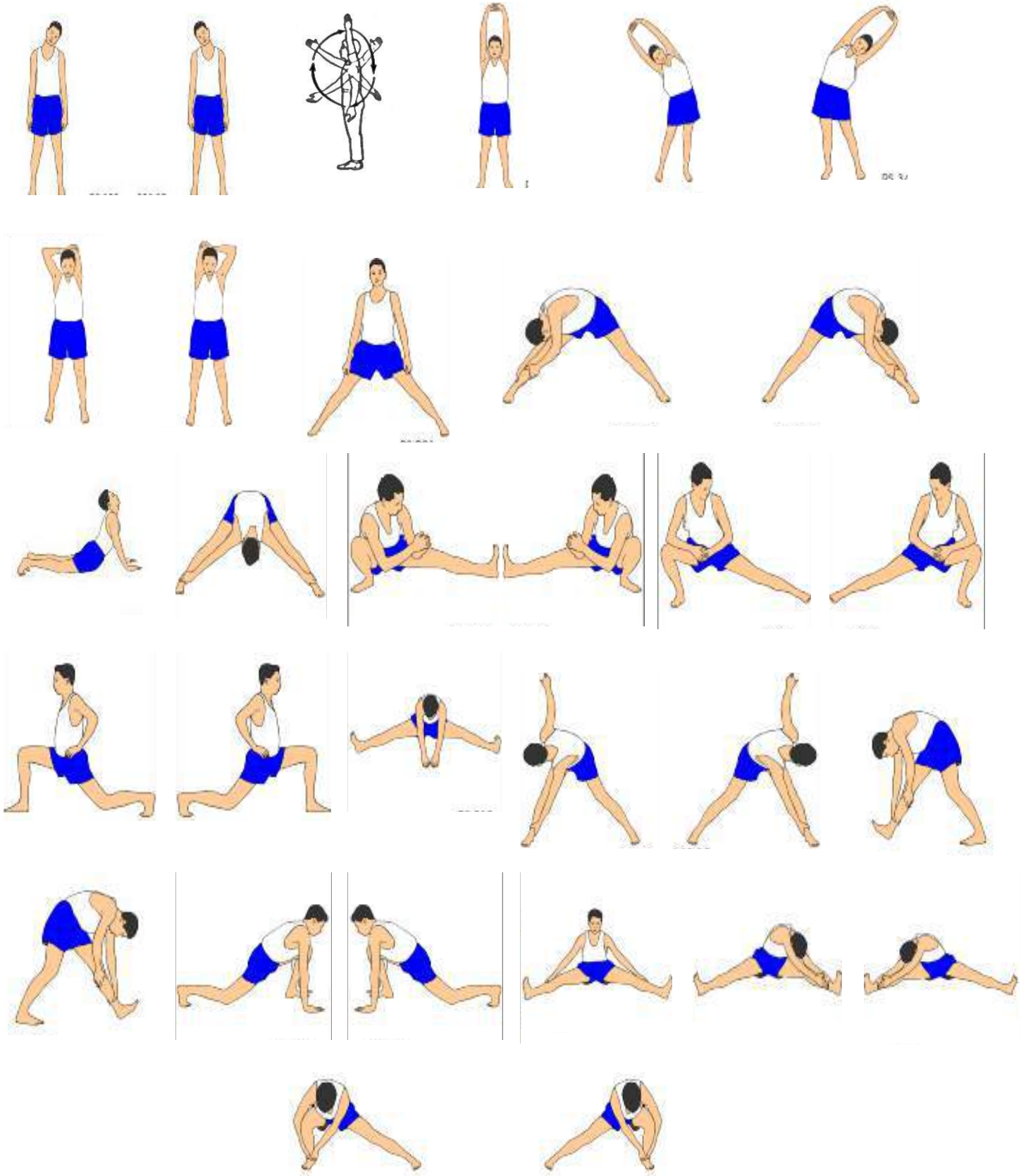
Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Game description

In 1 minute in this game from standing position students will sprint and jump over the object to the baskets to collect 1 ball and sprint back to put it in the green basket. At the end we look to the green baskets and count the number of the balls and based on that they get points. For example if they collect 3 balls they get 3 points.



Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well and plan for the next lesson. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 8
Shot Put Part (A)

Shot Put Part (A) (Teacher Led)

Objectives

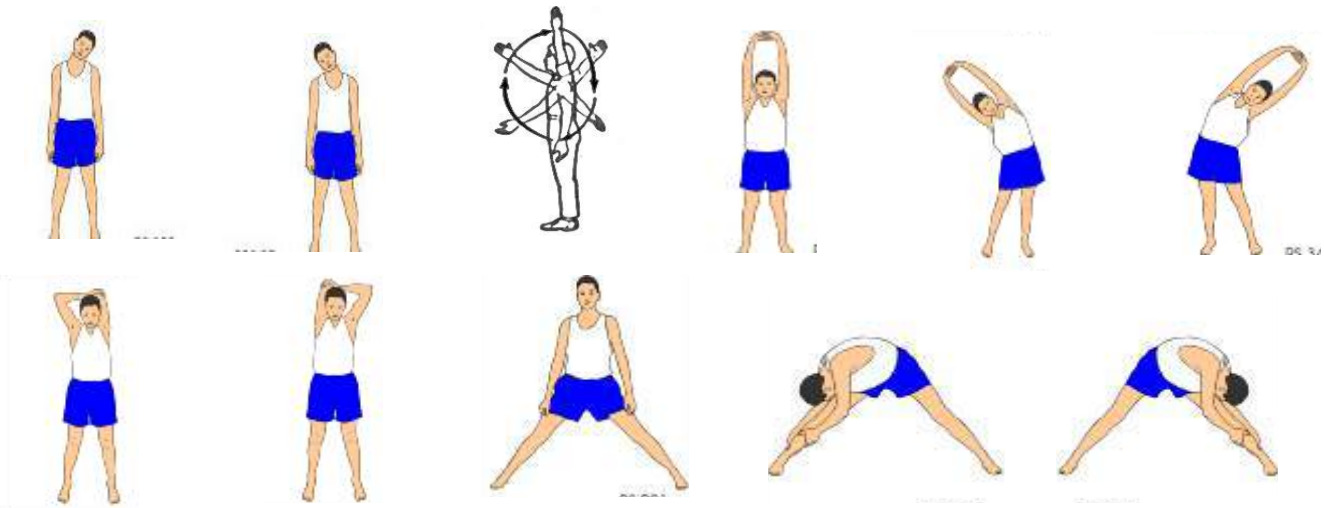
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of shot put
4. Can execute or apply the strategies for shot put
5. Can perform shot put from standing and facing pushing area

Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- Teacher will lead warm up **game** for 5 minutes.
- Teacher will use stopwatch and whistle.
- After that the teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Teacher will explain how to put the equipment and organize the areas. Teacher will organize the equipment in all the lesson an the students **need t**o understand how to manage the equipment and put them in their correct area in lesson B

Warm up

- Warm up before the game in the first shot put lesson part A
- Organizer captain will take his team and do this warm up in their assigned areas.
- Then come back to the teacher to play the game



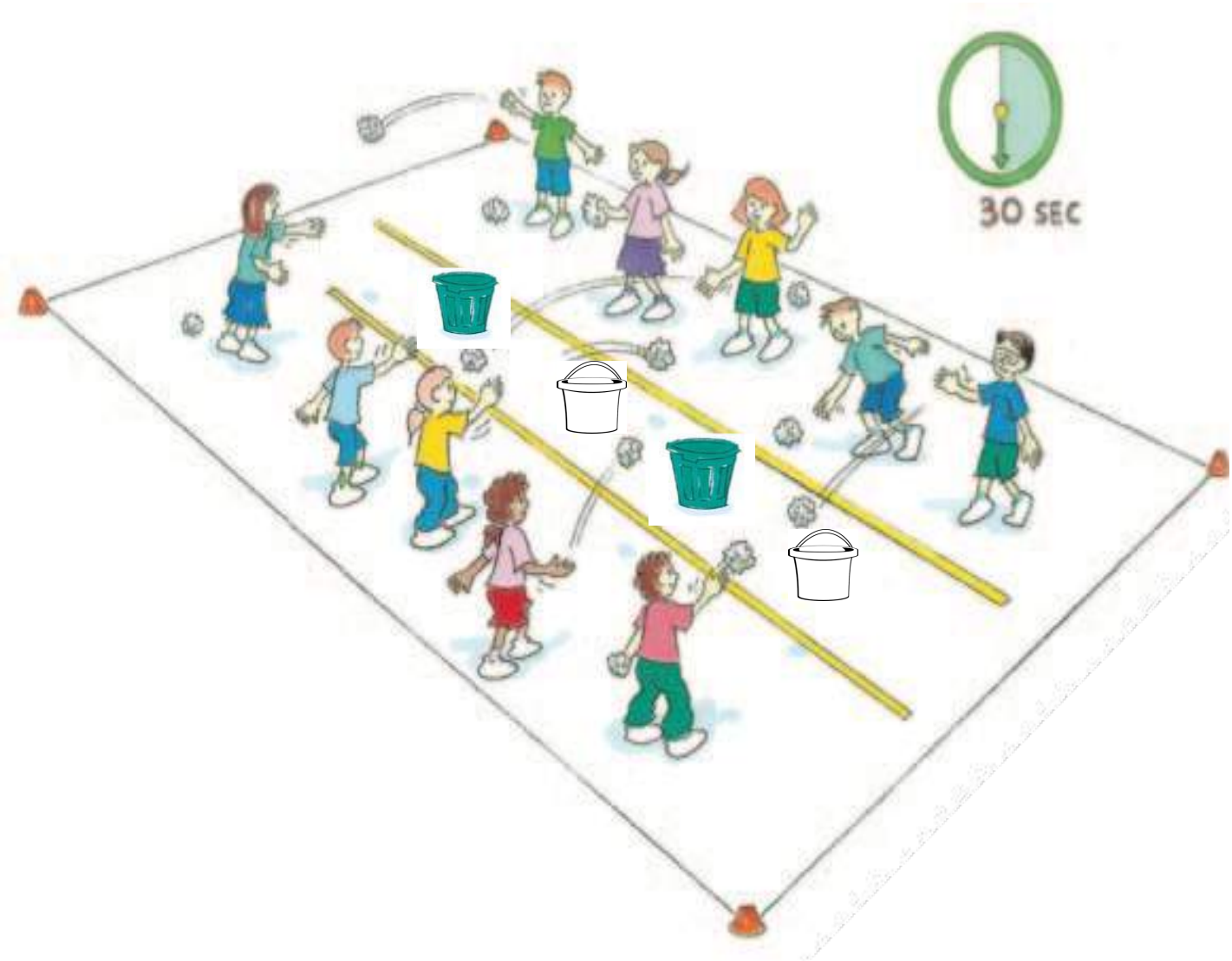
Warm up Game

Led initially by teacher then led by organizer captain in their assigned areas. Two groups of equal size face each other. Each player has a scrunched-up 'ball'. On a single, players (push) their paper ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

- ✓ **Game equipment**: Recycled sheets of paper (1 per player).

  What to do:

- ✓ By using a draw Team ( ) vs. Team ( ), Team ( ) vs. Team ( ) and the remaining team will be officials. Total time is 5 minutes play and there will be three rotations.



From 2 point who can push the paper in the other team basket more will win the 2 points and the other team will get 1 point

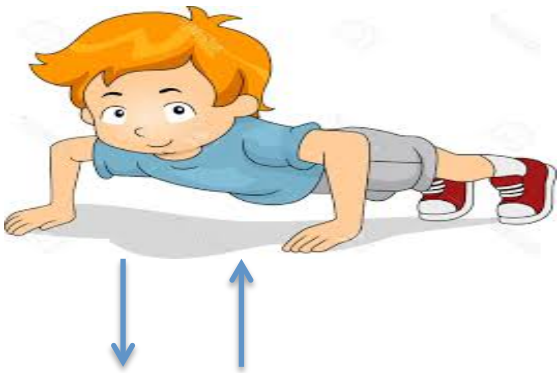
Draw for the fifth team, which will play against?? Team then the other team will try to push more papers balls in the team number 5 to just let them get one point. There will be 2 baskets with different colours for points

Assessment preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Push up**. They will need pencil, score sheet **(assessment scores**) and mats.
- Students will go to their assigned areas to start **Push up** assessments and it will take around five minutes. (Cards will be provided to do the push up) for the trainer captain (coach). They will use the (**assessments score**)
- Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes. In next class
- Then (Cards will be provided to do the **Push up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **Push up** and take the scores. Stopwatch and the teacher will use whistle.

Push-up:

- ***Push up***: In this assessment each student will try to do push-up as much as he can in 30 seconds.



Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the shot put for 20 minutes.

Shot Put learning and practicing time

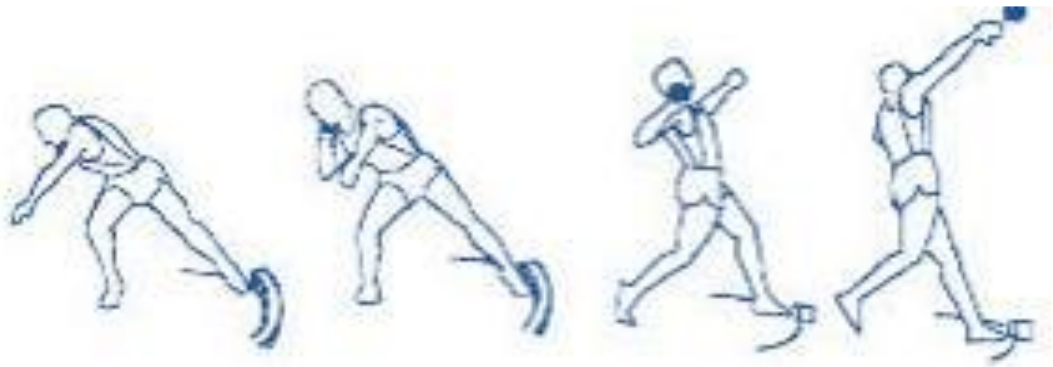
Shot put task card lead by teacher

What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
   -Weight transfers from right leg to left leg
   -Hips driven forwards and upwards (Low to high).
8. Legs extend.
9. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
10. Release shot when arm is extended and above head.

Task cards will be used by to the trainer captain (**shot put task cards**)

- After that students will practice in their area the shot put. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice shot put in the areas assigned look to the pictures below. Trainer captain provide peer feedback

Roles and Responsibility

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) and (4) (official captain) will measure the distance Make sure every one measure correctly

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

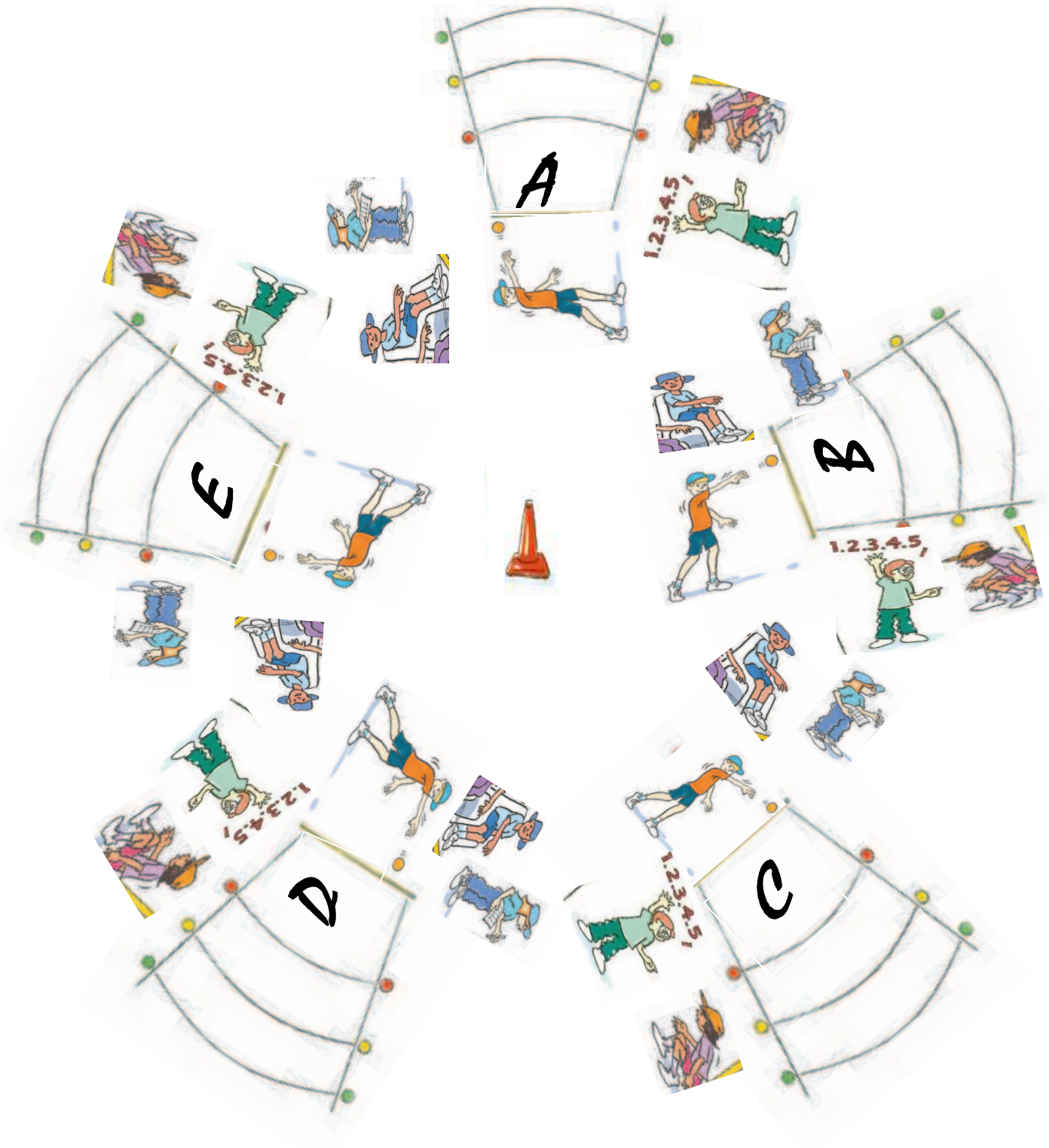
Technical analysis sheet for individual assessment of each team-mate

Date **Event shot put 1 part A**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Facing throw area	Yes no		
Hold shot correctly and place shot into neck. With "Clean palms, dirty neck".	Yes no		
High elbow	Yes no		
Bent knees	Yes no		
Push from back leg	Yes no		
Legs extend	Yes no		
Push high and long And exit opposite of the field	Yes no		

- **The feedback will be given before the second attempt**

Practice area and Organization



Organization for within- team practice time

- Official (1): he will use the flags to show the correct trial and false trial and write the score.
- Official (2): he will use the technical analysis checklist to observe the partner and provide feedback.
- Official (3 & 4): they will measure the distance for the shot put practice and provide the captain official with the score.
- The number five will be the thrower.

Shot put Score sheet for each student to improve his score

Name:
Date:
Event: shot put

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score.
Based on each student best score, ranking will be taking for next competition

Formal competition 1 schedule

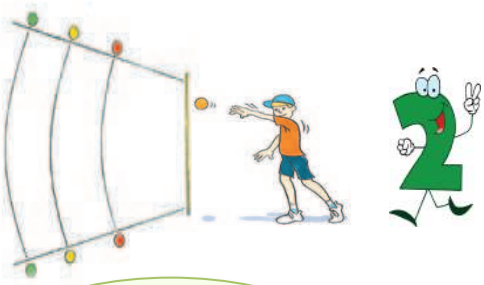
Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the shot put competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

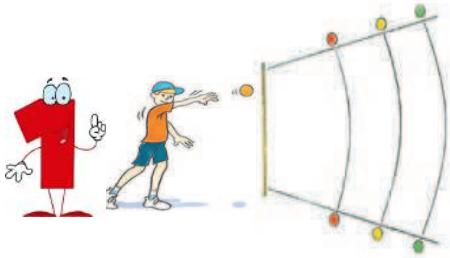
Official (1) will use the flags to show if it the correct trail and false trail.

Official (2) write the score.

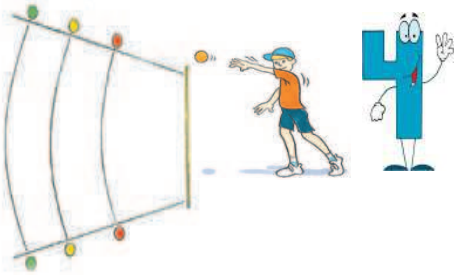
Official (3 and 4) will measure the distance. Official captain (4) will make sure that all the measures are correct



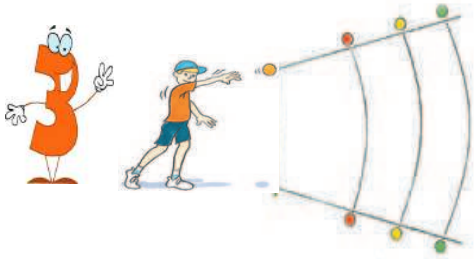
All the students who got second furthest scores of shot put will compete here



All the students who got furthest scores of shot put will compete here



All the students who got forth-furthest scores of shot put will compete here



All the students who got third furthest scores of shot put will compete here

All the students who got fifth furthest scores of shot put will compete here

Formal Competition description:

All the students who got further shot put scores will compete against each other. For example based on ranking of the furthest five scores in shot put students will 'play' against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, fourths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about shot put
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is Shot Put competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

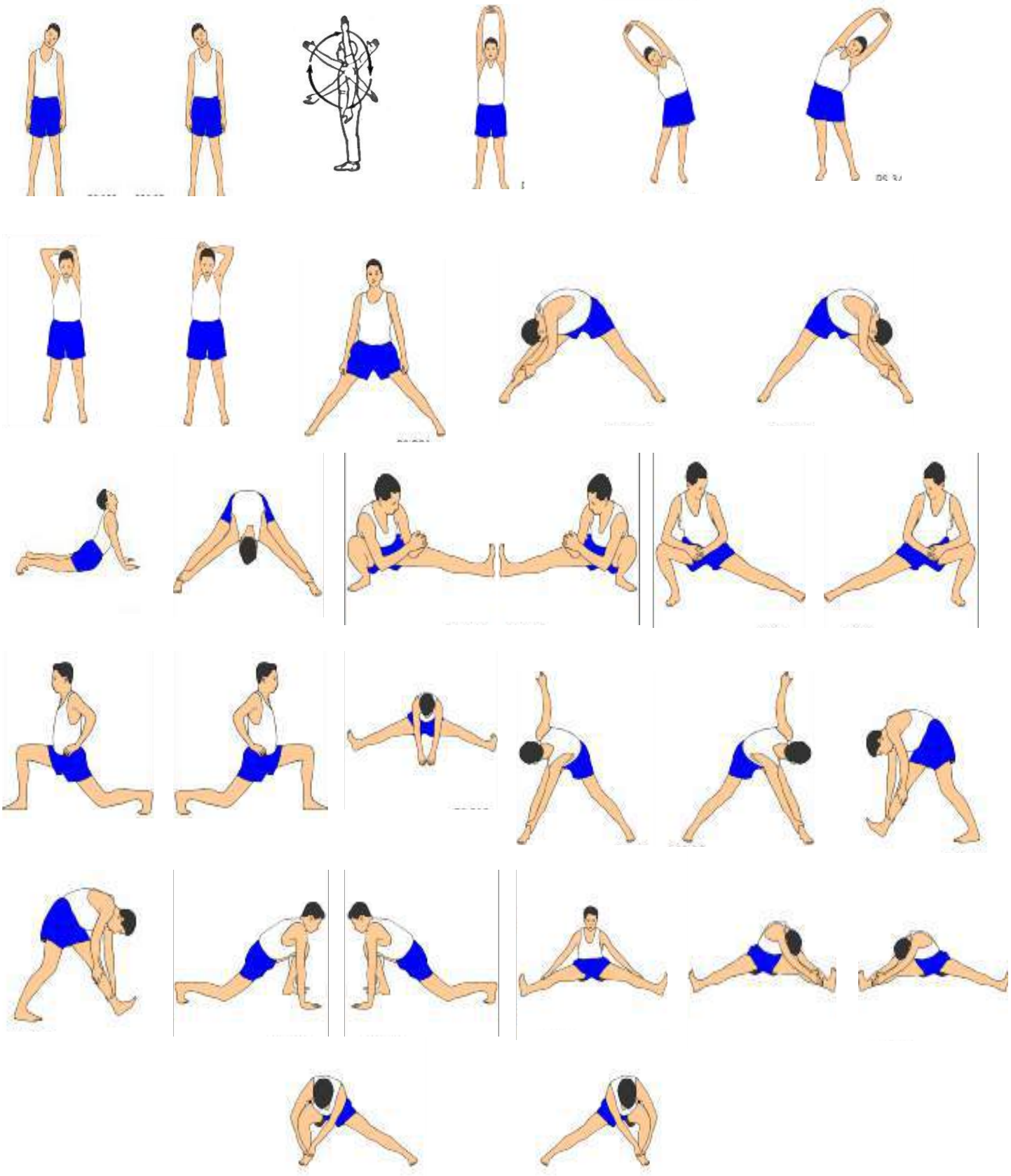
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well in formal competition. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 9
Shot Put Part (B)

Shot Put Part (B) (Pupil led)

Objectives

1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of shot put
4. Can execute or apply the strategies for shot put
5. Can perform shot put from standing and facing beside the throw area

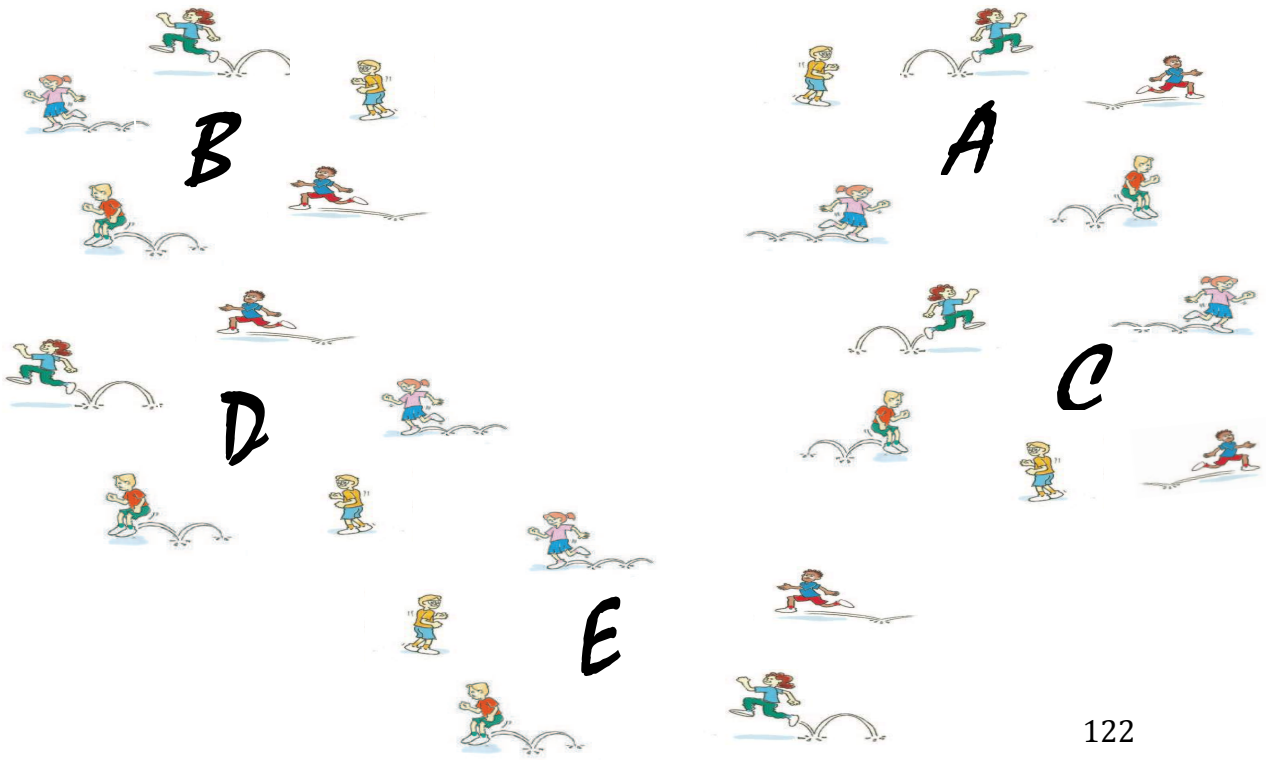
Lesson details

- At this time the equipment captains now know based on the previous lesson how to put the cons to make their areas and where the team equipment should be placed.
- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas

Warm up before the game in the first shot put lesson part B

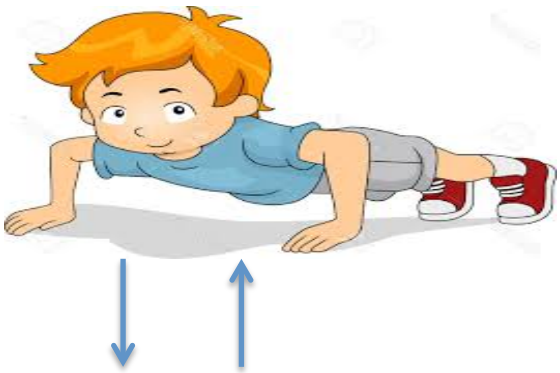


Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Push up**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **Push up** assessments and it will take around five minutes. (Cards will be provided to do the push up) for the trainer captain (coach). They will use the (**assessments score**)
- In class Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Then (Cards will be provided to do the **Push up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **Push up** and take the scores. Stopwatch and the teacher will use whistle.

Push-up:

- ***Push up***: In this assessment each student will try to do push-up as much as he can in 30 seconds.



Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the shot put for 20 minutes.

Shot Put learning and practicing time

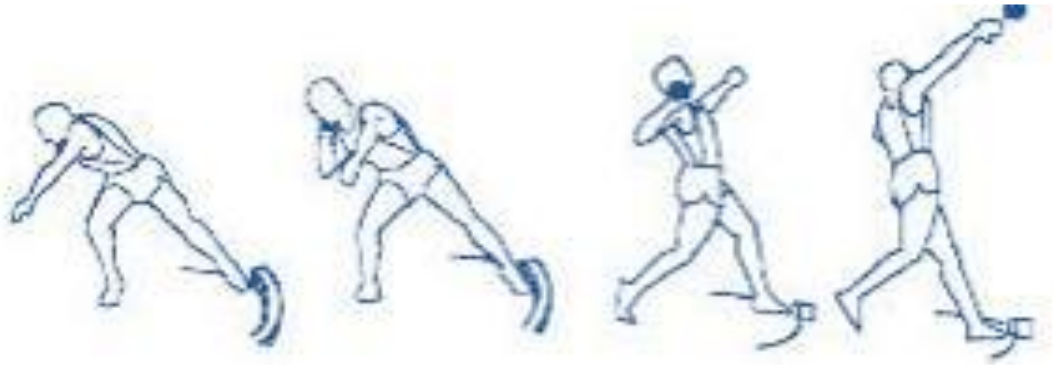
Shot put task card lead by Pupil

What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
   -Weight transfers from right leg to left leg
   -Hips driven forwards and upwards (Low to high).
8. Legs extend.
9. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
10. Release shot when arm is extended and above head.

Task cards will be used by to the trainer captain (**shot put task cards**)

- After that students will practice in their area the shot put. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice shot put in the areas assigned look to the pictures below. Trainer captain provide peer feedback

Team Roles and Responsibility

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) and (4) (official captain) will measure the distance Make sure every one measure correctly

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

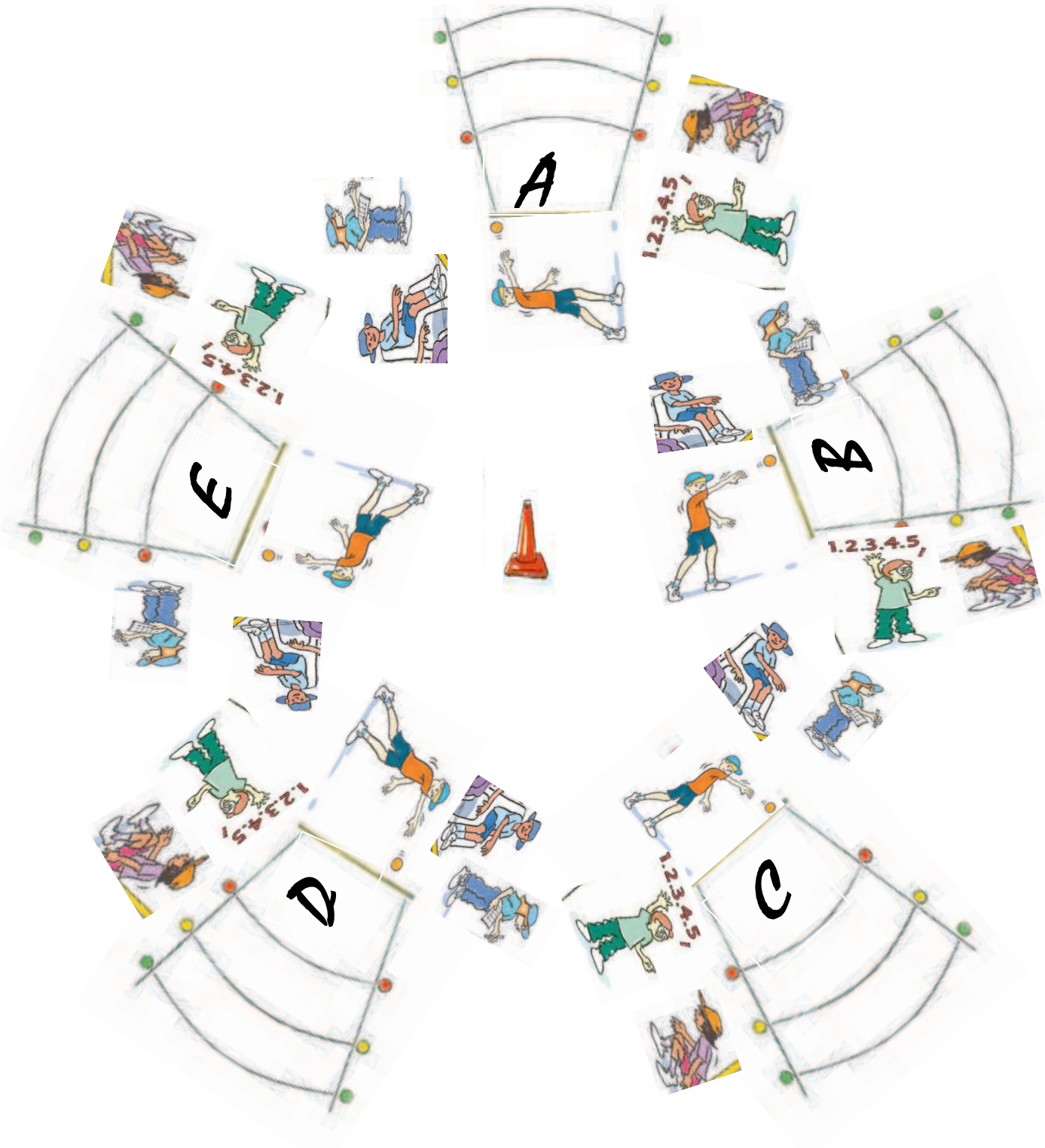
Technical analysis sheet for individual assessment of each team-mate

Date **Event shot put 2 part B**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Facing throw area	Yes no		
Hold shot correctly and place shot into neck. With "Clean palms, dirty neck".	Yes no		
High elbow	Yes no		
Bent knees	Yes no		
Push from back leg	Yes no		
Legs extend	Yes no		
Push high and long And exit opposite of the field	Yes no		

- **The feedback will be given before the second attempt**

Practice area and Organization



Organization for within- team practice time

- Official (1): he will use the flags to show the correct trial and false trial and write the score.
- Official (2): he will use the technical analysis checklist to observe the partner and provide feedback.
- Official (3 & 4): they will measure the distance for the shot put practice and provide the captain official with the score.
- The number five will be the thrower.

Shot put Score sheet for each student to improve his score

Name:
Date:
Event: shot put

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score.
Based on each student best score, ranking will be taking for next competition

Formal competition 2 schedule

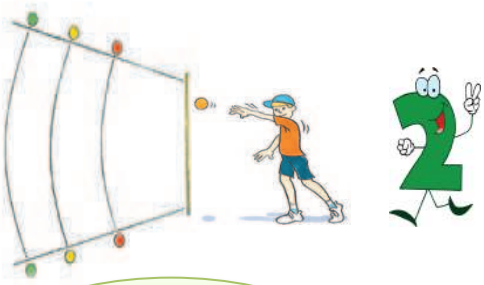
Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the shot put competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

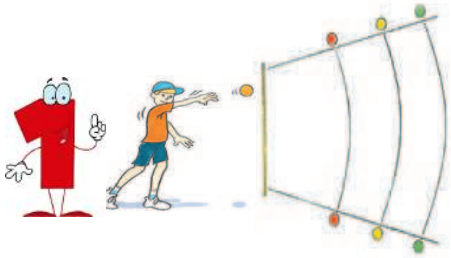
Official (1) will use the flags to show if it the correct trail and false trail.

Official (2) write the score.

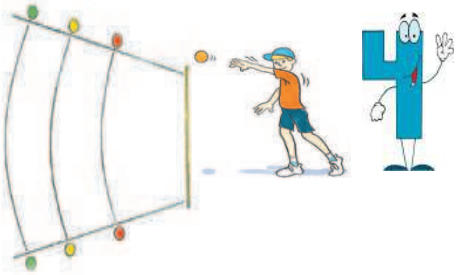
Official (3 and 4) will measure the distance. Official captain (4) will make sure that all the measures are correct



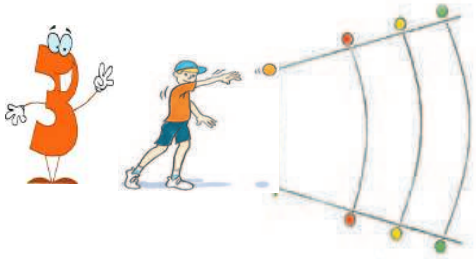
All the students who got second furthest scores of shot put will compete here



All the students who got furthest scores of shot put will compete here



All the students who got forth-furthest scores of shot put will compete here



All the students who got third furthest scores of shot put will compete here

All the students who got fifth furthest scores of shot put will compete here

Formal Competition description:

All the students who got further shot put scores will compete against each other. For example based on ranking of the furthest five scores in shot put students will 'play' against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, fourths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about shot put
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is Shot Put competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

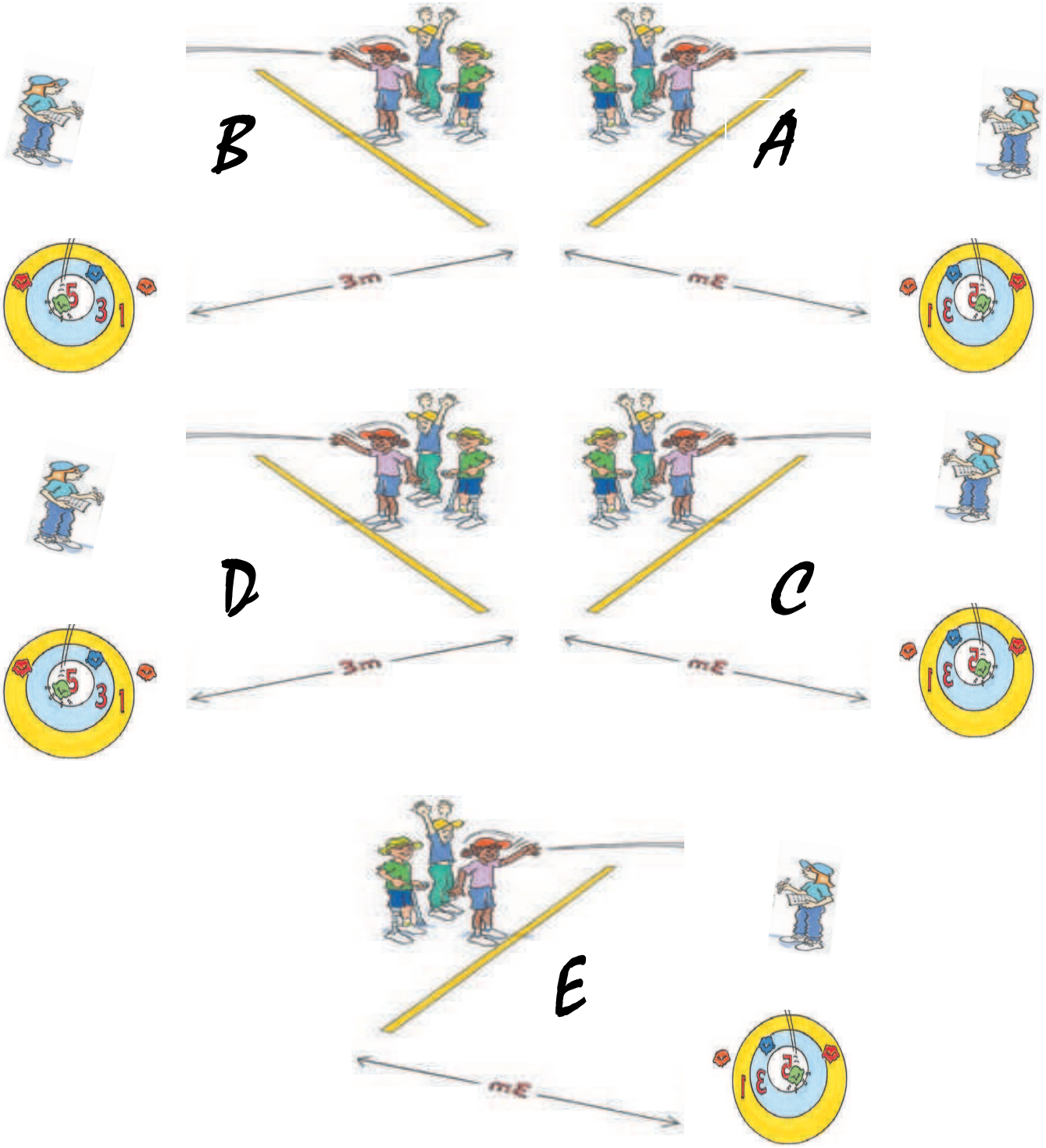
Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

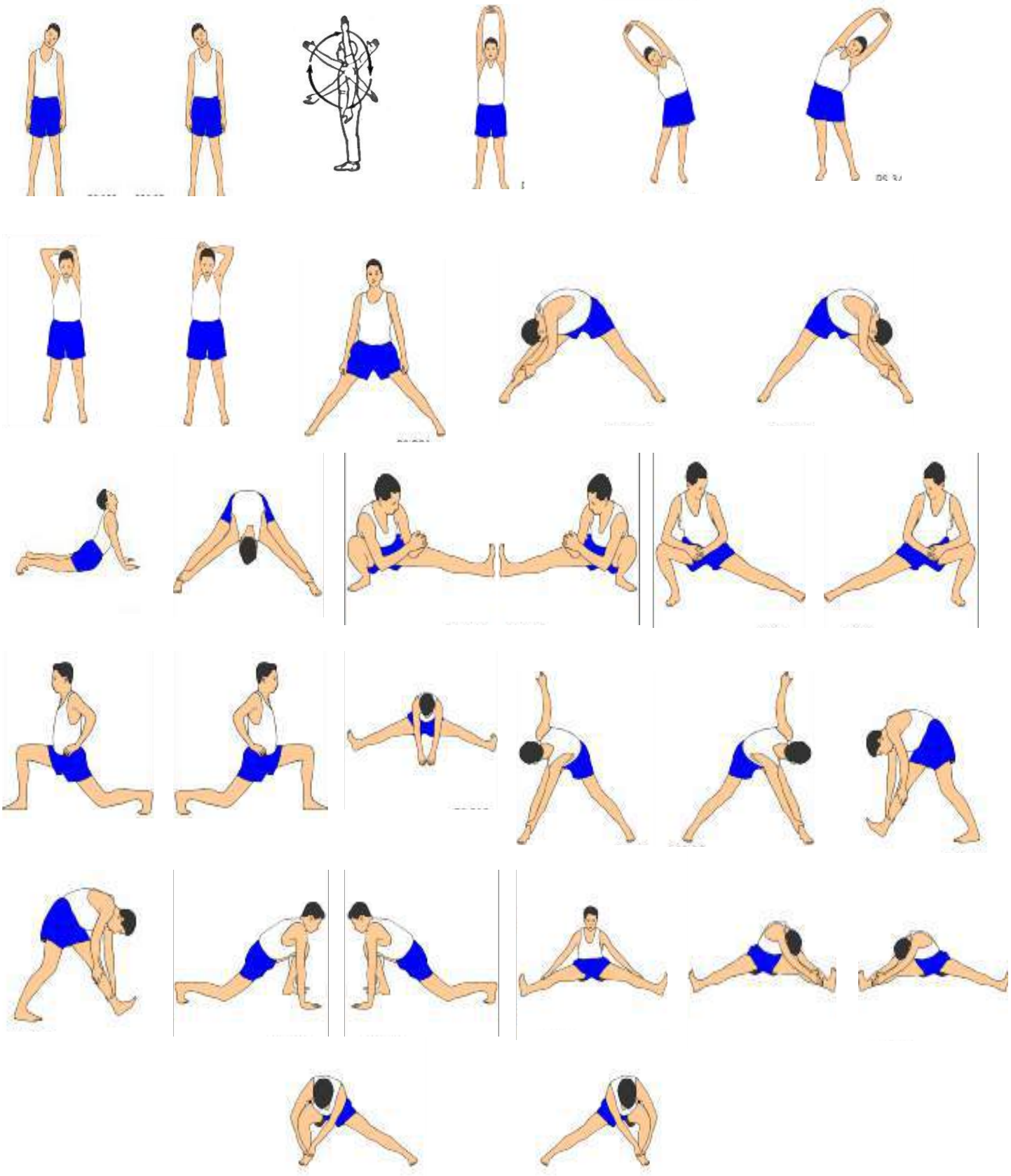
Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Game Description

Each member of each team will push the sand ball/bag into the round shape trying to collect as much as he can of points to add them to his team.
Each member will do three trails.
The round shape on the ground is showing the numbers of 1, 3, and 5, which are used as points. The team points will be collected and will be added to the team's points.
The scorekeeper captain will collect and write the points for his team at the end of the game.



Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well in formal competition. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 10
Start and Sprint
Part (C)

Start and Sprint from 40m Part C

Objectives

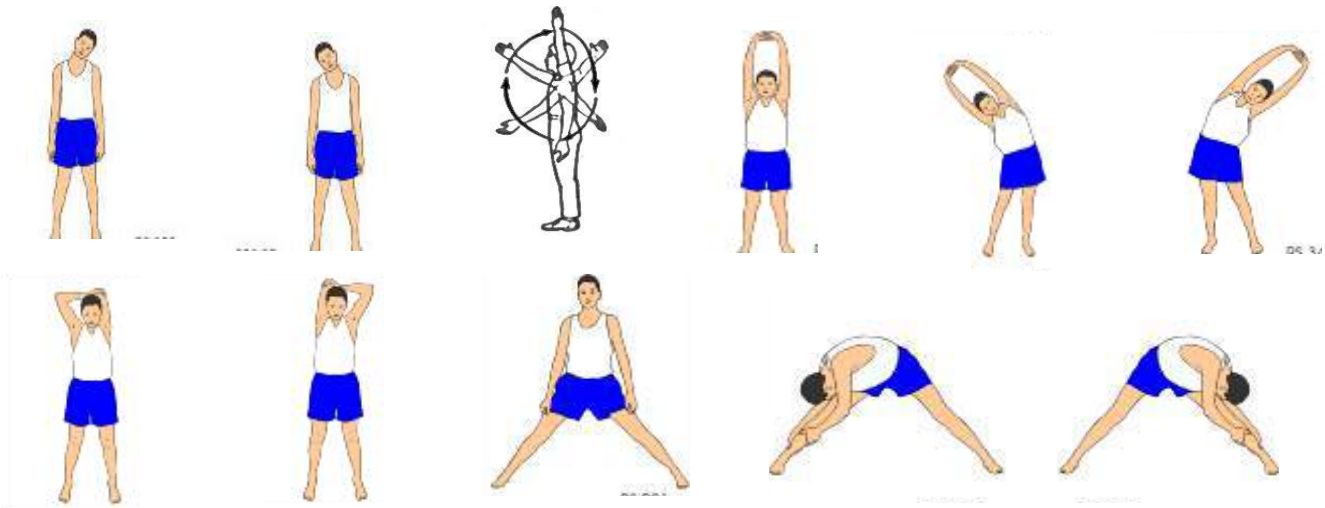
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of start and sprint 40 meters.
4. Can execute or apply strategies for start and sprint 40 meter
5. Can do start and sprint correctly for 40m

Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- Teacher will lead warm up **game** for 5 minutes.
- Teacher will use stopwatch and whistle.
- After that the teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Technical analysis sheet and Flags (red and white), measure tapes or meter.

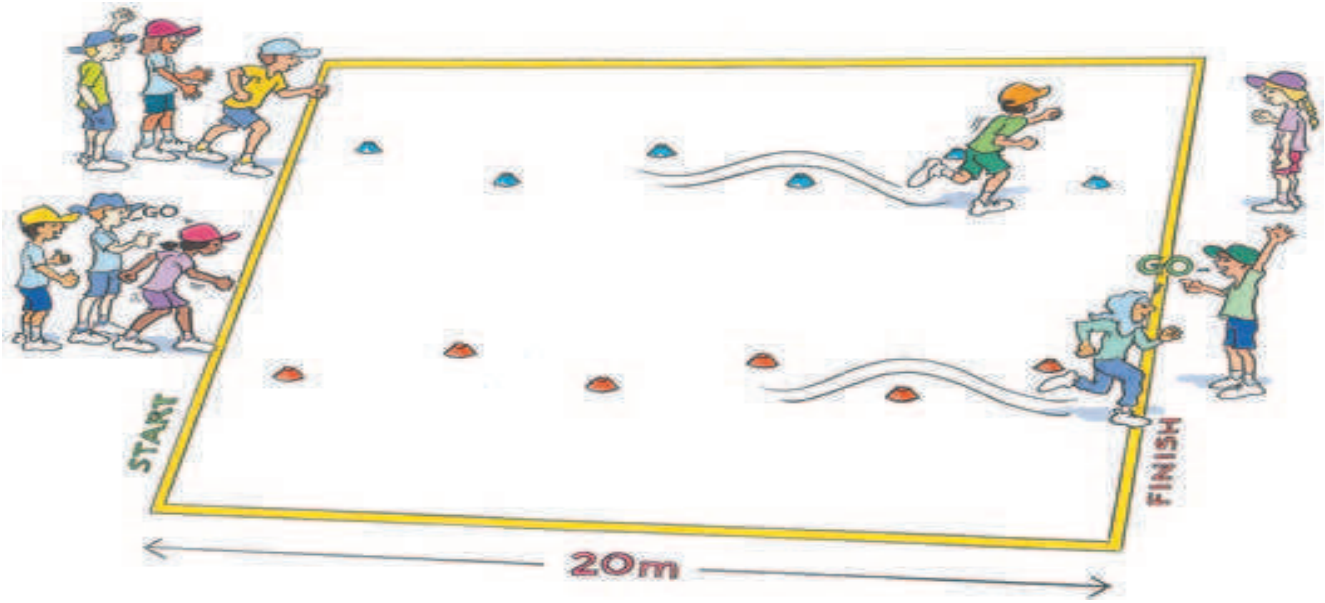
Warm up

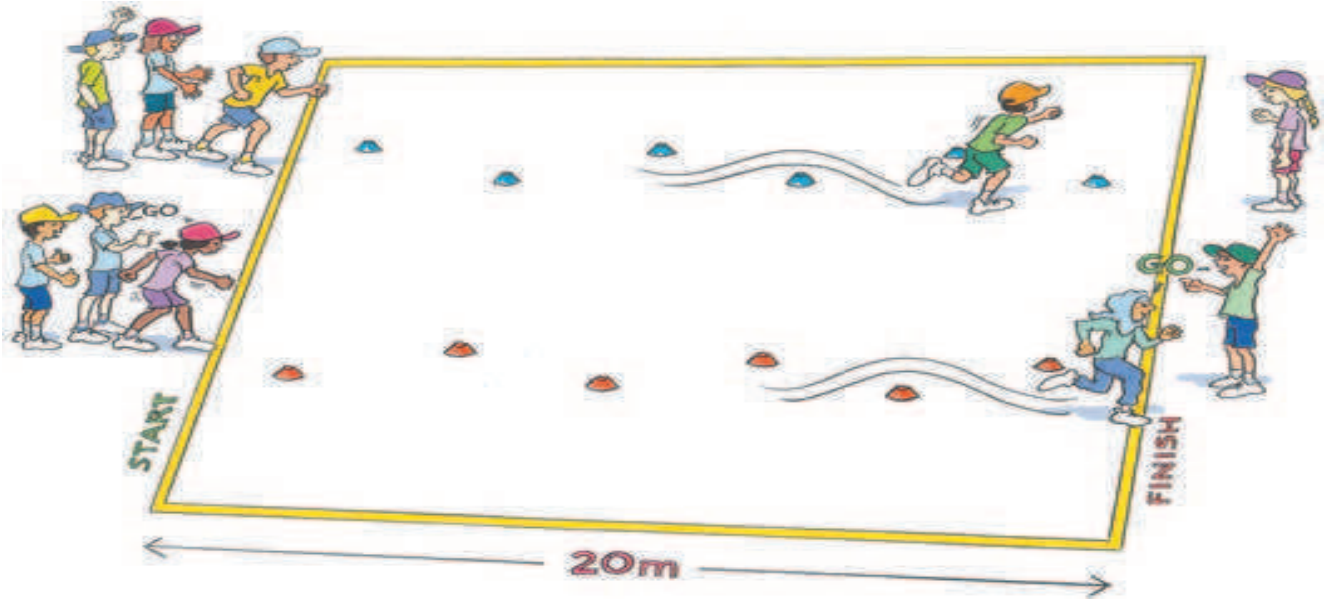
- Warm up before the game in the first start sprint lesson part c
- Organizer captain will take his team and do this warm up in their assigned areas.
- Then come back to the teacher to play the game



Game Description (teacher)

Organizer captain will choose who start at the first, second, third, forth, and fifth position. When the teacher say Go all the first players sprint and make zigzag between the marks to finish the line and who arrived first get 5points, second will get 4 points and so on ……





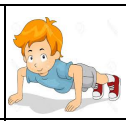
Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Sit up**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **Sit up** assessments and it will take around five minutes. (Cards will be provided to do the **Sit up**) for the trainer captain (coach). They will use the (**assessments score**)
- Then (Cards will be provided to do the **Sit up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **sit up** and take the scores. Stopwatch and the teacher will use whistle.

Sit- up:

- ***Sit - up***: in this assessment each student will try to do sit-up as much as he can in 30 seconds.

- Pupils do a conditioning ‘exercise ‘ each lesson

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the start and sprint 40m for 20 minutes.

Start and sprint from 40m practicing time
Start and sprint task card lead by pupil
What to do?

On your mark

1. Place your prefer leg forwards.
2. Your front foot should be 1.5 to 2 feet behind the line.
3. Place your rear knee approximately level with your front foot.
4. Your weight should rest equally on your rear knee and hands.
5. Place your hand behind the line, forming a V with your fingers and thump.
6. Your arms should be placed about shoulder width apart.
7. Your shoulders should be slightly ahead of your hands.
8. Look at the ground about 1 m ahead.

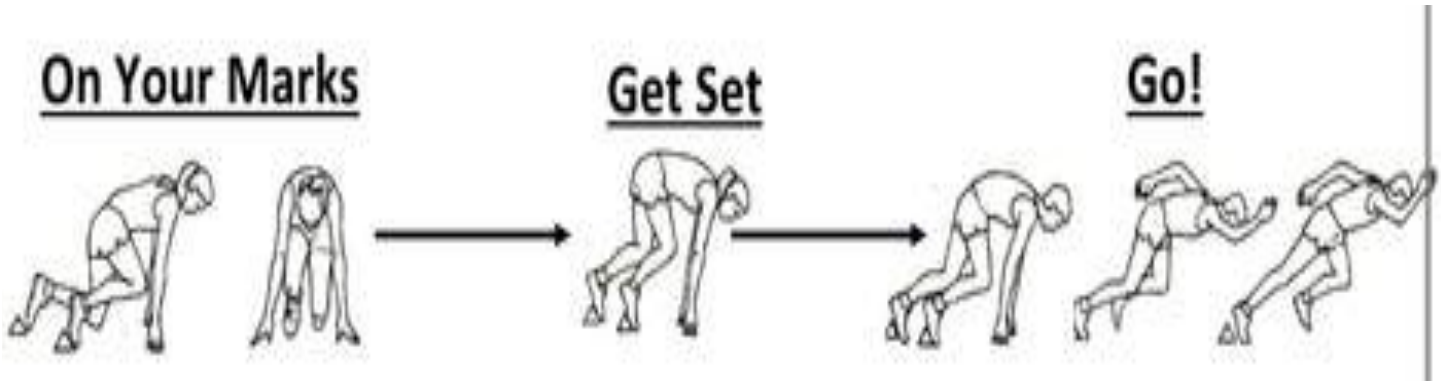
Set

1. Raise your hip slightly higher than your shoulders
2. Your front leg should be 80 to 90 degrees at the knee
3. Your arms and legs should equally support your body weight
4. Move your shoulders slightly ahead of your hands
5. Look at the ground about I m ahead
6. Hold your breath and wait for the go

Go

1. Extend your front leg vigorously
2. Drive the knee of your rear leg forwards
3. Move your arms vigorously to counterbalance the action of your legs
4. Lean forwards for the first 5-6 metres
5. Remain low and don`t become fully upright too early

- Task cards will be giving to the trainer captain (**start and sprint task cards**)
- After that students will practice in their area the **On your mark** 3-5 minutes, Set position 2 -3 minutes, and **Go**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique by the teacher, students will practice in their team sprinting in the areas assigned.

Team Roles and Responsibilities

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) will measure the time at the end of the line	Official (4) will give the start sign

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

Peer learning and feedback activity

- **The feedback will be given before the second attempt**

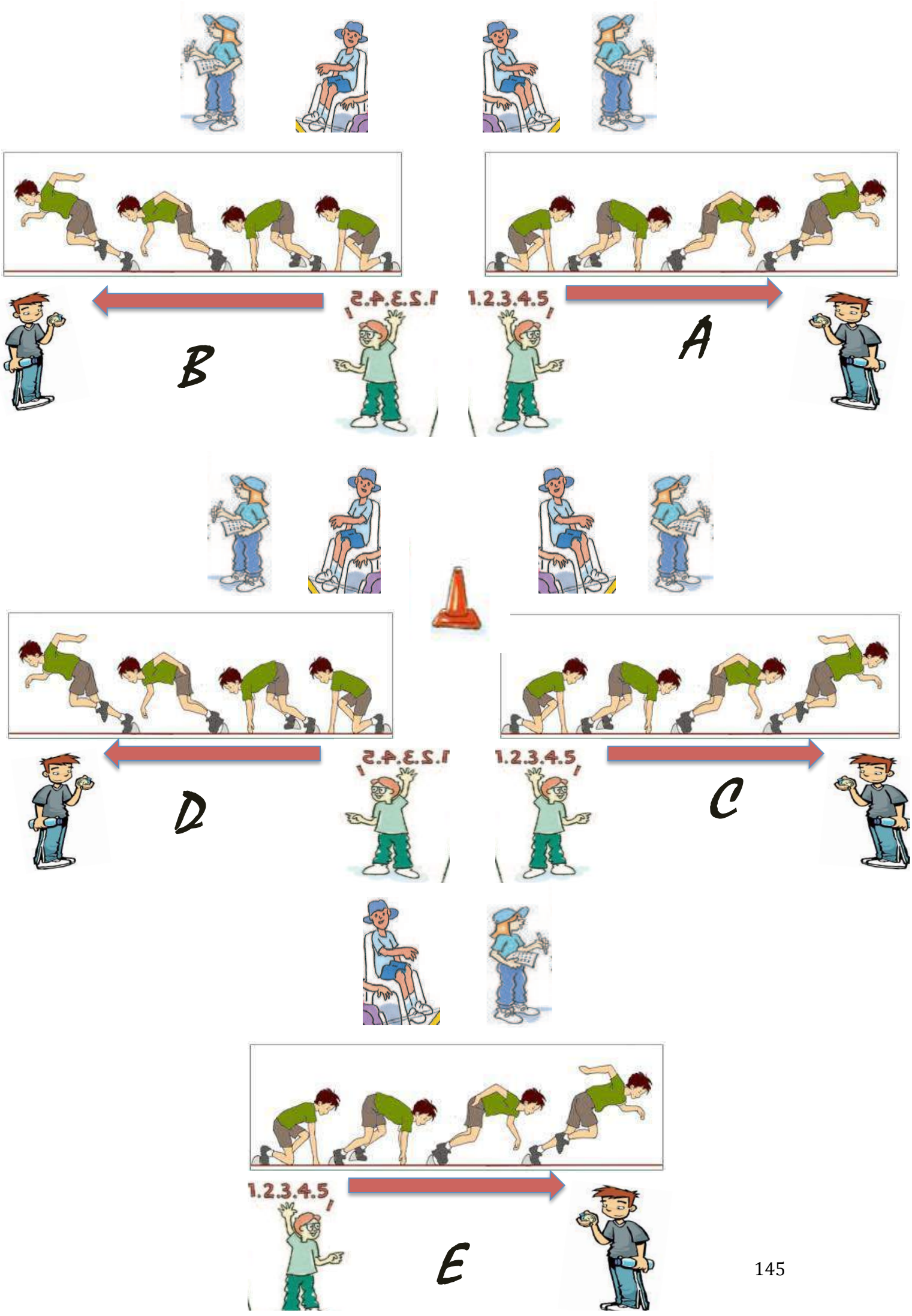
When the trainer captain does his sprinting trail other student will do technical analysis sheet.

Technical analysis sheet from Athletics Challenges Resource

Date **Event start and sprint 40m part C**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
On your mark part			
Prefer leg forwards and 1.5 to 2 feet behind the line	Yes no		
Rear knee is placed approximately level with front foot	Yes no		
Hand is placed behind the line, forming a V with fingers and thump	Yes no		
Arms are placed about shoulder width apart	Yes no		
Shoulders ahead of hands	Yes no		
Looking at the ground about 1 m ahead	Yes no		
Set			
Hip higher than shoulders	Yes no		

Front leg (knee) shaped 80 to 90 degrees	Yes no		
Shoulders moved slightly ahead of hands	Yes no		
Looking at the ground about I m ahead	Yes no		
Go			
Extended front leg vigorously	Yes no		
Driven the knee of rear leg forwards	Yes no		
Arms moved vigorously	Yes no Yes no		
Lean forwards for the first 5-6 metres	Yes no		
Remain low	Yes no		


1.2.3.4.5
A
1.2.3.4.5
B
1.2.3.4.5
C
1.2.3.4.5
D
1.2.3.4.5
E

Start and Sprint Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: start and sprint 40m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition.

Formal competition 3 start sprint 40m schedule

Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

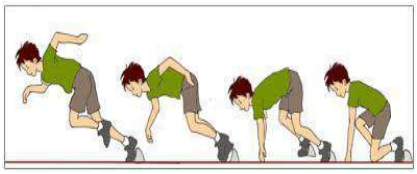
- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the start and sprint competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth.

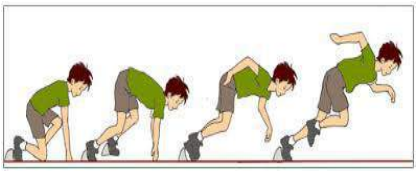
Official (1) will be the trainer captain to do the technical analysis part

Official (2) write the score.

Official (3) will give the start sing

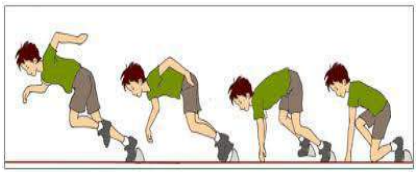
Official (4) will measure the time at the end of the line

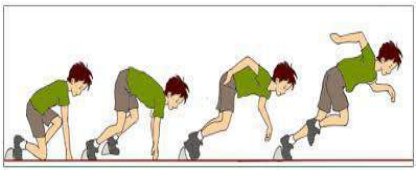




All the students who got second furthest scores of start and sprint will compete here

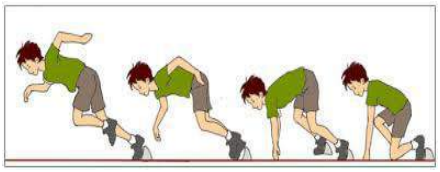
All the students who got first furthest scores of start and sprint will compete here





All the students who got forth-furthest scores of start and sprint will compete here

All the students who got third furthest scores of start and sprint will compete here



All the students who got fifth furthest scores of start and sprint will compete here

Competition Description:

All the students who got further start and sprint scores will compete against each other. For example based on ranking of the furthest five scores in start and sprint students will play against each other. Firsts, seconds, thirds, froths, and fifths. Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about start and sprint.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Points System After the Competition

This start and sprint competition first 5, second 5, third5, forth 5, and fifth5 will compete and the points will be added for his team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

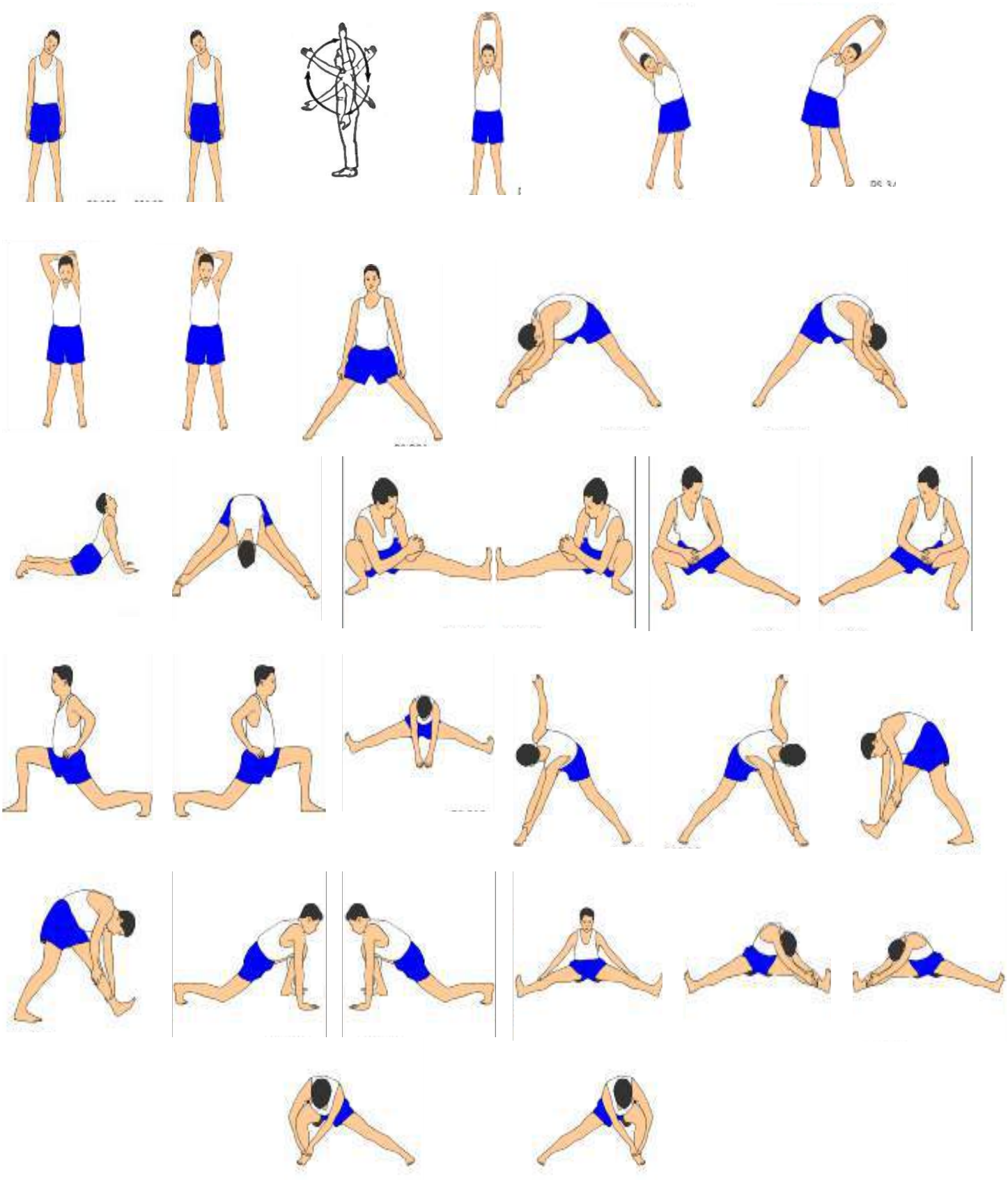
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down



Team Meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 11
Start and Sprint
Part (D)

Start and Sprint from 50m Part D

Objectives

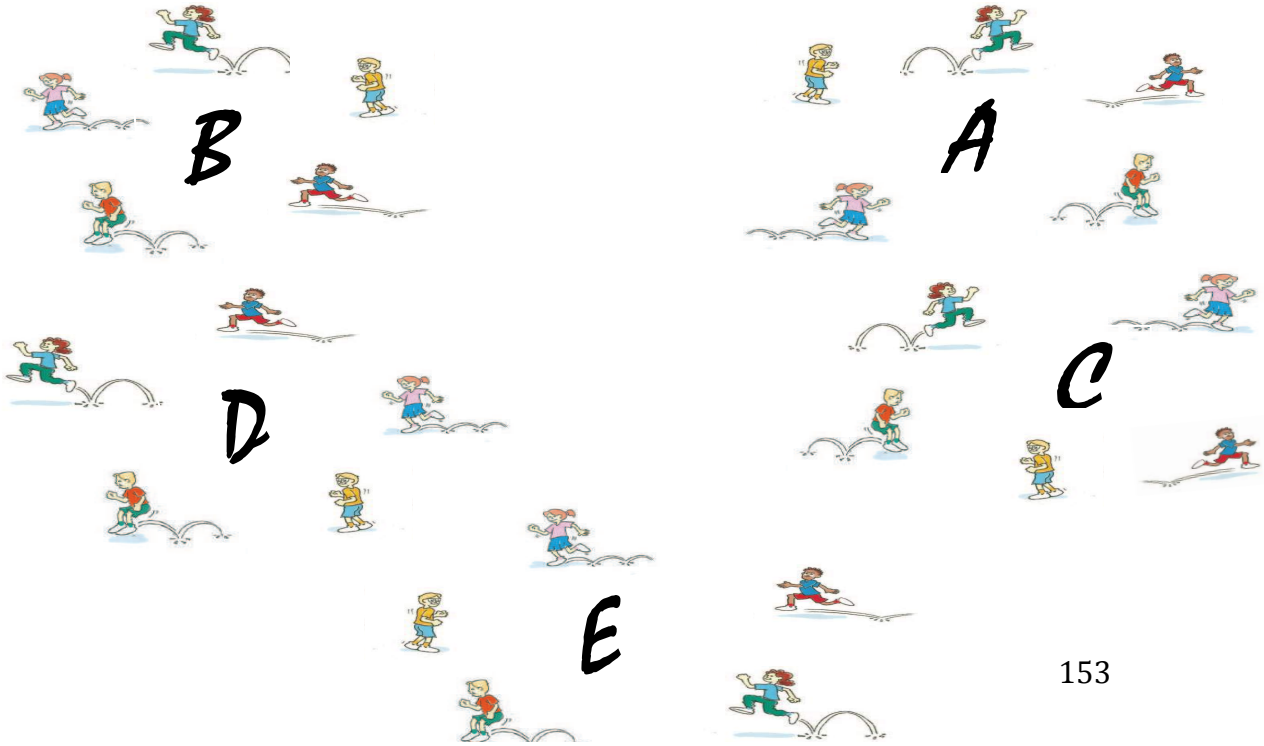
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of start and sprint 50 meters.
4. Can execute or apply strategies for start and sprint 50 meter
5. Can do start and sprint correctly for 50m

Lesson details

- At this time the equipment captains now know based on the previous lesson how to put the cons to make their areas and where the team equipment should be placed.
- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

- Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas
- Warm up before the game in the forth start sprint lesson part D



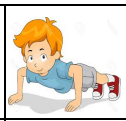
Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Sit up**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **Sit up** assessments and it will take around five minutes. (Cards will be provided to do the **Sit up**) for the trainer captain (coach). They will use the (**assessments score**)
- Then (Cards will be provided to do the **Sit up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **sit up** and take the scores. Stopwatch and the teacher will use whistle.

Sit- up:

- ***Sit - up***: in this assessment each student will try to do sit-up as much as he can in 30 seconds.

- Pupils do a conditioning ‘exercise ‘ each lesson

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the start and sprint 50m for 20 minutes.

Start and sprint from 40m practicing time
Start and sprint task card lead by pupil
What to do?

On your mark

1. Place your prefer leg forwards.
2. Your front foot should be 1.5 to 2 feet behind the line.
3. Place your rear knee approximately level with your front foot.
4. Your weight should rest equally on your rear knee and hands.
5. Place your hand behind the line, forming a V with your fingers and thump.
6. Your arms should be placed about shoulder width apart.
7. Your shoulders should be slightly ahead of your hands.
8. Look at the ground about 1 m ahead.

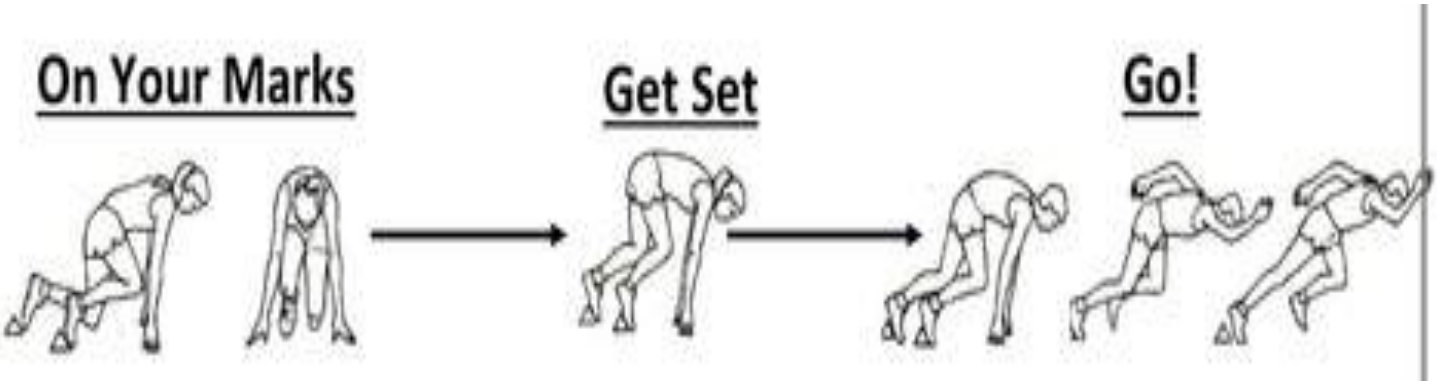
Set

1. Raise your hip slightly higher than your shoulders
2. Your front leg should be 80 to 90 degrees at the knee
3. Your arms and legs should equally support your body weight
4. Move your shoulders slightly ahead of your hands
5. Look at the ground about I m ahead
6. Hold your breath and wait for the go

Go

1. Extend your front leg vigorously
1. Drive the knee of your rear leg forwards
2. Move your arms vigorously to counterbalance the action of your legs
3. Lean forwards for the first 5-6 metres
4. Remain low and don`t become fully upright too early

- Task cards will be giving to the trainer captain (**start and sprint task cards**)
- After that students will practice in their area the **On your mark** 3-5 minutes, Set position 2 -3 minutes, and **Go**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique by the teacher, students will practice in their team sprinting in the areas assigned.

Team Roles and Responsibilities

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) will measure the time at the end of the line	Official (4) will give the start sign

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

Peer learning and feedback activity

- **The feedback will be given before the second attempt**

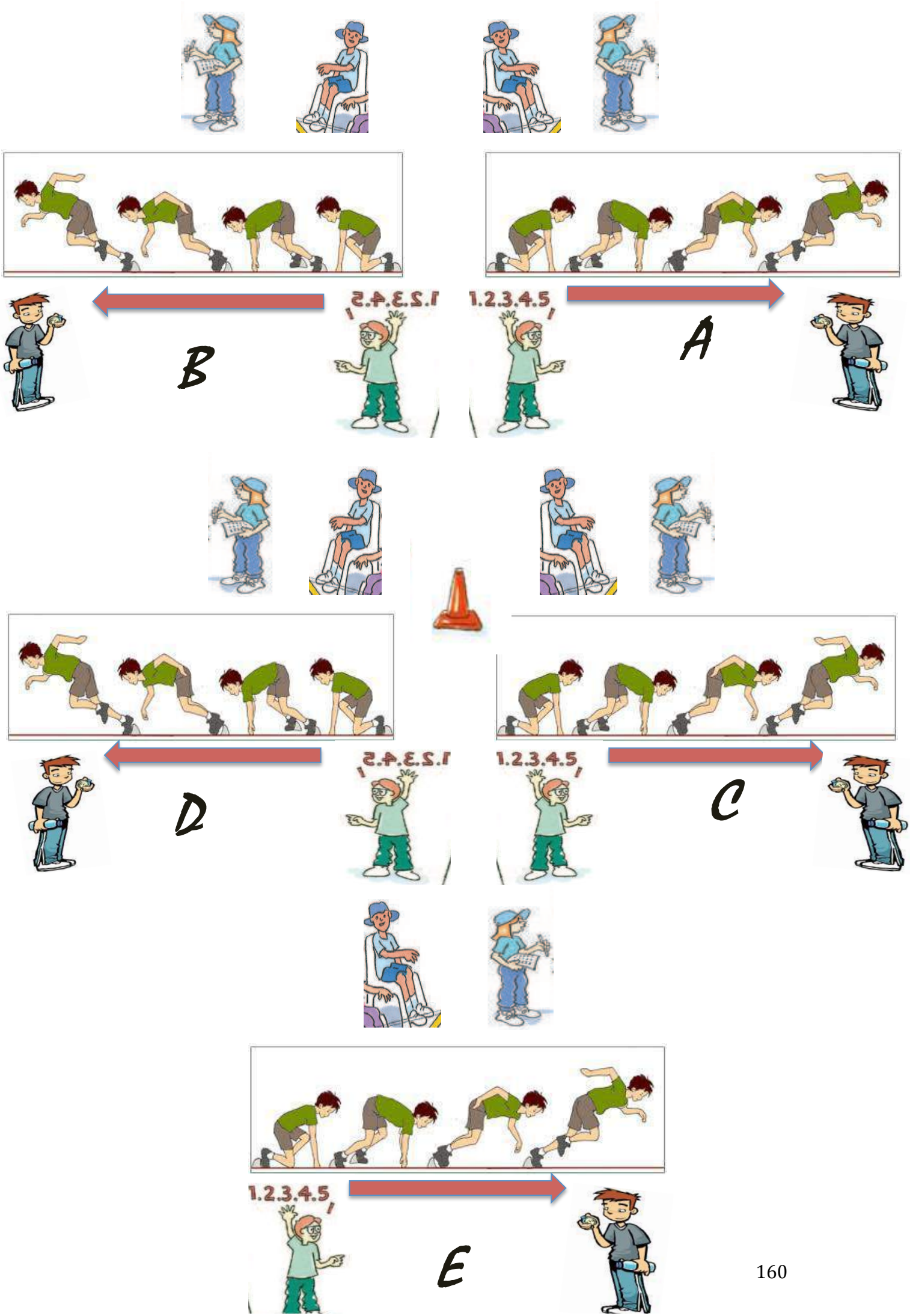
When the trainer captain does his sprinting trail other student will do technical analysis sheet.

Technical analysis sheet from Athletics Challenges Resource

Date **Event start and sprint 50m part D**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
On your mark part			
Prefer leg forwards and 1.5 to 2 feet behind the line	Yes no		
Rear knee is placed approximately level with front foot	Yes no		
Hand is placed behind the line, forming a V with fingers and thump	Yes no		
Arms are placed about shoulder width apart	Yes no		
Shoulders ahead of hands	Yes no		
Looking at the ground about 1 m ahead	Yes no		
Set			
Hip higher than shoulders	Yes no		

Front leg (knee) shaped 80 to 90 degrees	Yes no		
Shoulders moved slightly ahead of hands	Yes no		
Looking at the ground about I m ahead	Yes no		
Go			
Extended front leg vigorously	Yes no		
Driven the knee of rear leg forwards	Yes no		
Arms moved vigorously	Yes no Yes no		
Lean forwards for the first 5-6 metres	Yes no		
Remain low	Yes no		


1.2.3.4.5
A
B
C
D
E

Start and Sprint Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: start and sprint 50m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition.

Formal competition 4 start sprint 50m schedule

Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

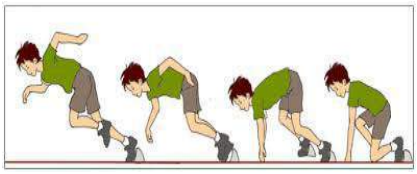
- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the start and sprint competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth.

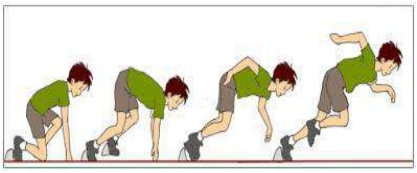
Official (1) will be the trainer captain to do the technical analysis part

Official (2) write the score.

Official (3) will give the start sing

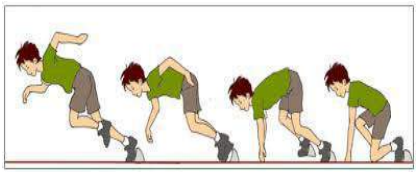
Official (4) will measure the time at the end of the line

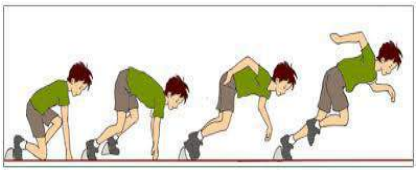




All the students who got second furthest scores of start and sprint will compete here

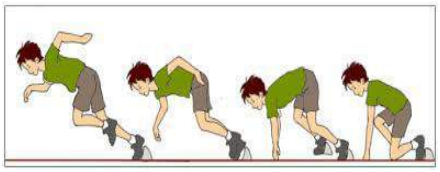
All the students who got first furthest scores of start and sprint will compete here





All the students who got forth-furthest scores of start and sprint will compete here

All the students who got third furthest scores of start and sprint will compete here



All the students who got fifth furthest scores of start and sprint will compete here

Competition Description:

All the students who got further start and sprint scores will compete against each other. For example based on ranking of the furthest five scores in start and sprint students will play against each other. Firsts, seconds, thirds, froths, and fifths. Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about start and sprint.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Points System After the Competition

This start and sprint competition first 5, second 5, third5, forth 5, and fifth5 will compete and the points will be added for his team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

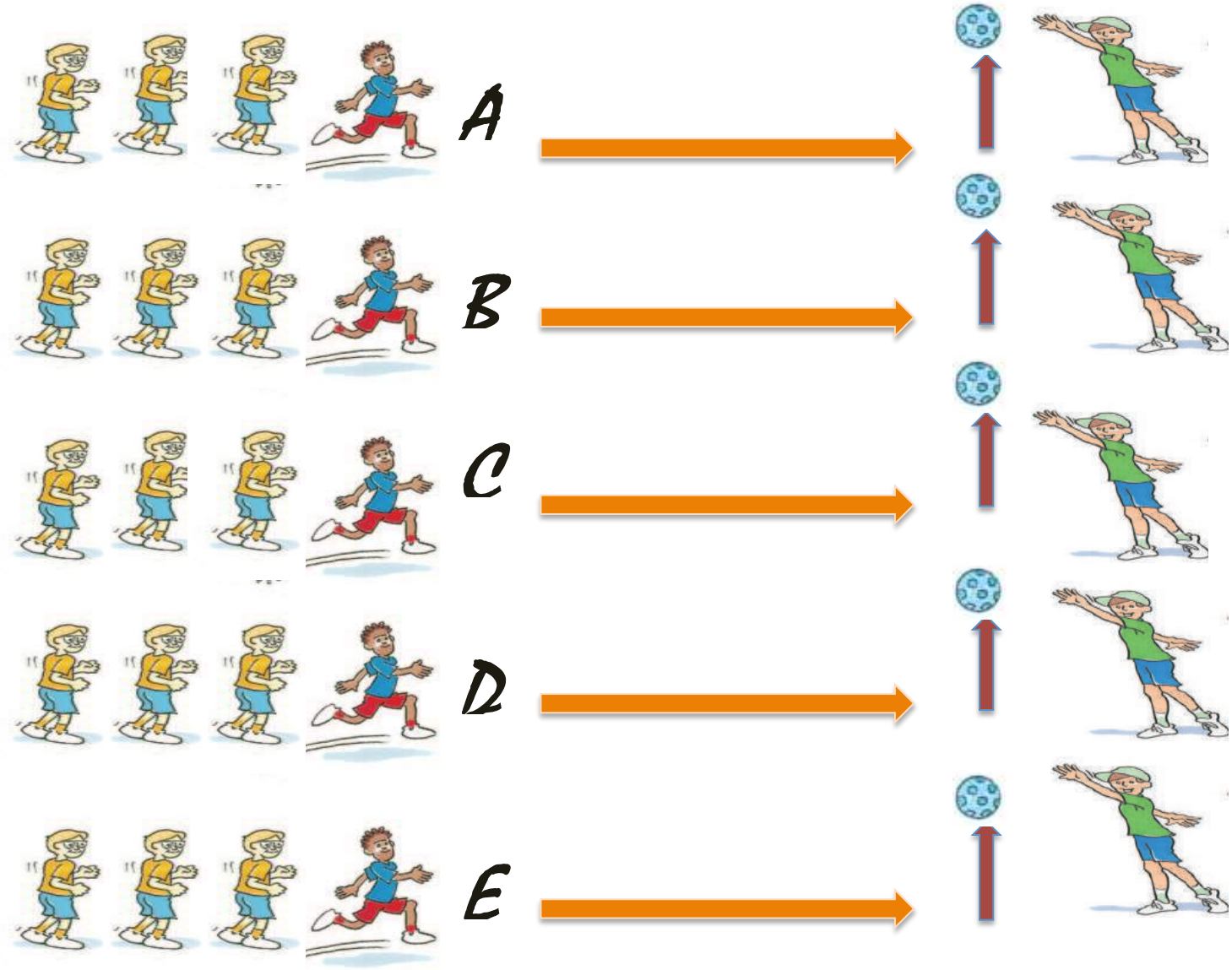
Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

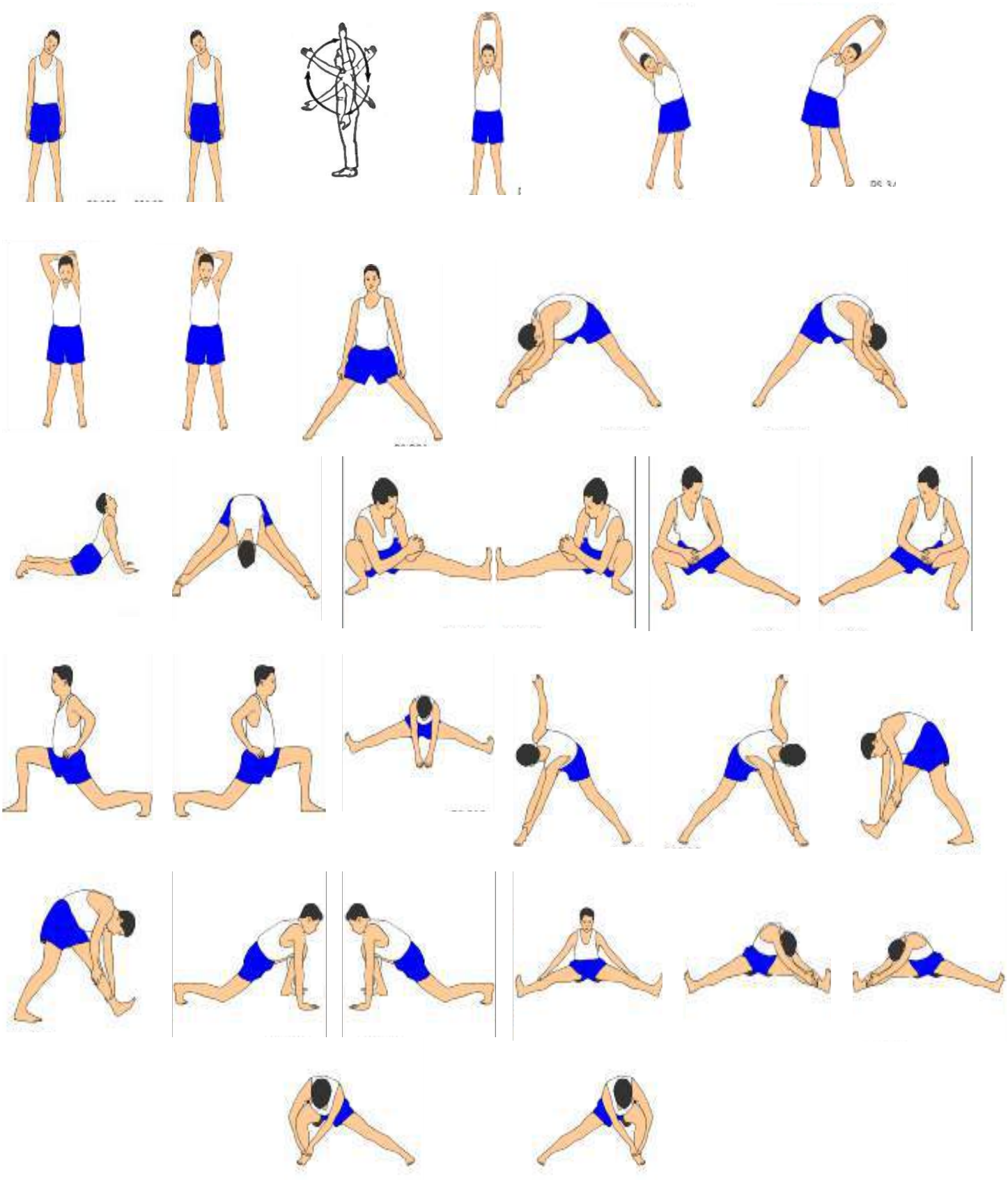
Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Game Description 3-5 minutes

Players from siting starting position. The teacher will give them the start. They will stand as fast as possible and run to catch the ball. Their friend in the opposite side will throw the ball up and his friend will try to catch it before it goes down on the ground. If he catches the ball his team will get 1 point. We will count how many balls the team can catch. Then the others will start the cool down.



Cool Down



Team Meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 12
Long Jump Part (C)

Long Jump From 12m run-jump Part C (Pupil Led)

Objectives

1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of long jump from 12m.
4. Can execute or apply the strategies for long jump
5. Can perform long jump from 12m

Lesson details

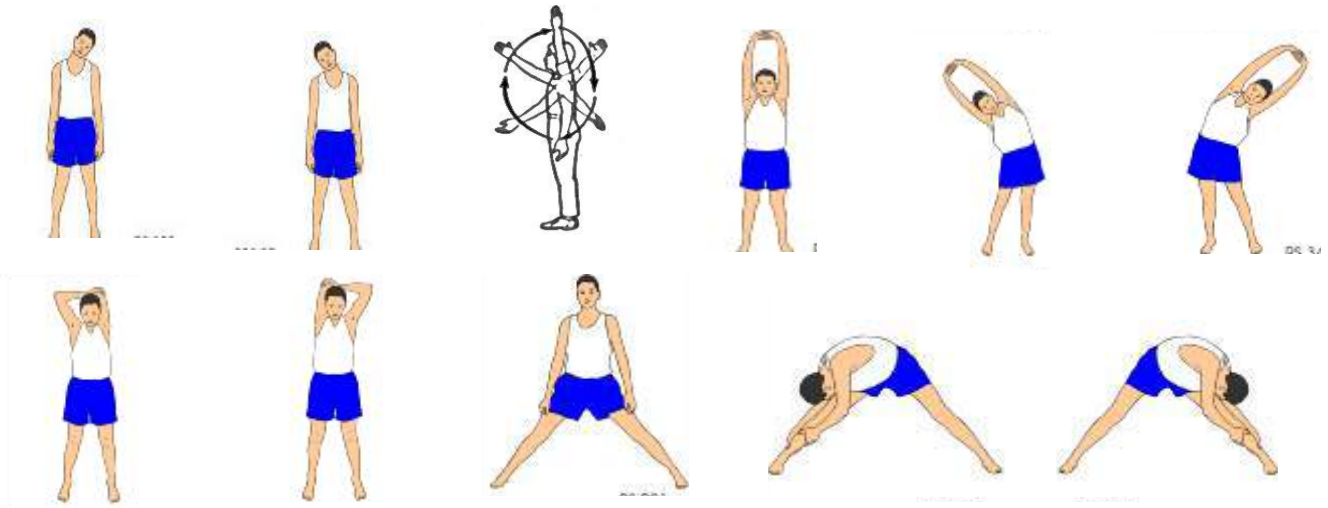
- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- Teacher will lead warm up **game** for 5 minutes.
- Teacher will use stopwatch and whistle.
- After that the teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.

Warm up

Warm up before the game in the first long jump lesson part c

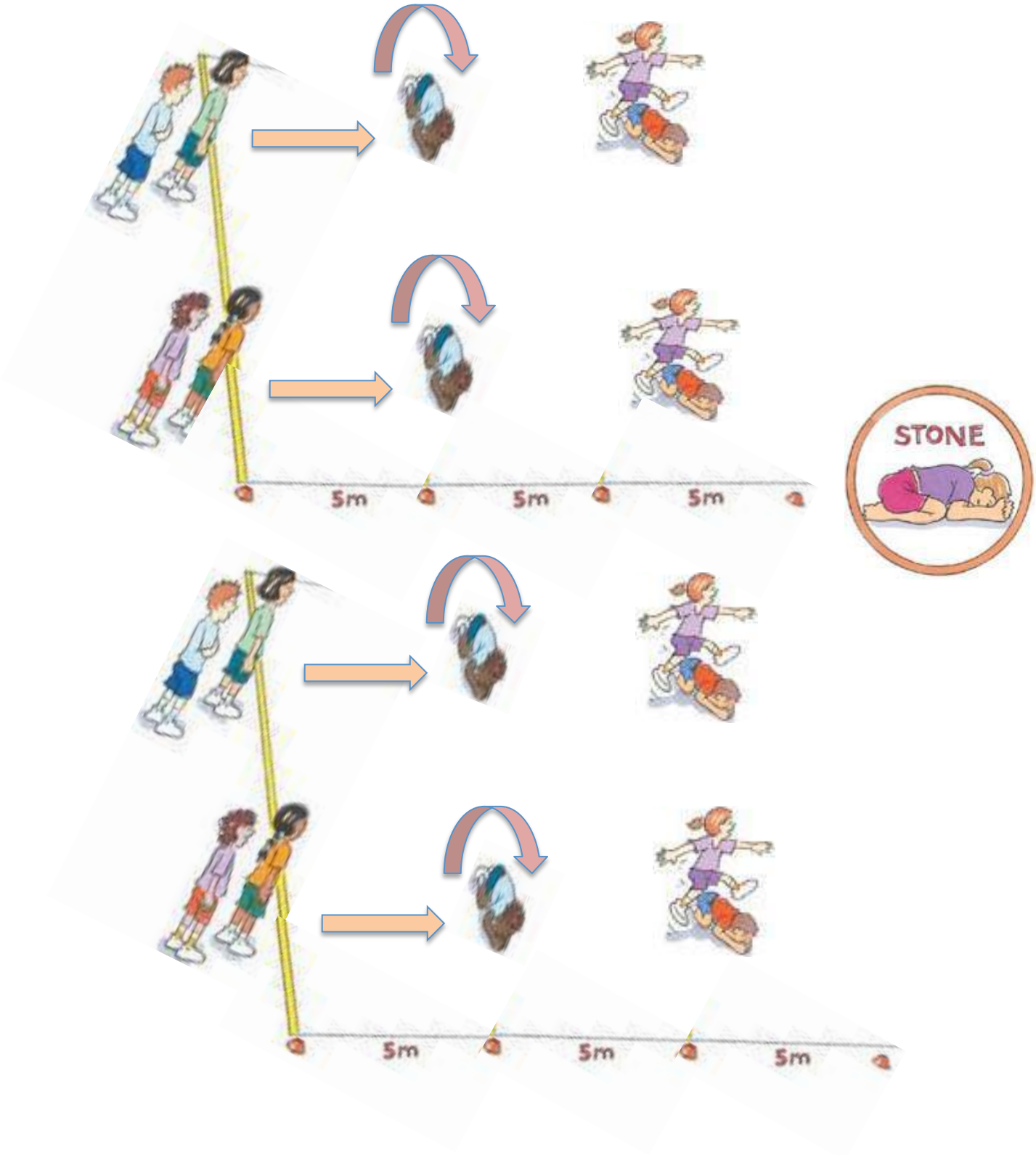
Organizer captain will take his team and do this warm up in their assigned areas.

Then come back to the teacher to play the game



Game Description (teacher led)

All teams will stand beside each other. When the teacher give the start sign the first student will run for 5m and make a stone the second student will run and jump over the bridge and run to the sign to make a stone. they will keep doing the racing until the finish line . first team will get 5points, second 4points and so on ….



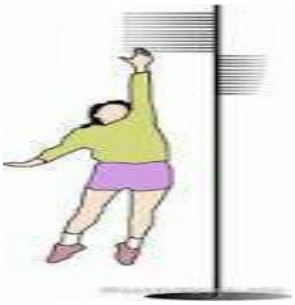
Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for the **shuttle run and vertical jump**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **shuttle run and vertical jump**) assessments and it will take around five minutes. (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). They will use the (**assessments score**)
- In this class Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Then (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **shuttle run and vertical jump** and take the scores. Stopwatch and the teacher will use whistle.

Organization
Shuttle Run and Vertical Jump:

Shuttle run: in 15 seconds how many times can student do the shuttle run.

Vertical jump: The teacher will use a marker and draw an area on the wall. Each student must touch within this area to count the points in 30 seconds.



- While teams do the shuttle assessment, the teacher will prepare the area where student practice the long jump for 20 minutes in their teams.

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the long jump for 20 minutes.

Remember to design practice area for long jump beside the assigned area of the pupils

Long jump learning and practice time

Long jump task card lead by pupil

What to do?

1. Start with running from **12 m (extended from 6m last time)**
2. **Take off**:

❖ Take off with one foot and upward
❖ Keep high hips
❖ Drive your knee forwards

3. **Fight:**

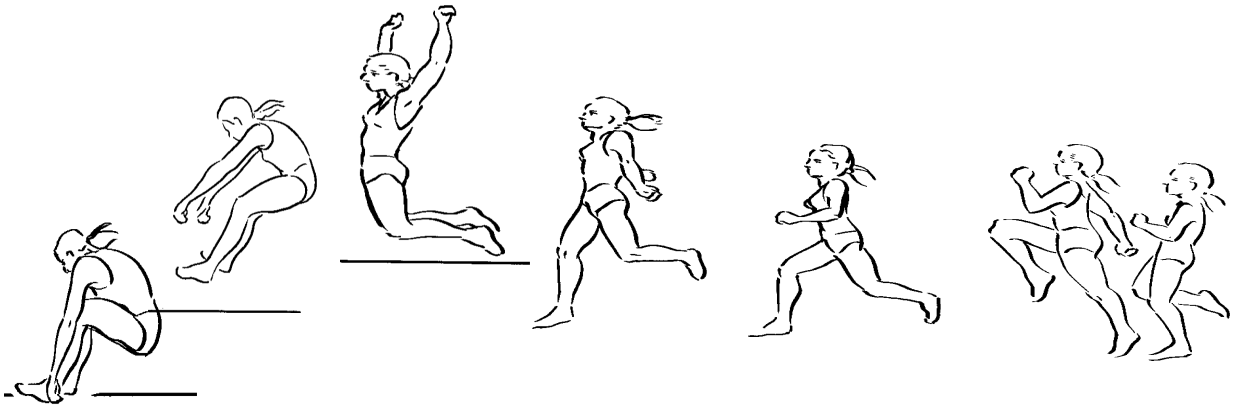
- Bring your arms above head (Use your arm to drive yourself further) and Keep body upright

4. **Landing:**

- Land with both feet

Task cards will be giving to the trainer captain (**Long jump task card**)

❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice long jump in the areas assigned look to the pictures below.

Teams roles and responsibilities

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.	Official (2) write the score.	Official (3 and 4) will measure the distance

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.
The feedback will be given before the second attempt by the trainer captain.
When the trainer captain does his long jump trial other students will do Technical analysis sheet.

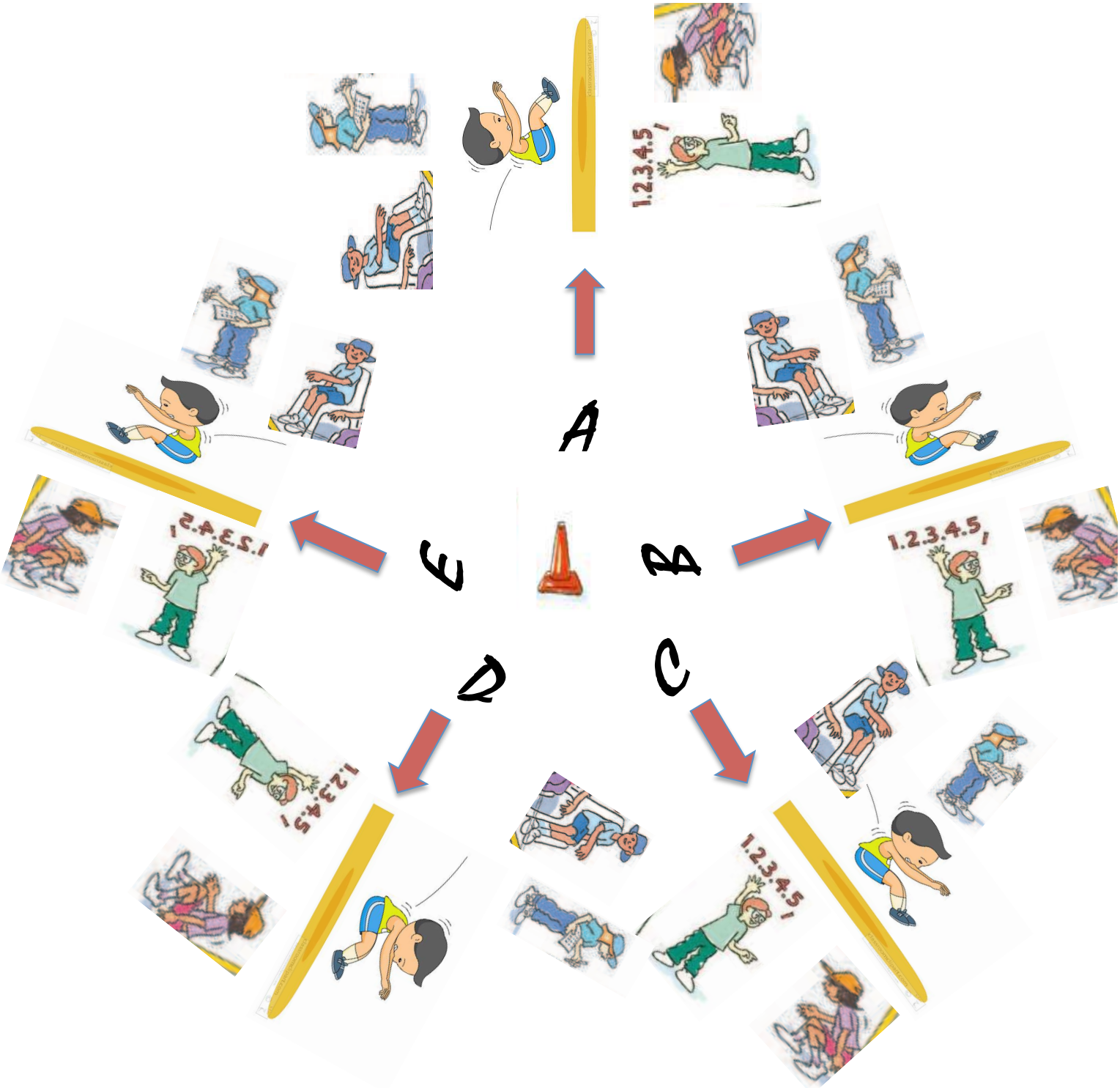
Technical analysis sheet

Date **Event long jump 3 part C**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

The following sheet is completed for each team members

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Start with running from 12m	Yes no		
Take off with one foot and upward	Yes no		
Hips Keep high	Yes no		
Driven knee forwards	Yes no		
Arms above head	Yes no		
Kept body upright	Yes no		
Did he used his arm to help him driven further	Yes no		
Land with both feet	Yes no		

Practice area Organization



Team Practice
Long Jump Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: long jump

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition

Formal Competition 3 Schedule Between Teams

Team ( )	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- Formal competition between **all teams** (long jump).
- All the 5 teams will do long jump competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.

Official (2) write the score.

Official (3 and 4) will measure the distance.

All the students who got second furthest scores of long jump will compete here

All the students who got first furthest scores of long jump will compete here

All the students who got forth-furthest scores of long jump will compete here

All the students who got third furthest scores of long jump will compete here

All the students who got fifth furthest scores of long jump will compete here

Competition 3 Description:

All the students who jumped furthest on each team will compete against each other. For example based on ranking of the furthest five scores in long jump students will play against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who participates and the other four will be the officials like as the duty 'team' what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about long jump **on the sand or mats**.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is long jump from 12m competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

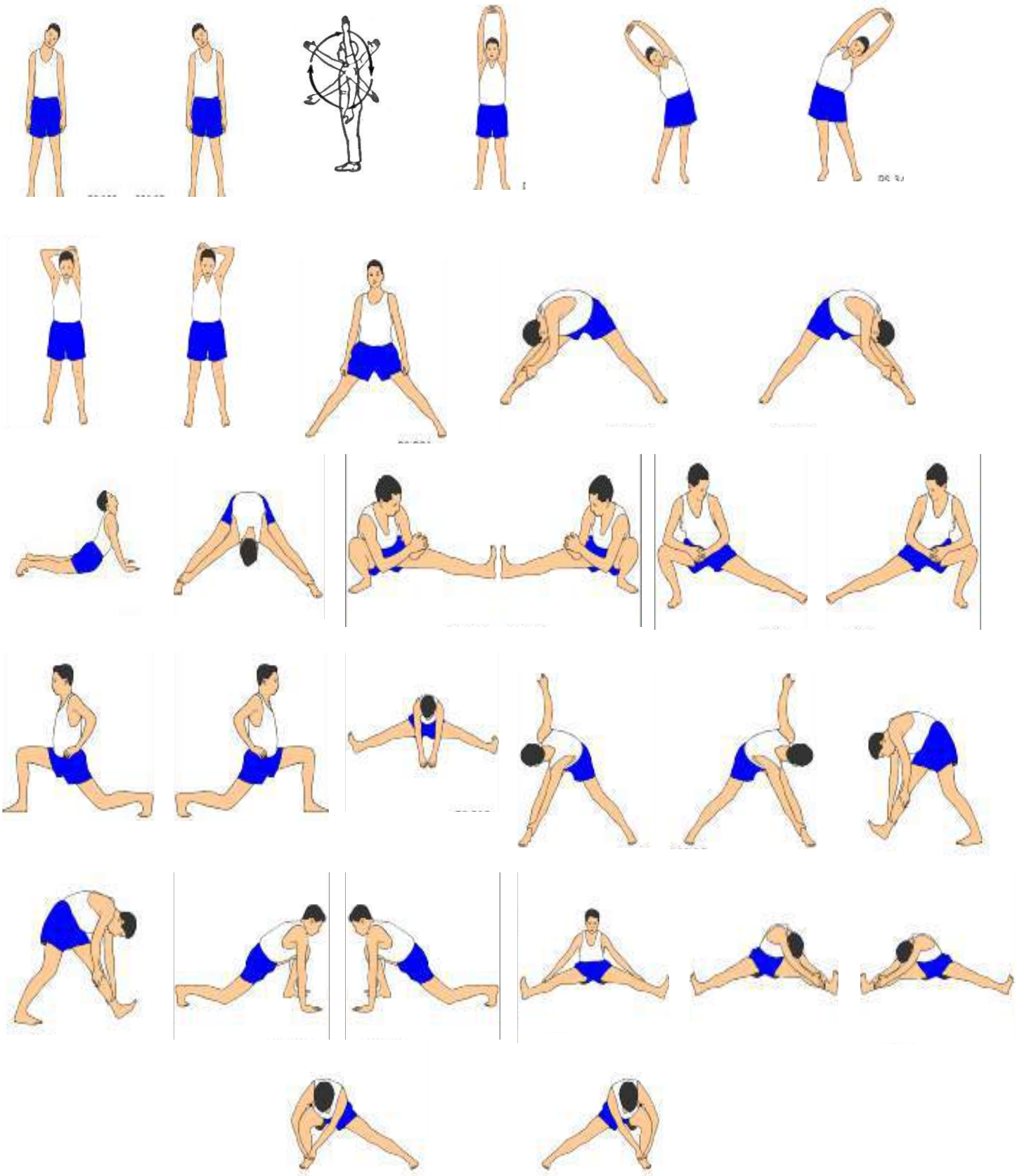
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down



Team Meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 13
Long Jump Part (D)

Long Jump From 18m run-jump Part D (Pupil Led)

Objectives

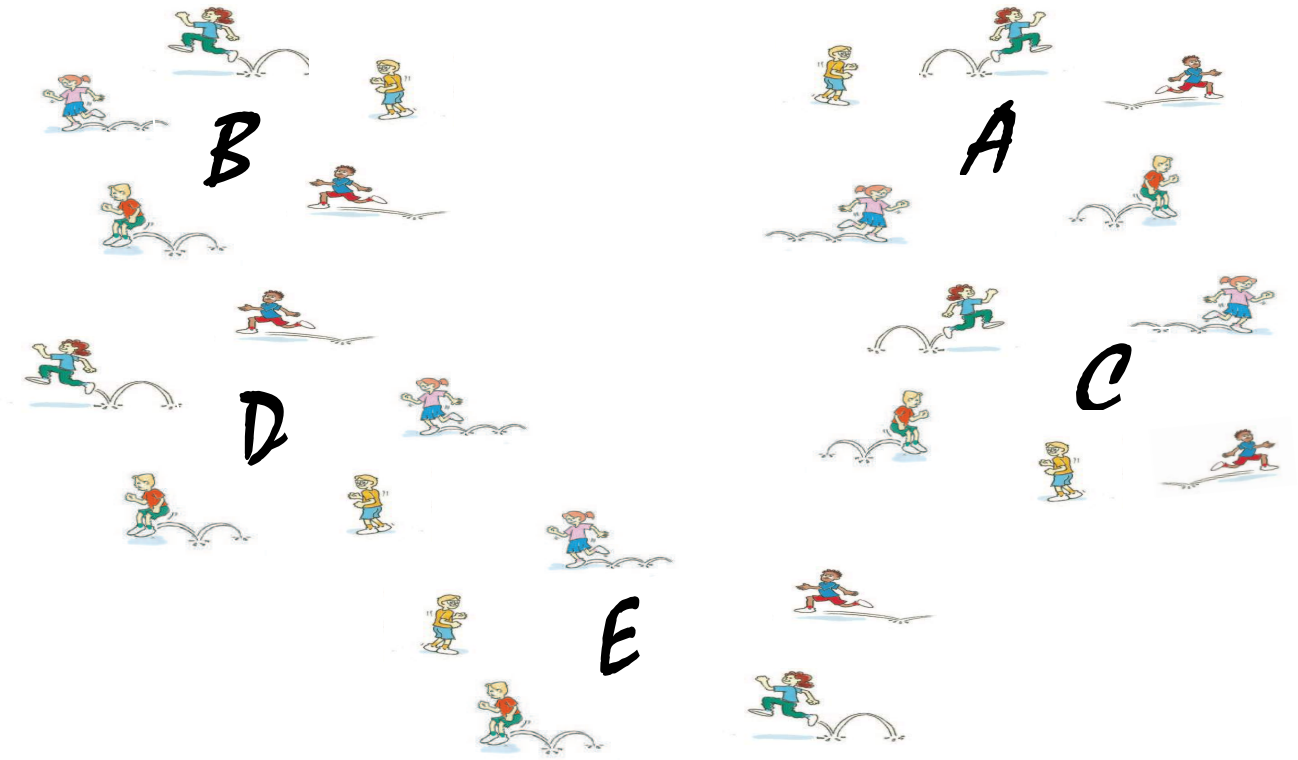
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of long jump from 18m.
4. Can execute or apply the strategies for long jump
5. Can perform long jump from 18m

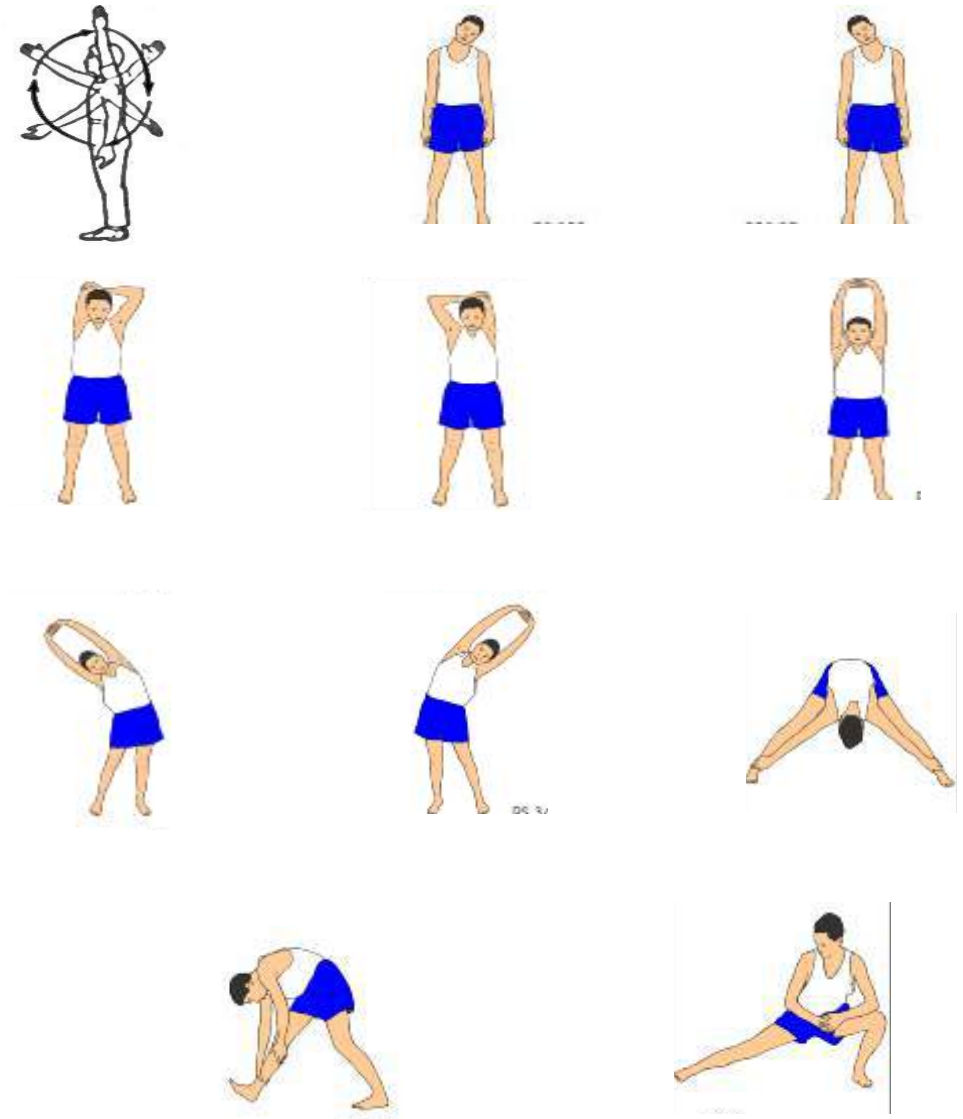
Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas





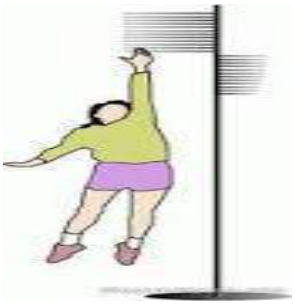
Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for the **shuttle run and vertical jump**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **shuttle run and vertical jump**) assessments and it will take around five minutes. (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). They will use the (**assessments score**)
- In this class Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Then (Cards will be provided to do the **shuttle run and vertical jump**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **shuttle run and vertical jump** and take the scores. Stopwatch and the teacher will use whistle.

Organization
Shuttle Run and Vertical Jump:

Shuttle run: in 15 seconds how many times can student do the shuttle run.

Vertical jump: The teacher will use a marker and draw an area on the wall. Each student must touch within this area to count the points in 30 seconds.



- While teams do the shuttle assessment, the teacher will prepare the area where student practice the long jump for 20 minutes in their teams.

Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the long jump for 20 minutes.

Remember to design practice area for long jump beside the assigned area of the pupils

Long jump learning and practice time

Long jump task card lead by pupil

What to do?

1. Start with running from **18 m (extended from 12m last time)**
2. **Take off**:

- ❖ Take off with one foot and upward
- ❖ Keep high hips
- ❖ Drive your knee forwards

3. **Fight:**

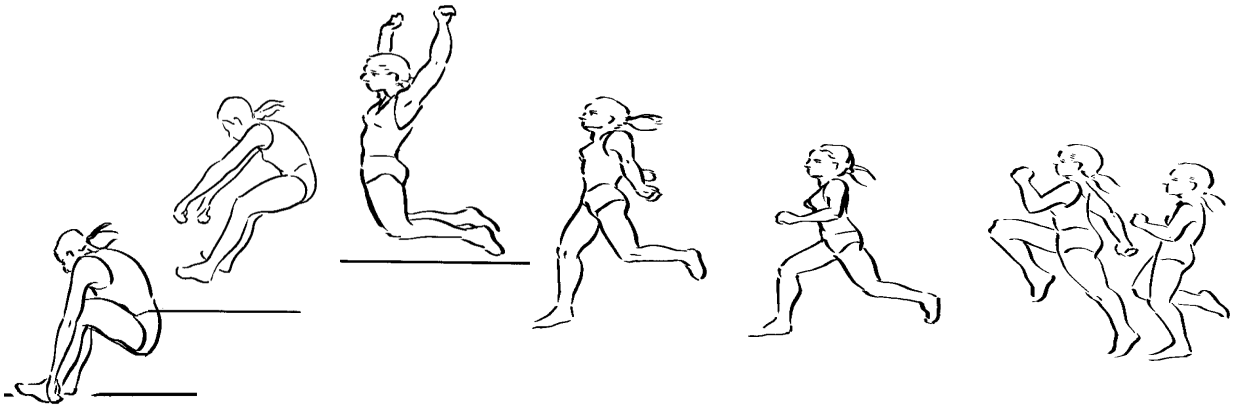
- Bring your arms above head (Use your arm to drive yourself further) and Keep body upright

4. **Landing:**

- Land with both feet

Task cards will be giving to the trainer captain (**Long jump task card**)

- ❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice long jump in the areas assigned look to the pictures below.

Teams roles and responsibilities

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.	Official (2) write the score.	Official (3 and 4) will measure the distance

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.
The feedback will be given before the second attempt by the trainer captain.
When the trainer captain does his long jump trial other students will do Technical analysis sheet.

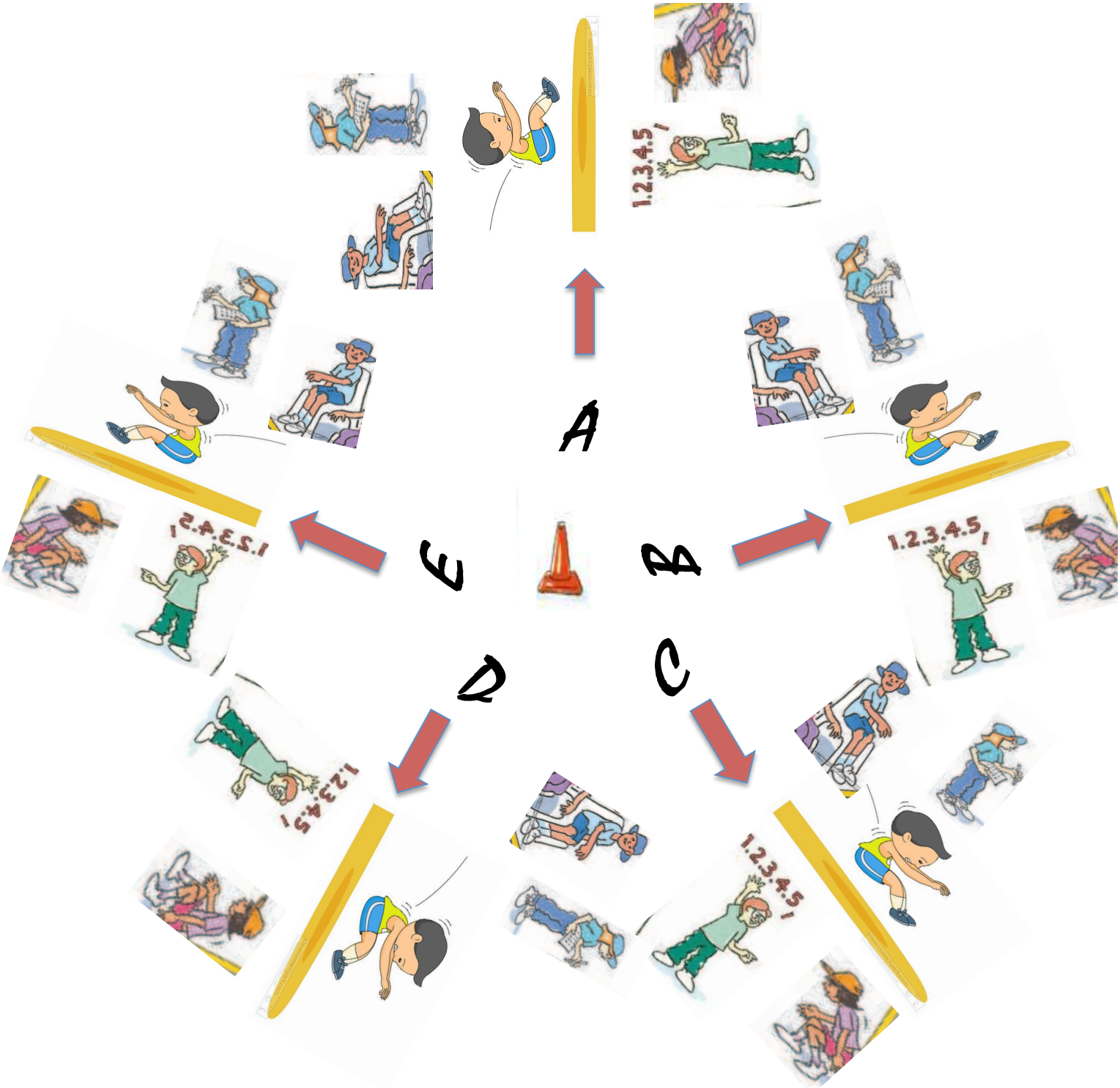
Technical analysis sheet

Date **Event long jump 4 part D**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

The following sheet is completed for each team members

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Start with running from 18m	Yes no		
Take off with one foot and upward	Yes no		
Hips Keep high	Yes no		
Driven knee forwards	Yes no		
Arms above head	Yes no		
Kept body upright	Yes no		
Did he used his arm to help him driven further	Yes no		
Land with both feet	Yes no		

Practice area Organization



Team Practice
Long Jump Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: long jump

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition

Formal Competition 4 Schedule Between Teams

Team ( )	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- Formal competition between **all teams** (long jump).
- All the 5 teams will do long jump competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.

Official (2) write the score.

Official (3 and 4) will measure the distance.

All the students who got second furthest scores of long jump will compete here

All the students who got first furthest scores of long jump will compete here

All the students who got forth-furthest scores of long jump will compete here

All the students who got third furthest scores of long jump will compete here

All the students who got fifth furthest scores of long jump will compete here

Competition 4 Description:

All the students who jumped furthest on each team will compete against each other. For example based on ranking of the furthest five scores in long jump students will play against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who participates and the other four will be the officials like as the duty 'team' what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about long jump **on the sand or mats**.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is long jump from 18m competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

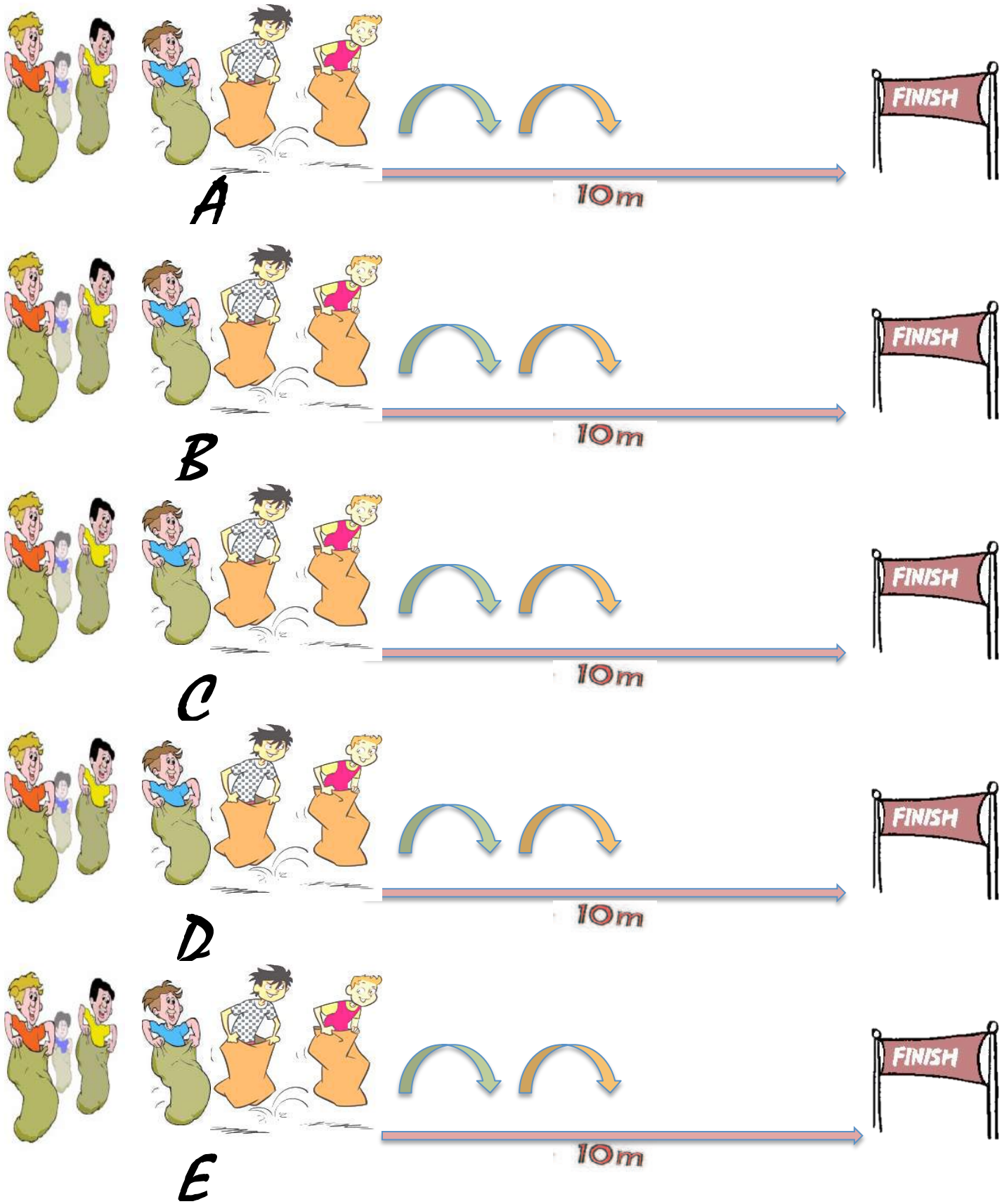
Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

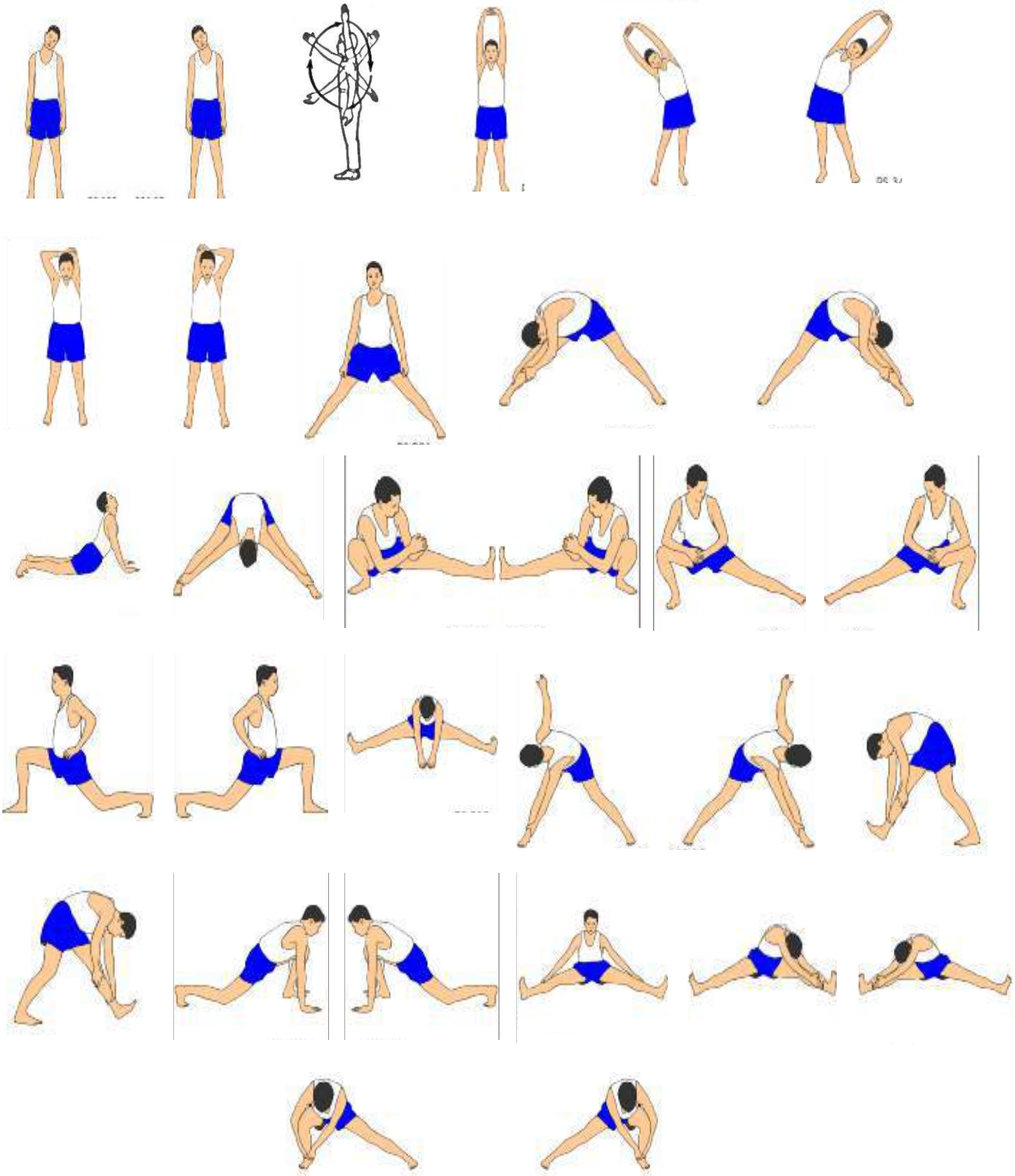
Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Game description:

All the teams will stand wearing the bag. When teacher give the start sign all first students will jump forward to the finish line.



Cool Down



Team Meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 14
Shot Put Part (C)

Shot Put Part (C) (pupil Led)

Objectives

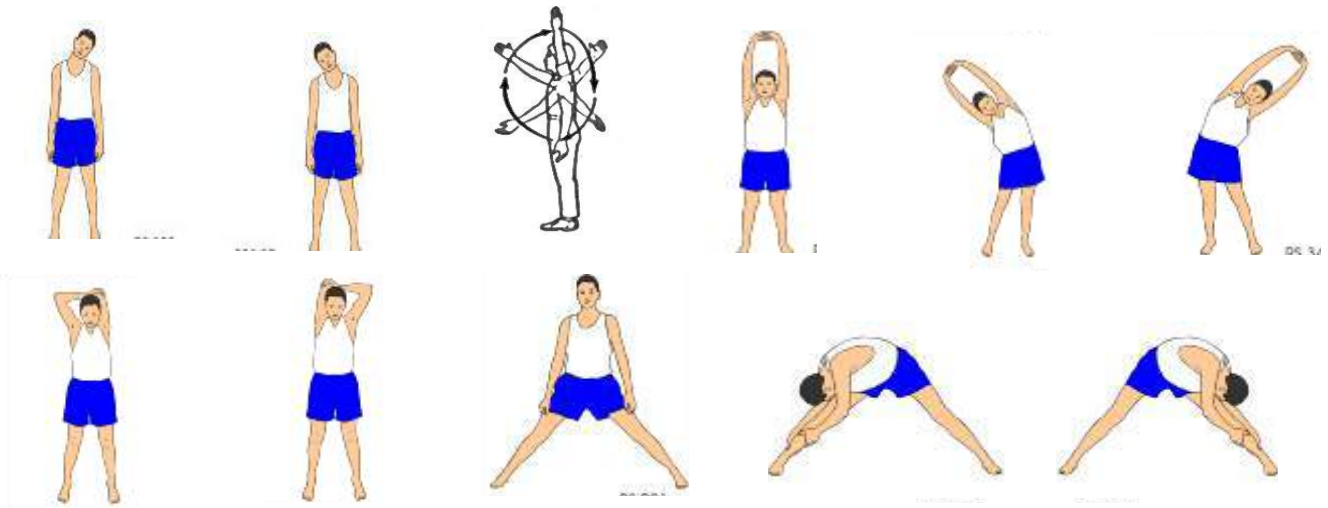
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of shot put
4. Can execute or apply the strategies for shot put
5. Can perform shot put from standing and facing pushing area

Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- Teacher will lead warm up **game** for 5 minutes.
- Teacher will use stopwatch and whistle.
- After that the teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.

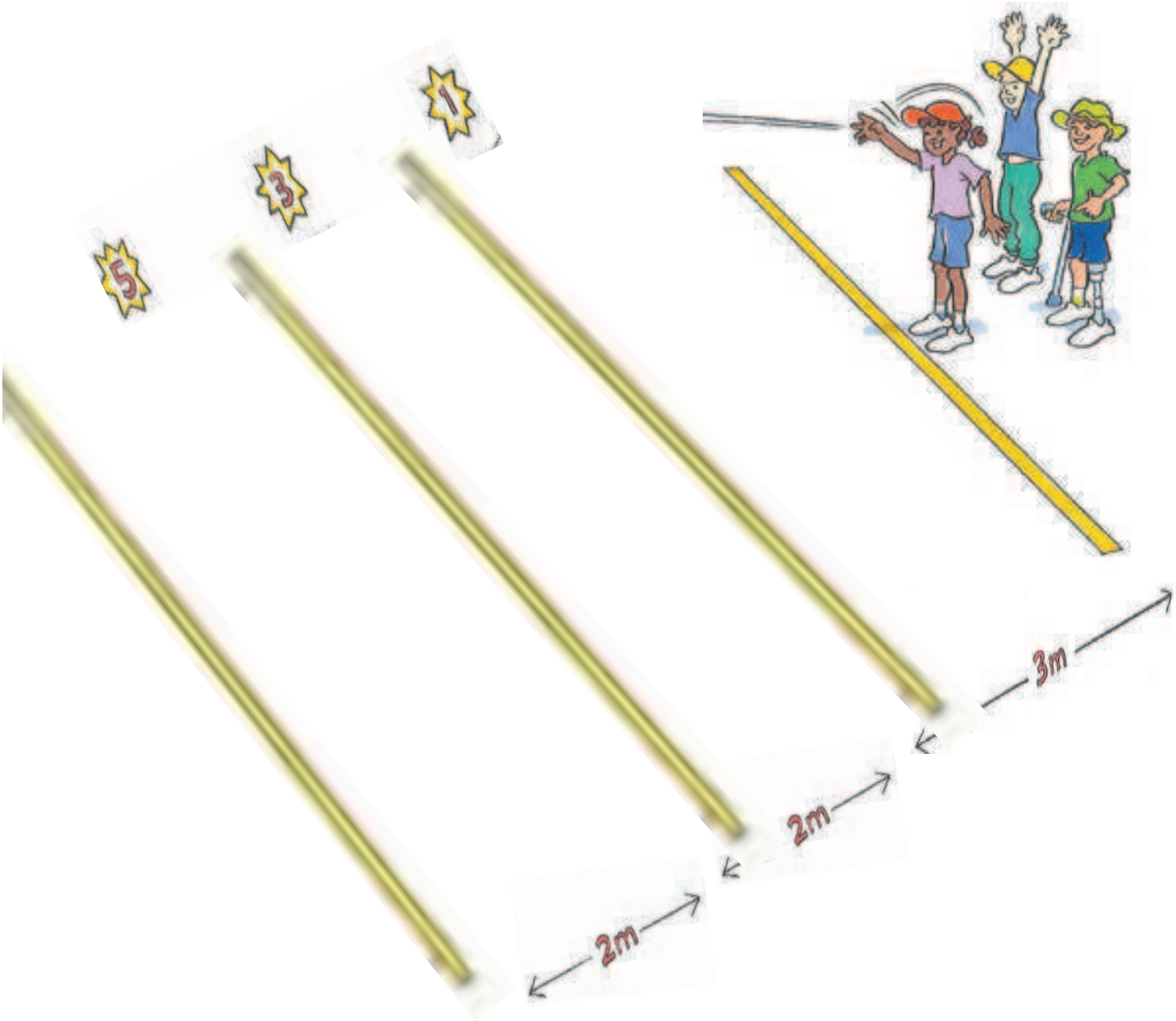
Warm up

- Warm up before the game in the third shot put lesson part C
- Organizer captain will take his team and do this warm up in their assigned areas.
- Then come back to the teacher to play the game



Warm up Description by teacher

Each team will do the shot put and based on the distance they will collect points using sand bag for the shout put.

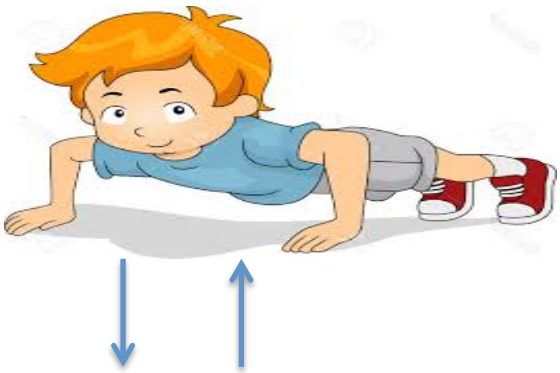


Assessment preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Push up**. They will need pencil, score sheet **(assessment scores)** and mats.
- Students will go to their assigned areas to start **Push up** assessments and it will take around five minutes. (Cards will be provided to do the push up) for the trainer captain (coach). They will use the (**assessments score**)
- Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes. In next class
- Then (Cards will be provided to do the **Push up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **Push up** and take the scores. Stopwatch and the teacher will use whistle.

Push-up:

- ***Push up***: In this assessment each student will try to do push-up as much as he can in 30 seconds.



Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the shot put for 20 minutes.

Shot Put learning and practicing time

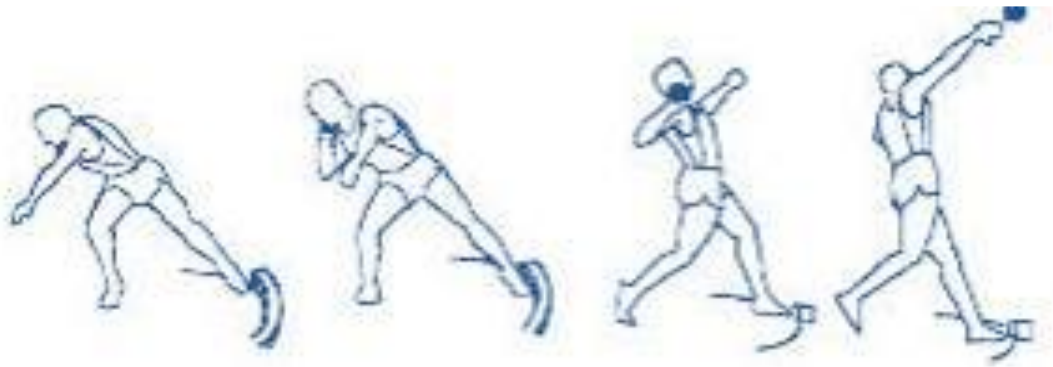
Shot put task card lead by pupil

What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
    a. -Weight transfers from right leg to left leg
    b. -Hips driven forwards and upward (Low to high).
8. Legs extend.
9. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
10. Release shot when arm is extended and above head.

Task cards will be used by to the trainer captain (**shot put task cards**)

- After that students will practice in their area the shot put. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice shot put in the areas assigned look to the pictures below. Trainer captain provide peer feedback

Roles and Responsibility

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) and (4) (official captain) will measure the distance Make sure every one measure correctly

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

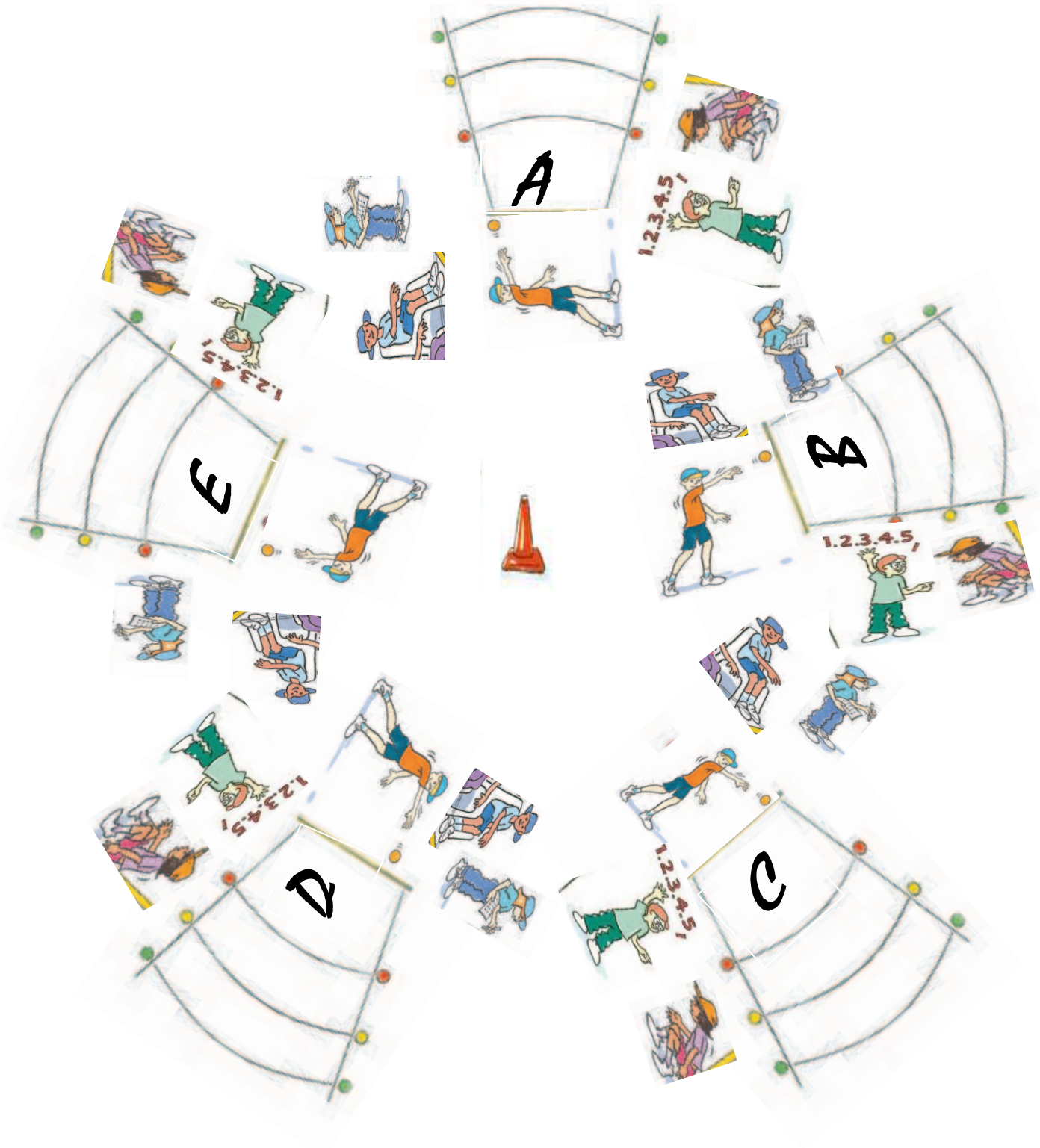
Technical analysis sheet for individual assessment of each team-mate

Date **Event shot put 3 part C**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Facing away throw area	Yes no		
Hold shot correctly and place shot into neck. With "Clean palms, dirty neck".	Yes no		
High elbow	Yes no		
Bent knees	Yes no		
Push from back leg	Yes no		
Legs extend	Yes no		
Push high and long And exit opposite of the field	Yes no		

- **The feedback will be given before the second attempt**

Practice area and Organization



Organization for within- team practice time

- Official (1): he will use the flags to show the correct trial and false trial and write the score.
- Official (2): he will use the technical analysis checklist to observe the partner and provide feedback.
- Official (3 & 4): they will measure the distance for the shot put practice and provide the captain official with the score.
- The number five will be the thrower.

Shot put Score sheet for each student to improve his score

Name:
Date:
Event: shot put

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score.
Based on each student best score, ranking will be taking for next competition

Formal competition 3 schedule

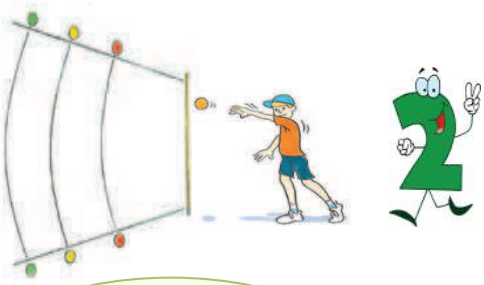
Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the shot put competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

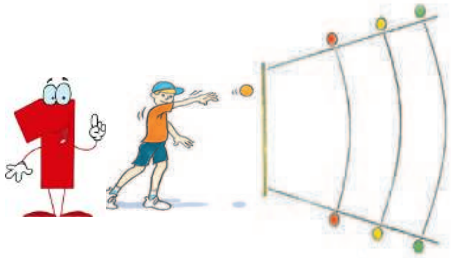
Official (1) will use the flags to show if it the correct trail and false trail.

Official (2) write the score.

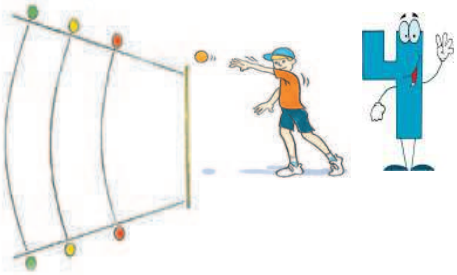
Official (3 and 4) will measure the distance. Official captain (4) will make sure that all the measures are correct



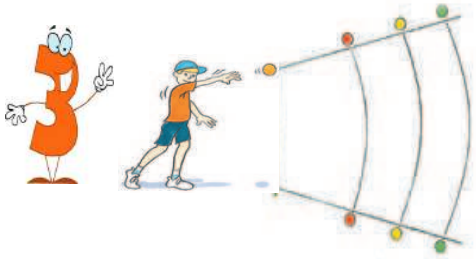
All the students who got second furthest scores of shot put will compete here



All the students who got furthest scores of shot put will compete here



All the students who got forth-furthest scores of shot put will compete here



All the students who got third furthest scores of shot put will compete here

All the students who got fifth furthest scores of shot put will compete here

Formal Competition description:

All the students who got further shot put scores will compete against each other. For example based on ranking of the furthest five scores in shot put students will 'play' against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, fourths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about shot put
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is Shot Put competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

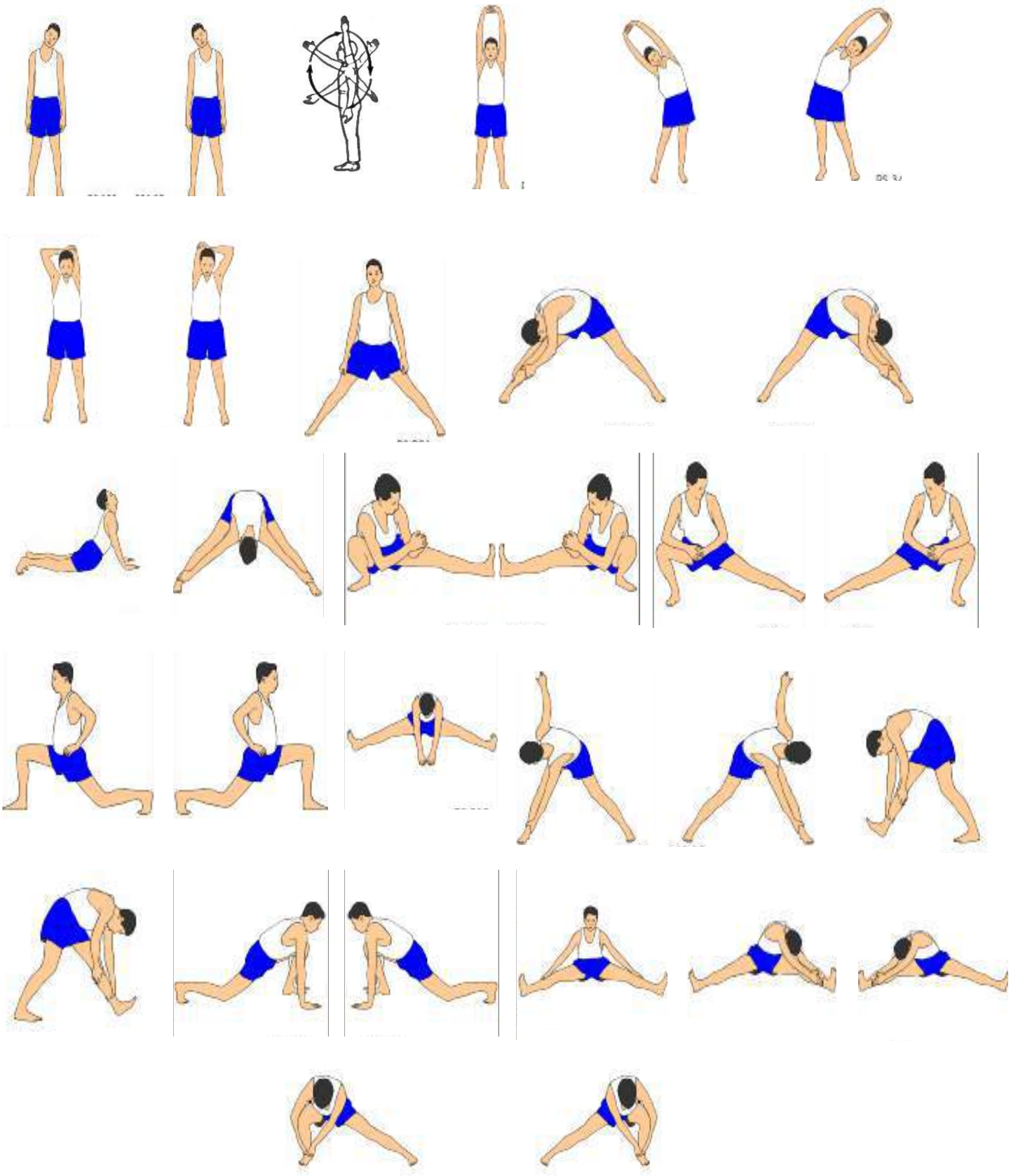
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well in formal competition. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 15
Shot Put Part (D)

Shot Put Part (D) (Pupil led)

Objectives

1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of shot put
4. Can execute or apply the strategies for shot put
5. Can perform shot put from standing and facing away the throw area

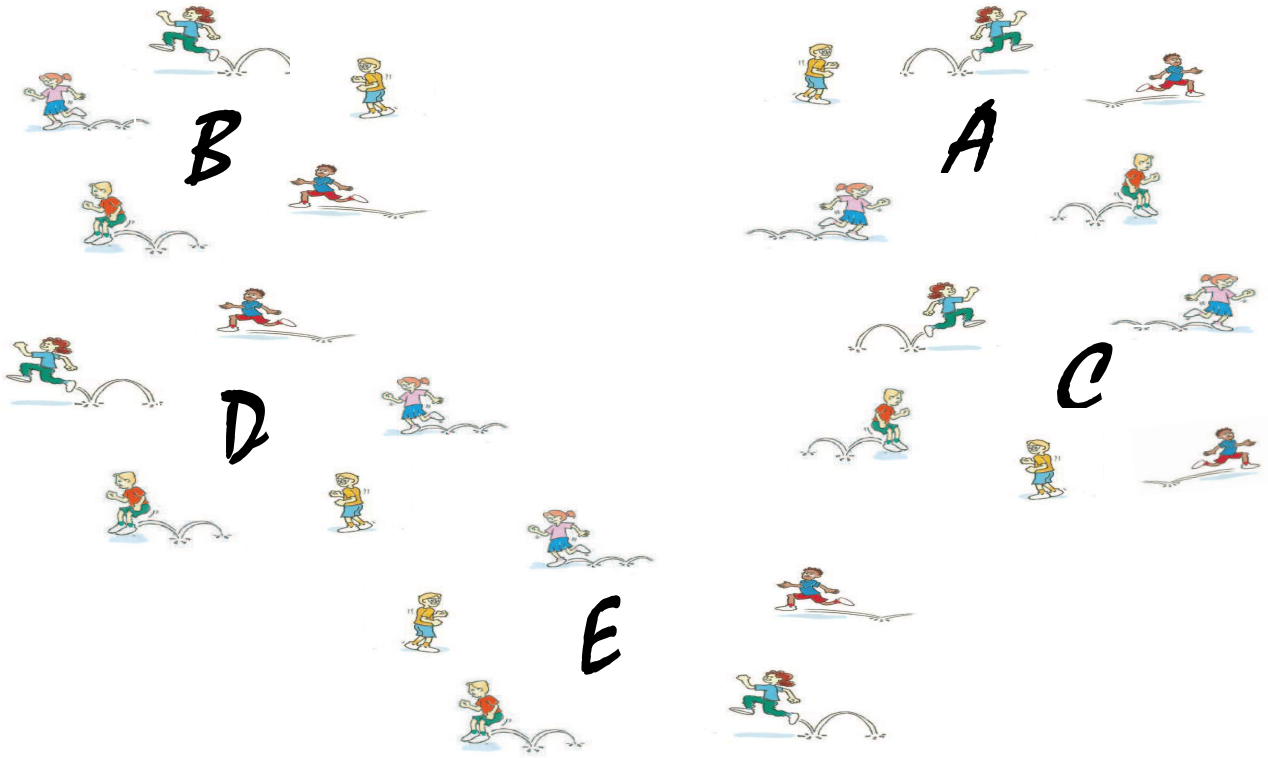
Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas

Warm up before the game in the first shot put lesson part c

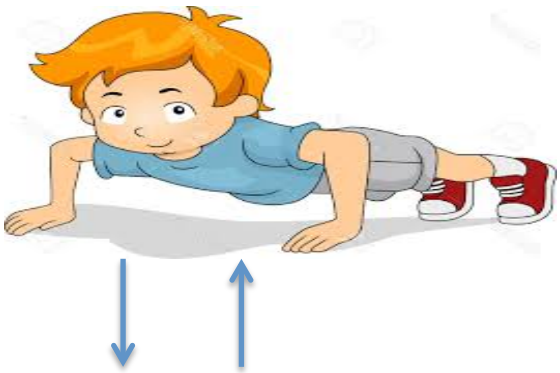


Assessment Preparation

- Equipment captain will prepare the area
- Equipment captains will prepare the equipment for **Push up**. They will need pencil, score sheet **(assessment scores**).
- Students will go to their assigned areas to start **Push up** assessments and it will take around five minutes. (Cards will be provided to do the push up) for the trainer captain (coach). They will use the (**assessments score**)
- In class Teacher will provide the organizer captain task cards to complete the warm up in their assigned area for 2-3 minutes.
- Then (Cards will be provided to do the **Push up**) for the trainer captain (coach). During these 10 minutes they will do the warm up and assessment for **Push up** and take the scores. Stopwatch and the teacher will use whistle.

Push-up:

- ***Push up***: In this assessment each student will try to do push-up as much as he can in 30 seconds.



Team ( )				
Player 1 name	Push up	Shuttle run	Vertical jump	Sit-up
1	Date Score	Date Score	Date Score	Date Score
2	Date Score	Date Score	Date Score	Date Score
3	Date Score	Date Score	Date Score	Date Score
4	Date Score	Date Score	Date Score	Date Score
5	Date Score	Date Score	Date Score	Date Score

- Teacher will provided 5 sheets. Each team will have one and the teacher also will have all the sheets as a record

- While student do the assessment, the teacher will prepare the area where student practice the shot put for 20 minutes.

Shot Put learning and practicing time

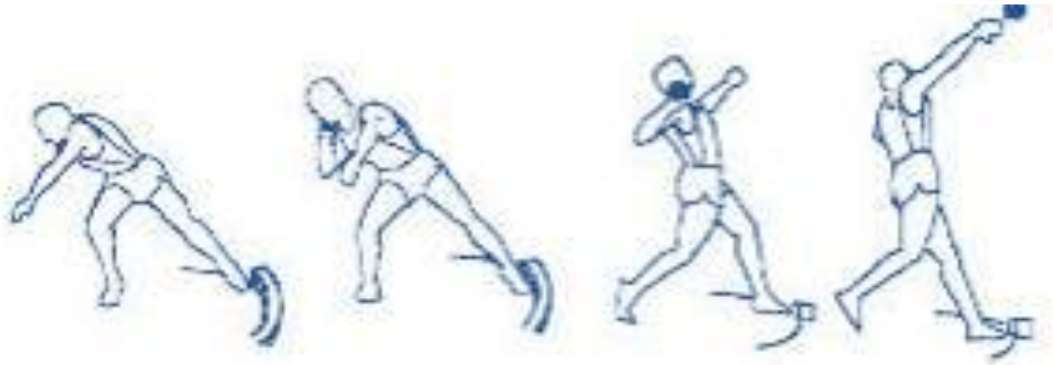
Shot put task card lead by Pupil

What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
    a. -Weight transfers from right leg to left leg
    b. -Hips driven forwards and upward (Low to high).
8. Legs extend.
9. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
10. Release shot when arm is extended and above head.

Task cards will be used by to the trainer captain (**shot put task cards**)

- After that students will practice in their area the shot put. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice shot put in the areas assigned look to the pictures below. Trainer captain provide peer feedback

Team Roles and Responsibility

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) and (4) (official captain) will measure the distance Make sure every one measure correctly

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

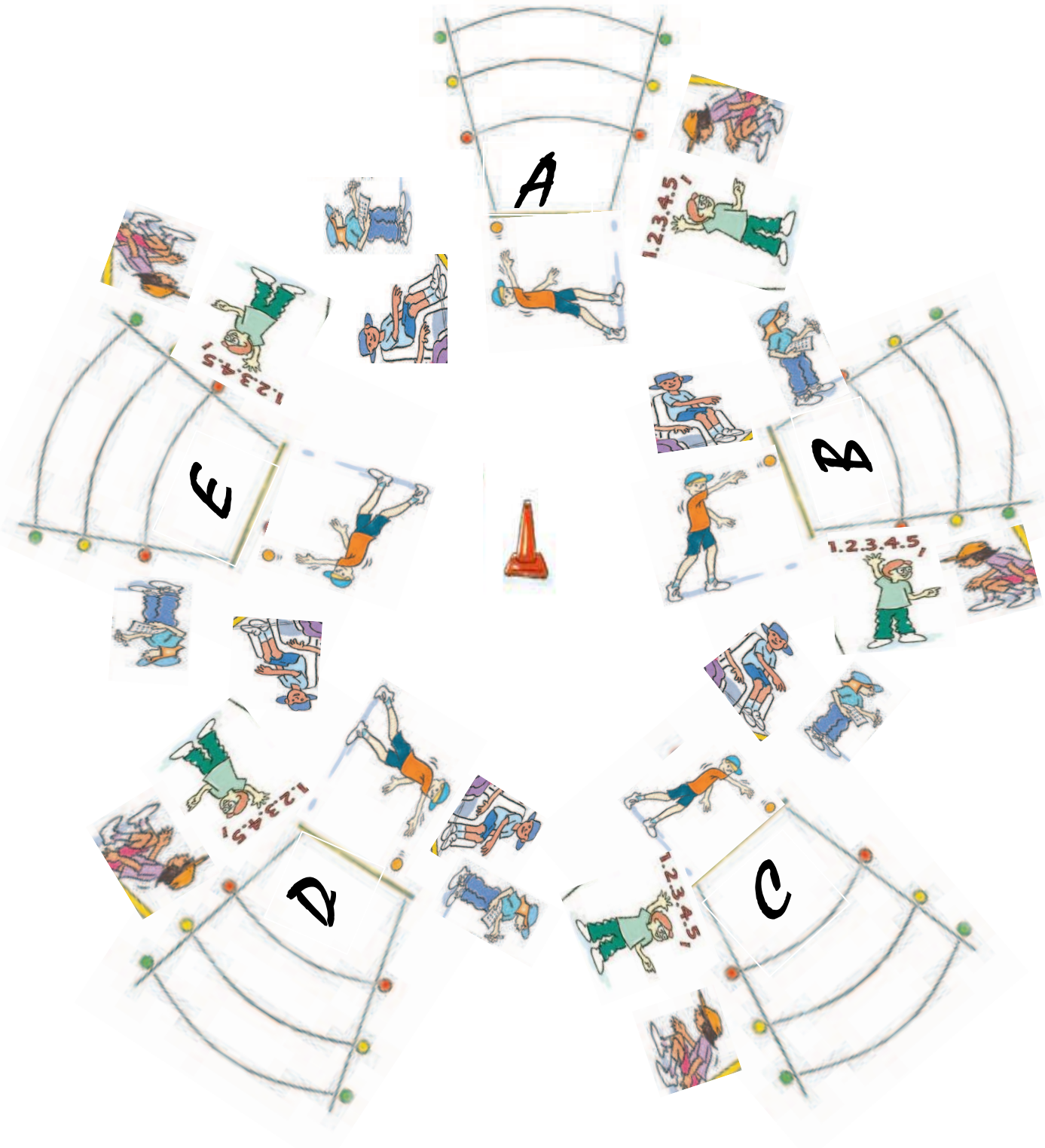
Technical analysis sheet for individual assessment of each team-mate

Date **Event shot put 4 part D**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Facing away of throw area	Yes no		
Hold shot correctly and place shot into neck. With "Clean palms, dirty neck".	Yes no		
High elbow	Yes no		
Bent knees	Yes no		
Push from back leg	Yes no		
Legs extend	Yes no		
Push high and long And exit opposite of the field	Yes no		

- **The feedback will be given before the second attempt**

Practice area and Organization



Organization for within- team practice time

- Official (1): he will use the flags to show the correct trial and false trial and write the score.
- Official (2): he will use the technical analysis checklist to observe the partner and provide feedback.
- Official (3 & 4): they will measure the distance for the shot put practice and provide the captain official with the score.
- The number five will be the thrower.

Shot put Score sheet for each student to improve his score

Name:
Date:
Event: shot put

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score.
Based on each student best score, ranking will be taking for next competition

Formal competition 4 schedule

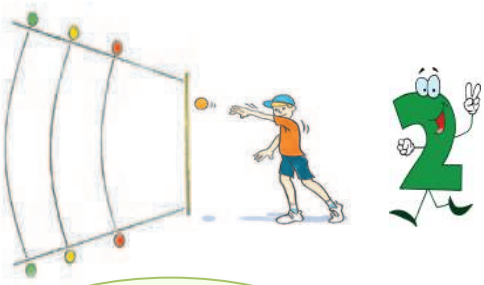
Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the shot put competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

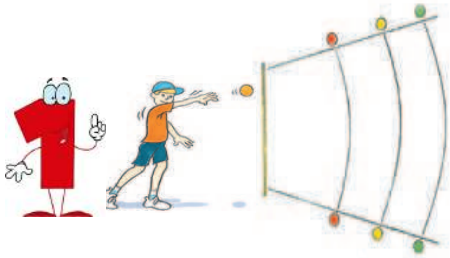
Official (1) will use the flags to show if it the correct trail and false trail.

Official (2) write the score.

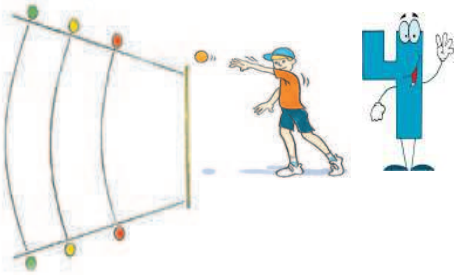
Official (3 and 4) will measure the distance. Official captain (4) will make sure that all the measures are correct



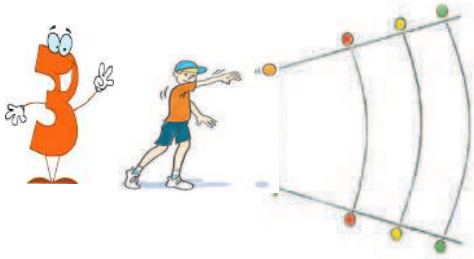
All the students who got second furthest scores of shot put will compete here



All the students who got furthest scores of shot put will compete here



All the students who got forth-furthest scores of shot put will compete here



All the students who got third furthest scores of shot put will compete here

All the students who got fifth furthest scores of shot put will compete here

Formal Competition description:

All the students who got further shot put scores will compete against each other. For example based on ranking of the furthest five scores in shot put students will 'play' against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, fourths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about shot put
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is Shot Put competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

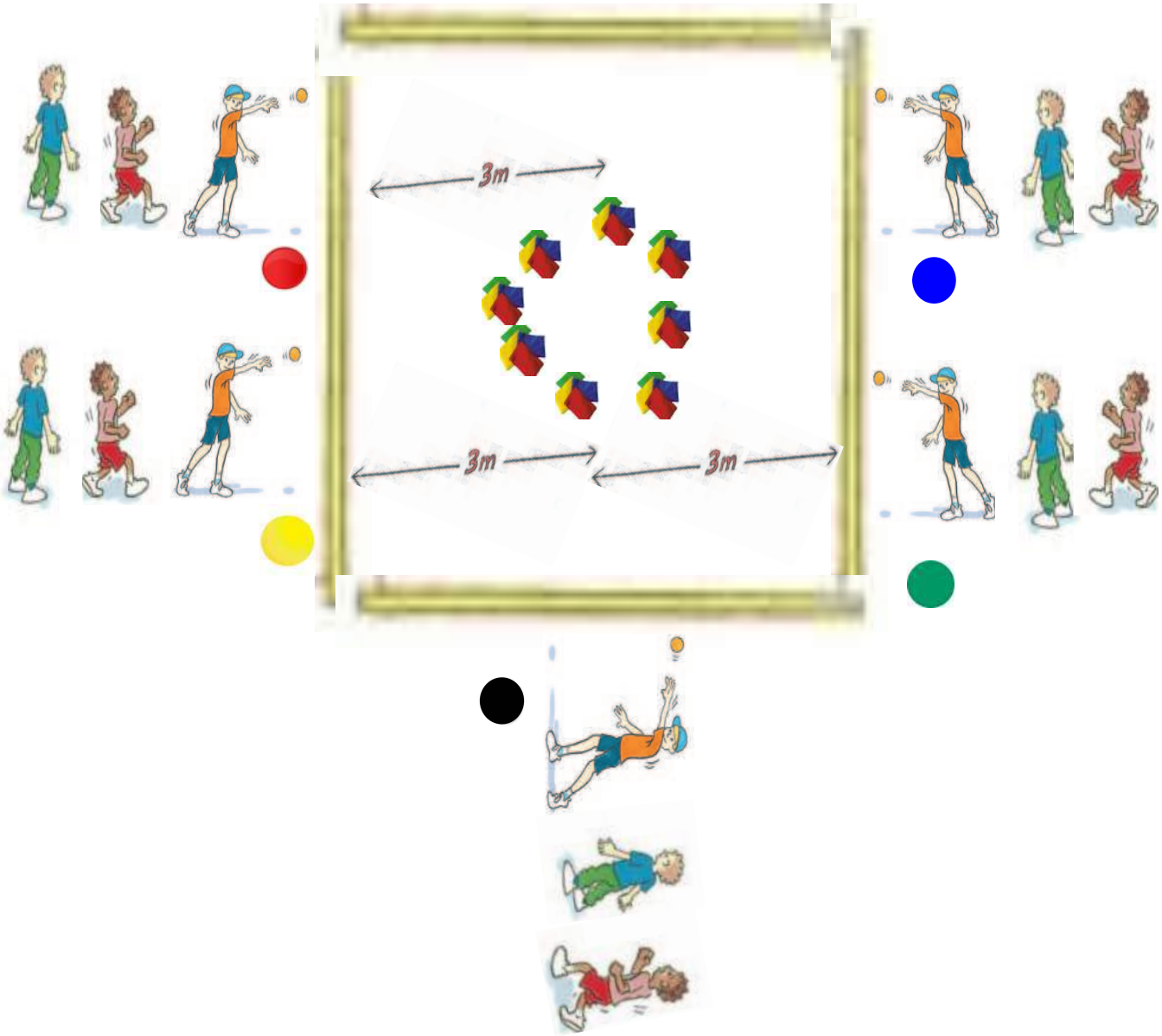
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

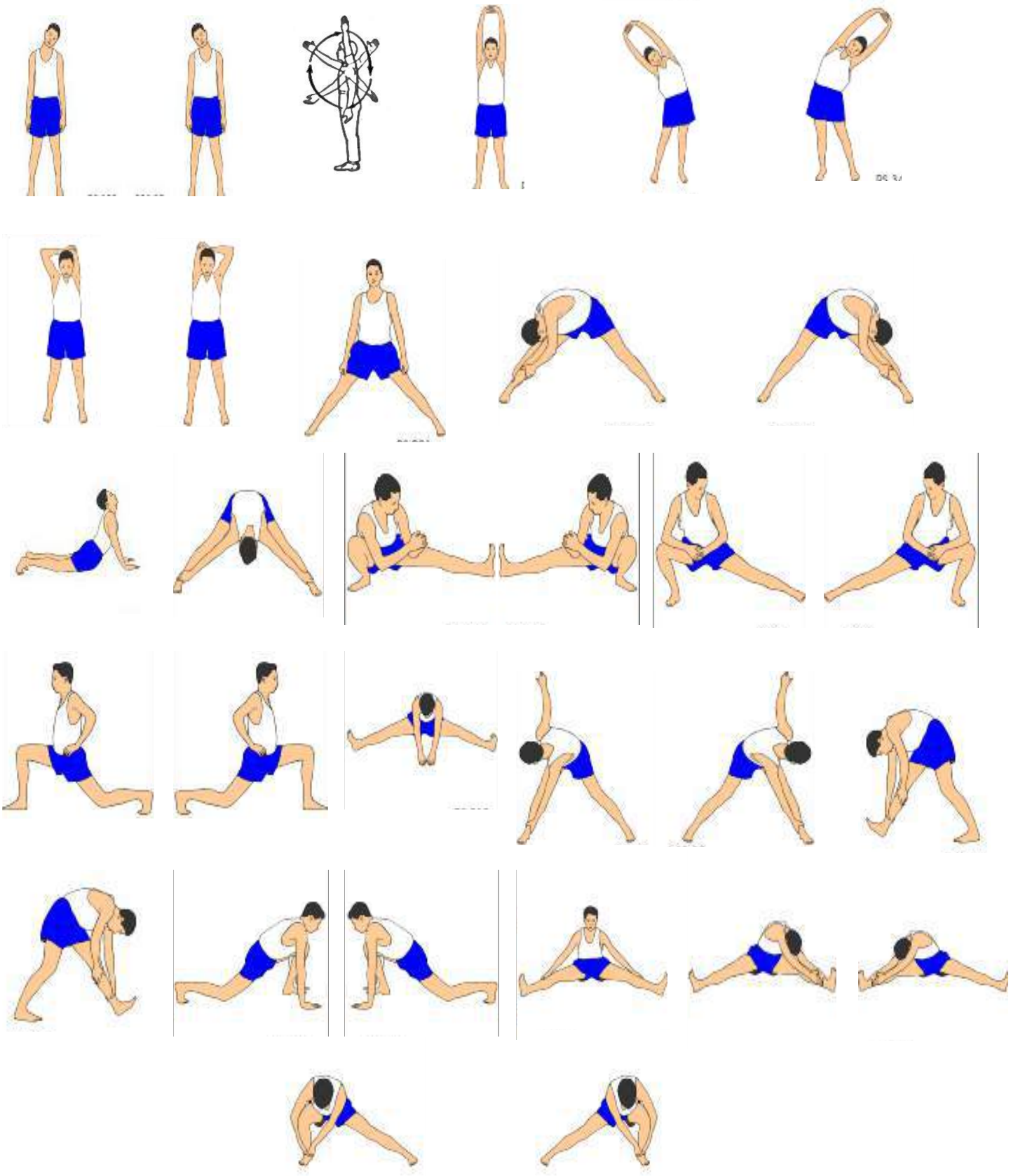
Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Game description: the game will take (2 minutes)
From standing position after the teacher whistle students will do the shot put trying to put the sand bag in the basket at the same time. There will be 5 different colours of sand bags at the end we will collect how many each team collect points



Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well in formal competition. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 16
Start and Sprint
Part (E)

Start and Sprint from 60m Part E

Objectives

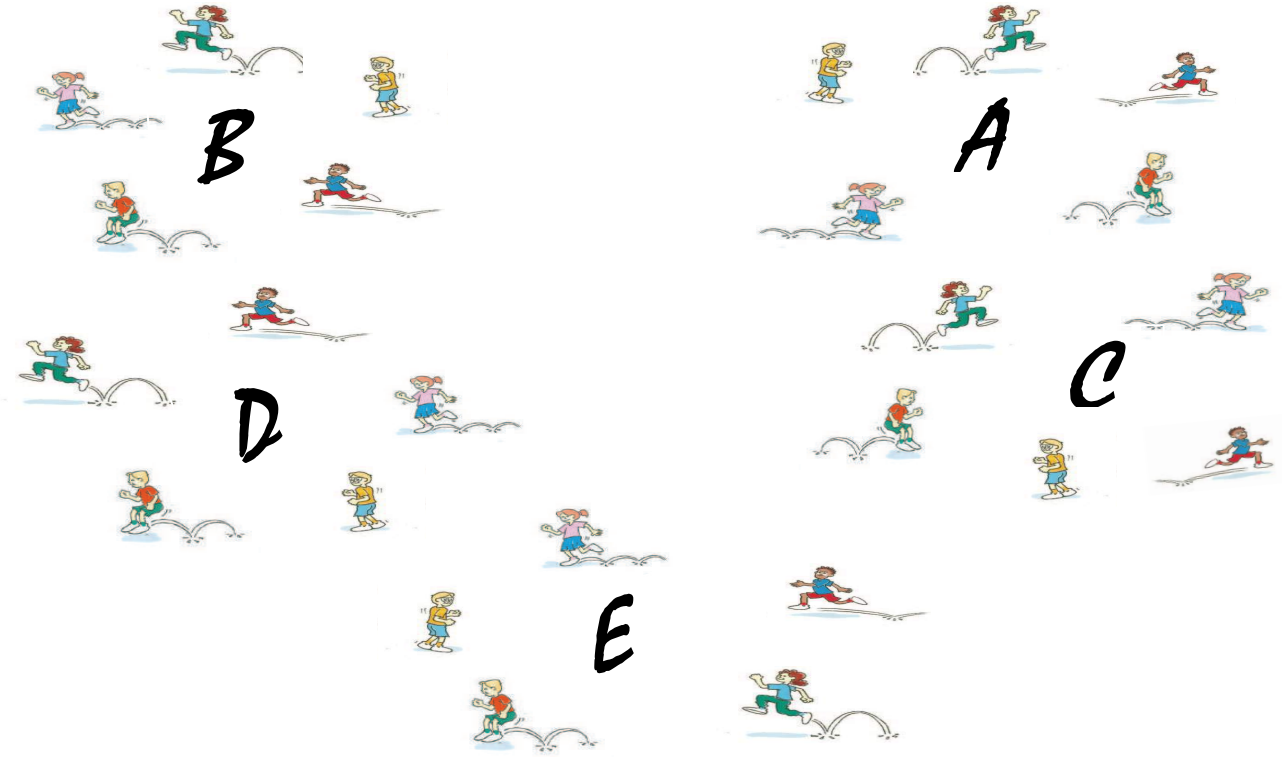
6. Learn how to be responsible and lead team mates
7. Can participate and work cooperatively with team mates
8. Can observe, correct mistakes, and teach teammates the technique of start and sprint 60 meters.
9. Can execute or apply strategies for start and sprint 60 meter
10. Can do start and sprint correctly for 60m

Lesson details

- Equipment captains will put cons to make their areas for practice.
- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

- Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas
- Warm up before the game in the fifth start sprint lesson part E



Start and sprint from 60m practicing time
Start and sprint task card lead by pupil
What to do?

On your mark

1. Place your prefer leg forwards.
2. Your front foot should be 1.5 to 2 feet behind the line.
3. Place your rear knee approximately level with your front foot.
4. Your weight should rest equally on your rear knee and hands.
5. Place your hand behind the line, forming a V with your fingers and thump.
6. Your arms should be placed about shoulder width apart.
7. Your shoulders should be slightly ahead of your hands.
8. Look at the ground about 1 m ahead.

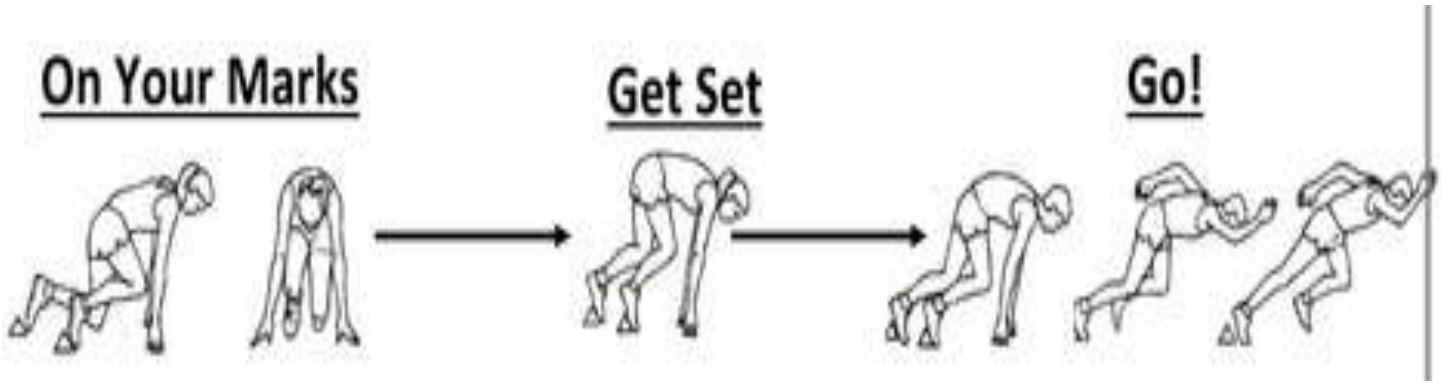
Set

1. Raise your hip slightly higher than your shoulders
2. Your front leg should be 80 to 90 degrees at the knee
3. Your arms and legs should equally support your body weight
4. Move your shoulders slightly ahead of your hands
5. Look at the ground about I m ahead
6. Hold your breath and wait for the go

Go

1. Extend your front leg vigorously
2. Drive the knee of your rear leg forwards
3. Move your arms vigorously to counterbalance the action of your legs
4. Lean forwards for the first 5-6 metres
5. Remain low and don`t become fully upright too early

- Task cards will be giving to the trainer captain (**start and sprint task cards**)
- After that students will practice in their area the **On your mark** 3-5 minutes, Set position 2 -3 minutes, and **Go**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique by the teacher, students will practice in their team sprinting in the areas assigned.

Team Roles and Responsibilities

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) will measure the time at the end of the line	Official (4) will give the start sign

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

Peer learning and feedback activity

- **The feedback will be given before the second attempt**

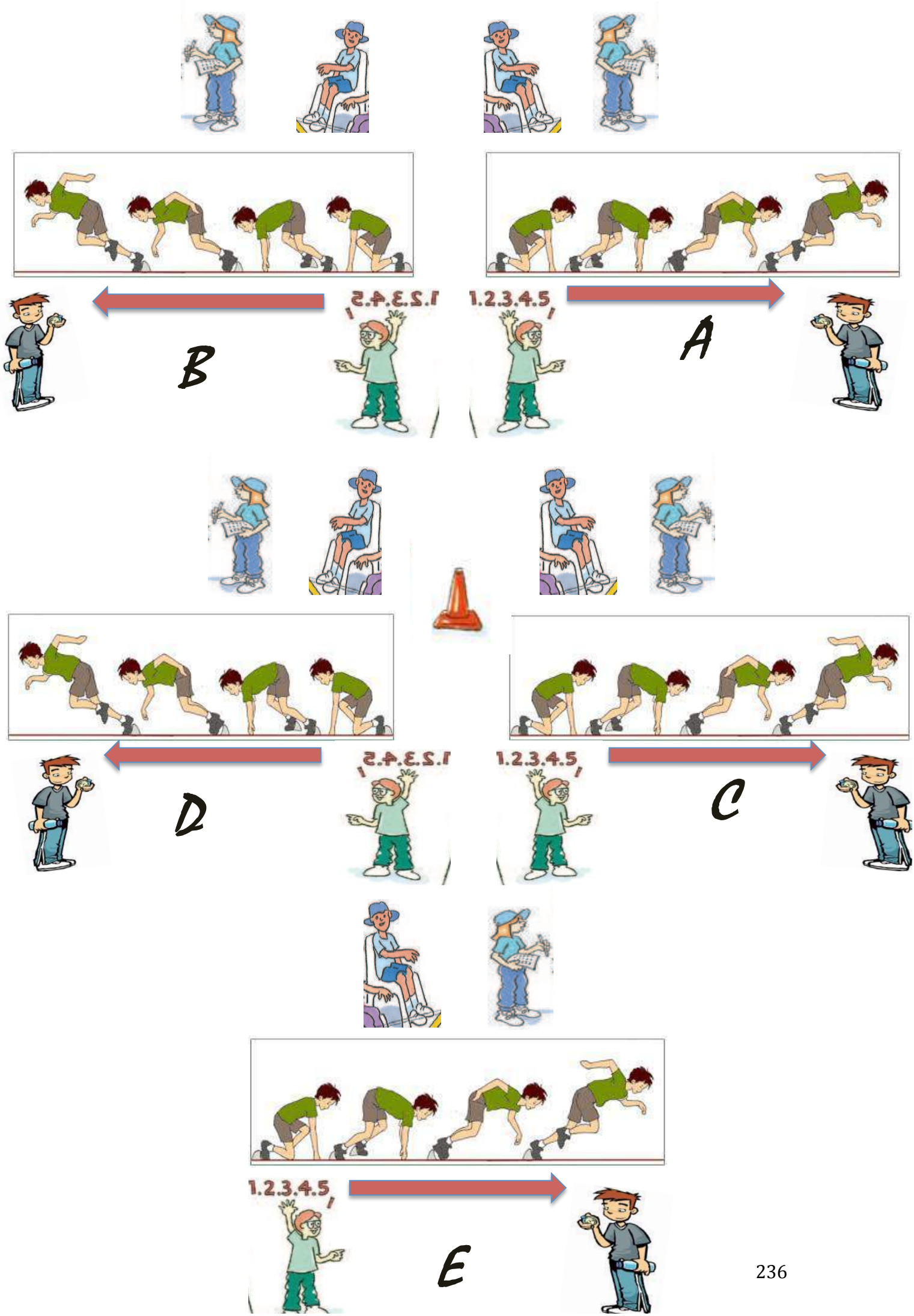
When the trainer captain does his sprinting trail other student will do technical analysis sheet.

Technical analysis sheet from Athletics Challenges Resource

Date **Event start and sprint 60m part E**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
On your mark part			
Prefer leg forwards and 1.5 to 2 feet behind the line	Yes no		
Rear knee is placed approximately level with front foot	Yes no		
Hand is placed behind the line, forming a V with fingers and thump	Yes no		
Arms are placed about shoulder width apart	Yes no		
Shoulders ahead of hands	Yes no		
Looking at the ground about 1 m ahead	Yes no		
Set			
Hip higher than shoulders	Yes no		

Front leg (knee) shaped 80 to 90 degrees	Yes no		
Shoulders moved slightly ahead of hands	Yes no		
Looking at the ground about I m ahead	Yes no		
Go			
Extended front leg vigorously	Yes no		
Driven the knee of rear leg forwards	Yes no		
Arms moved vigorously	Yes no Yes no		
Lean forwards for the first 5-6 metres	Yes no		
Remain low	Yes no		


1.2.3.4.5
A
1.2.3.4.5
B
1.2.3.4.5
C
1.2.3.4.5
D
1.2.3.4.5
E

Start and Sprint Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: start and sprint 60m

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition.

Formal competition 5 start sprint 60m schedule

Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

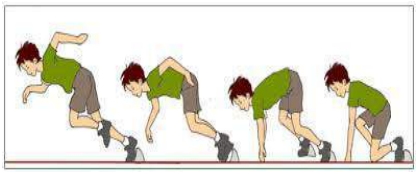
- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the start and sprint competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth.

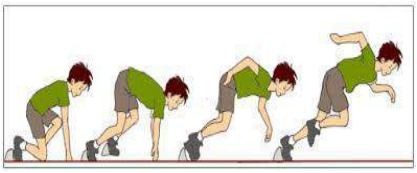
Official (1) will be the trainer captain to do the technical analysis part

Official (2) write the score.

Official (3) will give the start sing

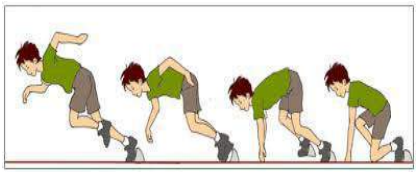
Official (4) will measure the time at the end of the line

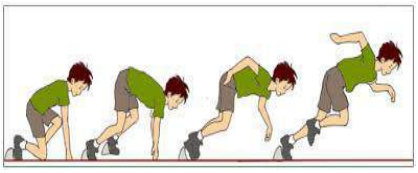




All the students who got second furthest scores of start and sprint will compete here

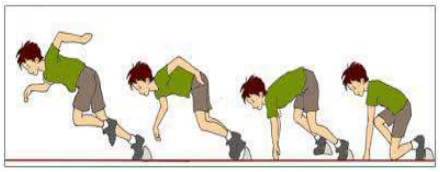
All the students who got first furthest scores of start and sprint will compete here





All the students who got forth-furthest scores of start and sprint will compete here

All the students who got third furthest scores of start and sprint will compete here



All the students who got fifth furthest scores of start and sprint will compete here

Competition Description:

All the students who got further start and sprint scores will compete against each other. For example based on ranking of the furthest five scores in start and sprint students will play against each other. Firsts, seconds, thirds, froths, and fifths. Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about start and sprint.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Points System After the Competition

This start and sprint competition first 5, second 5, third5, forth 5, and fifth5 will compete and the points will be added for his team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

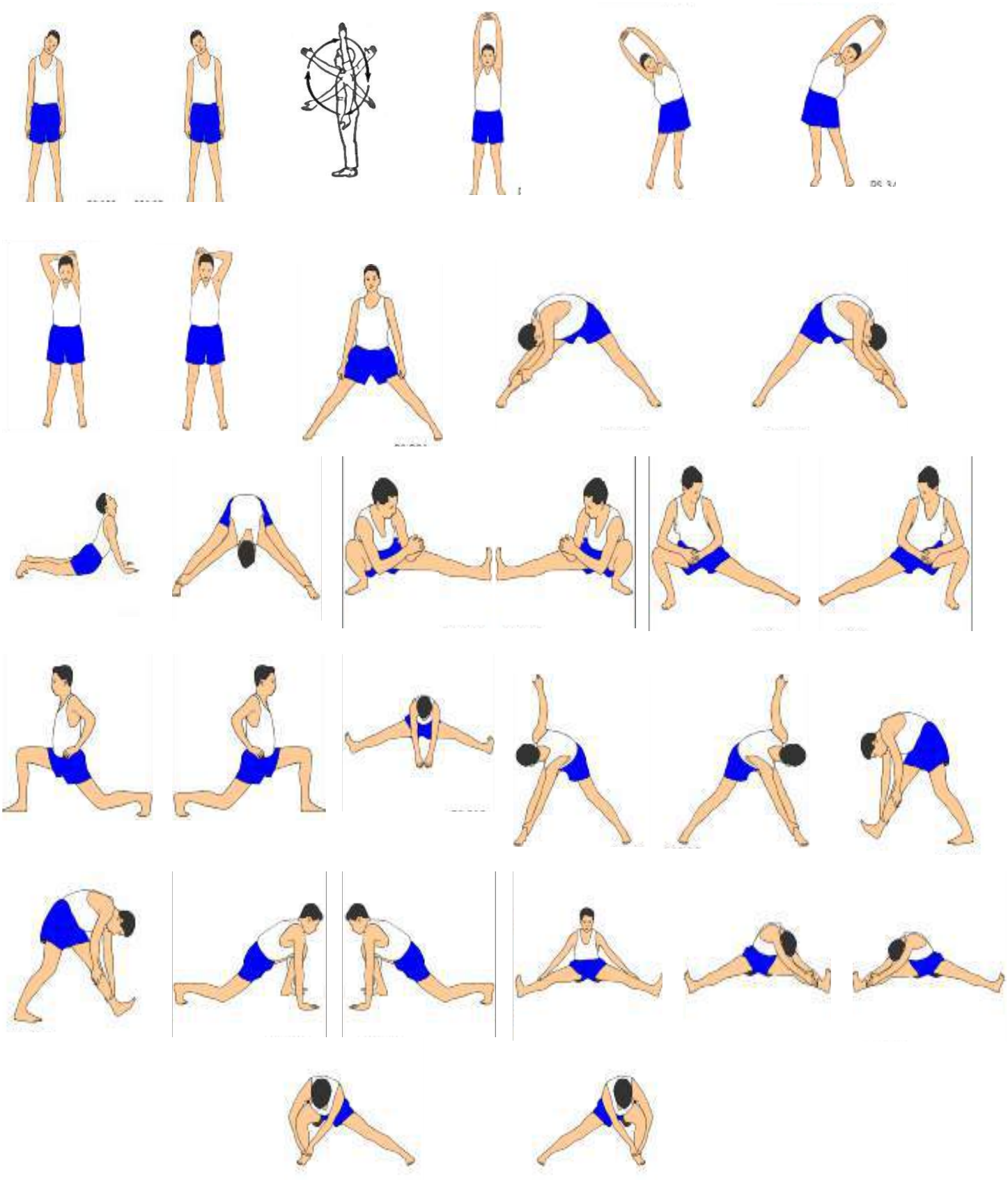
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down



Assignment E

Q1: In the position on your mark Hand is placed?

A) Behind the line.
B) In front the of the line.
C) Non of the above answers is correct.

Q2: In the position on your mark Hand is forming?

A) U with fingers and thump.
B) V with fingers and thump.
C) Non of the above answers is correct.

Q3: In the set position Hip is?

A) Lower than shoulders.
B) Higher than shoulders.
C) Non of the above answers is correct.

Q4: In the Go position Arms moved?

A) Slowly.
B) Vigorously.
C) Non of the above answers is correct.

Q5: What is the name of the player who has the best score of 100m in the world?

A:

- ✓ After the students answer the questions manager captain return them to the teacher.
- ✓ After that all teams discuss their achievements, points, what they need to improve themselves and their team for the competition day.

Team Meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 17
Long Jump Part (E)

Long Jump From 18m run-jump Part D (Pupil Led)

Objectives

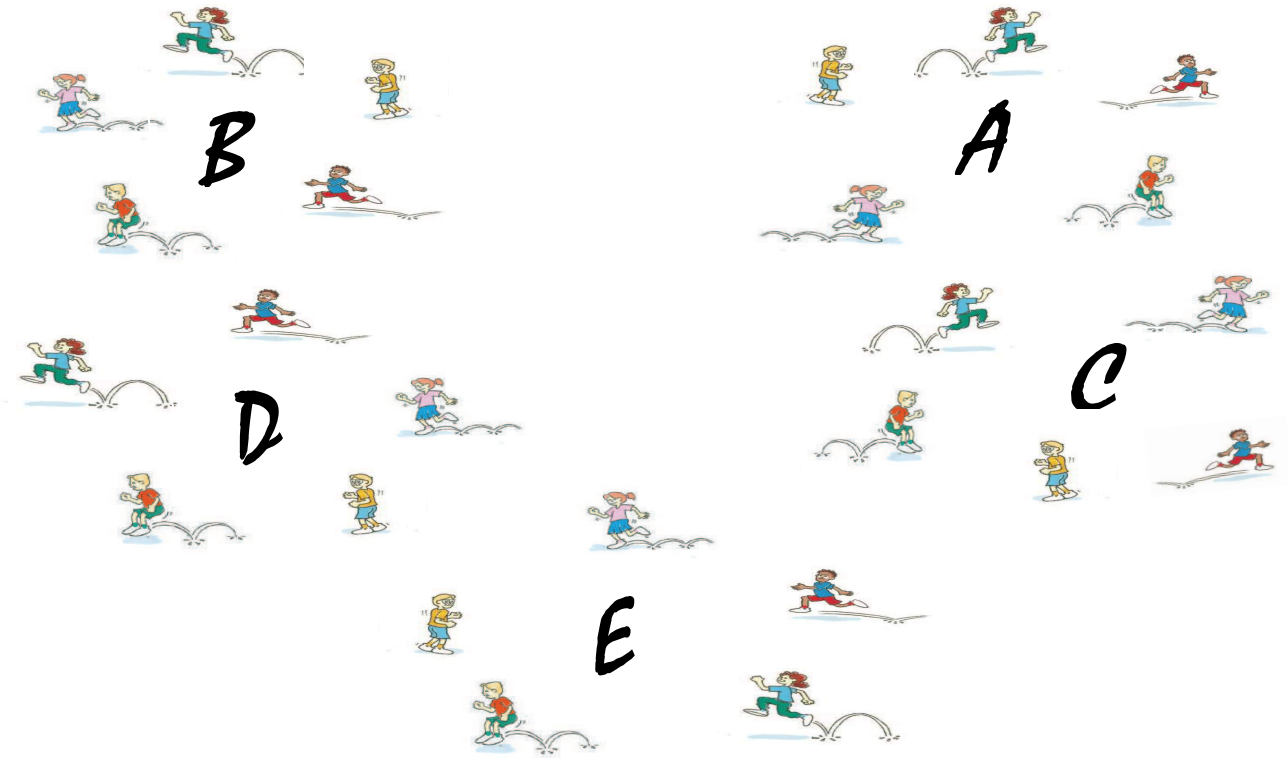
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of long jump from 20m.
4. Can execute or apply the strategies for long jump
5. Can perform long jump from 20m

Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas



Remember to design practice area for long jump beside the assigned area of the pupils

Long jump learning and practice time

Long jump task card lead by pupil

What to do?

1. Start with running from **20m (extended from 18m last time)**
2. **Take off**:

❖ Take off with one foot and upward
❖ Keep high hips
❖ Drive your knee forwards

3. **Fight:**

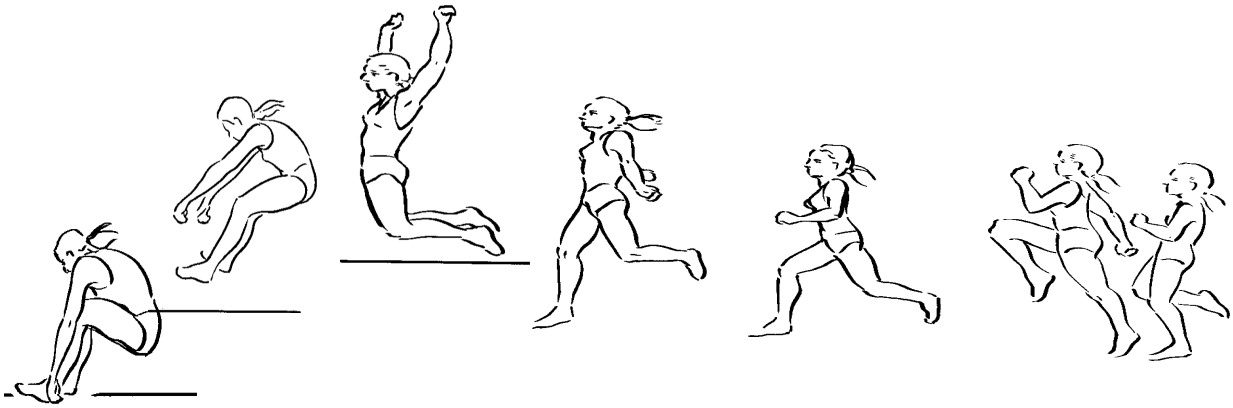
- Bring your arms above head (Use your arm to drive yourself further) and Keep body upright

4. **Landing:**

- Land with both feet

Task cards will be giving to the trainer captain (**Long jump task card**)

❖ After that students will practice in their area the long jump from **three steps**. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice long jump in the areas assigned look to the pictures below.

Teams roles and responsibilities

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.	Official (2) write the score.	Official (3 and 4) will measure the distance

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.
The feedback will be given before the second attempt by the trainer captain.
When the trainer captain does his long jump trial other students will do Technical analysis sheet.

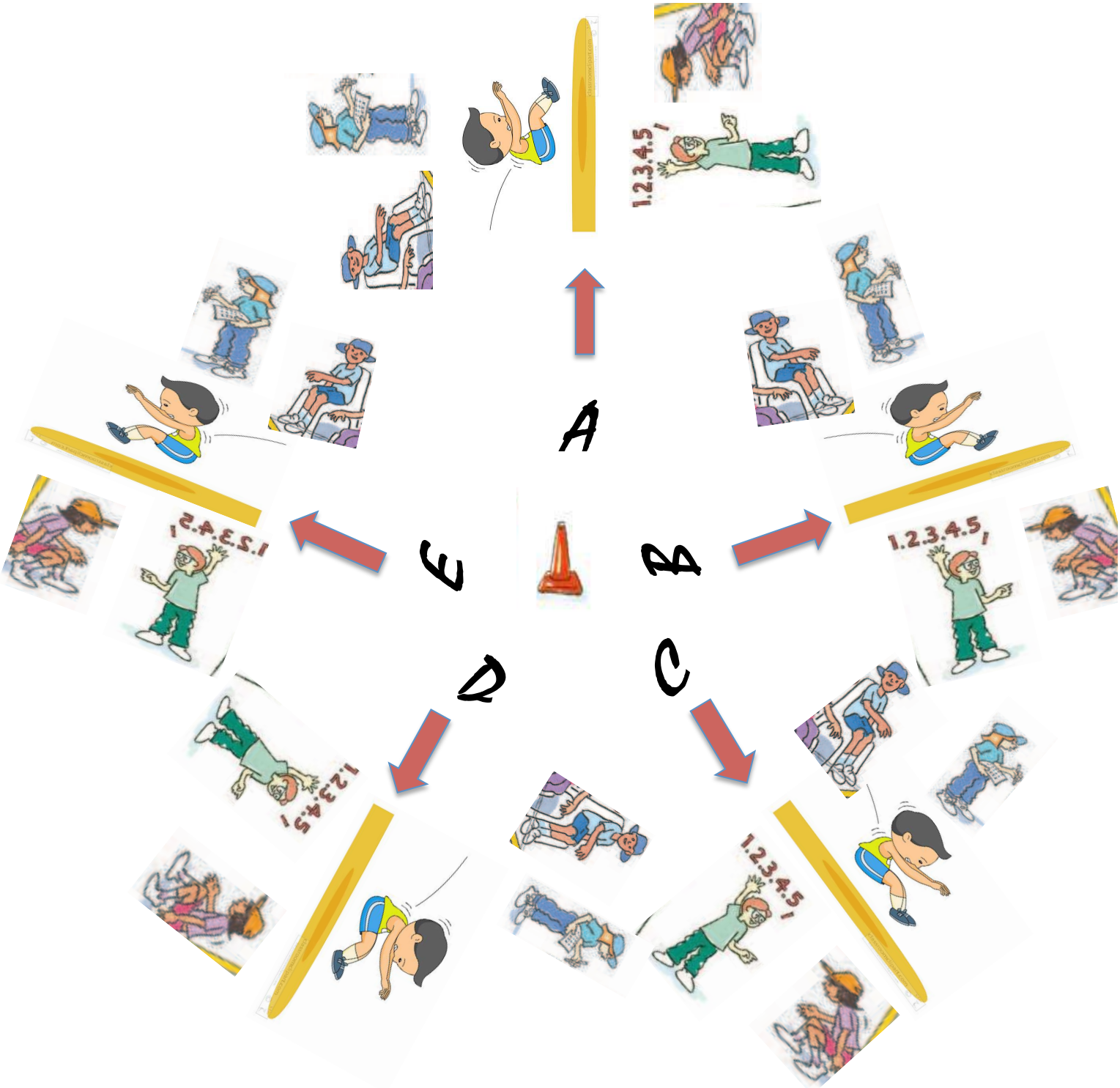
Technical analysis sheet

Date **Event long jump 5 part E**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

The following sheet is completed for each team members

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Start with running from 20m	Yes no		
Take off with one foot and upward	Yes no		
Hips Keep high	Yes no		
Driven knee forwards	Yes no		
Arms above head	Yes no		
Kept body upright	Yes no		
Did he used his arm to help him driven further	Yes no		
Land with both feet	Yes no		

Practice area Organization



Team Practice
Long Jump Score Sheet for Each Student to Improve his Score

Name:
Date:
Event: long jump

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score. Based on each student best score, ranking will be taking for next competition

Formal Competition 5 Schedule Between Teams

Team ( )	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- Formal competition between **all teams** (long jump).
- All the 5 teams will do long jump competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

Official (1) will be the trainer captain to do the technical analysis part and show correct trial.

Official (2) write the score.

Official (3 and 4) will measure the distance.

All the students who got second furthest scores of long jump will compete here

All the students who got first furthest scores of long jump will compete here

All the students who got forth-furthest scores of long jump will compete here

All the students who got third furthest scores of long jump will compete here

All the students who got fifth furthest scores of long jump will compete here

Competition 4 Description:

All the students who jumped furthest on each team will compete against each other. For example based on ranking of the furthest five scores in long jump students will play against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, froths, and fifths and how they will be officials. There will be one student who participates and the other four will be the officials like as the duty 'team' what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about long jump **on the sand or mats**.
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is long jump from 20m competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

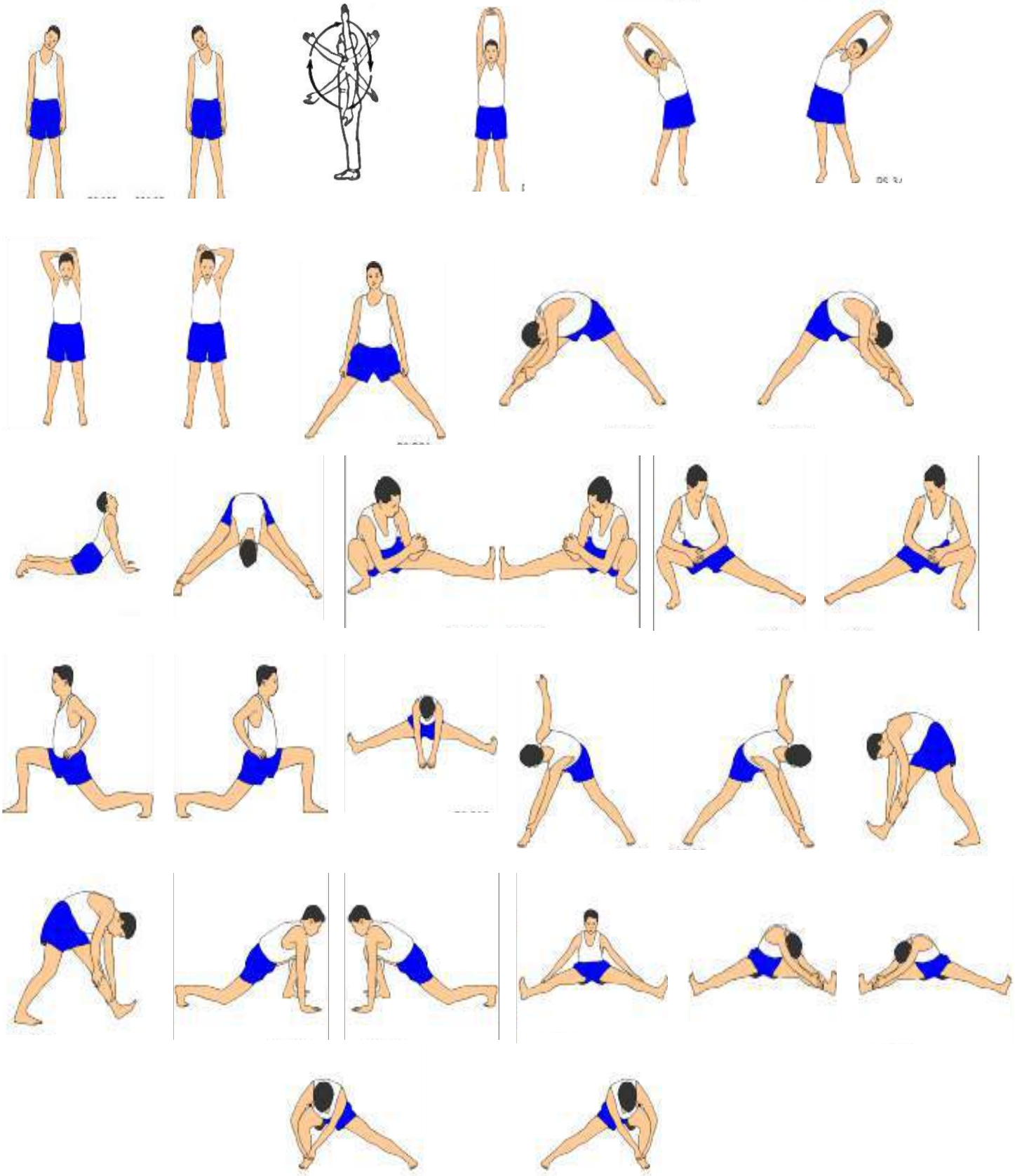
Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Cool Down



Assignment E

Q1: In long jump event the students will: Choose the correct answer:

A) *Take off with two feet and upward*
B) *Take off with one foot and upward*
C) *Non of the above is correct*

Q2: In long jump event the students will: Choose all correct answers.

D) *Hips Keep high*
E) *Kept body upright*
F) *Driven knee backward*

Q3: during flight phase In long jump event arms will be: Choose the correct answer:

A) *Under the head*
B) *Above the head*
C) *Non of the above is correct*

Q4: during landing phase in long jump event student will:

A) Land with one foot
B) Land with both feet
C) *Non of the above is correct*

Q5: during flight phase in long jump event why using arms is important?
A:

Q6: What is the name of the player who has the best score of long jump in the world?
A:

- ✓ After the students answer the questions manager captain return them to the teacher.
- ✓ After that all teams discuss their achievements, points, what they need to improve themselves and their team for the competition day.

Team Meeting

2 minutes group meeting: to discussing what went well and what did not go so well. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 18
Shot Put Part (E)

Shot Put Part (E) (Pupil led)

Objectives

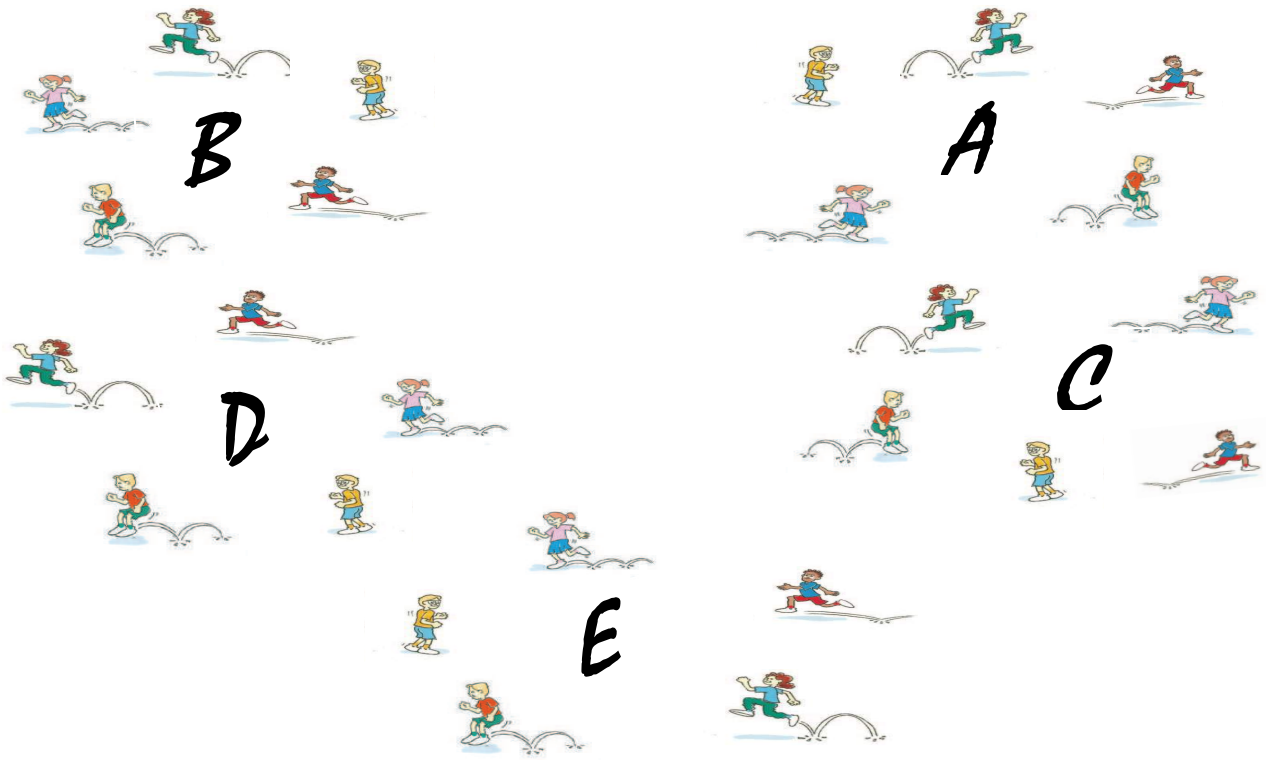
1. Learn how to be responsible and lead team mates
2. Can participate and work cooperatively with team mates
3. Can observe, correct mistakes, and teach teammates the technique of shot put
4. Can execute or apply the strategies for shot put
5. Can perform shot put from standing and facing away the throw area

Lesson details

- Organizer captain will take the attendance in their assigned area for his team and bring it to the teacher to check it (**The teacher will provide attendance paper).**
- The teacher will provide the organizer captain task cards
- Organizer captain will lead warm for 5 minutes in their assigned areas.
- Teacher will give the starting time

Warm up

Organizer captain will do some movement in different directions after that he can do some of the task cards given by the teacher. Each team will do their warm up in their assigned areas



Shot Put learning and practicing time

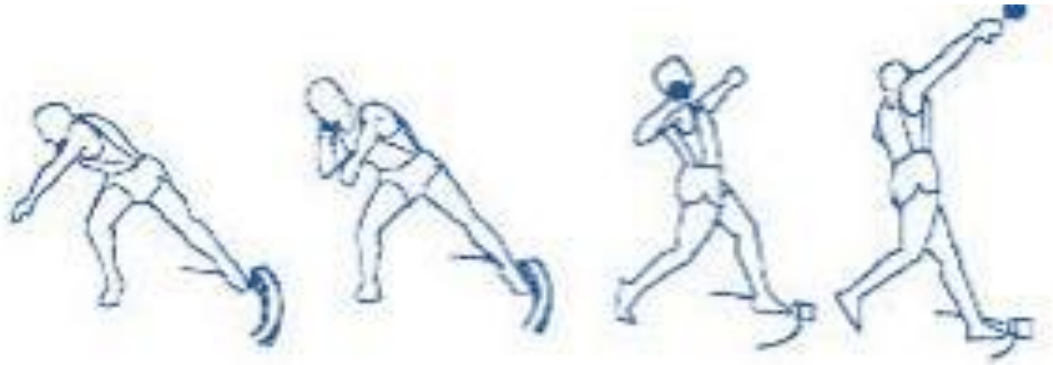
Shot put task card lead by Pupil

What to do?

1. Face and shoulders facing away from the direction of throw.
2. Hold shot with the middle three fingers and place shot into neck. With "Clean palms, dirty neck".
3. Elbow of throwing arm kept high.
4. Chin, Knee, and Toe are in line with each other
5. Both knees are bent
6. Push from your back leg.
7. Twist:
    a. -Weight transfers from right leg to left leg
    b. -Hips driven forwards and upward (Low to high).
8. Legs extend.
9. Throwing arm extends and fingers Push shot away from neck (pushes long and high)
10. Release shot when arm is extended and above head.

Task cards will be used by to the trainer captain (**shot put task cards**)

- After that students will practice in their area the shot put. They will use (**practice score sheet and technique analysis sheet**)



After the explanation of the technique students will practice shot put in the areas assigned look to the pictures below. Trainer captain provide peer feedback

Team Roles and Responsibility

Official (1) will be the trainer captain to do the technical analysis part	Official (2) write the score.	Official (3) and (4) (official captain) will measure the distance Make sure every one measure correctly

The trainer captain (coach) will see the all 4 pupils doing their attempts then he will do his. This can give the coach the opportunity to practice the role more.

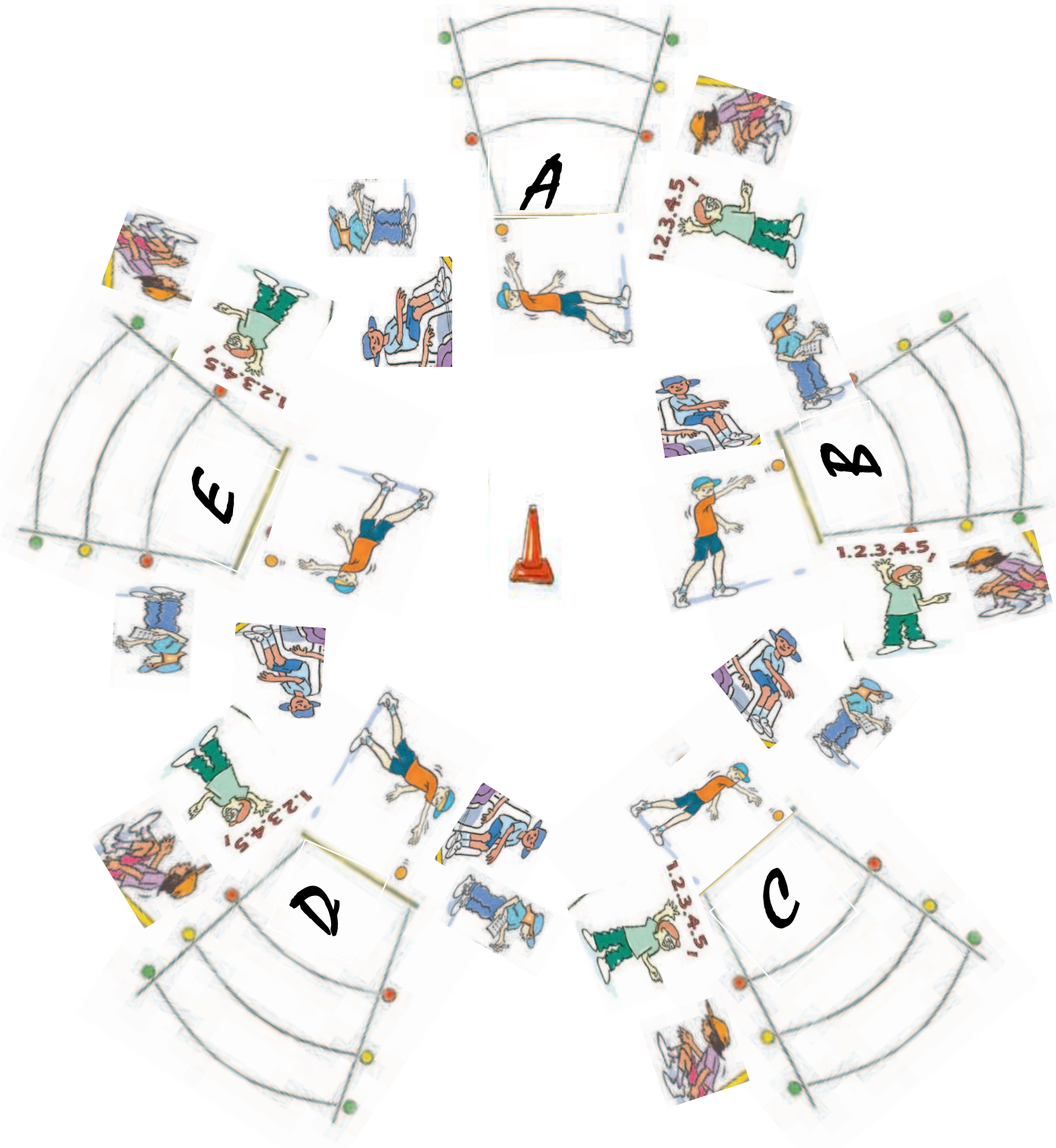
Technical analysis sheet for individual assessment of each team-mate

Date **Event shot put 5 part e**	
Team name	
Observer name	Trainer captain
Player name	
Event No	

Technique	Did you see that	Show your face about each technique	Improvement suggestions
Facing away of throw area	Yes no		
Hold shot correctly and place shot into neck. With "Clean palms, dirty neck".	Yes no		
High elbow	Yes no		
Bent knees	Yes no		
Push from back leg	Yes no		
Legs extend	Yes no		
Push high and long And exit opposite of the field	Yes no		

- **The feedback will be given before the second attempt**

Practice area and Organization



Organization for within- team practice time

- Official (1): he will use the flags to show the correct trial and false trial and write the score.
- Official (2): he will use the technical analysis checklist to observe the partner and provide feedback.
- Official (3 & 4): they will measure the distance for the shot put practice and provide the captain official with the score.
- The number five will be the thrower.

Shot put Score sheet for each student to improve his score

Name:
Date:
Event: shot put

Challenge NO.	Score 1	Score 2	Score 3	Best score

Each student from each team will have this table to improve his personal score.
Based on each student best score, ranking will be taking for next competition

Formal competition 5 schedule

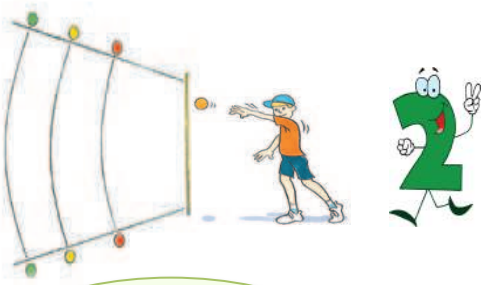
Team (A)	
Player 1-5 Names	
1	Date Best Score:
2	Date Best Score:
3	Date Best Score:
4	Date Best Score:
5	Date Best Score:

- After that small competition between **all teams** about shot put.
- Al the 5 teams will do the shot put competition and the total scores for each team will be collected and compared with the other teams to rank from first to fifth

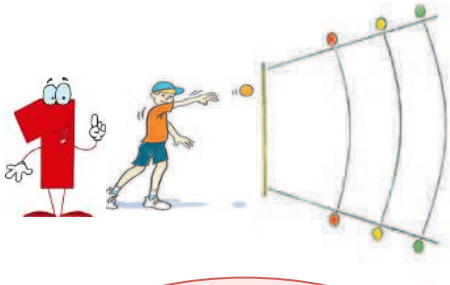
Official (1) will use the flags to show if it the correct trail and false trail.

Official (2) write the score.

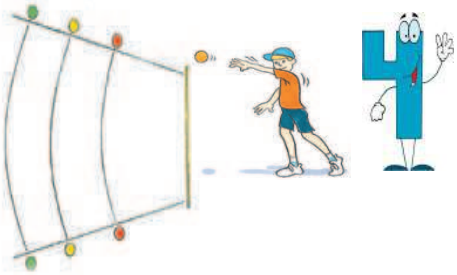
Official (3 and 4) will measure the distance. Official captain (4) will make sure that all the measures are correct



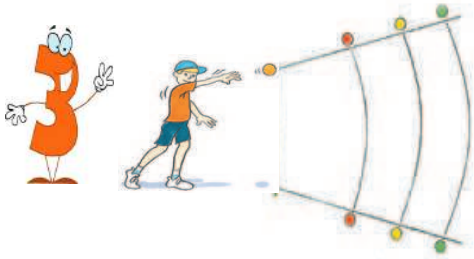
All the students who got second furthest scores of shot put will compete here



All the students who got furthest scores of shot put will compete here



All the students who got forth-furthest scores of shot put will compete here



All the students who got third furthest scores of shot put will compete here

All the students who got fifth furthest scores of shot put will compete here

Formal Competition description:

All the students who got further shot put scores will compete against each other. For example based on ranking of the furthest five scores in shot put students will 'play' against each other. Firsts, seconds, thirds, fourths, and fifths.

Competition organization between all first, seconds, thirds, fourths, and fifths and how they will be officials. There will be one student who plays and the other four will be the officials like what they have learned earlier how to organize themselves in the area. Scores will be collected and give the scorekeeper captain a copy his team scores.

- After that small competition between teams about shot put
- Scores will be collected and give the scorekeeper captain a copy his team scores.
- Give the scores to the students

Formal Competition Recording Sheet

Points System After the Competition (points added to the league positions)
This is Shot Put competition first 5, second 5, third5, fourth 5, and fifth5 will compete and the points will be added for his team. Points tallied for each team.

Name	Group 1 completion	Scores	5 Points	Team ( ) award 5 points

Name	Group 2 completion	Scores	4 Points	Team ( ) awarded 4 points
1				
2				
3				
4				
5				

Name	Group 3 completion	Scores	3 Points	Team ( ) awarded 3 points
1				
2				
3				
4				
5				

Name	Group 4 completion	Scores	2 Points	Team ( ) awarded 2 points
1				
2				
3				
4				
5				

Name	Group 5 completion	Scores	1 Point	Team ( ) awarded 1 points
1				
2				
3				
4				
5				

Assignment E

Q1: In shot put event the students will: Choose all correct answers.

D) Facing away or the opposite of throw area.
E) Throw the shot put.
F) Place shot into neck.
G) High elbow.

Q2: In shot put the students will: Choose all correct answers.

G) Bent knees.
H) Push from back leg.
I) Push the shot down.
J) Twist.

Q3: In shot put extended legs is important? Yes/ No
Why?

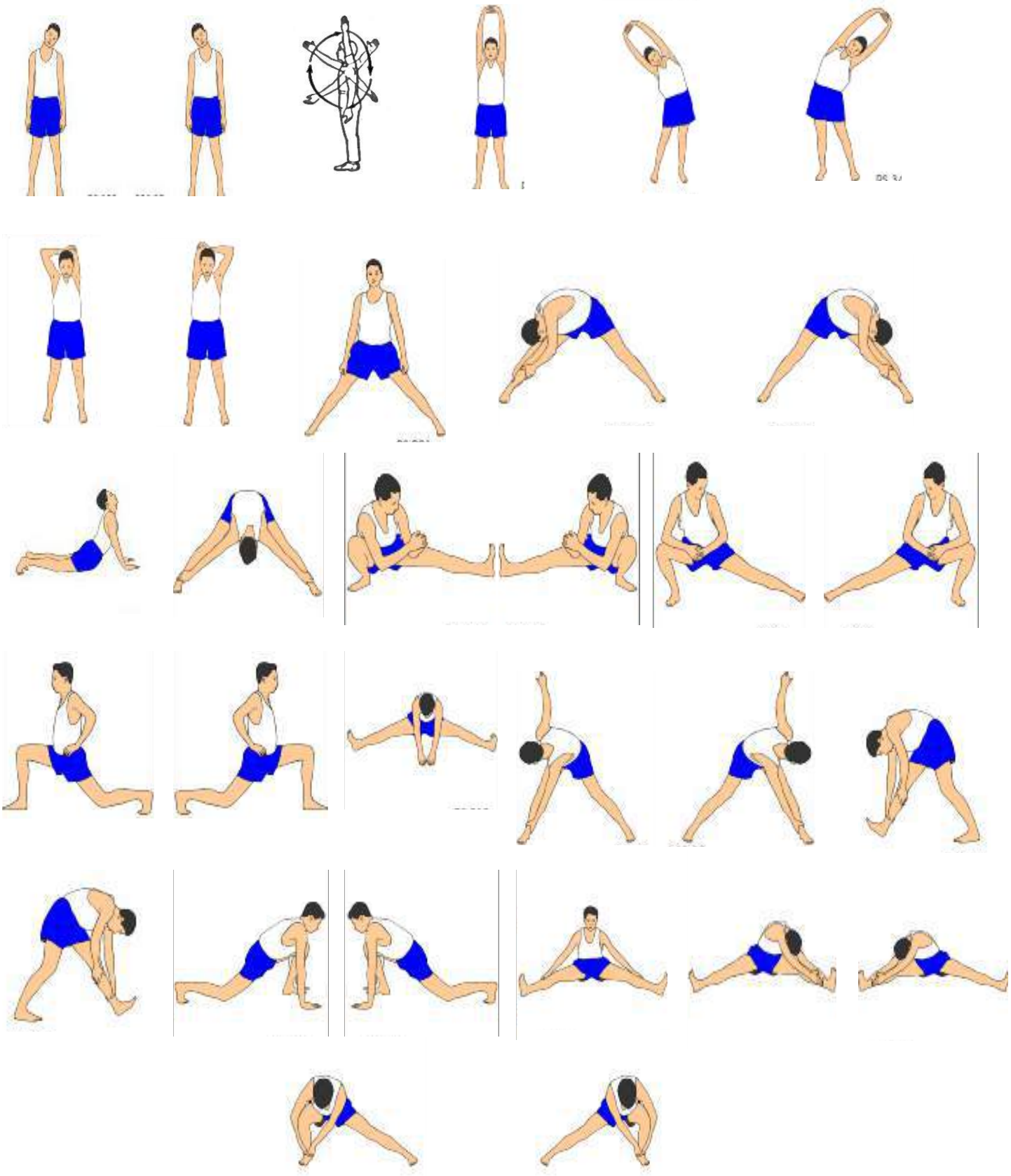
Q4: In shot put student will push the shot high and long? Yes/ No
Why?

Q5: when student finish his attempt he will exit from:
D) Front of the field of shot put
E) Back of the field of shot put
F) Non of the above is correct

Q6: What is the name of the player who has the best score of shot put in the world?
A:

- ✓ After the students answer the questions manager captain return them to the teacher.
- ✓ After that all teams discuss their achievements, points, what they need to improve themselves and their team for the competition day.

Cool Down (led by pupil on each team)



Team meeting

2 minutes group meeting: to discussing what went well and what did not go so well in formal competition. Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 19
Free Practice

This lesson will be free practice day for the final event. Each pupil will choose to practice what he thinks need for improvement for the final competition.
There will be three areas for practice shot pot, start sprint, and long jump.
This is similar to the final event.

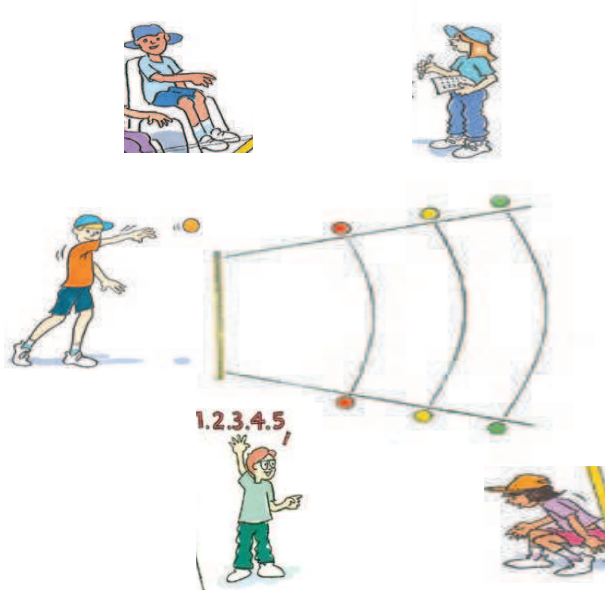
Objectives

- Find out what is the skill need to be improved and work on it.
- Cooperative work (each pupil will work with his partner or his group toward the competition

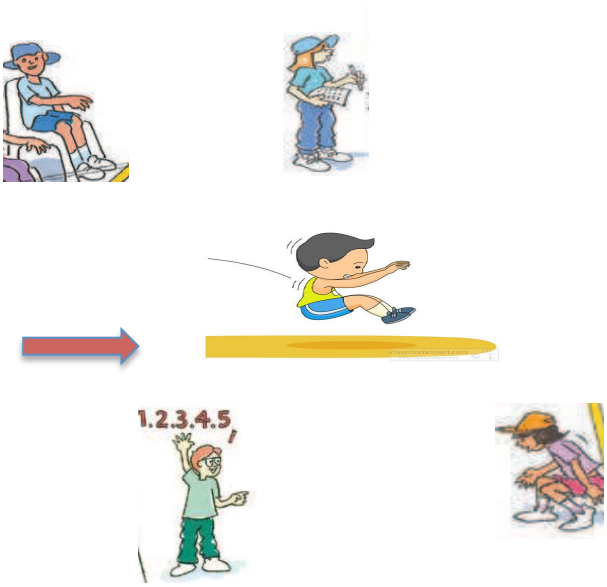
Warm up

Pupils in their assigned area will do the warm up lead by the organizer captain (He could do any warm up related to the practice he will choose.

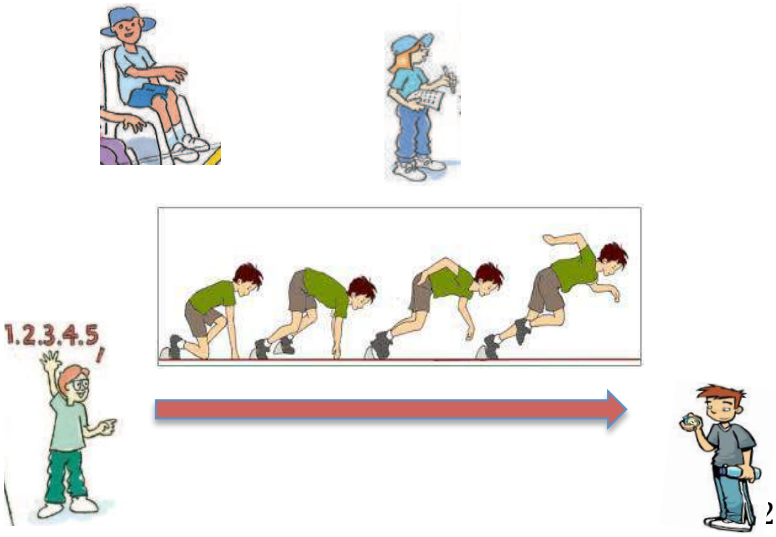
Practice 1



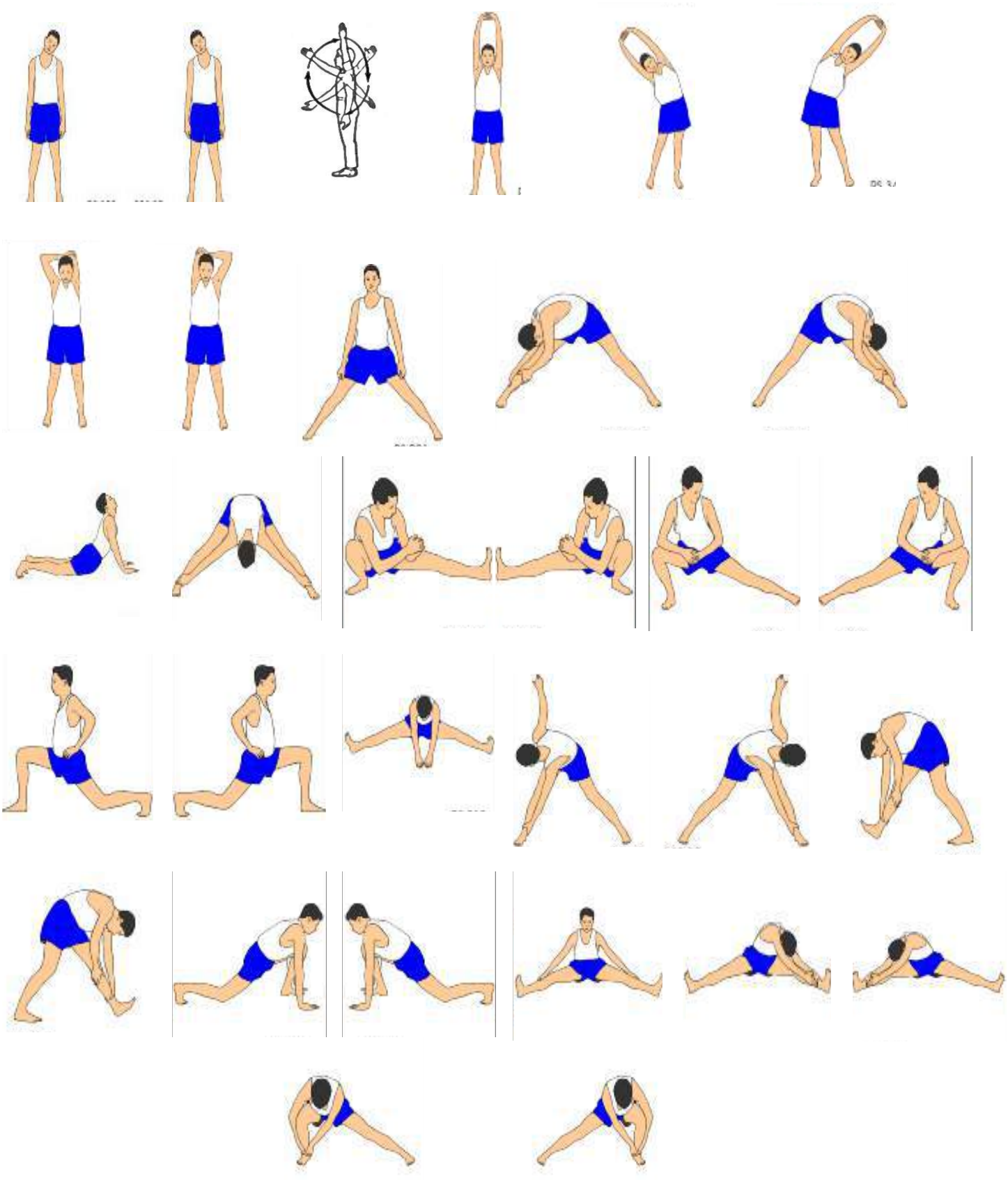
Practice 2



Practice 3



Groups meeting and prepare for the final event.
Cool down and return the equipment.



Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 20
Culminating event
Part (A)

Objectives

1. Show fair play and sportsmanship during competitions
2. Apply start and sprint and long jump competition with best effort and technique
3. Cooperation between teams.
4. Take roles seriously
5. Take precise decision making by officials and precise score writing
6. Show what you learned during the whole season experience.

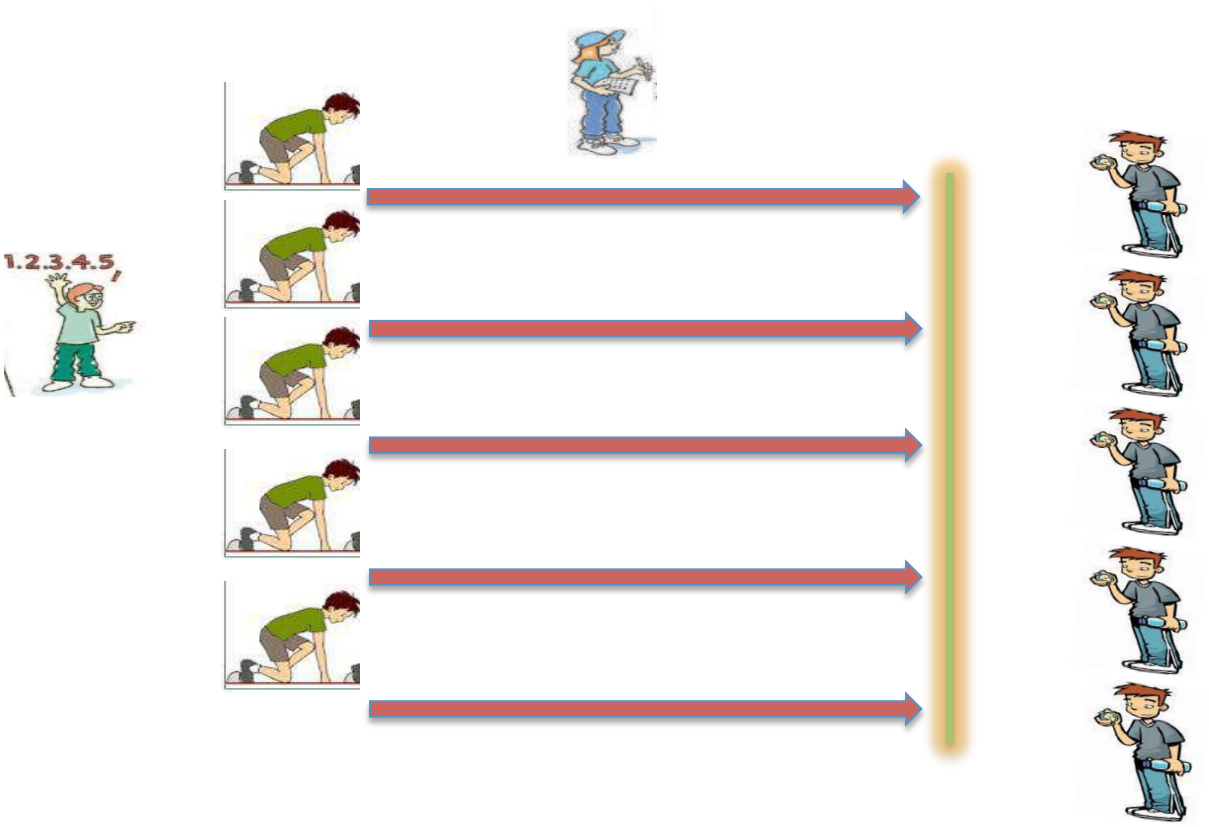
All groups will do their warm up in their assigned areas. Their will be three events available in the field shot pot, start and sprint, and long jump.

Each team will bring some thing as a symbol of the competition (characters) and sing their song form the beginning of the season.

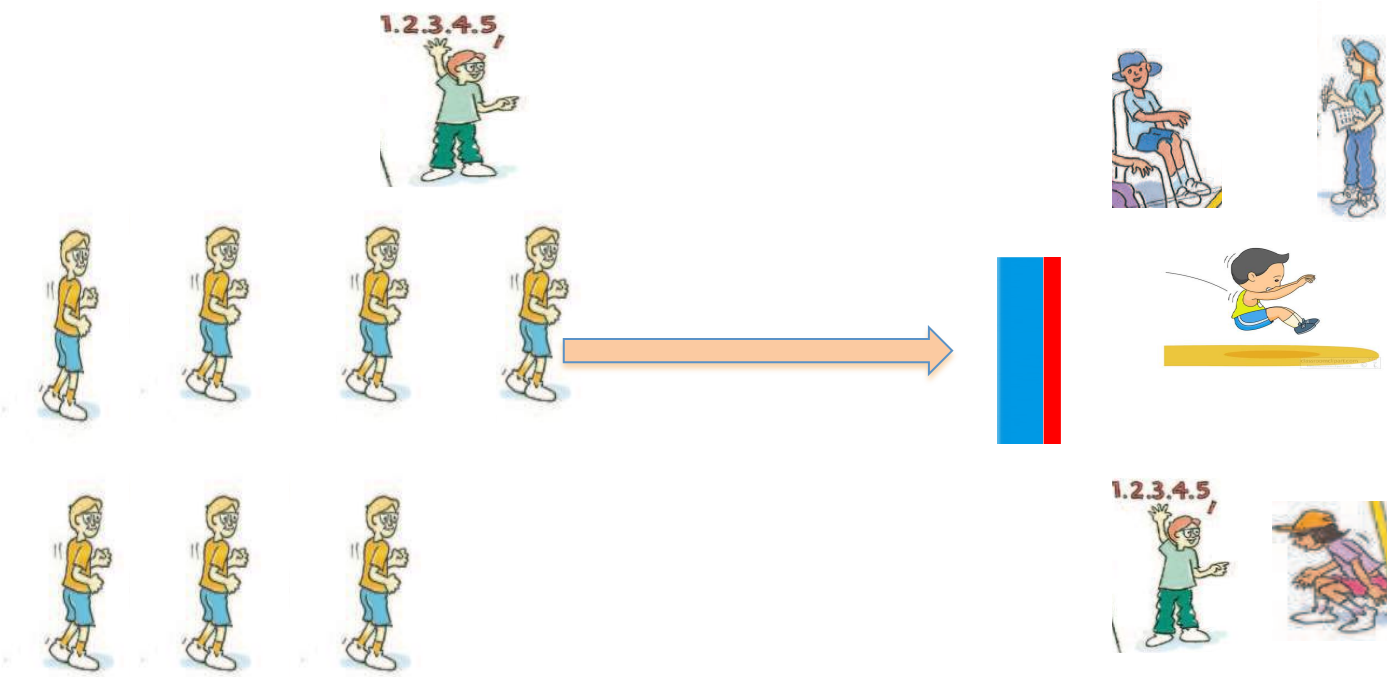
Competition 1: Start and sprint 60m

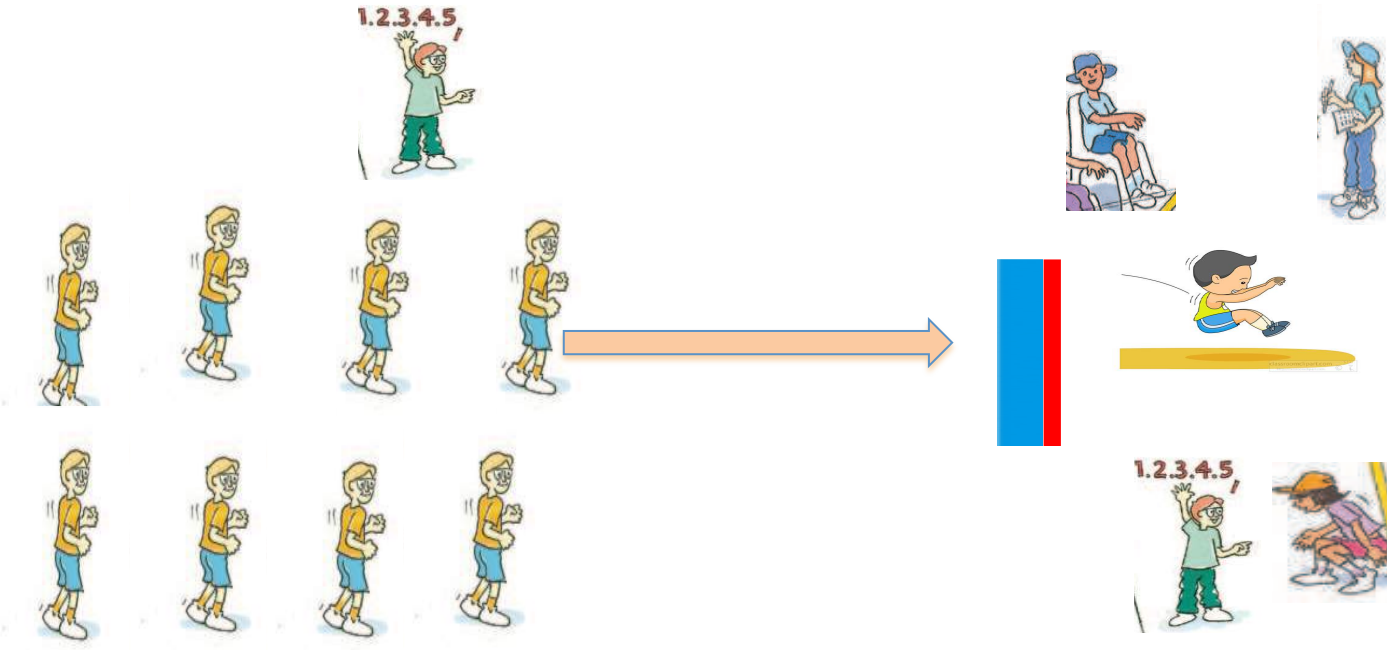
- From al the groups (the best officials that improved during the season will be chosen for the final competition) from the other class will be the officials for all the groups that will compete.
- Organizer captain will choose who will compete first from each group (decision making)

- Official team from the other class they are 7 pupils. The first winner will have 12 points, second 10 points, third 8 points, forth 6 points, and fifth 5 points

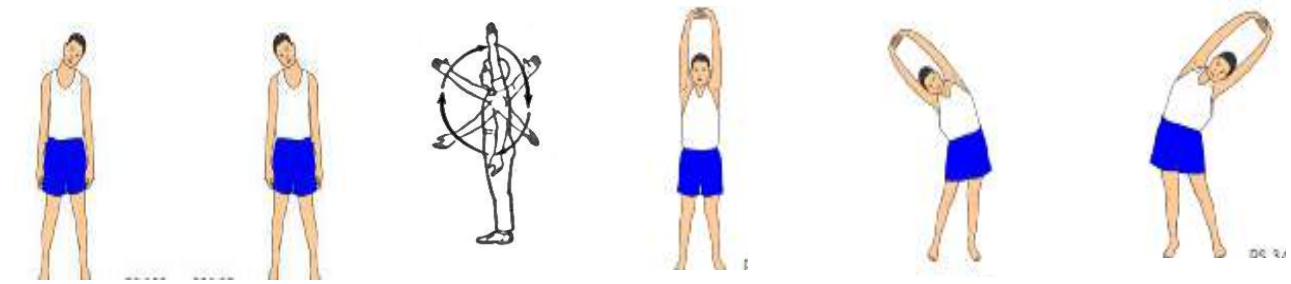


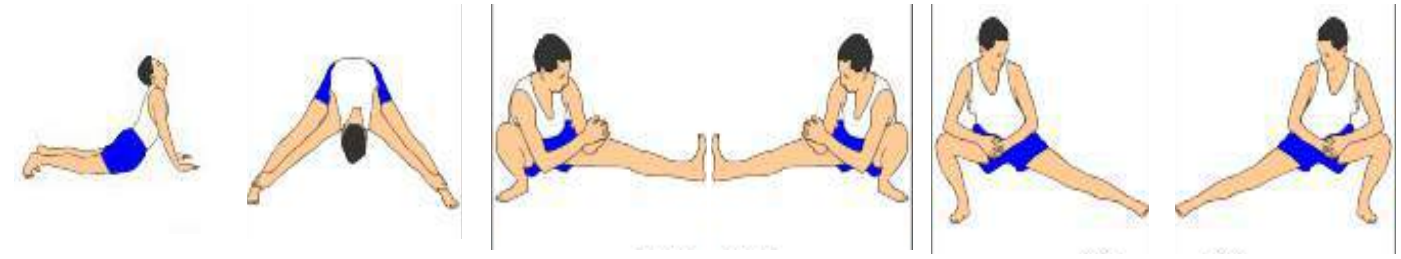
Competition 2: Long jump
Two teams will be officials for the other three groups after they finish their turn as officials they will compete.
Team (A & B) are officials at the beginning of the competition.

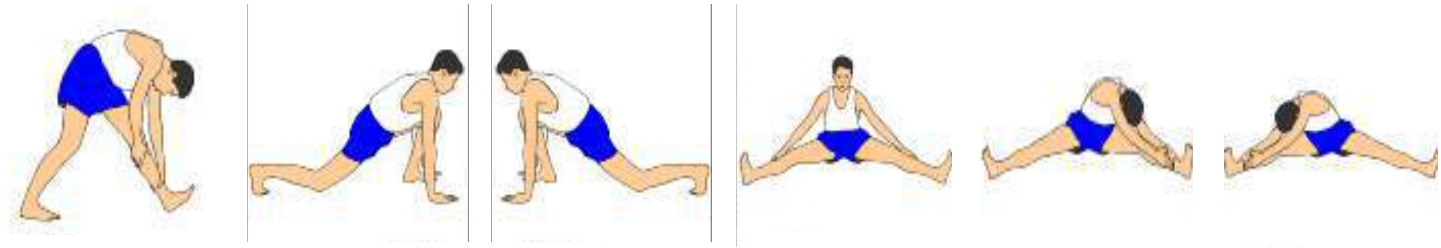




Cool down







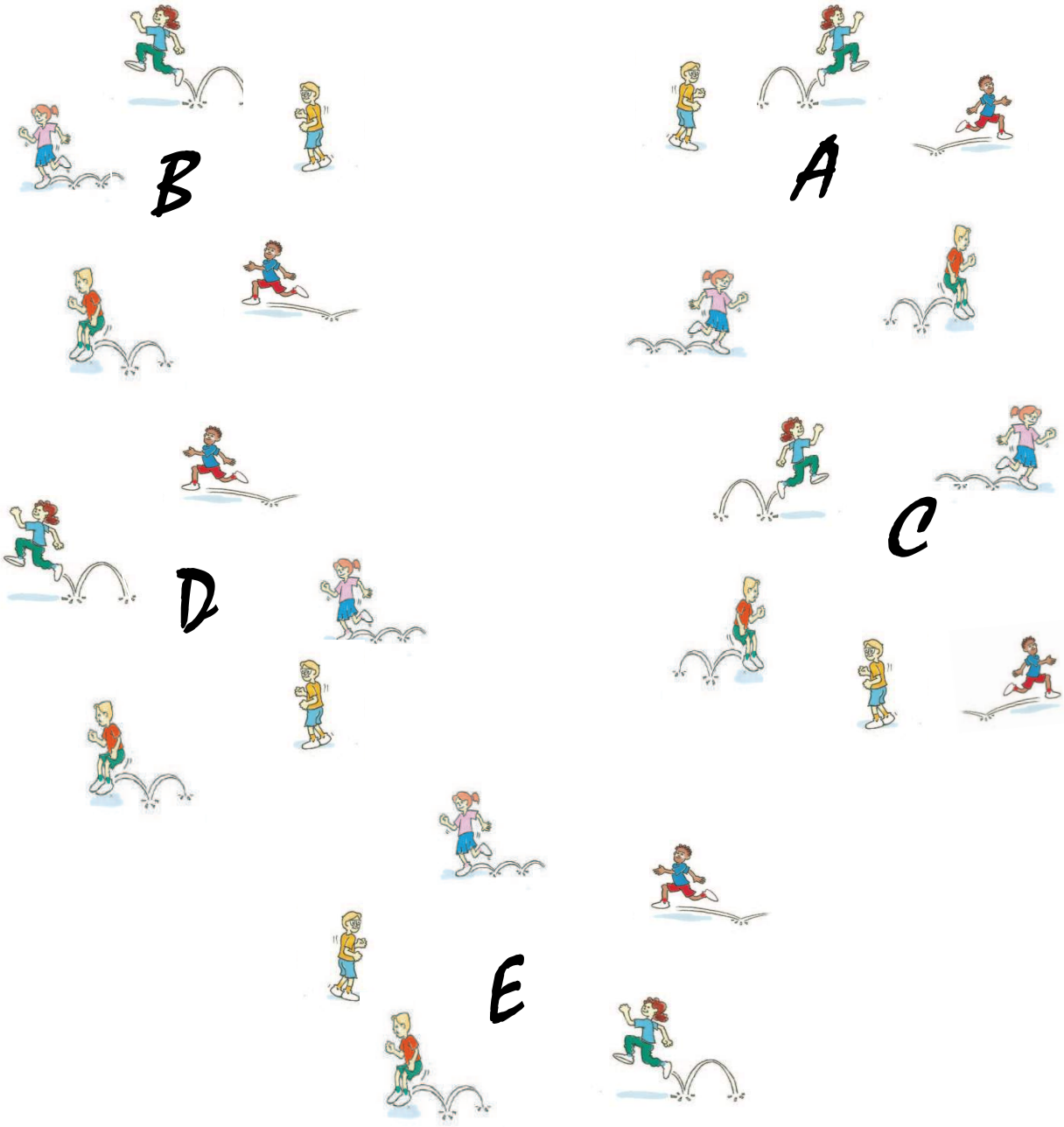
Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 21
Culminating event
Part (B)

Objectives

1. Show fair play and sportsmanship during competitions
2. Apply start and shot put competition with best effort and technique
3. Cooperation between teams.
4. Take roles seriously
5. Take precise decision making by officials and precise score writing
6. Show what you learned during the whole season experience.

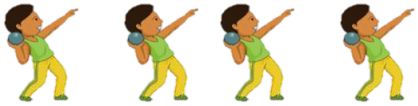
All groups will do their warm up in their assigned areas

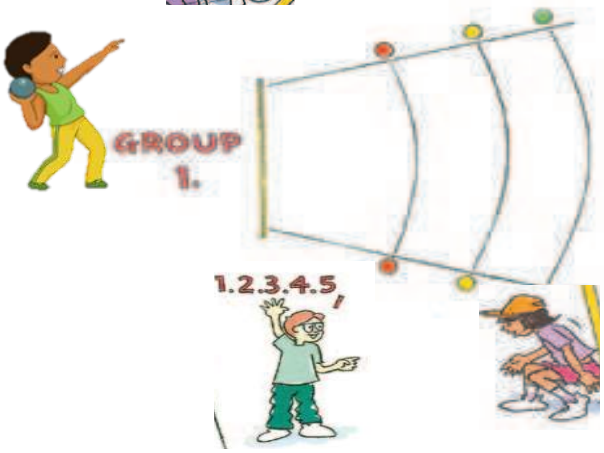


Competition starts
Team C will be the officials acting as the duty team

Team A, B, D, and E will do their attempts first
Then the officials. Teacher will choose one of the other teams to be officials

Team A



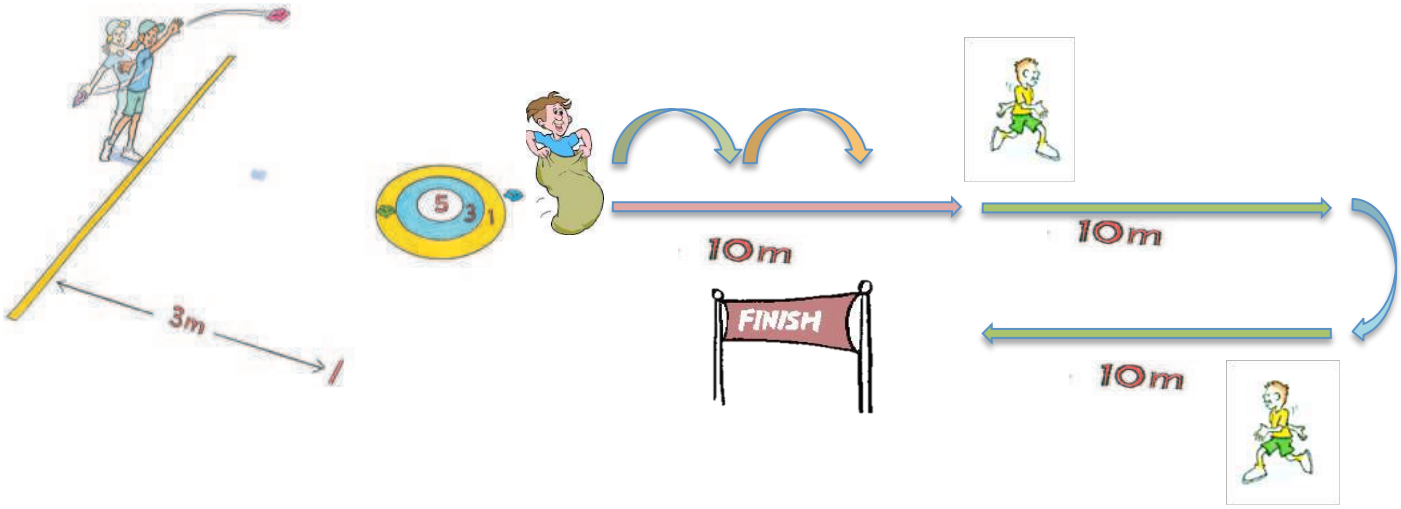


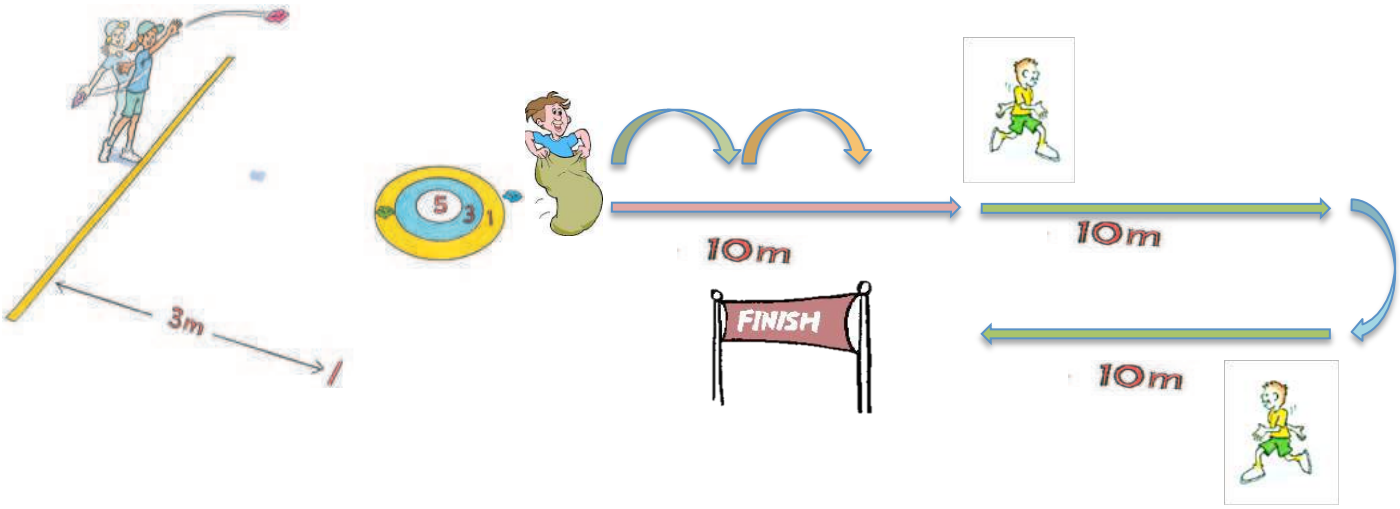
Team B

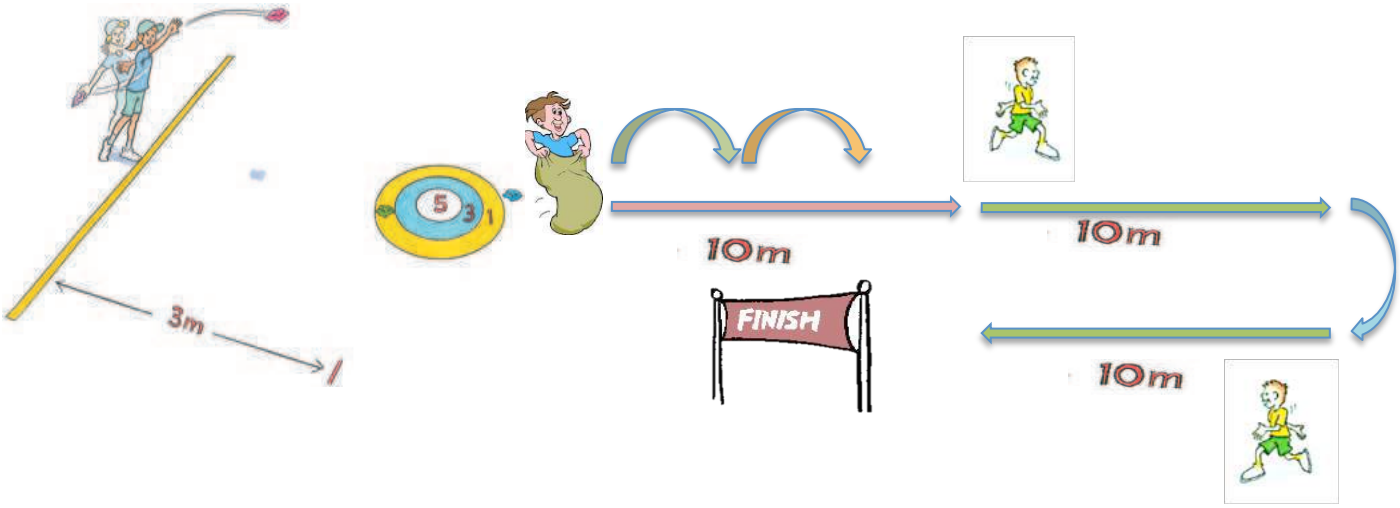
Team D

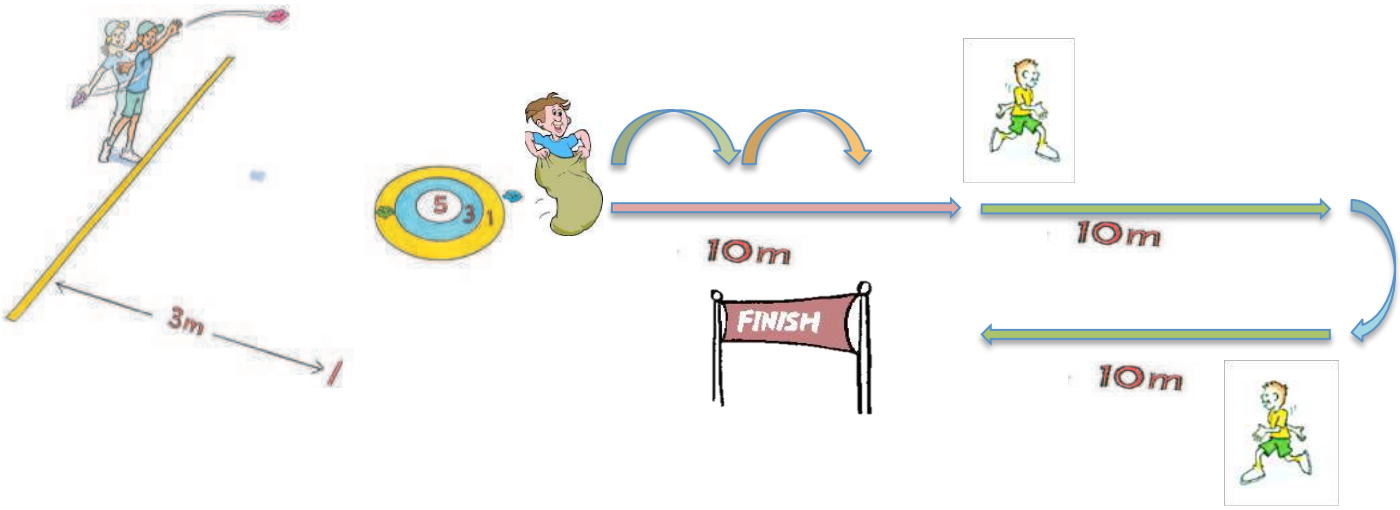
Team E

Athletics game led by teacher include all three skills








5
3
1
3m
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FINISH
10m
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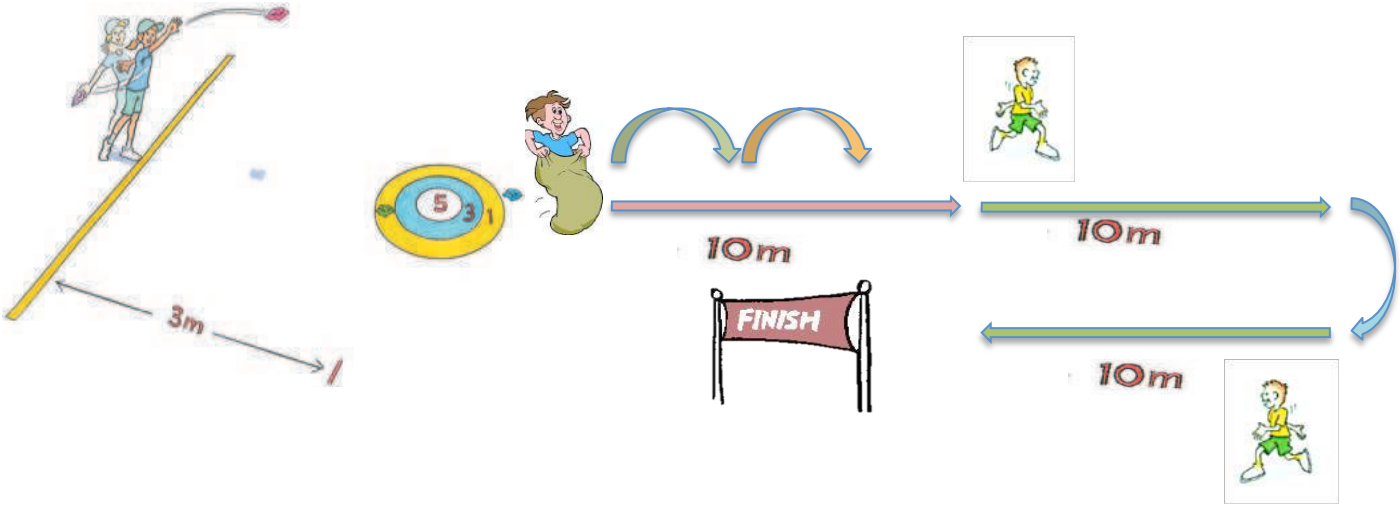
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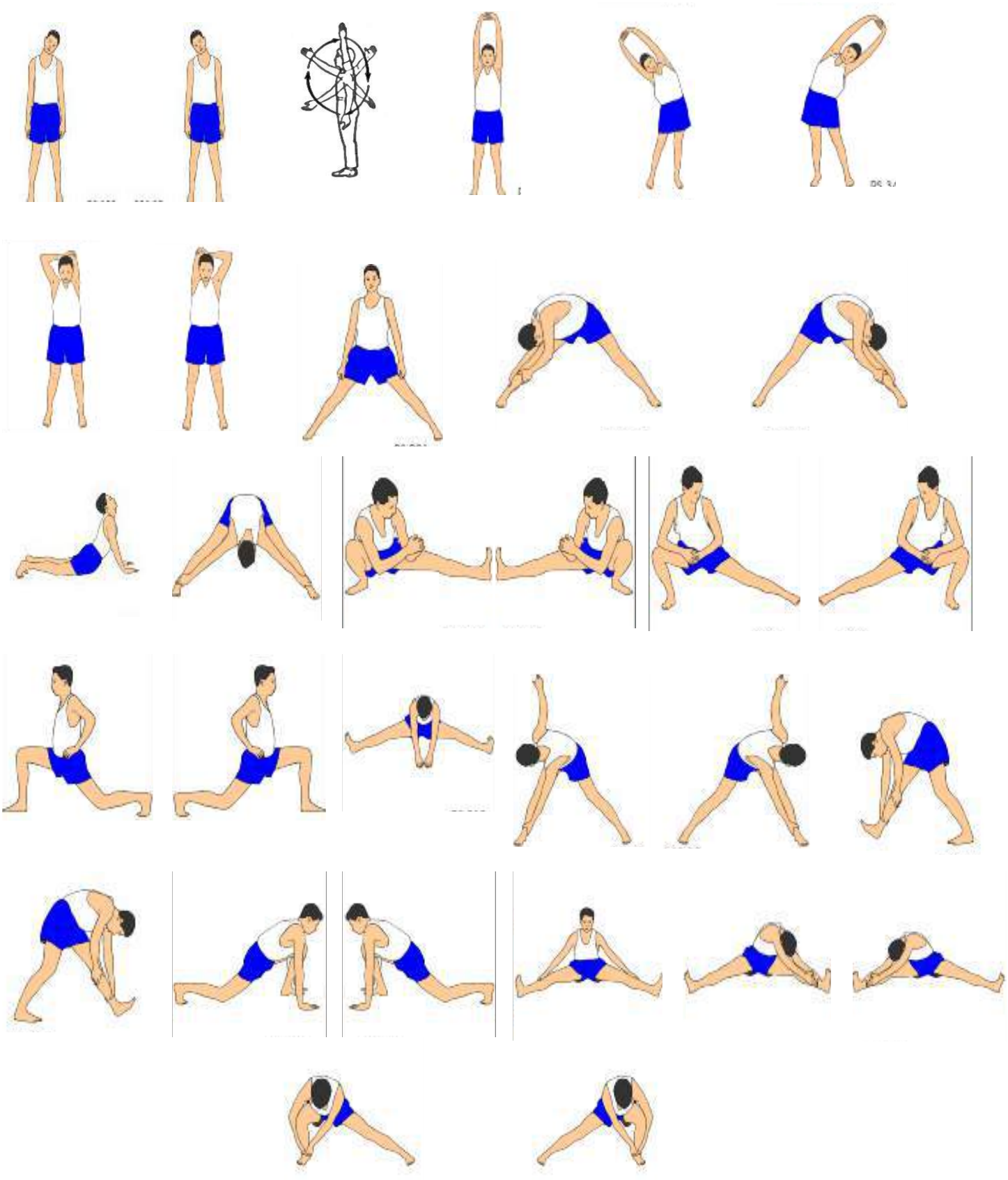
Cool down



Return the equipment by equipment captain (he can ask for help from their team mates)

Lesson 22
Festival day

Festival programme

1- Welcome speeches and introductions
2- Team attendance
3- Warm up in teams
4- Individual team dances/chants
5- Push up exercise
6- Small team-based game, known locally as " paper and basket"
7- Skill training/practice/last preparation
8- Team competition: sprint, shot put, long jump
9- Cool down in teams
10- Results: winning teams announced, cups presented.
11- Individual certificates presented to all pupils for their full participation in the season,
12- Individual certificates: best improvement in performance, best scores in the three skills,
13- Individual certificates & cups for best captain in doing their role, best trainer captain, best organizer captain, best scorekeeper captain, best equipment captain, and best official captain.
14- Pictures taken for items 10-13
15- Final closing remarks and depart

Table : Agenda for the Culminating Festival in Kuwait.

Final team season results (this is include all daily points and culminating events

Class 6\1 teams names	Total season points	Ranking
Tigers	286	First
Dragon warrior	278	Second
Killers	262	Third
Wolfs	256	Fourth
Skills	250	Fifth
Class 7\2 teams names	**Total season points**	**Ranking**
Kings	298	First
Dark Angels	294	Second
Stars of League	272	Third
National Wawan	270	Fourth

Rewards

all the points will be collected and teams will be ranked based on their points and will have medal and certificates

First → black

Seconds → blue

Third → green

Forth → yellow

Fifth → red

References

Morgan, k. (2003). Athletics challenges A resource pack for teaching athletics Cardiff: UWIC Press.

Athletics Play (2010) Australian Sports Commission.

Siedentop, D., Hastie, P. and Van der Mars. H. (2011) *Complete Guide to Sport Education*. Champaign: Human Kinetics

UNIVERSITY OF Southampton

Excellence in participation Award
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education **Date28/4/ 2016**

UNIVERSITY OF Southampton

Excellence in participation

Excellence in best coach
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date **28/4/ 2016**

UNIVERSITY OF Southampton

Excellence official
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date**28/4/ 2016**

UNIVERSITY OF Southampton

Excellence in peer teaching and cooperation
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date**28/4/2016**

UNIVERSITY OF Southampton

Excellence in performance improvement
Presented to

_____

For contributing to an excellent season

thebest

_____ _____

Sport Education Date **28/4/ 2016**

UNIVERSITY OF Southampton

Excellence in performance
Presented to Equipment Captain

For contributing to an excellent season

Sport Education

Date **28/4/ 2016**

UNIVERSITY OF Southamptor

Excellence in sportsmanship Award
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date 28\4\2016

UNIVERSITY OF Southampton

Excellence in performance
Presented to Scorekeeper Captain

For contributing to an excellent season

Sport Education

Date**28/4/ 2016**

UNIVERSITY OF Southampton

Excellence in Best Organizer Captain Award
Presented to

_____

For contributing to an excellent match

_____ _____

Sport Education Date **28/4/ 2016**

UNIVERSITY OF Southamptor

Excellence in fair play Award
Presented to

_____

For contributing to an excellent season

Sport Education

Date**28/4/ 2016**

UNIVERSITY OF Southampton

Excellence in performance improvement
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date28\4\2016

UNIVERSITY OF Southampton

Excellence in participation Award
Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date 28\4\2016

UNIVERSITY OF Southampton

Best score in long jump Presented to

_____

For contributing to an excellent season

Sport Education

Date28\4\2016

UNIVERSITY OF Southampton

Best score in start and sprint Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education

Date28\4\2016

UNIVERSITY OF Southampton

Best score in shot put Presented to

_____

For contributing to an excellent season

_____ _____

Sport Education Date28\4\2016