

Case 2

Team Leadership

Preparation for Discussion

To prepare you and your students to use/discuss Case 2 on Team Leadership, and to help familiarize yourself with the Sport Education instructional model, you might want to review the following chapter related to Sport Education.

Chapter 11, “Sport Education: Learning to Become Competent, Literate, and Enthusiastic Sportspersons.” In Metzler, M. W. (2011). *Instructional models for physical education, 3e*. Scottsdale, AZ: Holcomb Hathaway.

See also www.hhpcommunities.com/metzler/ and search for “Sport Education.”

Discussion Prompts for Case-End Questions

To assist you in generating class discussion, we have provided responses to the questions that follow the case. These responses are based on the authors’ perspectives and are intended only to serve as a guide to your thinking. Other perspectives can and should be considered in addressing such dilemmas; there are other effective ways to respond to these questions and related issues arising in physical education settings.

1. What is the critical issue in this case?

Two teams in the physical education class using the Sport Education Model are not functioning as effectively as Tony thought they would. In one case, team members are not following the directions given by the captain, and in the other the captain is providing no direction to her peers in the student led scrimmages.

2. What does Tony feel the role of a volleyball captain should be according to his understanding of the Sport Education Model?

Tony thinks the captain should be able to direct the team in learning and practice situations. They should help teach some of the skills and strategies to their teammates and also act as a resource for other students. Tony speaks with the captains each day—describing the goal for the session and then providing them with a set of tasks to achieve that goal. He expects the captains to teach the tasks to the students and help them work on these tasks during the lesson.

3. From Tony’s perspective, what is the problem? What are the captains doing or not doing that bothers him?

Clarence's team is not listening to him, as captain, but to other team members. Clarence has not behaved nicely to his team members and has yelled at several of them instead of encouraging them. Tony believes that Clarence should encourage his teammates to participate rather than yell at them.

Joelle has not been able to establish leadership of her team. The team cannot decide on a team name or a warm-up routine, and Joelle is unable or unwilling to assist them in coming to a consensus on these issues. She does not require the team to follow the task Tony has given to the captains. As a result, the students are not getting much playing time or focusing on the goals of the lesson.

4. What benefits does Tony believe the use of the Sport Education Model will provide to his classes?

He hopes it will help the students assume some responsibility for their own learning. He thinks that a sense of control over the day's activities will allow all students to develop a sense of ownership and belonging to the class. He also anticipates that—in providing opportunities to be involved in activities such as refereeing and keeping statistics—the students will find something they really like. Another benefit is to give the captains the chance to develop and use their leadership skills. Additionally, the students work in teams to gain a better understanding and respect for one another.

5. What are some other appropriate methods for selecting captains and teams in physical education? Which would you suggest that Tony consider using when the next opportunity for captain and team selection occurs?

The first half of this question is meant to serve as an opportunity to explore possible options for team selection. The idea is to generate options other than numbering off and choosing right in front of the class. Ask students to use their imagination in developing a fair and sensitive approach to selecting captains and teams. The students can also discuss selection options they have used or been exposed to during their physical education experiences.

Depending on the answers generated, you might suggest alternatives:

- Students play and captains (selected by the teacher) choose players for teams. Captains are then assigned to different teams.
- Students' names are placed on index cards that are laid face down on the gym floor or a table; captains then select a set number of cards without seeing the names.
- Students vote on captains who then select players based on skill assessment and place them on teams.

6. Should the selection of appropriate captains be a concern when using the Sport Education Model? Why or why not?

Your students might determine that the role of captain or any roles on the teams should not be taken lightly. The success of sport education is somewhat dependent on the strength and leadership abilities of the captains and the abilities of the students to understand the nature of that role and

how their success is determined in part by their willingness to work with their peers and their captain to achieve the lesson goals.

7. What options does Tony have in dealing with the captains who are having problems with their teams?

Tony could have a discussion with each captain individually and then with each team to air the problems. He might try to provide clear examples for the captains of how they should work with their team. The student captains could be given the opportunity to step down from their role or provided with another chance to act as leader. This chance may be after the class has an open discussion about their role on sport education and how they can assist their captains in fulfilling their responsibilities.

8. How might teachers assess the leadership abilities of their captains?

Brainstorm ideas for evaluating captains of teams. Another consideration might be the value of pre-testing individuals' leadership abilities before having team selections.

Discussion might involve developing a rubric of some type to evaluate the fulfillment of each role on the team during the season.

9. What role might students have in choosing a leader? What might be some advantages of having students involved in this process? The disadvantages?

Brainstorm possible ways in which students might be involved in captain selection. Possibilities might include that students can nominate others to be captains and then captains are voted on by the class.

Incorporate a week or so of initiatives that focus on cooperative learning and teamwork that allows all students to get to know each other and the teacher before any captains are chosen.

A disadvantage might be that the most popular students are selected all the time, even if they are not capable leaders.

10. What might teachers do to help students learn to take on leadership roles?

Discussion might involve determining the importance of incorporating team building activities before the Sport Education Model is implemented. It might be helpful to discuss teamwork and its relationship to sport education and if teachers can help the leadership process.

11. Are there different effective leadership styles, and if so, which one(s) would be most appropriate for your physical education program?

Have students investigate effective leadership styles in the physical education classroom and discuss their findings. Students could also discuss the leadership styles they have been exposed to and express their opinions on which would be a style they would use as teachers.

This question could provide an opportunity to observe several physical education classes to observe styles used in the schools, not only the styles theorized.

12. What are some related issues and questions raised by this case?

A question generated by this issue might be how much should a teacher know about a new technique or model before they attempt to implement it in their classes. The need for having a follow up to the workshop might be discussed as the model is implemented to discuss issues that arise. Is being a participant in a workshop enough to provide a clear understanding of new instructional techniques and methods?

13. What strategies might you use to address these issues?

You might consult with colleagues in your school or district to see how they implement curricular or instructional innovations.

Suggested Enrichment Activities

1. Interview a teacher regarding team selection or Sport Education.

This can be accomplished in several ways. You could send students out into the schools in which you have a cooperative agreement and have them ask the physical education teachers about with the strategies they use in team selection in class and on teams and what issues these options raise for them and their students. If they use the Sport Education Model pre-service teachers might observe the beginning sessions of the unit to observe how students are selected and discuss this with captains and their classmates. You could also address the teacher's understanding about the Sport Education Model and why they have or haven't implemented the model.

Another means to handle this is to have an e-mail list of in-service teachers willing to discuss some concerns with your students. You might establish "e-mail buddies," an in-service teacher paired with a pre-service teacher, to communicate concerns and ideas mentioned in class.

Having a panel of classroom teachers come to your class to discuss these issues with your students might be another option.

2. Search websites for suggestions on addressing the concerns discussed above.

A site to start with is PE Central (www.pecentral.org/). From this site students might get other links that address concerns discussed. Compile a listing of the most helpful sites found.

3. Develop an implementation package for the Sport Education Model.

Have students work together to develop forms and materials needed to implement the Sport Education Model. Possible items for inclusion might be job descriptions for each role commonly used in teams (see the example in Figure 2.1 on the following page), assessment sheets for the evaluation of students fulfilling the roles, and stat sheets for game assessment of team players. Any items thought to be of importance could also be developed and included in this package.

Figure 2.1 Sample job duty descriptions.

Coach

Specific job duties:

- * Direct team in practice.
- * Teach new skills and tactics to all team members.
- * Help all players on the team.
- * Join with Sports Board Member to settle disputes on team.
- * Listen to team members when making decisions. Be sure all team members have input.
- * Review and discuss team warm up with teacher.
- * Make suggestions to team in order to help performance.
- * Make substitutions in games. All members get to play.

Scorer

Specific job duties:

- * Collect score during games and record appropriately.
- * Keep track of time or points in game.
- * Report any inappropriate actions during games to Sports Boards members.
- * Teaches other members of team scoring procedure.

Statistician

Specific job duties:

- * Collect game scores from scorer and record them appropriately.
- * Record score when scorer is involved in game play.
- * Make offensive, defensive, or practice suggestions to coach based on data collected on players and team.

Equipment Manager

Specific job duties:

- * Make sure equipment is ready for team at start of lesson.
- * Make sure each player has the needed and appropriate equipment for the day.
- * Report broken or malfunctioning equipment to teacher.

* Collect equipment at end of lesson and help store equipment.