INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6” x 9” black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA
313/761-4700 800/521-0600
HIGH SCHOOL STUDENTS' PERCEPTIONS OF AND RESPONSES TO CURRICULUM CHANGE IN PHYSICAL EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of the Ohio State University

By

Gary David Kinchin, B.Ed.(Hons), M.A.

The Ohio State University
1997

Dissertation Committee:
Dr. Mary O’Sullivan, Adviser
Dr. Daryl Siedentop
Dr. Deborah Tannehill

Approved by

[Signature]
Adviser

[Signature]
College of Education
ABSTRACT

Little attention has focused on the perspectives and voices of students during an active period of curricular innovation. The purpose of this study was describe and interpret the perspectives and responses of high school students to the implementation of an innovative unit of instruction known as a "Sport Culture Unit" and included a practical and theoretical component. Sport Education was employed to provide students opportunities to engage in the practice of sport. During the classroom-based component students critiqued several contemporary social issues in sport and physical activity through public presentations, private journals, class discussion and group work. Three major research questions drove the research. The first described ways in which students demonstrated resistance or acceptance of the unit and explanations of student responses were sought from the teacher and students. The second examined the extent to which exposure to the unit influenced students' views of physical education. The third question focused upon the degree to which students became critical consumers of sport and physical activity in their schools, communities, and wider society.

Qualitative techniques guided the collection of data including: student focus group interviews, semi-structured interviews with the teacher, student journals, non-participant observation, informal observations and conversations, analysis of samples of students' work and public presentations. A pre and post-unit student questionnaire was used and descriptive statistics reported. Inductive analysis of the data permitted the development of several key themes and the emergence of six student groups to assist the analysis and
interpretation of the data. Students’ levels of thinking were deductively analyzed using a hierarchy of student response categories.

Students generally responded favorably to the unit. Students were observed adjusting and subscribing to some principles of Sport Education and achieved several of its social and personal outcomes. Students engaged in discussions of social issues and generally wrote thoughtful responses in their journals. Resistance to both components was made known overtly and covertly. Some students avoided their roles and warming-up, disliked lecture, homework, and/or completing projects. As a function of the six student groupings the unit made many think differently about physical education. A number showed some evidence of becoming critical consumers of sport and physical activity in their school and wider society. Differences in levels of thinking were apparent on the basis of gender, grade level, and perspectives on the classroom component. To assist future efforts on change and innovation in secondary physical education the study provided some insight into what students know and value about physical education curriculum and schooling.
To Valerie...
ACKNOWLEDGMENTS

This study has been an attempt at examining change. I would like to acknowledge several people who have accompanied my efforts with change and offered their guidance and support to my work.

My adviser Mary O'Sullivan has been a model of professionalism. She has fostered my independence and self-reliance but helped me realize that all of us in life sometimes need assistance. You have my utmost respect and my sincere thanks for your contributions to this study.

Daryl Siedentop has provided critical insights into my work and helped me better understand the teaching field. I feel fortunate to have benefited from his tutelage and contributions to my life and graduate studies.

Deborah Tannehill has had a large impact on my graduate work. She has positively influenced my work ethic and provided quality advice and instruction. Your enthusiasm for my development as a teacher educator is very much appreciated.

Sandy Strook, Sam Hodge, Shan Bumgarner, and Camille O’Bryant have provided intellectual support and encouragement for my work and time at this university.

To former graduate students Mensah Kutame, Emyr Williams, and Kathy La Master, I thank you all for our friendship, our time together and your interest in the progress of this work. To current colleagues, especially Kim Gall, Nancy Knop, Clive Pope, and Ann-Catherine Sullivan, I am indebted to your sound advice, guidance, good cheer, and assistance with reliability.
To the teacher and the students who participated in this study. A huge thank you for letting me become a part of your lives in order that I may better understand your perspectives.

To my dear friend Dr. Peter Travers who first steered me in the direction of graduate work and to John Howells for such fine council on the benefits of further study beyond my own country.

My sincere gratitude and deepest affection go to my parents and family in England who always encouraged me to follow my dreams and provided me the strength and persistence to take this journey.

For Valerie, Aimee, and Ashleigh who have taught me the true meaning of the word 'sacrifice'. Thank you for being here and for your continual love and support.
VITA

August 8, 1966
Born - Enfield, England

1984-1988
B.Ed.(Hons), The University of Exeter, England

1988-1993
Physical Education and Science Teacher, Taunton Manor School, Surrey, England

1993-1994
M.A., Physical Education Teacher Education, School of Health, Physical Education, and Recreation, The Ohio State University, Columbus, Ohio

1993-1997
Graduate Teaching Assistant in Physical Education Teacher Education, The Ohio State University, Columbus, Ohio

PUBLICATIONS


FIELDS OF STUDY

Major Field: Health, Physical Education, and Recreation
Concentration in Physical Education Teacher Education Studies in Sport Pedagogy, Dr. Mary O'Sullivan, Dr. Daryl Siedentop, Dr. Deborah Tannehill, Dr. Sandra Stroot, Dr. Jacqueline Herkowitz

Minor Field: Educational Change
Dr. Brad Mitchell
# TABLE OF CONTENTS

Abstract........................................................................................................................ ii
Dedication .................................................................................................................... iv
Acknowledgments........................................................................................................... v
Vita.................................................................................................................................. vii
Table of Contents..................................................................................................... viii
List of Tables............................................................................................................. xii
List of Figures...................................................................................................... xiii

Chapters:

1. Introduction........................................................................................................... 1
   Student Voice and Resistance........................................................................ 3
   Curriculum Change and the Student......................................................... 4
   Curriculum Change in Physical Education............................................. 5
   Student Voices in Physical Education............................................... 6
   Statement of the Problem................................................................. 7
   Purpose of the Study........................................................................ 9
   Research Questions........................................................................ 10
   Limitations/Delimitations................................................................. 10
   Definition of Terms........................................................................ 10
   Significance of the Study................................................................ 12

2. Review of Literature........................................................................................... 13
   Curriculum Change.............................................................................. 13
   A Framework for Understanding Curriculum Change.......................... 14
   Theoretical Perspectives on Curriculum Change..................................... 14
   High School Physical Education and Curriculum.................................. 20
   Discussing Controversial Issues......................................................... 28
   Challenges For High School Physical Education.................................. 30
   Student Voices.................................................................................... 37
   Student Voices on Teaching and Schooling...................................... 37
   Student Voices on Innovation........................................................... 41
   Student Voices in Physical Education.............................................. 42
   Student Resistance........................................................................... 47
   General Education........................................................................... 47
   Physical Education........................................................................... 50
### 3. Methodology

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Framework</td>
<td>52</td>
</tr>
<tr>
<td>The Use of Qualitative Methods in Physical Education</td>
<td>53</td>
</tr>
<tr>
<td>The Birth of the Sport Culture Unit (SCU)</td>
<td>53</td>
</tr>
<tr>
<td>Development of 'Volleyball as a Sport Culture Unit'</td>
<td>56</td>
</tr>
<tr>
<td>Why this unit?</td>
<td>57</td>
</tr>
<tr>
<td>Entree</td>
<td>58</td>
</tr>
<tr>
<td>Research Setting and Subjects</td>
<td>58</td>
</tr>
<tr>
<td>The Teacher</td>
<td>59</td>
</tr>
<tr>
<td>Assessing Students</td>
<td>60</td>
</tr>
<tr>
<td>Student Subjects</td>
<td>61</td>
</tr>
<tr>
<td>Formation of Focus Groups</td>
<td>61</td>
</tr>
<tr>
<td>Data Collection</td>
<td>63</td>
</tr>
<tr>
<td>Interviewing</td>
<td>63</td>
</tr>
<tr>
<td>Focus Group Interviews with Students</td>
<td>64</td>
</tr>
<tr>
<td>Teacher Semi-Structured Interviews</td>
<td>64</td>
</tr>
<tr>
<td>Recording and Transcribing Interviews</td>
<td>65</td>
</tr>
<tr>
<td>Non-Participant Observation</td>
<td>65</td>
</tr>
<tr>
<td>Student Journals</td>
<td>66</td>
</tr>
<tr>
<td>Informal Conversations</td>
<td>67</td>
</tr>
<tr>
<td>Videotape Samples of Student Final Presentations</td>
<td>67</td>
</tr>
<tr>
<td>Student Written Assignments</td>
<td>67</td>
</tr>
<tr>
<td>Student Perceptions Survey Questionnaire</td>
<td>68</td>
</tr>
<tr>
<td>Validity and Reliability of Instrument</td>
<td>68</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>69</td>
</tr>
<tr>
<td>Reliability of Coding Student Presentations and Journal Entries</td>
<td>69</td>
</tr>
<tr>
<td>Researcher Subjectivity</td>
<td>70</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>70</td>
</tr>
</tbody>
</table>

### 4. Results

1.1 In what ways do students demonstrate resistance to or acceptance of a 20-day volleyball unit in high school physical education?          | 75   |
| Students' Acceptance of Sport Education Sessions                       | 75   |
| Team Affiliation                                                       | 75   |
| Helping Others/Being Helped                                            | 75   |
| Cooperation                                                            | 78   |
| Having Responsibility                                                  | 81   |
| Having Fun                                                             | 84   |
| The Culminating Event                                                  | 85   |
| Students' Resistance to Sport Education Sessions                       | 87   |
| Fulfilling Roles                                                       | 87   |
| Not Warming-Up                                                         | 89   |
| Boy-Girl Relationships of Teams                                        | 91   |
| Team Relationships During The Culminating Event                        | 93   |
| Students' Acceptance of Sport Studies Sessions                         | 94   |
| Discussing Social Issues in Sport                                      | 94   |
| The History of Volleyball Presented Using Computer Technology          | 98   |
Writing Journals.............................................................................. 99
Student Resistance to Sport Studies Sessions..............................101
Conditions for Classroom Work.....................................................101
Homework and Presentations in Physical Education....................102
Teacher Lecture.............................................................................103
Categories of Student Resistance..................................................104
Categories of Public Resistance.....................................................104
“Goofing Off”.................................................................................105
Interrupting the Teacher...............................................................108
Overt Unrelated Work.................................................................110
Categories of Private Resistance....................................................111
Zoning Out.....................................................................................111
Covert Unrelated Work.................................................................112
Non-Completion of Homework Assignments...............................113
Summary.........................................................................................114

1.2 How do students and the teacher explain and justify students’ responses
to the 20-day volleyball unit?..........................................................114
Student’ Notions of Work in Physical Education.........................115
Student’ Evaluation of Teaching.....................................................118
Student Centered Instruction..........................................................118
Boredom........................................................................................123
The Perceived Relevance of Learning Experiences........................125
Not Understanding the Significance of Homework Assignments...127
Teacher Perspectives on Student Responses to the Unit................128
Comfort Level...............................................................................129
Adolescent Expectations...............................................................137
Credit For Physical Education.......................................................137
Getting the Message Across..........................................................140
Summary........................................................................................141

2. In what ways did exposure to a new unit of instruction influence students’
views of physical education?..........................................................142
Student Questionnaire....................................................................142
Student Cases..................................................................................143
Formation of Student Groupings.....................................................145
Eager Believers...............................................................................145
Jaimee.............................................................................................146
Michelle..........................................................................................149
Ballers..............................................................................................152
Craig...............................................................................................152
Fringe Players..................................................................................156
Renee..............................................................................................156
‘Big Dogs’.....................................................................................156
Don Juan........................................................................................160
Wannabe’s.....................................................................................166
Emmett............................................................................................167
Boffins............................................................................................171
Tim.................................................................................................172
Summary........................................................................................177
3. To what degree did high school students become critical consumers of sport and physical activity in their schools, communities, and wider society ................................................................................................... 178

Differential Levels of Thinking Among Boys and Girls............... 183
The Prevailing Topic.................................................................. 187
Student Final Presentations...................................................... 188
Summary.................................................................................... 192

5. Discussion/Conclusions/ Implications/Recommendations............... 194
Research Question 1.1 and 1.2 .................................................. 194
Adjusting to Responsibility...................................................... 195
A ‘Familiarization Period’........................................................ 197
The Lure of Competition........................................................ 199
Boy-Girl Relationship on Teams............................................. 200
Skill Development................................................................... 202
Who is served?....................................................................... 203
Setting Homework................................................................. 205
Student Resistance................................................................. 206
Goofing Off........................................................................... 208
Research Question 2............................................................... 210
The Social Construction of Masculinity............................... 210
The Interplay of Masculinity Among Big Dogs & Wannabes...... 213
The Emergence of the Boffin.................................................. 215
Drawing in the Fringe Player: Differing Images of Achieving Centrality within Teams ........................................... 216
Research Question 3................................................................ 217
Capitalizing upon the Student Sporting Social Agenda.......... 219
Open Gym................................................................................. 220
Pedagogical Difficulties Teaching About Social Issues............. 221
It's new, different, so bound to be tough!............................... 221
Classroom Climate................................................................. 222
Instructional Formats & The Teachers' Role......................... 223
Conclusions............................................................................ 224
Implications of the Research.................................................. 226
Recommendations for Future Research................................. 227

APPENDIX A.................................................................................. 229
APPENDIX B.................................................................................. 231
APPENDIX C.................................................................................. 235
APPENDIX D.................................................................................. 237
APPENDIX E.................................................................................. 239
APPENDIX F.................................................................................. 241
APPENDIX G.................................................................................. 245
APPENDIX H.................................................................................. 249
APPENDIX I.................................................................................... 252
APPENDIX J.................................................................................... 254

LIST OF REFERENCES.................................................................. 259
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demographics of Student Subjects</td>
</tr>
<tr>
<td>2</td>
<td>Perceptions of Students Toward an Innovative Course in Physical Education</td>
</tr>
<tr>
<td>3</td>
<td>Summary of Students' Prior Views of Physical Education and their Views of Sport Education and Sport Studies Components After the Unit</td>
</tr>
<tr>
<td>4</td>
<td>Frequency Counts of Students' Levels of Thinking Within The Taxonomy as Differentiated By Grade Level</td>
</tr>
<tr>
<td>5</td>
<td>A Chronology of Individual Student's Levels of Thinking in Private Journals and Two Public Presentations</td>
</tr>
<tr>
<td>6</td>
<td>Topic Choices For Final Presentation</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>Description</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Sport Culture Unit in High School Physical Education: A Chronology</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>The Objectives and Characteristics of the Sport Education and Sport Studies</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Components</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

The majority of bold initiatives associated with school restructuring assert students must change in order to be better prepared for the 'real adult world' (Corbett & Wilson, 1995). These changes include improved student academic achievement, developing a more positive attitude toward self and others, and to learn cooperatively rather than passively. Too often the voices and perspectives of students have been absent from plans connected to school improvement (Murphy & Beck, 1995). Children and youth occupy a small part of the literature on changing education (Corbett & Wilson, 1995). Ruddock, Chaplain, and Wallace (1996) argued; "...pupils' account of their experience should be heard and should be taken seriously in debates about learning in secondary schools" (p.2).

There is a paucity of research that informs us of how students experience the curriculum (Erickson & Shultz, 1992) and respond to current initiatives within the school curriculum (Corbett & Wilson, 1995; Mac-an-Ghaill, 1992; Ruddock, 1986; 1991; Ruddock et al. 1996; Shanks, 1994 SooHoo, 1993). While the literature offers some insight into adult receptivity and responses to change (Fullan & Miles, 1992; Sparkes, 1987; 1991), little attention has focused upon the perspectives and voices of students during an active period of curricular innovation (Fullan, 1991; Ruddock, 1991). Fullan (1991) stated that students are rarely thought of as participants in the change process and very seldom asked to share their reactions to and perspectives on curriculum change and school reform.
Fullan (1991) asked;

"What would happen if we treated the student as someone whose opinion mattered in the introduction and implementation of change in schools (p.147).

Legislators, educators, and scholars have typically failed to act upon this suggestion.

Recently authors have called for studies which investigate the role and responses of students to educational change (Corbett & Wilson, 1995; Nieto, 1994; Wachholz, 1994). Some advocate use of the qualitative paradigm to seek the perspectives and reactions of students (Corbett & Wilson, 1995). Several suggestions for future research were proposed: 1) identify student responses to curriculum change efforts, 2) explore and describe the concerns and perspectives of students during the process of change, 3) compare and contrast student concerns about change with those of teachers and, 4) ascertain the degree to which students can critique new educational experiences and appraise the value and relevancy of new content within the curriculum. Nieto (1994), an advocate of students as a source for school and curricular improvement cautioned: "...[involvement] is not meant to suggest that their ideas should be the final and conclusive word in how schools need to change" (p.398).

Corbett and Wilson (1995) supported involving students in an appraisal of the curriculum change process because it: a) has considerable substantive value, b) might assist teachers to realize students are not subordinate, c) could help address more fully the personal and organizational concerns that change brings to all in schools, d) contributes to an understanding of what students know and value about schooling and the curriculum. Furthermore Sarason (1990) suggested students' experiences of change could assist educators to bridge the gap between school and the world beyond its gates, and open up opportunities for improved learning for all in classrooms.
Corbett and Wilson (1995) speculated why students have not been active participants in the change process. These include cost, the numbers of students in schools, and a belief among some that students have limited knowledge on issues of schooling. Ruddock et al. (1996) claimed the potential for personalized comments from students about their school, their coursework, and their teachers could be an additional discouragement.

**Student Voice and Resistance**

Ashcroft (1987) described a power structure existing in many schools which places students at the bottom of its hierarchy. Some students experience difficulty making their voices heard and often resist schoolwork, discipline, and school-related activities as a way to negotiate their rights with school authorities. Sun (1995) noted that student resistance to schooling is an important issue in contemporary education. Student resistance has been a subject of inquiry in elementary schools (Spaulding, 1995), high schools (Alpert, 1991), and undergraduate settings (Lewis, 1990; Tatum, 1992).

Scholars have conceptualized student resistance from a neo-Marxist framework within a sociology of education (Anyon, 1981; Erickson, 1984; 1987, Giroux, 1983). This viewpoint considers resistance to schooling as a challenge to and dispute with the dominant school ideology which is incongruous with some student life experiences, especially those from subordinate social groups. Other scholars including Larson and Richards (1991) consider student resistance to be a consequence of boredom in the classroom. They reported some students skipped school or class, made fun of the teacher, or disrupted lessons because they were bored with the nature of content. Spaulding (1995) categorized incidences of student resistance as either passive or aggressive while Alpert (1991) described a number of observable modes of student resistance. These included arguing with peers or the teacher, reluctant participation, and criticism of the teacher.

Many educators consider resistance to be in opposition to learning and to curriculum change and educational reform (Brookfield, 1991; Fullan & Miles, 1992).
Brookfield (1991) indicated students resist learning for several reasons: a lack of clarity in teachers' instructions, lack of relevance and meaning for them to the learning activity, and a disjunction between learning and teaching styles. Studies indicate students are remarkably current on the best ways to teach. Phelan, Davidson, & Cao (1992) revealed high school students had much to say about school, classroom conditions, themselves as learners and members of a school population and if there were people that were willing to take them seriously.

**Curriculum Change and The Student.**

Based upon the little which is known about what students think of educational change, Fullan (1991) proposed four student reactions to change; indifference, confusion, temporary escape from boredom, and a heightened interest and engagement with learning and school. Some of these reactions were evident in early ethnographic studies which observed how students responded to innovations. Smith and Keith (1971) carried out a case study of elementary students in a new open-education setting and found children confused and unable to adopt new roles and responsibilities brought upon by the change. Denscombe (1980) watched how secondary students in humanities classes responded to a move toward a more integrated curriculum. As a consequence of some features of the humanities innovation such as open teaching and small group assignments, students developed many strategies to avoid work in order to socialize with peers or the teacher.

Of late, studies using qualitative data collection techniques have investigated elementary students' responses to a standardized curriculum (Shanks, 1994). Jegede, Fraser, and Okebukola (1994) interviewed some secondary students to ascertain their perceptions of an innovative socio-cultural model to teach science and Mac an Ghaill (1992) studied student perspectives on a plethora of school reforms introduced into one British secondary school, including the national curriculum. Through interviewing and non-participant observation Mac an Ghaill (1992) described student perspectives on the
changing nature of school work, teaching methodology, and teacher-student interactions. In his study interviews revealed many disparate perspectives between teachers and high school students on the purposes and outcomes of school reforms.

Within the general education literature studies have attempted to determine the effects of specific alterations in instruction on the attitudes of high school students through the inclusion of new teaching strategies, new units, innovative curriculum, new technology, and computers in several school subjects including civics (Bird, Sullivan Avery, Thalhammer, & Woods, 1994), science (Hill, Atwater & Wiggins, 1995; Jegede et al.1994), business (Womble, Ruff, & Jones, 1995), health education (Zoller & Maymon, 1989), home economics (Moreno & Thelan, 1993), and social studies (Ehman, 1980). The majority of this research has been quantitative using attitudinal instruments and student questionnaires in pre-test post-test designs. This literature provides suggestions for respective educators to develop and position improved or innovative courses which are educationally valuable and relevant for today’s youth.

Curriculum Change in Physical Education

Some have lamented the limited if any difference between today’s curriculum practice in physical education (particularly at the secondary level) and those of previous decades (Steinhardt, 1992). While several scholars concur on the need to make radical and extensive changes to current high school programs (Locke, 1992; Rink, 1992; Siedentop, 1987; 1992, 1994; Tinning & Fitzclarence, 1992; Vickers, 1992) few have engaged in researching the process of and/or impact of curriculum change on school programs, teachers, or students (Jewett, 1994; Sparkes, 1987). There is a paucity of literature to document the impact of new approaches to delivering physical education subject matter (Faucette, 1988; Schwager & Doolittle, 1988; Sparkes, 1991).
Student Voice in Physical Education

The literature on high school student attitudes toward physical education speaks to what students like and dislike about their work in class and how they view the subject in relation to other components of the school curriculum (e.g., Tannehill, Romar, O'Sullivan, England, and Rosenberg, 1994). This literature suggests that some students like or enjoy physical education (Rice, 1988), some classes are fun (Like & Sinclair, 1991), and some students like to socialize with their friends (Tannehill & Zakrasjek, 1993). Some students dislike getting changed, how they are evaluated, and that lessons are too short (Luke & Sinclair, 1991; Rice, 1988). Australian students considered physical education boring and irrelevant to their interests and activity pursuits, and unrelated to their plans beyond school (Tinning & Fitzclarence, 1992). Many students do not perceive physical education to be important when compared to other subject matters (Tannehill & Zakrasjek, 1993; Tannehill et al. 1994).

There are few studies that document high school students’ perspectives on and responses to new curricular initiatives. Siedentop (1996a; 1996b) and others summarized some positive student reactions to the Sport Education model particularly in elementary schools and in some high schools in New Zealand and Australia (Alexander, Taggart & Thorpe, 1996; Grant 1992; 1994 Pope, 1992; Sport and Physical Activity Research Centre [SPARC], 1994). Siedentop (1996a) suggested that through exposure to the Sport Education model students enjoyed learning from one another, taking responsibility for many roles in sport, being part of a team, and were more supportive of one another.

While there have been major changes to the physical education curriculum experienced by students in Britain and Australia, minimal evidence exists to document the views of students toward externally moderated physical education programs which include both practical and theoretical components introduced into many of these countries’ secondary schools. Francis and Merrick (1994) revealed that the number of British
students who opted for the Physical Education and Sports Studies programs rose from 274 to 5100 between 1988 and 1994 with over 500 schools at the end of this six year period including these courses of study within their physical education curriculum. Similarly Browne (1992) reported increasing numbers of high school students enrolled within the Physical Education Studies program in Australian schools. This trend could be a consequence of growing interest and support from students to this approach to physical education in British and Australian schools.

Smith (1991) asked where was the child in physical education research. Efforts which focus upon the perspectives and voices of students have only recently appeared within the physical education literature (Graham, 1995). Studies have explored and revealed how some high school students are bored in class (Chen, 1996) or alienated in settings in which they feel isolated and have thus come to hate them (Carlson, 1994). Martinek and Griffith (1993) revealed some students feel they are not talented, cannot learn skills, and refused to participate. Ennis (1996) suggested some students in urban schools do not participate in an activity if they believe it not to be interesting.

There are no empirical studies on the perceptions and responses of high school students toward implementation of new units of instruction introduced within their physical education programs.

Statement of the Problem

There is general agreement within the physical education pedagogy community that substantive change to curriculum practice in secondary schools is required to ensure the subject remains a central part of a child’s educational program. Many suggestions and curriculum models have been postulated to reshape high school physical education. These include a model for teaching student self-responsibility (Hellison, 1990; 1996), Teaching Games for Understanding (Almond, 1990), and Health Related Fitness (Armstrong, 1984). Few have studied the impact of these curriculum models on high school students so
consequently we know little about how high school students might respond to curriculum change and how these responses might inform future efforts to design and position physical education programs which are challenging and meaningful for students. Minimal work exists to record the extent to which exposure to new and innovative units of instruction might influence students' views towards physical education at the high school and the position of physical activity in their lives, communities, and wider society.

To address the paucity of literature on physical education teachers' responses to curriculum change (Kirk, 1988b; Sparkes, 1987; 1991), a series of collaborative efforts between school and university personnel at The Ohio State University has attempted to determine how three high school teachers responded to planning and delivering an innovative Sport Culture Unit (SCU) into their programs. This unit attempts to make physical education more challenging, rigorous, and relevant for students as they explore and critique the role of physical activity in their lives and communities through the medium of specific activities such as volleyball or badminton.

Findings for teachers from two pilot efforts suggest that, as a consequence of attempting curriculum change through the inclusion of the Sport Culture Unit; a) their lesson planning and preparation time increased, b) they had difficulties teaching and managing non-traditional instructional spaces when delivering a new unit of instruction, c) felt insecure with new content and difficulties letting go of what they believed to be necessary content in high school physical education (i.e. insufficient activity time), e) found engaging in collaborative change efforts to be rewarding and stimulating, f) curriculum change was refreshing and brought feelings of self-worth, improved job satisfaction, and new and renewed professional membership, g) program change influenced the pedagogical decisions made in their classrooms on issues related to sequencing and delivering content, planning lessons, deciding upon instructional strategies,
and assessing students' work, and h) change was in conflict with other teaching responsibilities in school and life outside of school.

In the first of two pilot efforts teachers spoke of their difficulties dealing with student resistance to engage with the content and assignments within the unit. Informal conversations and interviews with students in the first effort revealed some preferred to be active rather than experience a non-movement based unit, while others did not consider the content of the unit to be appropriate for physical education. The second effort made an initial attempt to include some activity which was welcomed by students. Short interviews with a few students suggested most enjoyed the activity element of physical education and that this should remain a central component to their classroom experiences. Some were able to critique the place of physical education in their lives while others made constructive comments as to how the unit could be further modified to include additional contemporary elements of sport in concert with an activity or which might include the historical and cultural elements of the chosen sport.

Given these student remarks and data collected from the teacher this research study attempted to describe and interpret student responses to the implementation of a Sport Culture unit designed collaboratively between the researcher and the teacher. This unit included opportunities for students to engage in the practice of sport but also allowed them to consider and critique relevant contemporary issues of social justice connected with physical activity.

**Purpose of the Study**

This investigation was a response to the apparent need for empirical evidence that documents the perceptions and responses of high school students to curriculum change in physical education. This study investigated high school student reactions to the implementation of a Sport Culture Unit in their high school physical education program.
This study ascertained the influence of a twenty day unit on high school students' views of physical education. Further the study sought to determine the degree to which engagement with the Sport Culture Unit assisted students to critique the place of physical activity in their lives and in their communities.

**Research Questions**

The following specific research questions were formulated:

1. What was the nature of student responses to curriculum change in a high school physical education program?
   1.1 In what ways do students demonstrate resistance to or acceptance of a 20 day volleyball unit in high school physical education?
   1.2 How do the students and the teacher explain student reactions to the unit?

2. How does exposure to a new unit of instruction influence high school students’ views of physical education?

3. To what extent did high school students become critical consumers of sport and physical activity within their schools, communities, and wider society?

**Limitations/Delimitations**

There were a number of boundaries placed on this study. Some were decisions made by the researcher (delimitations) and others were beyond the researcher's control (limitations).

**Delimitation's**

1. The study was limited to one intact class of ninth grade and one intact class of tenth grade students at an alternative high school.

2. The duration of the study was for five weeks which precluded generalization to the learning that may be demonstrated with units over longer periods of time.
3. The teacher was sampled purposefully based upon her knowledge of and recent experience with implementation of a Sport Culture Unit into her physical education program.

4. The students were sampled purposefully and interviewed in small diverse focus groups based upon gender, ethnic background, athlete/non-athlete, and ability to articulate their views in class to the teacher or within groups.

Limitations
1. The study was limited to obtaining students' and the teacher's specific views about implementation of the unit. It was not possible to determine the impact of outside events on their perspectives on the unit.

2. The degree to which the students shared their feelings and opinions about the unit was a concern. Efforts were made to get to know students both during class and in other aspects of their school life.

Definition of Terms

Curriculum - All of the experiences of a learner in an educational setting (Jewett & Bain, 1985).

Functional/Operational Curriculum - The teaching and learning processes which occur in the classroom as witnessed by an outside observer (Ennis, 1985).

Hidden Curriculum - learnings from the reflexive aspects of what teachers say and do (Dodds, 1985).

Curriculum Change - The most generic concept which applies to any alterations in instruction or in the educationally arranged conditions surrounding instruction (Fullan, 1991).

Innovation - A specific curricular change to a high school physical education program characterized by the introduction of a 20 day Sport Culture Unit.
Alternative School - A school that has certain characteristics (Blank, 1984): a) it has a special curricular theme or method of instruction, b) it relies on voluntary involvement, and c) it offers access to students beyond a regular attendance zone.

Block Scheduling - Allows students to spend greater periods of time concentrating on fewer subjects during one school day. The school day consists of four periods each lesson lasts for 80 minutes.

Sport Education - A curriculum and instruction model developed for school physical education programs. In this model students not only learn more completely how to play sports but also to coordinate and manage their sport experiences (Siedentop, 1994a).

A Sport Culture Unit - A twenty day integrated unit of physical education instruction where students gain an appreciation of and have opportunity to gather information, share, and critique the social and cultural aspects of physical activity in their lives and in their communities through exposure to a specific sport medium (e.g., volleyball). The twenty day unit includes elements of physical education subject matter where students are not involved in the practice of sport.

Student Resistance - An act of opposing or retarding an undesirable force (Spaulding, 1995).

Significance of the Study

There is much agreement within the physical education pedagogy community that substantive change to curriculum practice in secondary schools is required to ensure the subject remains a central part of a child's educational program. Few have studied the impact of innovative curriculum models on high school students. Qualitative tools have rarely been used to determine what high school students know and value about physical education content. Furthermore their responses to new instructional units might inform future efforts to design and position physical education programs which are challenging and meaningful for students.
CHAPTER 2

REVIEW OF LITERATURE

A review of pertinent literature related to this study is presented in the following sections; curriculum change, high school physical education and curriculum, student voices on schooling and teachers, and student resistance.

Curriculum Change

A number of terms have been used to describe adjustments to the educational experiences of children and youth. These terms include an innovation or a reform. While these words are often used interchangeably, there are some helpful distinctions which characterize their individual scope and specificity.

Fullan (1991) defined curriculum change as;

"..the most generic concept which applies to any alterations in instruction or in the educationally arranged conditions surrounding instruction" (p.279).

The term can be applied to general changes and directions in the curriculum or to a more specific change.

The term innovation is most often used to refer to specific curricular changes which can range from those within individual school subjects such as a new reading program in English, to whole school comprehensive changes such as integrated/cross-curricular efforts. Innovations are characterized by clear boundaries and labels (Fullan, 1991).

Reforms often relate to more comprehensive and wide-spread changes which can
involve fundamental restructuring within a particular school system or the whole educational system—such as the introduction of a national curriculum for all subjects.

A Framework For Understanding Curriculum Change.

Numerous models have attempted to categorize curriculum change as a series of stages (Leithwood & Russell, 1973). Fullan (1991) claimed most researchers described the processes of curriculum change within three broad phases or processes: initiation, use, and assessment.

Czajkowski & Patteson (1980) stated an initiation to change comes in one of three ways: 1) a discrepancy between what school staff believe should be happening within the curriculum and what practice currently exists, 2) the existence of an attractive alternative and, 3) the change is mandated. Raymond (1990) believed that a reluctance to engage in this initial phase "can result in a non-starter atmosphere" (p. 37). During the initiation phase decisions are made to construct a new or revised curriculum and develop a plan of action aimed at implementation. At this stage the goals of the specific change, instructional materials, activities, and assessment are developed.

The use or implementation phase commences with parts or all of the planned change put into action for the first time. Fullan & Pomfret (1977) claimed implementation to be a highly complex process characterized by anticipated and unanticipated problems. In the third and final phase questions are posed on the degree to which changes have become grounded and routinized within the school system. According to Raymond (1991) "change is considered successful if it becomes embedded into the fabric of everyday life and is linked with classroom practice" (p.37).

Theoretical Perspectives on Curriculum Change

Attempts to promote research and analyze educational change can be represented within the following six theoretical perspectives; technological, cultural, ecological, micropolitical, structural, and sociohistorical. According to House (1979) the technical,
cultural, and micropolitical perspectives tend to be the most dominant. Each theoretical perspective has its own set of implicit assumptions regarding the nature of curriculum change, schools as institutions, and human agency. Blenkin, Edwards, & Kelly (1992) argued each perspective does not exist as a single entity. Perspectives overlap and are interrelated.

**Technological Perspective**

The technological perspective emerged during the 1960's. This perspective suggests the source of innovation tends to lie within small, expert teams often working within higher education or governmental agencies. These teams research and develop curriculum packages which are disseminated into schools on the assumption teachers will adopt them. Knowledge in the technological perspective is controlled by scientists and scholars working outside schools and transferred in a top-down manner to teachers.

In physical education settings Kirk (1988) believed most curriculum innovation on a large-scale was centrally controlled. Arguing for greater involvement of teachers in curriculum design, Lambert (1987) stated:

> “Curricula must be owned by those who teach them. When teachers are not involved in the creation and or design of physical education programs, chances of effective implementation are greatly reduced” (p.30).

Others have argued top-down innovation has been a failure costly in terms of time and money, and demoralizing to many teachers (Locke, 1992). Sparkes (1990) added many innovations from the technological perspective have been;

> “...adopted more as a means of survival rather than for the deeply held beliefs concerning the value of the proposed changes which have been imposed in a top-down fashion from outside experts” (p.5).

The technological perspective assumes the teacher to be a passive recipient of change initiatives. Kirk (1990) believed teachers were excluded from the development
process. Darling-Hammond (1990) pointed out many curriculum packages have failed to consider teachers' prior beliefs and attitudes about their work in classrooms. In offering some support for the technological perspective Ruddock (1986) stated those involved in the development of curricular packages have significantly more time than teachers to address fundamental curricular and pedagogical issues but these packages alone will not lead to substantive change in schools.

An example of curriculum change from a technological perspective would include the adoption of a federally mandated National Curriculum for all subjects in countries such as Britain. In Britain the program for physical education was decided upon by an external working party who set out the objectives, scope, sequence, and assessment procedures of the curriculum for all state schools to follow (Kinchin & O’Sullivan, 1995; Smith, 1994). Much has been written about the impact of the British national curriculum for physical education on schools and physical education programs (Evans, Penney, & Bryant, 1993), little if any research has sought the perspectives of students.

The Cultural Perspective

While the technological perspective emphasizes the management of change, the cultural perspective is concerned with the meaning of change. The meanings teachers hold regarding teaching and curriculum change are located at the heart of the cultural perspective (Feiman-Nemser & Floden, 1986). The thoughts teachers bring to bear on issues of school change are acknowledged. As Hargreaves (1989) emphasized:

“What a teacher thinks, what a teacher believes, what a teacher assumes- all these things have powerful implications for the change process, for the ways in which curriculum policy is translated into curriculum practice” (p.54).

This perspective suggests schools are not homogeneous entities but differ in their uniformity of culture. Each building has its own inherent culture and a multitude of unique relationships among teachers, students, administrative staff and so on. Individual teacher
change has to take place within this local culture which has evolved in response to local circumstances and broader cultural values within society (Sparkes, 1991). This cultural context and the teacher within provide both the possibilities and limitations for the change process. Consequently, the cultural perspective situates the teacher center-stage in the change process and at the nucleus of school-based curriculum change efforts.

The Ecological Perspective

The ecological perspective stresses the importance of complexity within the teaching environment and the classroom ecology serves as an explanatory root for curriculum change. Dreeben (1970) indicated teachers responded and adapted to change initiatives as a consequence of properties within their classrooms. The ecological perspective focuses upon and allows recognition of both the workplace conditions of teachers and the manner in which schools are organized as explanations of curriculum change in the classroom. This perspective has provided a theoretical framework for research into the administration of change aimed specifically at the role of senior school management. Several studies have revealed a number of conditions pertinent to headteachers which can support and enhance their role in curriculum change (Hoyle, 1986). According to Sparkes (1991):

"...if changes are required in the ways that teachers operate, then it is crucial that the constraints and conditions that reinforce prevailing practices are altered" (p.9).

The Micropolitical Perspective

Hoyle (1982) asserts that micropolitics embraces the strategies, resources of power, and influences which individuals and groups in organizational contexts employ to further their own interests. According to Blenkin et al. (1992) the micropolitical perspective acknowledges that the distribution and utilization of power in schools is crucial to understanding the process of change. This perspective views schools as sites of struggle where individuals and groups of educators follow respective interests through the process of bargaining, making allegiances, or engaging in compromise with others. Instigating
change within schools often causes a surfacing of differing and conflicting ideologies among staff on issues of teaching and learning. Within this perspective curriculum change can be viewed as a redistribution and rearrangement of power among members of the school population particularly between individual subjects and departments (Ball, 1987). Blenkin et al. (1992) indicated the micropolitical perspective requires educators to acknowledge the problematic nature of reaching consensus and unity within schools on aspects of education change.

In physical education settings work by Sparkes (1987; 1991) has demonstrated that curriculum change can be difficult professional work and micropolitical in nature. Sparkes (1987) carried out an ethnographic study of one physical education departments' efforts to introduce several curricular changes. These changes included the adoption of mixed-ability teaching, abolition of tracking of students, and a shift from a sporting to an idealist perspective on teaching and learning. Sparkes (1987) described confusion, anxiety, and conflict among members of the physical education department as they appraised the proposed changes. Sparkes (1990) claimed the physical education department to be an 'arena of struggle' as teachers personally assessed the investment to return ratio when deliberating the costs and rewards of the curriculum changes. Teachers whose appraisal of the change proposals revealed personal benefits supported the change. Those who defined themselves as 'losers' as a consequence of the changes resisted strongly. Some teachers perceived the changes as potentially lowering the achievement of inter-school teams which other teachers believed was a criterion by which other staff judged the effectiveness of the physical education program. Sparkes spoke of some teachers expressing insecurity with teaching new content areas and their lack of technical and procedural competence. Teachers who tended to hold an elitist perspective believed the proposed curriculum changes would further lower the status of the subject within the school. Many of the teachers were anxious about and threatened by the changes and tried to get control of their working conditions.
One strategy was the use of 'strategic rhetoric'. By this, some teachers used a wide array of concepts from educational theory to justify the program changes in abstract terms to individuals outside of the physical education program. This language created the impression of a well-versed educator even though some had no intention of changing their present classroom practices. In conclusion, Sparkes (1990) claimed the rhetoric used by some physical educators had little in common with their privately held beliefs and values about physical education or which was reflected in their work with children. Surface changes were achieved within the department as opposed to deep transformative changes in subject pedagogy. Sparkes (1987; 1990; 1991) concluded that curriculum change in physical education settings can be an interactive and political process which can result in innovation without change.

The Structural Perspective

Central to this perspective is the belief that the process of schooling at the macro level is both embedded within and a reflection of wider social, economic, and political structures within Western industrialized society that are expressed through local and national government policy (Blenkin et al. 1992).

The Sociohistorical Perspective

This perspective is an outcome of the work of Goodson (1983). This perspective represents an attempt to understand school subject history and which directions individual subjects are heading. Goodson's work is located within the preactive curriculum. An understanding of curriculum practice is improved via an investigation into its historical and social formation. This perspective overlaps with the micropolitical perspective. During the process of curriculum change inter-subject contestation is probable as rivals attempt to advance their own interests rather than education as a whole. Establishing a firm footing in the school curriculum might involve campaigning against others. Goodson claimed debate about curriculum centers on conflict between subjects over status and resources.
High School Physical Education and Curriculum

While research on reform in general education has been plentiful, many scholars indicate innovation is essential for high school physical education (Locke, 1992; Siedentop, 1992; 1994). Some scholars have embarked on studies to investigate the process and impact of curriculum change on teachers and their programs in secondary settings (Sparkes, 1987; 1991), but Jewett (1994) commented curriculum and curriculum change have not been popular areas of inquiry in North American physical education.

A number of curriculum alternatives appropriate for high school physical education have been proposed. There is some evidence in the literature of the impact of these and other curriculum models on teachers, programs, and students but Rink (1994) warned, "the good ideas are already out there, but they haven't been implemented" (p.4). Placek (1987) commented that if substantial changes are occurring in the physical education curriculum then they are not being reported in the literature.

Several examples of curricular innovations appropriate for the high school level have been described in the North American literature. These included an outdoor wintertime curriculum designed for some high schools in Northern Michigan (Arbogast, 1990), an innovative circuit weight training program operating within a New Jersey high school (Cobbleigh & Kaufer, 1992), the inclusion of an integrated physical education and science class (Howell & Jordan, 1984), a daily physical education program available for overweight students (Sartorius & Solberg, 1984), a 6-12 grade curriculum in one Pennsylvanian school district designed using ultimate Frisbee as the subject medium (Caporali, 1988), efforts by some physical educators to include videotapes, rules tests, and historical aspects of sport as methods to overcome their overcrowded classes (St. Clair, 1986), a secondary school wellness unit adopting a critical thinking model (Greenockle & Purvis, 1995), and high school programs in New Jersey which have applied disciplinary knowledge from exercise physiology to fitness-based activities in K-12 (Westcott, 1992).
These examples illustrate the creativity and willingness of some teachers to offer new and exciting programs for their students. These programs have tended to exist in small pockets and have rarely included data on student perceptions and responses to the innovations and how the teachers have gone about designing and sustaining the innovations within their programs.

There are some exceptions. Widespread efforts in Florida sought to introduce two innovative fitness programs into many of its high schools. Sanders, Harageones, Raliffe, & Pizarro (1993) referred to the development of a 'Fit to Achieve' program funded by a grant from the Department of Education, and Harageones (1987) described efforts by the Florida Association for Health, Physical Education, and Recreation to lobby for a basic physical education course for all students in 9th or 10th grade. Harageones (1987) revealed student enrollments in the "Personal Fitness Curriculum" had increased in some school districts. Imwold, Rider, & Johnson (1986) studied the impact of the Personal Fitness Curriculum on students' general knowledge and selected fitness parameters. Findings were favorable and suggested a positive effect on many students.

In addition to Florida's efforts in North America, there are examples in other countries of widespread attempts to substantively change the secondary physical education curriculum. They include the implementation of the Sport Education Model in many Australian schools and New Zealand schools (Alexander et al., 1996; Grant, 1992) and the development and positioning of general and advanced elective programs with academic components into a large number of British and Australian secondary schools (Browne, 1992; Carroll, 1994). These and additional curriculum models appropriate for high school physical education will now be reviewed.

Several models for teaching high school physical education have been described in the literature (Siedentop, Mand, & Taggart, 1986)
The Sport Education Model

Conceived by Siedentop (1994), this model serves as one alternative to the multiactivity program some believe still dominates the physical education curriculum (Locke, 1992). Siedentop (1996b) indicated sport education focuses upon helping students become confident games players and school programs are organized to allow students to perform and to assist with coaching, officiating, and scoring duties. Siedentop (1996b) summarized some of the model’s features:

- 20 or more sessions called a “season” rather than units of instruction
- team affiliation for all students that remains intact for the duration of the season
- a formal plan of competition
- a culminating festival or event
- accurate record keeping

Siedentop (1996b) reported through exposure to the Sport Education model students enjoyed learning from one another, taking responsibility for the many roles, being part of a team, and they were more supportive of one another. Successes with this model in grades three through twelve have been shared (Alexander et al. 1996; Grant, 1992; Pope, 1992; SPARC, 1994).

Research has also examined student participation in units of Sport Education from the perspective of the students’ social agenda (Carlson & Hastie, 1997; Hastie, 1996). Carlson & Hastie (1997) foregrounded the socializing benefits of Sport Education described by students: friends, fun, meeting people, having team-mates. Studies have also indicated that students have endorsed, through implementation of units of Sport Education, the notion that physical education had become more student-driven (Alexander, Taggart, & Thorpe, 1996; Carlson & Hastie, 1997).

Small groups of low skilled students have benefited from Sport Education. Carlson (1995b) spoke to the experiences of low skilled students during in a Sport Education unit. She described how these students received support from team-mates and felt a part of their
teams' success and suggested skill level had improved. A little research exists which has examined whether sport education could be gender inclusive. In a case study of an upper elementary physical education program Curnow & Macdonald (1995) shared how some girls spoke of being ridiculed and put down by males during practice games and how the boys tended to opt for the role of referee. Boys also had considerably higher numbers of contacts with the ball than girls. Curnow & Macdonald (1995) proposed several suggestions for more gender inclusive units of sport education including: designing the role of the Equity Office, encouraging gender inclusive team mottos, discussing and challenging students' gendered expectations and behaviors. The teacher who was the subject of the Curnow & Macdonald (1995) study cited her difficulties understanding her role overseeing the program that she believed contributed to some of the inequitable responses related to game play among boys and girls and questionable skill gains.

Among the suggestions for improvement of Sport Education, Siedentop (1995) proposed the concepts of the literate and critical sportspersons. That is, literate individuals who are aware of the availability, participants, and organization of sports in their local environments. By critical, Siedentop (1995) advised that Sport Education: "...should help students to examine the structural and social inequities in their local, regional and national sport culture" (p.23).

**Teaching Games For Understanding (TGFU)**

This model was founded in Britain at Loughborough University through the work of Len Almmond and colleagues. Critical of the traditional skills-based method of teaching games which tended to produce players with little strategic knowledge, Almmond conceived of a model that would integrate an individual's cognitive appreciation of games with physical skill development.

The approach begins with the inclusion of modified games followed by the development of game appreciation. Rule modifications are used to provide some structure
and conditions to the small-sided games. During the development of tactical awareness
children are encouraged to think closely and broadly about strategy, try them in a particular
situation and make any necessary revisions. Children determine what to do in a particular
situation. Skill development occurs in concert with an appreciation of the importance and
value of the skill. In Britain success has been reported with this approach to teaching
games (Thorpe, Bunker, & Almond, 1986). Studies have shown the success of the model
in elementary and middle school settings in the United States (Doolittle & Girard, 1991;
Curtner-Smith, 1996).

**Health Related Fitness (HRF)**

During the last decade HRF has become an integral part of the curriculum in most
British secondary schools (Underwood, Bird, & Farmiloe, 1993). These authors speculate
this trend was reflected in a belief amongst teachers that physical education can make a
contribution to the lifelong health and fitness of children.

As Evans (1990) stated:

“At the heart of the innovation is a concern for the development of each and
every individuals health career, their positive self-esteem, and decision-making
skills” (p.156).

HRF programs aimed to produce fit youngsters and raise awareness in them of the
need for regular exercise and to warn children of possible health problems that might
eventuate if their activity levels should remain low. Many programs exist at the high school
level in England which included classroom work related to issues of alcohol and substance
abuse, an understanding of the principals and methods of training and exercise in concert
with activity based experiences in swimming, aerobics and cycling.

In an attempt to ascertain secondary students’ knowledge of HRF in schools,
Underwood et al. (1993) asked 368 students to complete a 36-item true/false questionnaire.
The mean score on the questionnaire was 22. The authors granted this technique was not
totally acceptable to measure student knowledge, but claimed the data provided some
indication of the degree of effectiveness of high school HRF schemes. Jones (1990) assessed the effects of an innovative course in HRF on the attitudes of 442 British secondary students from nine schools toward physical education. Students were required to keep activity diaries during the first and last weeks of the course. Pre and post-tests were used to document changes in fitness levels. These included a 20 meter progressive shuttle test and a completed attitude inventory. Findings suggested the HRF course had a positive effect on students attitudes toward physical education.

**Teaching Personal & Social Responsibility (TPSR)**

Don Hellison set out a teaching approach whose goal was to assist students to reflect upon the personal and social problems they face (Hellison, 1990; 1996). This approach was termed 'Teaching Personal and Social Responsibility'. The social development model was designed to help young people cope with the adult world and achieve some level of control over their lives. The model includes a number of levels. A student reaching the highest level would be able to demonstrate leadership and mature social development (Siedentop, Mand, & Taggart, 1986). A number of guidelines were proposed to help students become more responsible. The guidelines formed five levels which were set out by Hellison (1996):

- Level I: Respect for the rights and feelings of others
- Level II: Participation and efforts
- Level III: Self direction
- Level IV: Sensitivity and responsiveness to the well being of others
- Level V: Outside the gym

According to Hellison (1996) implementation of the TSPR has taken place in several settings: elementary and secondary schools, urban and rural settings, and after school programs. Many of these efforts have been described in the literature (Hellison, 1990; Williamson & Georgiadis (1990), DeBusk & Hellison (1989). The main focus of the
program is enhancement of social goals and for learners to eventually control their own
program and learning experiences. Hellison (1978) shared how a school week would be
divided into three parts. On two days students would engage in skill development, on two
days fitness activities, and on one day cooperative learning activities. Lessons would
focus upon assessing students to understand what and why they are performing tasks.
Over time the weekly structure can be modified to allow students to take more
responsibility for working in groups, planning fitness programs, and helping their peers
with new tasks. Hellison (1983) advised teachers to inform students of the nature and
significance of each level and encourage their learners to reflect on their behavior in relation
to the levels.

Hellison (1985) reported a number of teachers perceived the approach helpful for
them and their students and speculated on the degree to which TPSR has helped students.

"Taken together, these various strands of evidence, ranging from story telling and
interviews with students to the judgment of recognized scholars, provided some
range and depth of support for the effectiveness of TPSR" (Hellison, 1996, p.281).

TPSR holds promise to assist youth and children grow socially.

**Conceptual/Kinesiological Model**

This model foregrounds the inclusion of disciplinary material in concert with the
practice of sport (Lawson & Placek, 1981). The conceptual model emphasizes the
objectives of knowledge and cognitive understanding. This model can combine practical
and classroom-based activities (Siedentop, Mand, & Taggart, 1986). There are examples
of these programs existing on a national scale. Several secondary physical education
programs with practical and theoretical components are offered to British students as an
elective in the final two years of compulsory education. Students regularly spend time in
classroom settings addressing aspects of fitness, exercise physiology, skill analysis, and
studying contemporary issues in sport and physical activity such as the media and
consumerism (Kinchin & O'Sullivan, 1996). In Britain data suggests numbers of students enrolled within these courses have increased (Francis & Merrick, 1994). Senior physical education courses in Australia include aspects of practical performance and theoretical study (Macdonald & Leitch, 1994) and some report increasing numbers electing to take these courses (Browne, 1992). Little if any data has been reported which describes the views of high school students on these two international programs. This approach might be one way to overcome the perceptions among some educators that physical education does not consist of knowledge valued by schools. In reference to integrated conceptual programs Placek (1996) posed a crucial question she believed needed answering: “How will students respond to the integration of concepts into PE” (p.293).

Model for Teaching Critical Thinking

McBride (1988; 1992) called upon the profession to pay closer attention to critical thinking in physical education and argued gymnasiums presented rich environments to foster critical thinking where students: “...make reasonable and defensible decisions about movement tasks of challenges” (p.19). The literature includes efforts to promote critical thinking in elementary movement education, skill development, and the understanding and application of fitness concepts. (Gabbard & McBride, 1990; Greenockle & Purvis, 1995; Schwager & Labate, 1993). These authors have offered practical suggestions on how practitioners might foster cognitive development amongst boys and girls.

Greenockle & Purvis (1995) presented a model for teaching a secondary wellness unit to emphasize aspects of critical thinking and to determine the level of complexity in students’ thinking Schwager & Labate (1993) suggested use of a hierarchy of thinking skills where:

“..thinking skills such as describing...represents the lowest level...Cognitive skills such as “hypothesize” and “evaluate” typify the highest level...” (p.24).
Students’ levels of thinking were not reported by Schwager & Labate (1993) using their proposed three level framework.

There is some support for an examination of social issues in physical education. Students engage in sophisticated levels of thinking so that they may begin to question taken-for-granted assumptions about how sport is positioned in today’s society (Kirk & Tinning, 1990). Tinning & Fitzclarence (1992) reported on the Victorian Certificate of Education for upper secondary Australian students which included a number of learning experiences related to physical activity and the theoretical discussion of social issues. Teachers’ and students responses to the program were not reported.

Whereas Schwager & Labate (1993) offered a three level framework to report on students’ levels of thinking, the literature is currently replete with empirical studies to document levels of student thinking while engaging in a critique of issues of social justice connected to physical activity and sport in non-traditional classroom spaces. Taking a step to get students to think critically about social issues might place classes in unconventional settings (classrooms) to debate and discuss these issues. The physical education literature has to date provided little guidance for teachers to organize and present interesting and engaging lessons to students in a positive classroom climate which encourages them to openly share their perspectives and critique on the positioning of contemporary sport in front of their peers.

**Discussing controversial issues**

The social studies literature offers some pedagogical guidelines and instructional formats for teachers to discuss controversial issues with students. This literature might assist physical educators who wish to examine the extent to which their students might become critical consumers (Siedentop, 1995) of sport and physical activity. Rossi (1996) stated that teaching about controversial issues is difficult professional work. Newman (1988) and Onosko (1991) suggested some barriers to teaching about controversial issues
in social studies. These authors were most concerned that the teaching profession included many who were insecure with or resistant to attempting such topics.

Bigelow (1990) offered some guidelines for teachers to create a classroom community where ideas are explored and students are not silenced. Wolfgang & Kelsay (1995) proposed: everyone in the class has a right to speak, discuss rules with students and post them, revisit these rules regularly. Soley (1996) advised teachers to create an environment in which students feel: "...safe to take risks, question one another, and feel cared for" (p.10), as he believed: "...some students are reluctant to say anything that might jeopardize relationships with peers" (p.20).

Rossi (1996) summarized a variety of discussion formats within the literature to promote the teaching of controversial issues and to prompt a greater proportion of students to speak. The use of scored discussion as a means to invite more students to contribute in class has received some attention (Rossi, 1996) where:

"Students receive points for drawing others into the discussions, moving the discussion forward, and asking clarifying questions and receive negative points for monopolizing or making personal attacks" (Rossi, 1996, p. 19).

Scored discussions seek to develop and sustain a moral consensus and attempt to help students understand and bridge their individual differences.

Lockwood (1996) explored the role of the teacher in leading more effective and objective discussions of controversial issues:

"The teachers' role in leading discussion is critical in helping students achieve the aims associated with the examination of controversial issues....surprisingly little research is available to help our practices" (p.28).

Lockwood (1996) offered four suggested teacher roles, a) Teacher as presiding judge- here teachers enforce rules and certain lines of argument much like leading a court-room,
b) Teacher as determined advocate—here the teacher is concerned solutions to controversial issues be adopted by students, c) Nurturant Facilitator—here teachers foster a classroom atmosphere where students are free to express whatever views they hold, “...the teacher non-judgementally encourages students to explore ideas and express their thinking in a non-threatening environment” (p.30), and, d) Socratic Cross- Examiner—where teachers challenges students’ assumptions and comments on the validity of their evidence.

If students are expected to make presentations on controversial issues to their peers Richardson (1993) offered some guidelines for high school students to present an argument for or against their chosen issue. Richardson (1993) listed the following: know what you are talking about, gather facts/opinions from a variety of sources, know your audience, convince the audience you believe what you are saying, be organized, be prepared to defend yourself, and use current materials.

**Challenges for High School Physical Education**

Rink (1993a) stated “....few professionals would question the fact that there is a major crisis in secondary physical education” (p.1). For over a decade the challenges for high school physical education have occupied center stage within physical education journals. Literature which describes the welfare of high school physical education is plentiful (Locke, 1992; Rink, 1992; Siedentop, 1987; 1992, Stroot, 1994; Vickers, 1992). There have been calls for changes to current secondary programs (Siedentop, 1992; 1994) as physical education for many students appears to offer little challenge or rigor, and is a subject which a minority on the inside the gymnasium enjoy and few on the outside seem to care about (Siedentop, 1987). Secondary programs tend to be highly sport centered, limited in scope, lack cohesion, and include redundant content (Lambert, 1987).

Rink (1993a) believed much of the work in high school gymnasium bears little relationship to education. Students have perceived secondary physical education as easy credit with an emphasis on enjoyment as opposed to learning (Taylor & Chiogioji, 1987).
Goodlad (1984) claimed that although some students liked physical education and considered it easy, it was not important. Many teachers are not held accountable for any standards of instruction and not motivated or committed to teaching (Rink, 1993a). Rink (1993a) believed some teacher educators had few placements at the high school level for their student teachers to observe and practice principals of effective instruction. The concerns raised above make the call for curriculum change one certainly worth paying attention to.

While examples of good physical education programs exist and have been documented (Wescott, 1992) there is a critical shortage of excellent physical education programs in the United States (Housner, 1996). Outstanding school programs and teachers are therefore the exception rather than the rule (Griffey, 1987). Two monographs, *Quest, 44* and the *Journal of Teaching in Physical Education, 13*(4), saw eminent scholars describe with concern the present position of secondary physical education within the school curriculum and express their fears for the subjects’ future (Locke, 1992; O’Sullivan, Siedentop, & Tannehill, 1994, Rink, 1992; Vickers, 1992). This work suggests high school physical education faces many uncertainties and challenges. Although the problems for high school physical education have received attention at the national level (Rink, 1993a, Critical Crossroads) comprehensive studies of secondary settings are few (O’Sullivan, 1994).

**Program Change is Difficult But Necessary**

The profession has acknowledged the lack of change in curriculum practice of physical education at the high school level over some decades (Steinhardt, 1992). The profession has also acknowledged achieving lasting and substantive change to physical education is difficult professional work (Armstrong & Sparkes, 1991; Sparkes, 1990). Raymond (1991) speculated the few attempts to contemplate change among physical educators might suggest some teachers are resilient to change. Referring to HRF, Biddle believed few physical educators want to change but do not know how to change (Biddle,
Research which attempts to understand the process and impact of change is viewed by some as a necessary step to jump-start high school programs (Locke, 1992; O'Sullivan, 1994). O'Sullivan (1994) commented there are few studies which speak to innovation involving high school teachers, and research which describes how these teachers try to change their physical education programs is sparse.

Locke (1992) called for a replacement rather than the repair of the dominant model for teaching secondary physical education. Siedentop (1994) proposed experimentation with new methods to deliver physical education content. Housner (1996) suggested involving the community to build programs which align school and community needs. Tinning and Fitzcarence (1992) argued for a more relevant and responsive secondary physical education which are sensitive to the interests of today's adolescent. Their work suggests many students considered physical education to be boring and irrelevant. Housner (1996) added the physical education profession must seek curriculum and program models which are integral to the agendas of youth so the subject can begin to recover from its problematic and dysfunctional position. In-depth studies of high school students' perceptions of physical education should be foregrounded to determine what aspects of sport and physical activity excite and engage youth. These perceptions might allow teachers and scholars to make informed decisions concerning the scope and sequence of different high school programs.

Housner (1996) suggested:

"Integrated/conceptually based curriculum models should be explored not only as a way of reinforcing academic content in physical education but, also, reinforcing physical education through academic content " (p.378).

Equity.

The passing of Title IX in the United States stipulated students should not be segregated on the basis of sex for their curricular programs. One exception centered upon
participation in contact sports such as rugby, football, boxing, and wrestling. Consequently physical education settings have received attention from researchers who have set out to examine if students are indeed offered equal opportunities in the gymnasium (Griffin, 1981; 1984; 1985a; Leaman, 1984).

Considerable literature documents the merits and concerns associated with single-sexed or mixed sex classes for physical education (Evans, 1986; 1989, Griffin, 1981; 1984, Macdonald, 1989; Scraton, 1990). Researchers have also addressed gender inclusiveness in seasons of Sport Education (Curnow & Macdonald, 1995) and reported that a number of girls were disadvantaged by boys in their contacts with the ball. Griffin (1981) identified some ways she believed inequity was apparent in the teaching of coeducational physical education and included: boys dominating team games, boys receiving more feedback that girls, boy selected for demonstrations and class leader positions, and public selection of students where the majority of girls were selected last. Studies in physical education indicate boys have more opportunities to respond in class and girls are often hassled and ridiculed by boys (Miller, 1982; Macdonald & Curnow, 1995; Milosevic, 1996; Miller, 1981; Solomons, 1980).

Research on co-educational settings has revealed a number of student participation styles among boys and girls in middle and high school physical education (Griffin, 1984; 1985, Parker, 1996). This indicates how the teaching of physical education can promote opportunity for some students while others are ostracized. In a case study of a mostly-white suburban middle school Griffin (1984) described five styles of participation among the boys: machos, junior machos, nice guys, invisible players, and wimps. Variations among these student grouping were based upon ableness, physical size, aggressive play, and sensitivity to opportunities for girls to be included. Griffin (1984) shared how non-athletic and less able boys (wimps) were humiliated and teased by the more physical and athletic members of the class (machos and junior machos). Some differences was apparent
among members of the junior machos and macho students. Machos were physically big and very highly skilled who dominated games whereas the junior machos were smaller, less skilled, and tended to avoid confrontation and dispute with the machos.

A similar examination of a middle school physical education (Griffin, 1985) resulted in the identification of six participation styles among girls: a) athletes, b) JV players, c) cheerleaders, d) femme fatales, e) lost souls, and f) system beaters. Skill level, degree of involvement in game play, the extent to which students used assertive and non-assertive behaviors served to differentiate the girls' participation styles. Griffin (1984; 1985) described a number of contextual factors she believed potentially contributed to the identification of these styles of participation: age of the students, suburban location of the settings, availability of sport out of class, the nature of the class activity (a team sport), the presence of boys in class and the effect of their participation style on the girls, classroom organization, choice of teaching style, and strategies for grouping students.

Griffin (1985) asked:

"If a similar study of participation was conducted in an urban, multiracial, working class community is it possible boys' participation styles would take on different characteristics. Perhaps other participation styles would emerge according to race and gender" (p.108).

Claims that educational institutions in addition to physical education have fostered masculine development have been reported in the literature (Beynon, 1989; Connell, 1989) Physical Education has typically been associated with masculine ideals: aggression, and physical strength (Tozer, 1985). Scraton (1990) pointed out that it is generally accepted in the physical education and sport literature that gender is a social construction and that differences exist in how physical education serves the interests of some students and not others. Therefore research into the construction of masculinity in educational settings was proposed (Mahony, 1985; Scraton, 1986). Physical Education classes have been placed
under the microscope as locales to socially construct the male and female genders (Scraton, 1990).

Parker (1996) presented a case study of a multiethnic inner-city secondary school in England and uncovered features of masculine construction in boy’s physical education. Parker (1996) described the gymnasium as a site for the development of masculinity:

"...a hierarchical ordering of masculinities was evident in the research setting.....physical education is used to illustrate how popular sporting forms may help determine the masculine identities of males" (143).

Parker (1996) presented an ordering of masculinity in physical education through three male categories: the ‘Hard Boys’, ‘Conformists’ and ‘Victims’. Parker’s groupings represented the initiators and recipients of violence and aggression and the majority of students who took part in the lesson and followed the teachers’ directions.

Recently Kirk (1997) called upon the profession to consider the very difficult task of seeking a different physical education pedagogy that might begin to challenge present programs, such as those outlined by Parker, which are: “..embedded in the discourse of hegemonic masculinity” (p.12).

Issues of Relevance

Recently some authors have argued there is a lack of relevance between many high school programs compared to the active world beyond school (Tinning and Fitz Clarence, 1992; Tinning, Kirk, Evans & Glover, 1994). This gap is apparently widening as high school physical education programs in many cases are not informed by the needs, agendas, and interests of many adolescents. Some studies indicated students are more physically active outside of school contexts and are keen participants in these settings, but find much of the present curricular offerings unrelated to their life-styles (Tinning & Fitz Clarence, 1992).
Lack of Subject Status/Marginality

Sparkes, Templin, & Schempp (1993) noted:

"In the pecking order of subjects, there is powerful evidence that PE gets located at the bottom of British and North American schools....Therefore physical education teachers teach a subject that tends to be defined as peripheral to the central function of schools" (p. 387).

There is ample evidence from many countries to suggest high school physical education exists as a marginal subject in many schools rendering its teachers with lowly status (Alexander et al. 1996; Hendry, 1978; Kirk, 1988; Sparkes et al, 1993). Some authors have stated this position is due in part to the practical nature of the subject within the highly academic nature of schools (Kirk and Tinning, 1990). As one possible solution to the marginalization of physical education some authors have called for alternative curricular offerings to move the subject into the academic realm and emphasize the use of text-books (Vickers, 1992).

Workplace Conditions

Locke (1992) stated many teachers believed their workplace conditions detracted from substantive efforts to change their programs. The low status of physical education is also reflected in the context in which many teachers work including poor conditions, isolation from adult interaction, surviving on limited budgets with dated and much worn equipment (Stroot et al., 1994). Some teachers have described limited opportunities for professional development and interaction with peers. High school physical education teachers are often perceived by other educators as neither making a legitimate contributions to a child's education nor playing a central role in the educational mission of the building. Lack of administrative support or interest results in many teachers not being encouraged to develop of re-appraise their programs (O'Sullivan et al., 1994).
Lack of Administrative Support

Support from administration for the adoption of change to physical education programs is imperative. Too often this is absent from physical education programs resulting in double-classes and poor scheduling, (Griffin, 1985b, 1986). Research has revealed some physical educators are isolated from adult interaction and professional development opportunities are few (Stroot et al. 1994).

Student Voices

Student Voices on Teaching and Schooling

A number have argued that students' perceptions of the classroom and school can provide important feedback to teachers and administrators regarding their satisfaction with the educational process (Duke, 1977; Everhart, 1979; Wade, 1978; Whitfield, 1979).

Dunkin (1986) stated:

"...it is crucial to establish just what it is specifically that students respond to when they make judgments about the worth of the teaching they receive. ..students evaluations are based, at least partially, on the perceptions of the teaching they experience" (p. 764).

Whitfield (1978) claimed students formed very clear perceptions of their teachers and the instruction they received. Mergandollar and Parker (1985) indicated students consistently evaluated the actions of their teachers.

Much attention has focused upon students' evaluation of teaching and studies have revealed teaching behaviors students have considered 'good' or 'bad' or where students have described the characteristics of different types of teachers. Mergandollar and Parker (1985) identified a number of teacher types: mean, hard, easy, good, strict, boring, fun, and nice. Here students provided some descriptions of these teacher types. Students considered mean teachers as those who were uncaring and not available for individual attention. Strict teachers gave more and hard work and were not available for individual attention while boring teachers set tedious work. Fun teachers gave less work, were
available, and were interested in students. Hard teachers gave more work and easy teachers less work. Nice teachers gave less work, did not yell at students, and were interested in them learn. Both easy teachers and good teachers gave clear explanations and were interested in students. Samuels and Griffere (1980) identified a number of teaching competencies students considered to be symbolic of "good" teachers: knowledge of subject matter, the ability to teach, and the ability to give feedback about good performances. Moskowitz and Hayman (1974) revealed that students believed the 'best teachers' where those who felt good enough about themselves to be concerned with students' feelings. Eichinger (1997) set out several teaching characteristics secondary science students considered indicative of good teaching: knowledgeable, enthusiastic, communicative, friendly, and who emphasized quality student-teacher interactions. Active learning experiences, teacher demonstrations, discussion work and the use of projects were preferred instructional formats among students. Eichinger (1992) stated students preferred learning activities that were student centered and they liked science teachers who were enthusiastic. Griffin-Jeansonne and Caliste (1983) divulged that students' perceptions of teachers was strongly influenced by their preferences for the subject matter these teachers taught. Some have studied students perceptions of teaching based upon social economic status and level of academic achievement. Willis (1977) reported that working class youth wanted teachers to make school more interesting and goal oriented whereas Metz (1977) claimed that high achieving students tended to tolerate teachers who were fair and nice more than low achieving students.

Students' experiences of the school curriculum has received little attention from educators and the perspective of the student has rarely been explored (Erickson & Shultz, 1992). Some advocate attention to what students say about schooling, and how students experience and respond to educational reform. Several empirical pieces have appeared within the literature (Ennis & McCauley, 1996; Phelan, Davidson, & Cao, 1992; Mac an
Ghaill, 1992; Nieto, 1994; Ruddock et al. 1996; Shanks, 1994; SooHoo, 1993; Stinson, 1993). This work provides insight into student perspectives on their lives in classrooms and suggests how their views might inform efforts to improve and restructure schools.

Nieto (1994) remarked "...those who spend most time in schools and classrooms are often given the least opportunity to talk" (p.420). Nieto (1994) claimed the high school curriculum was at odds with the experiences and backgrounds of many students. Poplin & Weeres (1992) indicated many students reported being bored in schools and saw little relevance in what was taught for their lives and future.

Nieto (1994) asked; "How can schools' policies and practices be informed through dialogue with students about what works and what doesn't?" Drawing upon interviews with minority students she remarked many were critical of teaching methods they experienced in class. Most students spoke of their passive role in learning and upon the teachers' reliance on textbooks. A common message flowed through student remarks - too many classrooms are boring, alienating, and disempowering for some adolescents. Nieto concluded students want a more relevant curriculum and some voice in the subject content to be delivered.

From interviews with 54 students in four Californian high schools (Phelan et al. 1992), students spoke of what they perceived important for them in schools and classrooms. These authors reported students from all achievement levels and sociocultural backgrounds wanted to succeed and be in an environment where they could do so. Students reported they liked classrooms that were organized, where they felt they knew the teacher who listened to what they had to say. Students disliked classrooms where they were put down or made to feel stupid. Students placed value on teachers who cared about them and acknowledged them as learners. Nieto (1994) stated some students wanted to feel connected to the teacher and preferred an active role in learning and favored teachers who took time to help them understand concepts and ideas. Phelan et al. (1992) stressed:
"They (students) appreciate teachers and administrators who work with students to find solutions to problems that impede the learning process" (p.704).

When students spoke up on issues of school their perspectives on teaching and learning were remarkably similar to their teachers.

Stinson (1993) focused on how high school students in dance made sense of their educational experiences. Data were collected through non-participant observation and interviews with 36 students and their teachers. Some students reported favoring teachers who cared but they found many classes boring. Stinson (1993) stated students’ feelings about school subjects were closely connected to their feelings about the teacher: if they liked the teacher, they tended to like the subject. Although many of the students interviewed experienced school as boring and meaningless, they believed it essential to their future. Students were able to separate out daily experiences that were personally meaningful which allowed them to tolerate the rest of the school day. Many did not find value in subjects which did not connect to their plans beyond school. Stinson (1993) described some implications for school reform in light of student comments. Caring teachers, small classes, and active hands-on learning experiences are necessary for students to care enough to learn and allow students to take courses they see as valuable and interesting. Stinson (1993) concluded the voices of students were an:

"..affirmation of the value of bringing the voices of young people into public and professional discourse on education" (p.237).

Ennis & McCauley (1996) investigated the concerns of disruptive high school students and described their impact on the school curriculum. Fifty-one students identified as disruptive by their teachers from multiple subject areas were interviewed. Forty-six of the students were black males. Findings suggested almost all students acknowledged they were disruptive but believed their actions were justifiable on the following grounds: a general dissatisfaction with school, perceptions of poor teaching, and the devaluing of
school rules. Students were frustrated as teachers were not teaching content in a manner they could understand and felt their complaints to administration on this issue had not been heeded. Some students were upset by teachers who were uncaring and unresponsive to their requests for assistance. Students were bored in many classes and wanted teachers to make content relevant and coherent. These students wanted to be involved in the educational process and asked that their voices should be heard in schools.

**Student Voices on Innovation**

A number of authors support investigation of the reactions of students to changes in the school curriculum (Corbett & Wilson, 1995; Ruddock et al. 1996; SooHoo, 1993). Empirical literature which describes how students experience and respond to curriculum change is very scarce (Denscombe, 1980; Mac an Ghaill, 1992; Shanks, 1994).

Shanks (1994) presented a detailed analysis of the responses of elementary students to the implementation of a textbook-based standardized curriculum. The study reported how the new curriculum impacted students, and how students responded to the new curriculum. Much of the student work was directly from textbooks or worksheets. Despite suggestions from students of learning activities they would like to do, teacher determined assignments were accepted by students. Although students viewed school as work that had to be done, more than half interviewed could not make suggestions as to what they should be learning. Shanks (1994) remarked getting work done was priority over learning. Students regarded schoolwork as a product to be finished quickly-and often incorrectly! Students had little opportunity for active involvement with the curriculum and minimal incidences of teacher-student interaction were observed. Shanks (1994) reported students had experienced a deskilling of their work as a consequence of the new initiative and were unable to relate classroom assignments to their individual needs and interests.

Some studies revealed disjunctions between how students and teachers view the outcomes of school change efforts. Mac an Ghaill (1992) explored the student perspective
on recent changes at the classroom level in one British secondary school. The school had experienced a plethora of reforms including the implementation of the national curriculum and the inclusion of the General Certificate for Secondary Education (GCSE). Mac an Ghaill (1992) examined, from the student perspective, three issues: teacher-student interaction, teaching methodology, and the changing nature of school work. The latter two items were issues from which discussions excluded students. Mac an Ghaill (1992) reported teacher-student interaction had deteriorated over the course of the year even though the school was attempting a more student-centered pedagogy. The teachers claimed they were enhancing learning autonomy through project work whereas students reported receiving little guidance on projects and endless worksheets accompanied by minimal instruction. The students' perspective of good and bad teachers were the subject of some interview questions. Mac an Ghaill (1992) indicated the students' view of good teaching were in sharp contrast to the dominant teaching practices observed. Teaching tended to emphasize transmission of knowledge rather than dialogue. Teachers at the school claimed the nature of school work was changing in pace content, and form. Students identified their lack of preparation for the changing nature of their coursework and stated teachers had not assisted them in planning for and completing coursework. Given the comments from students and teachers Mac an Ghaill (1992) speculated that a major paradox which existed within the school and the official intention of creating a student-centered pedagogy unintentionally has resulted in their exclusion, disorientation, and deskilling. In looking to the future Mac an Ghaill (1992) suggested:

"...qualitative research may be of vital importance in highlighting the student perspective of the restructuring of the curriculum" (p.231).

Student Voices in Physical Education

The investigation of students' attitudes toward physical education has received considerable attention. Much of the data have been gathered through attitude inventories
and student questionnaires measured on a Likert scale (Stewart, Green, & Huelscamp, 1991). A few studies have interviewed high school students to gather their views of physical education (Carlson, 1995a; Goudas & Biddle, 1993).

Strand & Scantling (1995) stated most of the studies seeking students' opinions on physical education have focused upon university students. Few have attempted to determine the attitudes of secondary aged students toward physical education (Stewart et al. 1991). Given the many challenges facing high school physical education and its uncertain future as part of the school curriculum it is important to monitor the opinions of adolescents and act upon their perspectives in making informed adjustments to programs to meet their needs and interests.

Research in the 1980's has suggested some secondary students enjoyed and held positive attitudes towards physical education. In Canada, Butcher (1982) reported 83% of girls were satisfied with physical education. In New Zealand, Williams & Nelson (1983) indicated attitudes towards physical education among 814 boys and girls were favorable. In Britain, Dickenson & Sparkes (1988) stated physical education was the most enjoyable subject. In the United States, Rice claimed 83% of all students enjoyed their physical education classes.

More recent empirical studies with a focus upon the attitudes of secondary students toward physical education supports some of the earlier work in that many students enjoy their physical education experiences (Aicinena, 1991; Milosovic, 1996; Stewart et al. 1991; Strand & Scantling, 1995; Tannehill & Zakrasjek, 1993; Tannehill et al. 1994). Having fun is important for students in physical education and this element has been reported consistently (Butcher, 1982; Dickenson & Sparkes, 1988; Goudas & Biddle, 1993).

the most influential factor in determining student attitudes toward physical education. Some research also suggests students liked the variety of activities within their program. Rice (1988) found 81% of students supported a multi-activity curriculum. Tannehill et al. (1994) reported 68% of students enjoyed a variety of activities. Some students liked physical education because they could choose from many different activity options (Figley, 1985; Luke & Sinclair, 1991). Rice (1988) and Tannehill et al. (1994) revealed comparable percentages among boys and girls who preferred team sports. Butcher (1982) reported 66% of students who cited the inclusion of health and fitness as important components for physical education programs. Sixty-eight percent of students in Tannehill et al.’s (1994) study suggested physical education should include activities that improve fitness. This finding is further substantiated in Britain by Dickenson & Sparkes (1988). Differences in curricular preferences among boys and girls have been reported. Luke & Sinclair (1991) reported boys and girls ranked team sports first in their curricular preferences. Some have investigated curricular preferences based upon minority differences. Ikukayo (1991) revealed white English girls liked swimming and gymnastics whereas black West Indian girls preferred track and field, dance, and netball. The author attributed the differences to race-linked preferences and the possible influence of parents and the physical education teacher on the child’s favored activities.

Milosovic (1996) sampled 2000 students from four British secondary schools to determine the presence of sex-stereotyping in physical education curriculum content. Findings revealed 54% of boys believed aerobics was mostly a girl’s sport, while 78% of girls considered rugby a male activity, and 74% of girls considered rounders a girl’s sport. In the United States Tannehill et al. (1994) claimed boys did not consider dance a necessary part of their physical education program but girls did. Macdonald (1989) claimed boys placed higher value on physical education than girls. Tannehill et al. (1994) stated 31% of students considered physical education very important/important while Tannehill &
Zakrajsek (1993) observed 57% of students viewed physical education as very important/important.

Goudas & Biddle (1993) and Dickenson & Sparkes (1988) revealed students considered physical education a positive change and release from schoolwork while others reported physical education afforded opportunities for social contact with friends in an enjoyable and relaxed atmosphere (Luke & Sinclair, 1991). Van Wersch, Trew, & Turner (1992) suggested developing peer relationships in physical education was important for some students. Boys tended to enjoy physical education more than girls because of self-perception of excellence in activities and in themselves (Milosovic, 1996; Tannehill & Zakrasjek, 1993; Tannehill et al. 1994).

Given the belief among some that physical education is a non-academic subject (Graham, 1990), Strand & Scantling (1995) revealed 54% of students would enroll in courses offering classroom instruction on aspects of athletic training, care of injuries, and sport psychology.

Many students hold negative attitudes and perceptions of high school physical education and these non-supportive elements have been documented. Physical education for some youth is a meaningless, potentially embarrassing, and alienating experience (Carlson, 1995). Other factors have been linked to negative student attitudes toward physical education. Students do not like dressing (Butcher, 1982; Luke & Sinclair, 1991; Rice, 1988), wearing a uniform (Butcher, 1982), physical exertion (Goudas & Biddle, 1993), getting sweaty (Butcher, 1982) or being required to shower (Rice, 1988). The weather has also been cited as a factor contributing towards negative attitudes (Luke & Sinclair, 1991).

Girls reported they do not enjoy participating with or in front of males (Milosevic, 1996; Tannehill et al. 1994). Siedentop et al. (1994) revealed many low skilled students were disadvantaged in classes and provided with few opportunities to respond as boys
tended to dominate classes. Milosovic (1996) claimed boys were more likely to make suggestive or offensive jokes in class and 37% of girls indicated they had received unwanted 'contact' from boys. Girls have reported they disliked field hockey because of the overphysical nature of the game and gymnastics because of their perceived lack of ability. Chernysh & Crossman (1994) stated some students occasionally felt uncomfortable when practicing skills in class. Research suggests many students disapprove of fitness related activities within physical education (Luke & Sinclair, 1991; Tannehill & Zakrasjek, 1993). Other studies argued some students disliked teacher grading procedures (Dickenson & Sparkes, 1988; Luke & Sinclair, 1991; Rice, 1988), a limited opportunities to select activities in class (Luke & Sinclair, 1991).

Although many students enjoy physical education, when students discuss its importance in relation to other school subjects a different image is presented. Tannehill et al. (1994) reported over 40% of students liked physical education less than math, science, English, and history and over 50% ranked physical education less important than all other subjects. Only art was considered less important than physical education. Butcher (1982) claimed 15% of students regarded only learning rules in physical education to be of any educational value. Carlson (1995a) stated some students did not perceive physical education to be a real subject and that physical education had few challenges and goals.

Date which describes students' perspectives of physical education from qualitative techniques is less common. According to Woodhouse (1996):

"While there have been a number of surveys of the state of physical education in schools, together with much unsubstantiated assertion, there is little data which gives the pupils a voice" (p.41).

The recent monograph 'Physical education thorough students' eyes and in students' voices' (Journal of Teaching in Physical Education, 14(4)) represents the first comprehensive effort in North America to reveal how children and youth view a number of aspects of their
physical education programs. The monograph included data collected in several studies from nearly 500 children to ascertain what they think, feel, and know about physical education. One of the nine empirical studies sought the voices of high school students (Carlson, 1995a).

Carlson (1995a) provided insight into why some adolescents felt alienated in physical education classes. Students from two schools, one middle and one high school, served as participants. One hundred and five students completed a 30-item survey on a five point Likert scale. Items included were related to a lack of personal meaning, control, and isolation in class. Eight students were identified by teachers as alienated and were then interviewed. Survey results indicated 21% of students did not enjoy physical education with the majority of this group female. Through interview some students communicated they felt left out in class and would prefer to withdraw from lessons. Students reported faking to avoid potentially embarrassing situations and incidences of lying to the teacher about illness to avoid dressing. Carlson (1995a) concluded some students had little affinity with a subject in which they believed they could not succeed but might enjoy more if they had opportunities to improve their performance.

Student Resistance

General Education

In educational research, the concept of resistance is used to explain and interpret various behaviors by students which reflect tension and conflict between school and the world beyond (Alpert, 1991). While some have attempted to understand student resistance as it appears within the upper-middle class (Alpert, 1991; Spaulding, 1995), resistance studies have tended to focus on the non-elite or working class. Much of this empirical research is concerned with student oppositional behavior to the norms and values of dominant societal groups (Erickson, 1984; 1987, Giroux, 1983, Willis, 1977). From a neo-Marxist perspective education and schooling are perceived by some students as
productionist processes rather than equalization processes (Giroux, 1983). Consequently some students do not believe education promises them a good future (Sun, 1995).

Organizational change literature claimed resistance has predominantly been defined as an irrational and counter-productive behavior engaged in by a minority to the detriment of an organization (King & Anderson, 1995). The concept of resistance is problematic and potentially contradictory when defining another behavior as resistant. To do so necessitates interpretation and possibly misinterpretation of that behavior (Lindquist, 1994). Similarly work by Willis (1977) described British working-class students' resistance to a schools' efforts to reproduce social inequalities. Resistance to schooling by students in Willis' study served only to reinforce their working-class position in society. Students in this two year study perceived schooling as meaningless and a waste of time.

There is agreement in educational circles that resistance affects student performance in schools (Anyon, 1981; Sun, 1995), teachers' instruction, and teachers' attitudes towards learners (Alpert, 1991). By resisting schooling some students attempted to delay, distract, or prevent instruction initiated by the teacher (Spaulding, 1995). Many suggestions have been put forward to explain why students resist learning and instruction. According to Cusick (1992) and Pauly (1991) some students resisted activities they dislike. Reasons for disliking the activity are many: a lack of challenge, too difficult, or uninteresting (Spaulding, 1995). Larson & Richards (1991) cited boredom in class as a key factor to explain student resistance and Chen (1996) stated there is much consensus among scholars that boredom has a negative impact on learning in schools. Larson & Richards (1991) revealed students were more likely to experience boredom when listening to teacher lectures, reading texts, or taking quizzes. The construction of boredom is dependent upon how learning activities are introduced to and interpreted by individual students (Chen, 1996). Boredom can therefore be understood as an expression of resistance and as a means for some students to negotiate a curriculum more meaningful to them (Giroux, 1983).
Scholars have indicated individuals resist change (Fullan & Miles, 1992; King & Anderson, 1995). Brookfield (1991) proposed learning represents change and change can be perceived by some students as threatening so resistance results. Brookfield (1991) set out several reasons why some students resist learning. For some, fear of learning something new can be unsettling. If students are unsure what teachers expect, they may resist their instruction. Students occasionally resist the method by which content is delivered. Brookfield warned that teachers must always expect a core of resistance from those who oppose a new learning approach. Students resist learning activities which seem to have no connection or meaning for their own interests and concerns. A perceived lack of relevance for some students in class assignments can frustrate and annoy learners. Duffy (1995) supported many of Brookfield’s rationales but added some individuals may resist change because of their rigid perceptions of people, situations, and events.

Alpert (1991) set out to identify observable forms of student resistance existing in classrooms and carried out a series of ethnographic studies in three upper-middle class high school English classes. Data were collected over a four month period through fieldnotes, teacher and student interviewing, and tape-recording of public classroom talk. Student resistance was evident in two of the classes but less so in the third. Alpert (1991) identified a number of modes of resistance among some students many of which were purposeful behaviors: reluctant participation, mumbling, silence by not responding to the teacher’s questions, and arguing with the teacher. Alpert observed students expressing dissatisfaction with the teachers’ instructional approach and criticizing the teachers’ perception of content and her evaluation policy. Some students spoke of these behaviors as purposeful reactions to the teachers’ method of delivering content. In two of the observed high school classes Alpert (1991) claimed student resistance to be a contrast between the school and the adolescent student culture. Such a mismatch was attributed to the teachers’ emphasis upon academic knowledge. Teachers of students in the two classes had become
alienated from the social and cultural elements of youth and their age group. Students in these classes stated the teacher determined which knowledge was of most worth. The teacher of the third class, where little resistance was observed, made room for personal knowledge in classroom discussions and asked students to relate individual experiences to the literary work.

Following nine months observation of a second grade elementary class Spaulding (1995) conceptualized student resistance from a micropolitical perspective into two subcategories; passive resistance and aggressive resistance. Data were collected through non-participant observation and interviews with the teacher and students. Passive resistance included: incidences of repetition, interruptions by students, topic changes, ignoring the teacher, and partial student compliance. These elements were less direct and confrontational than aggressive resistance which was characterized by overt student protestation and use of intermediaries. Spaulding (1995) claimed passive resistance served to delay or distract instruction whereas aggressive resistance prevented instruction. Incidences of aggressive student resistance were less common but when they occurred students were not interested in compromise but only having their wishes met by the teacher. Through interview some students admitted that aggressive resistance was to prevent teacher initiated activities they and others disliked or hated. Students reported they first tried to influence the teacher alone then would seek intermediary assistance from the principal or a parent.

**Physical Education**

The concept of student resistance has rarely been the subject of inquiry in physical education or physical education teacher education settings. Research by Doolittle, Dodd, & Placek (1993) and Placek, Dodds, Doolittle, Portman, Ratcliffe, & Pinkham (1995) confirmed how preservice physical education teachers' beliefs about teaching and schooling remain persistent and subject to little change across the training period. Rovegno (1994)
described how one preservice teacher encountered student resistance from some eleventh and twelfth grade students in volleyball lessons in the form of continual talking and off-task behaviors. High school students complained they were tired of the same drills and preferred playing games. Resistance necessitated the teacher to retreat to a ‘curricular zone of safety’, that is the limits teachers are willing or permitted to teach particular physical education content (Rovegno, 1994). Langley (1993) claimed undergraduate students resisted change to new motor patterns because they did not recognize the need for change or that the change was a challenge to their core beliefs about skill performance. Langley (1993) argued students construct a personal understanding of how a skill should be performed and will resist changes or guidance that does not fit their perspective. Langley (1993) concluded knowledge of resistance to change is minimal in activity settings and little is known of its causes. Attempts to understand student resistance to change at the high school level has not been a topic of investigation among scholars.

Summary of Chapter

This review examined the many theoretical perspectives on curriculum change and shared some empirical research on change efforts in secondary physical education. A number of curriculum models were presented and this section revealed the sparse research base on students’ perspectives on curriculum. The chapter highlighted the challenges confronting physical educators who might attempt to consider and/or introduce new program initiatives. There is paucity of work which describes how teachers introduce and maintain effective secondary physical education programs and how students respond to new initiatives. Listening to the voices of students on teaching and during curriculum change and reform continues to be an important but neglected element in education and warrants empirical research that might aide in informing the design and positioning of relevant and meaningful programs.
CHAPTER 3

METHODOLOGY

This research study focused on the perceptions and responses of two classes of high school students toward curriculum change in physical education. The study primarily used qualitative techniques to guide the collection and analysis of data. A pre and post-unit survey instrument was used and descriptive statistics were reported. This chapter establishes the qualitative framework for the study and provides details of the development of the curricular unit which was implemented during the study. Descriptions of and justifications for selecting subjects and settings, entree to the site, techniques of data collection, data analysis, and trustworthiness issues are included.

Qualitative Framework

According to Locke (1989) qualitative research “is a systematic empirical strategy for answering questions about people in a bounded social context” (p.2). Glesne and Peshkin (1992) viewed qualitative research as an umbrella term which refers to a number of philosophical orientations to research that include the postmodernist, critical theory, and interpretivist perspective. Erickson (1986) stated the interpretivist paradigm posits that reality is socially constructed and ever-changing and interpretive research focuses upon “the immediate and local meanings of actions, as defined by the actors' point of view” (p.119). Some authors support the use of qualitative methods when little is known about the phenomenon of interest (Corbin & Strauss, 1992; Jorgensen, 1989). Thus a purpose of qualitative research is to come to understand how individuals in a social setting construct
the world around them (Glesne & Peshkin, 1992). A researcher seeks to understand the complexity of a phenomenon of interest (Peshkin, 1988), beginning with specific observations and moving toward the development of general patterns as drawn from the cases under study (Rudestam & Newton, 1992). Categories are generated in order to understand human phenomena and investigate meaning people give to their experiences (Polkinghorne, 1991).

The Use of Qualitative Methods in Physical Education

The use of qualitative methods to study teaching and learning within physical education contexts has grown over the past decade and a half. Referring to the development of qualitative techniques in physical education Siedentop (1991) stated; “they have become established as an alternative method for coming to know about teaching in physical education” (p.34). Rink (1993b) commented that qualitative methods seek to understand teaching from the perspectives of participants and as a consequence of qualitative research rich descriptions of teaching and learning now exist to help educators understand context and complexity within classrooms.

In this research students experienced a 20 day unit of volleyball which included both practical and theoretical components. The planned unit was the culmination of two years of on-going collaborative pilot work between university personnel and high school teachers and the creation of instructional units within a ‘Sport Culture’ framework. The following section describes the development of this unit and explains how it was modified from pilot work in different teaching contexts.

The Birth of The Sport Culture Unit (SCU)

Through the Professional Development School (PDS) at a large mid-western university regular meetings were established between physical education teachers, teacher education faculty, and graduate students. These meetings allowed the group to discuss issues pertinent to curriculum and instruction within public schools and the training of
future physical education teachers. At a meeting in the Fall of 1994 two members of the
group shared the scope and sequence of elective secondary physical education programs
with a theoretical component in British and Australian schools. Four high school teachers
decided to meet in the Summer of 1994 to think differently about high school physical
education within their programs. Two of the teachers attended this second meeting with a
university faculty member and shared ideas. A classroom based curriculum framework to
study physical education and sport from a sociocultural perspective was suggested. The
group brainstormed how such a unit might be operationalized within their high school
physical education and what its purposes might be.

A summary of the development of the unit implemented in this study is shown in
Figure 1. In the Fall of 1994 the researcher was invited to join this team and to share his
experience teaching classroom based physical education programs in Britain. The group
planned a unit of instruction as a first effort to implement the material into two local public
high schools. The unit became known as the ‘Sport Culture Unit’ (SCU). Questions related
to the implementation of the SCU and the responses of three high school teachers to
curriculum change were the focus of two pilot projects.

During the second effort some movement experiences were included within a
modified SCU for the first time in concert with the theoretical work. On completion of the
second effort a decision was made to further re-design Sport Culture Units and attempt
some integration of movement and non-movement experiences. The 20 day unit of
volleyball introduced in this research study was the first attempt to achieve such an
objective. For this research study a high school teacher with prior experience implementing
the SCU taught a 20 day unit of instruction to one ninth and one tenth grade class. An
outline of the unit and its purposes is provided in Appendix A.
Su. 94-Win. '95...... Two high school teachers, two graduate students, and a faculty member begin conceptualization and planning of a Sport Culture Unit.

Winter 1995......... First Effort: The two teachers introduce the Sport Culture Unit into their physical education programs in concert with a first research study. This unit consists of non-movement content only. The curriculum team continues to meet to discuss the progress on implementing the unit.

Fall 1995............ Sport Culture Unit disseminated as a local conference for physical education teachers and a third high school teacher expresses an interest in teaching the unit within her program.

Winter 1996......... Second Effort: The third high school physical educator introduces a modified Sport Culture Unit into her program. The teacher includes some movement experiences. A second research study is undertaken.

Spring 1996.......... The Sport Culture Unit is shared at a national conference by all participants in the work.

Summer 1996....... Planning begins for the Third Effort.

Fall 1996.......... The third teacher to implement a Sport Culture Unit which includes movement and non-movement experiences couched within the sport of volleyball.

Fig 1. The Sport Culture Unit in High School Physical Education: A Chronology
I met Jenny Littlemead (pseudonym) in the Fall of 1995 when I presented the purposes, scope, and sequence of the SCU at a local physical education teachers conference. Jenny was provided with teaching materials and resources from the initial attempt to implement the unit. Jenny was encouraged to modify the instructional materials to match her teaching context and the needs of her students. In addition she joined the design team to prepare a paper on the SCU to be shared at a national physical education conference in April 1996.

In the Winter of 1996 Jenny taught a modified SCU for a period of seven weeks to a class of ninth and tenth graders. I observed much of the teaching in an attempt to describe and interpret how Jenny responded to teaching this unit and determine how the intended change impacted her pedagogical decision-making. As a consequence of favorable responses from the students and personal success with the unit, Jenny volunteered to be a participant in this study.

Development of the 'Volleyball as a Sport Culture Unit'.

In the Summer of 1996 Jenny and I commenced work collaboratively on the 20 day instructional unit. Each took on specific tasks to gather necessary teaching resources and make appropriate photocopies. Twelve hours of face-to-face planning took place. Further ideas on the unit were shared and modified through telephone conversations and electronic mail. The practical component of the unit was taught through a Sport Education approach (Siedentop, 1994). The movement experiences were coupled with students gaining an appreciation of sport as a social and cultural activity using volleyball as the specific subject medium. Through individual and group work students studied the historical and geographical roots of sport with volleyball and critiqued how sport was positioned in their lives, their communities, and in wider society (Siedentop, 1995).
Why this Unit?

The literature on issues connected with the problems and challenges for high school physical education provided a grounding to justify this type of a unit. Some have argued for a complete replacement of the present model for teaching physical education in the secondary school (Locke, 1992). There have been calls from eminent pedagogists for experimentation with different ways to present high school physical education in the United States (Siedentop, 1994) as one strategy to address the potential extinction of the subject. Others support the inclusion of cognitive components within secondary physical education programs (Vickers, 1992).

Upper secondary physical education programs in Britain, Australia, and New Zealand contain practical and theoretical components. Attention to these programs in British schools was reported in Kinchin & O’Sullivan (1996). Student enrollments within these courses have increased in many instances since their inception (Francis & Merrick, 1994). Teachers in many of these schools have reported how the new physical education programs have positively affected their world of work and legitimized their contribution to the education of children and youth (Carroll, 1994). Responses of teachers from pilot work with the SCU are similar with teachers describing their heightened feelings of self-worth and motivation in addition to new found professional growth. Furthermore, teachers of the SCU have spoken of a favorable reception to the unit from some students.

Although some authors have questioned the relevance of much of the present content of high school physical education programs to the physical world beyond school (Tinning & Fitzclarence, 1992), research from Australia and New Zealand has highlighted positive student responses to the use of the Sport Education model (Alexander, Taggart, & Thorpe, 1996; Grant, 1992; Pope, 1992). Siedentop (1995) also suggested as a development of Sport Education attention to social inequalities in sport so that students could become critical consumers of sport and physical activity in their local and wider sport
cultures. Given the favorable responses of students to the Sport Education model and the length of the planned SCU, a Sport Education approach was deemed appropriate for this study. Sport Education would provide a suitable back-drop to a theoretical study of the sociological elements of sport using volleyball as an exemplar.

Entree

The principal of Lawrence High School was contacted by mail in the Fall of 1996. This letter set out the purpose of the study. Confidentiality and anonymity were assured for subjects and settings with regard to data collected in this study. The school district granted permission for the execution of this study and permission was sought and obtained from the Human Subjects Review Committee at the Ohio State University. Each student interested in participating in the study was provided with a formal parental consent form and by signing the form parents granted permission for their child to participate.

Research Setting and Subjects

The site for this study was a secondary public school in Central Ohio. Lawrence High School (pseudonym) is an alternative inner city public magnet school situated within a lower socioeconomic neighborhood. There are approximately 630 students enrolled within the school in grades 9-12. Fifty three percent of the student body are African-American. The school offers a comprehensive Humanities Course of Study and advanced placement courses are offered in 12 subject areas. From the class of 1996 some 90% of graduates entered 4 year college degrees. Typically, 40% of the senior class graduate with a 3.0 or better. All students 10-12 grade participate in one full day per week of community cooperative programs to provide students hands-on work and career exploration experiences.

Beginning the Fall of 1996 Lawrence High School operated on a block schedule consisting of four daily periods lasting seventy-seven minutes. Each student attended physical education four days per week for one semester. Some have spoken of the possible
benefits of block scheduling for physical education in schools (Claxton and Bryant, 1996). One such benefit is an opportunity to include cognitive objectives and the study of rules and strategies in addition to motor experiences. Claxton & Bryant (1996) stated: "...it [block scheduling] allows the physical educator to try creative approaches that were not possible when time was a limiting factor" (p.50).

The Teacher

Jenny Littlemead (pseudonym) was a forty-five year old physical education teacher. Jenny was married with three children and her husband was a high school principal. She had twenty-three years teaching experience and held a teaching certification for health, physical education, dance, and biology. Jenny received her masters degree in physical education teacher education from a large mid-western university. Jenny was the only physical education teacher in her building. She had taught at her present school for the past sixteen years. Prior to this she spent her first year teaching eighth grade math and physical education at a junior high school and the next five years teaching physical education at another junior high school. Although not scheduled during this research study, Jenny had taught biology and had considerable experience designing a science curriculum and serving on science textbook committees. During her teaching career Jenny had been involved in several professional organizations (such as the professional development school), seminars, and workshops. Jenny had been a cooperating teacher for a number of field experience students and student teachers and a subject in a number of research studies on teaching and learning in physical education. In 1988 Jenny was voted Supervising Teacher of The Year by the College of Education at the local university.

Some have argued that for substantive change to occur in physical education programs, teachers need continual support and assistance within their programs (Locke, 1992). The researcher had worked with Jenny for one year prior to this study examining her present curriculum and considering alternative programs. The teacher selected for this
study had recent experience attempting curriculum change and practical knowledge of issues associated with the implementation of a SCU into high school physical education. Jenny served as a participant in a previous research study in connection with this approach. Data collected from that pilot study suggested the teacher was a genuine advocate of this method of delivering a high school physical education curriculum. Jenny was involved in the design of instructional experiences for this twenty day unit of instruction.

Accessing Students

The purpose of this study was to describe the responses and perspectives of high school students toward curriculum change in physical education. The 20 day volleyball unit was taught to one ninth and one tenth grade class. There were 25 students in the ninth grade class and 32 students in the tenth grade class. Obtaining relevant information to answer the research questions required seeking high school students from within the two classes who were willing to serve as participants for data collection purposes. In this study high school students were needed for focus group interviews.

Prior to commencement of the 20 day unit I visited the high school and talked with the students to obtain volunteer participants. I indicated I was interested in understanding the views of students toward physical education at the school and asked students to volunteer to be involved in the study and share their perspectives on physical education and on the unit they were to experience in the days and weeks to follow. The students were informed that involvement required they attend three interviews in groups and be videotaped while sharing some of their work and presentations to the class. Some believe incentives can assist with recruitment, (Kreuger, 1988). An incentive was offered to students willing to assist with interviewing and video presentations connected with the study. Those students who volunteered were invited to spend a visitation day on the campus of the large local university and receive a guided tour of several athletic facilities by recreational personnel, graduate assistants, trainers, and a Varsity Head Coach. These
visitation days have been used on two prior occasions and feedback from students and teachers have been very favorable as the day on campus made some specific connections to parts of the unit. Students interested in participating in this study were given a parental consent form and encouraged to return the signed form the following morning. I returned to the school to collect consent forms and prompt for further returns.

Student Subjects

Twenty-nine students initially volunteered to be involved in this study and formed eight focus groups. Four ninth grade students voluntarily dropped out of the study prior to the second round of interviewing. These students came from and comprised all members of the same focus group. The remaining seven groups continued for the duration of the study. Intact focus groups were interviewed during the first and second round of interviews. Two tenth graders were absent on the last day of school when final interviews were scheduled. Follow up interviews occurred with these two students following the Winter vacation. Demographics of the 25 students are shown in Table 1. Of the 25 students ten were ninth graders and fifteen in the tenth grade class (two of whom were juniors). All names used in this study are pseudonyms and students were given the choice to select their own pseudonym.

Formation of the Focus Groups

Kreuger (1988) stated:

"It is important to keep in mind that the purpose of focus group interviews is not to infer but to understand, not to generalize but to determine the range, and not to make statements about the population but to provide insights about how people perceive a situation" (p.96).

Glesne and Peshkin (1992) stated stratification requires the identification of important criteria related to the phenomenon of interest. Kreuger added randomization is not the primary factor in subject selection for focus group interviews. This study intended to describe and interpret the responses and views of high school students toward curriculum
change in physical education. As students attending this school come from diverse backgrounds with a wide range of experiences purposeful sampling was used to reflect these differences. Seventeen student volunteers returned the consent form on the first day. The teacher taught the tenth graders before but this was her first meeting with the ninth graders so decisions over the selection and grouping of ninth grade student participants reflected gender, athlete/non-athlete, and ethnic background. The tenth graders were purposefully assigned, with help from the teacher, to two focus interview groups reflecting gender, athlete/non-athlete, ethnic background, their ability to articulate their views in class, and extent to which they worked cooperatively with the teacher or in peer groups.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochelle</td>
<td>9</td>
<td>Female</td>
<td>African-American</td>
<td>2.5</td>
</tr>
<tr>
<td>Cassie</td>
<td>9</td>
<td>Female</td>
<td>White</td>
<td>2.7</td>
</tr>
<tr>
<td>Renee</td>
<td>9</td>
<td>Female</td>
<td>White</td>
<td>2.0</td>
</tr>
<tr>
<td>Genevieve</td>
<td>9</td>
<td>Female</td>
<td>White</td>
<td>4.0</td>
</tr>
<tr>
<td>Marie</td>
<td>9</td>
<td>Female</td>
<td>African-American</td>
<td>3.3</td>
</tr>
<tr>
<td>Tamara</td>
<td>9</td>
<td>Female</td>
<td>African-American</td>
<td>3.7</td>
</tr>
<tr>
<td>Penny</td>
<td>9</td>
<td>Male</td>
<td>African-American</td>
<td>3.9</td>
</tr>
<tr>
<td>Tim</td>
<td>9</td>
<td>Male</td>
<td>White</td>
<td>3.0</td>
</tr>
<tr>
<td>Emmett</td>
<td>9</td>
<td>Male</td>
<td>African-American</td>
<td>3.0</td>
</tr>
<tr>
<td>Goliath</td>
<td>9</td>
<td>Male</td>
<td>African-American</td>
<td>2.7</td>
</tr>
<tr>
<td>Michelle</td>
<td>10</td>
<td>Female</td>
<td>African-American</td>
<td>4.0</td>
</tr>
<tr>
<td>Jaimee</td>
<td>11</td>
<td>Female</td>
<td>White</td>
<td>3.5</td>
</tr>
<tr>
<td>Beth</td>
<td>10</td>
<td>Female</td>
<td>White</td>
<td>3.0</td>
</tr>
<tr>
<td>Jeannette</td>
<td>10</td>
<td>Female</td>
<td>White</td>
<td>2.6</td>
</tr>
<tr>
<td>Teresa</td>
<td>10</td>
<td>Female</td>
<td>White</td>
<td>3.5</td>
</tr>
<tr>
<td>Smiley</td>
<td>10</td>
<td>Female</td>
<td>African-American</td>
<td>3.54</td>
</tr>
<tr>
<td>Poohbear</td>
<td>10</td>
<td>Female</td>
<td>African-American</td>
<td>0.9</td>
</tr>
<tr>
<td>Keesha</td>
<td>10</td>
<td>Female</td>
<td>African-American</td>
<td>2.2</td>
</tr>
<tr>
<td>Na'Nae</td>
<td>11</td>
<td>Female</td>
<td>African-American</td>
<td>2.7</td>
</tr>
<tr>
<td>Schena</td>
<td>10</td>
<td>Female</td>
<td>African-American</td>
<td>0.7</td>
</tr>
<tr>
<td>Craig</td>
<td>10</td>
<td>Male</td>
<td>White</td>
<td>2.2</td>
</tr>
<tr>
<td>Jason</td>
<td>10</td>
<td>Male</td>
<td>African-American</td>
<td>0.9</td>
</tr>
<tr>
<td>Ralph</td>
<td>10</td>
<td>Male</td>
<td>White</td>
<td>2.8</td>
</tr>
<tr>
<td>Otis</td>
<td>10</td>
<td>Male</td>
<td>African-American</td>
<td>2.0</td>
</tr>
<tr>
<td>Don Juan</td>
<td>10</td>
<td>Male</td>
<td>African-American</td>
<td>2.07</td>
</tr>
</tbody>
</table>

Table 1: Demographics of Student Subjects
An additional 12 students returned the signed consent form. With no lesson time available for interviews these students formed four additional focus groups based upon assigned lunch breaks and all students agreed to be interviewed at this time of the day.

Kreuger (1988) claimed although focus groups normally comprise seven to ten people, mini-focus groups of four to six participants are becoming increasingly common. The disadvantage of smaller numbers centers upon their range of experiences. In this study allocated lunch break impacted the groups. Two focus groups comprised two members. All final focus groups ranged from two to five members.

**Data Collection**

The research questions in this study drove the data collection strategy. Data collection included: a) focus group interviews with students, b) semi structured interviews with the teacher, c) field notes from non-participant observation, d) student journals, e) informal conversations with students and the teacher, f) video-tapes of individual student presentations, g) student written work, and h) a pre-test post-test student questionnaire. Each data collection technique is described in detail, and its role within the study outlined.

**Interviewing**

The study aims to investigate the perceptions and responses of students to curriculum change. Interviewing students and their teacher on issues connected with program change contributed to a greater understanding of curriculum change and enhanced the richness and triangulation of the data. In addition the interviews allowed similarities or differences in perspectives on this curriculum effort in physical education to be revealed.

According to Seidman (1991) interviewing covers a broad range of practices. Bogden and Biklen (1992) stated:

"the interview is used to gather descriptive data in the subject's own words so that the researcher can develop insights on how subjects interpret some piece of the world" (p.96).
Seidman (1991) claimed interviewing to be a powerful method to gain insight into many classroom issues through understanding the experience of individuals whose lives constitute education. Similarly in physical education settings some authors suggest interviewing is an effective way to more clearly understand the feelings possessed by students (Graham, 1995) and to learn about their perceptions of school programs. In-depth interviews about students' feelings and beliefs concerning physical education have rarely been used with adolescents (Carlson, 1995).

a Focus Group Interviews With Students

During the pre-unit interview the students shared their views and beliefs about the purposes of physical education at the high school level and what they expected from their time in physical education in high school. Students provided some insight and critique of their prior learning experiences in the subject. During the mid-point interview students commented upon theirs and others' initial reactions and impressions of the unit. Students shared their evaluations of the teaching methods used, the nature of their classroom interactions with others and the teacher, and their views on their work in class. The final interview with students took place at the conclusion of the study and allowed students to evaluate the unit and share their perceptions of the assignments and lesson format. Students commented on their reactions to teaching methods used in the unit, in-class behavior of the group, and classroom interactions with peers and the teacher. Students shared their views on the relevance and appropriateness of this unit or of similar units of work. Students suggested modifications to the content or teaching methods for this unit or spoke to the impact of the unit upon their views about physical education.

b Teacher Semi-Structured Interviews

The physical education teacher was interviewed three times. During the first interview prior to commencement of the unit the teacher communicated her expectations from her students on assignments within the unit, speculated upon the responses and
concerns of her students and provided reasons for their possible reactions. The teacher provided an indication of what she perceived to be an acceptable standard of work. The mid-point interview (following lesson #10) allowed the teacher to comment on the work, behavior, and reactions of her students to the unit. The teacher addressed some items within the unit that need to be deleted or changed. The final interview was scheduled for the last day of school prior to the vacation. Due to her fatigue and at the request of the teacher this interview was postponed until after the Winter vacation during which the teacher summarized the responses of her students to the content and assignments within the unit and appraised the quality of students’ written and oral work.

Recording and Transcribing Interviews

The literature supporting the use of tape-recorders for interviews is not unanimous (Patton, 1989). However, on the advice of Seidman (1991) and with permission of the participants, all interviews in this study were tape-recorded to accurately gather the subjects’ words. Seidman (1991) set out a number of benefits to tape-recording interviews; researchers have original data, tapes are a source to check for lack of clarity within transcripts, recording benefits participants as they can be assured access to tapes is permissible, and reviewing tapes allow a researcher opportunity to study their interviewing technique. The tapes were transcribed by the researcher as in the opinion of Seidman (1991), “interviewers who transcribe their own tapes come to know their interviews better...” (p.88).

c) Non-Participant Observation.

Field notes provide a written account of what the researcher sees, experiences, hears, and thinks during the collection of and reflection upon data in a qualitative study (Bogden & Biklen, 1992). Field notes also allow a researcher to keep track of the study’s development. Glesne and Peshkin (1992) suggested field notes may include; a description of and/or sketches of the setting, a description of the persons in the setting, a record of
events that occur, and individual’s gestures which are displayed. While observing in the field Glaser and Strauss (1967) advised a focus upon behaviors rather than on individuals.

The field notebook is the primary recording tool to keep descriptions of the subjects and settings plus a place to record ones own biases. Notes are descriptive and analytic but also accurate and detailed to enable the researcher to “visualize the moment” (Glesne & Peshkin, 1992, p.47).

In this study fieldnotes were taken to: capture a rich and detailed description of the setting, record the behaviors of the students in the classroom, chronicle what the students do, who they interact with, and document any conversations that take place between individuals. In accordance with Glesne and Peshkin (1992) fieldnotes were read through in order to clarify and/or expand upon observations and avoid a dependence upon memory to document what was seen.

Fieldnotes were collected on all days. A justification for this schedule was centered upon the inclusion of several innovative instructional experiences with students in an atypical space addressing content some may not typically perceive to be a part of physical education subject matter. Observations of these sessions were critical to assisting in collecting information on student reactions to the new unit in physical education. The fieldnotes were triangulated with data gathered from teacher and student interviews.

In summary, each class was observed for a total of twenty lessons which constituted twenty-five hours of instruction.

d) Student Journals

Journals must have a specific purpose and be read or checked periodically (McKay, 1995). McKay (1995) defined a journal as “some form of personal written record and response to experiences” (p.56). Oxendine (1988) claimed through writing on aspects of subject matter students find interesting or relevant, journals can be an excellent means to involve students in their own education. Of particular relevance to this study, while
discussing the use of journals within an 8th grade literature class, Kingen (1995) argued journals may reveal attitudes and beliefs that students might be hesitant to state in a public forum and might contradict how students respond to subject matter in class.

Given the use of journals within classroom contexts and the guidance offered by some authors the purpose of the student journal in this study was to allow individuals to record their observations, and experiences related to the new unit of instruction. The journal questions appear within Appendix I.

e) Informal Conversations

Before and after each lesson informal conversations occurred either with the teacher, students, or both. Questions included; What have you enjoyed most or least so far connected to the unit? In what ways do you prefer this unit to how you have experienced/taught physical education in the past? How is the work in class different for you? What have your friends said to you about this unit? Comments were added to fieldnotes on a daily basis and used in data analysis.

f) Videotape Samples of Student Oral Presentations

The twenty-day unit included activities where students presented their findings to the class. One of the research questions in this study planned to ascertain the extent to which students could become critical consumers of sport and physical activity in their lives, families, communities, and wider society. Data from two student presentations, one at the beginning and another at the conclusion of the unit were gathered through audio and videotape for later transcription and analysis.

g) Student Written Assignments

The unit included one written homework assignment which asked students to submit a response to an article/piece from the World Wide Web on the game of volleyball. All student assignments submitted from both classes were collected.
h) Student Perceptions Survey Questionnaire.

The 20-item pre and post-unit survey instrument (See Appendix H) was constructed to address students' perceptions of and responses to the Sport Culture Unit. The survey was adapted from a previously validated instrument used by Womble, Ruff, and Jones (1995) which investigated the perceptions of high school students toward newly introduced business courses in urban schools. These authors were contacted by mail and permission was granted to modify the instrument for the purposes of this study. Each statement in this study was measured on a 4-point Likert scale. The instrument was administered prior to any instruction and again on the final day of the unit five weeks later after all instruction was completed.

Validity and Reliability of the Instrument

Content validity for the instrument was established by a panel which included a pedagogy expert in the field of physical education teacher education and secondary physical education and two high school physical education teachers. The two teachers had involvement in the design of previous Sport Culture Units and had taught parts of an earlier version of the unit to high school students within their physical education programs.

Prior to this study the instrument went through two separate tests for reliability using test re-test procedures. A first pilot test was carried out at the site of the planned study to ensure comparable population. An intact class of 24 ninth grade students served as subjects. Analysis revealed one item obtained a minimum reliability of .7. Following further deliberations over clarity and reading level with the panel of experts and three high school students in the field, re-wording of questions that did not meet minimum reliability took place. A second test re-test procedure took place with a different class of 21 ninth grade students at the site of the planned study to ensure a comparable population. Fifteen of the twenty items reached minimum reliability. A decision was made to include the remaining five items but care must be taken in interpreting data from these items.
Data Analysis

According to Glesne and Peskin (1992): “Data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned” (p.127). The goal of data analysis is to work with the data, organize them into various themes and patterns as they emerge and develop categories to analyze, and interpret the materials which have been collected (Bogden & Biklen, 1992; Patton, 1990).

In this study qualitative data collected through interviews, non-participant observations, informal conversations, and student presentations were analyzed inductively. In accordance with Glesne and Peskin (1992) repeated and careful examinations of data was carried out to assist key linkages and trends to emerge which permitted the development of categories to analyze and interpret the data. All interviews and student oral presentations were audiotaped and transcribed for later analysis. Individual statements on the pre and post unit survey were reported as mean scores and standard deviations and used to describe any changing perceptions of students as a consequence of exposure to the volleyball unit. Student journal writing and transcriptions of student presentations and were read, re-read, and deductively analyzed using five response levels taken from Beach and Marshall’s (1991) taxonomy which categorizes student responses to the study of text in English literature. The following categories were used:

- engaging - suggests some involvement with the material
- describing - a reproduction/verbatim of the “what”
- explaining - the “why”
- interpreting - taking a stance or position and defending the position
- judging - developing and critiquing some hypothesis

Reliability of Coding Student Presentations and Journal Entries

Interobserver agreement was conducted to test for reliability. Fifteen pieces of student data were selected at random. A fellow graduate student who majored in English as
an undergraduate learned the taxonomy, read an article which illustrated the use of this
taxonomy, and was provided with some exemplars. The fifteen items were then coded
independently with the highest level within the taxonomy reported. The two scores were
compared. Interobserver agreement was established by calculating the number of
agreements divided by the sum of the number of agreements and disagreements. A
interobserver agreement of .80 was obtained and the data were considered reliable.

Researcher Subjectivity

To interpret the study, readers need to know that I am a former high school physical
education teacher. I was trained in Britain between 1984-1988 with five years of experience
designing and teaching secondary programs that included cognitive components in a British
high school. My subjectivity is evident in that I was involved collaboratively with the
teacher in this study to design the 20 day volleyball unit. I observed the setting from the
perspective of a prospective teacher educator attempting to understanding student reactions
and resistance to curriculum change in high school physical education.

Trustworthiness

Several procedures were undertaken to ensure this study has what some have
referred to as confirmability. That is the degree to which the findings are the product of the
focus of its inquiry and not of the biases of the researcher (Guba & Lincoln, 1989). These
procedures have been suggested within the literature to establish trustworthiness.

Glesne and Peshkin, (1992) stated the use of multiple-data collection methods
contributes to the trustworthiness of the data and adds to the believability of the findings.
Within this study data were collected through non-participant observation, participant
interviews, journals, informal conversations with subjects, written and videotaped samples
of student work and a survey instrument. In this study pieces of evidence gathered via
differing data collection techniques were cross-checked to verify findings from more than
one data source.
Time is a major factor in the acquisition of trustworthy data and adds salience and
depth to the final report. Time at the research site, time spent interviewing participants, and
time to build sound relationships with individuals all contribute to trustworthy data (Glesne
& Peshkin, 1992). In this study the researcher spent most of the day four days per week
over a period of six weeks in the setting and observed approximately 25 hours of
instruction for each of the two classes. In addition further time was spent in informal
dialogue with the teacher and or students before and after class, in the male locker rooms,
in the cafeteria and hallways, during open gym and in lunch breaks. Two to three hours
were spent interviewing both students and the teacher respectively.

Member checks (Patton, 1990) were carried out three times in this study. All
students and the teacher were provided copies of interview transcripts after each of the three
interviews. The purpose of the member checks (Guba & Lincoln, 1989), was to allow
subjects to suggest changes to improve the credibility and authenticity of the data. Subjects
verified the accuracy of the transcripts and no substantive changes were suggested by any
of the participants in this study.

Peer debriefing is a technique used to facilitate and validate the analysis of the data.
Peer debriefing helps build credibility to a study (Erlandson et al. 1993). Lincoln and
Guba (1985) stated peer debriefing involves an outsider commenting on the process and
outcome of interpretations of the data. The main sources for peer debriefing were from
faculty and graduate students at The Ohio State University. More specifically regular
meetings were held with the academic adviser who challenged interpretations of the data
and methodological procedures used.

Chapter Summary

Qualitative and quantitative methods were employed in this study to provide an in-
depth report and interpretations of the subjects in this study. The main data sources
comprised the teacher and the 25 students in addition to notes taken from time spent in the
building during lunch breaks. Interviews were conducted with the teacher alone and the students in focus groups and with fieldnotes, informal notes, and journal entries were inductively analyzed using interpretative strategies. For one of the research questions student cases were presented following an inductive analysis. Data gathered from presentations, homework assignments, and journal entries were deductively analyzed using the five tiered taxonomy.
CHAPTER 4

RESULTS

The purpose of this study was to describe and interpret the perceptions and responses of two high school classes to an innovative 20-day volleyball unit that included lessons in the gymnasium and classroom settings. The unit consisted of two components. The practical component was delivered using Sport Education. Sessions that focused on theoretical concepts and projects were conducted in several instructional spaces: a regular classroom, the school cafeteria, on the bleachers, or on the gymnasium floor. These sessions constituted the Sport Studies component. A number of instructional techniques delivered the Sport Studies component including lecture, cooperative group-work, and in-class discussions. The major objectives and characteristics of the Sport Education (Siedentop, 1994) and Sport Studies components are set out in Figure 2.

The majority of students completed a volleyball unit in middle and/or high school physical education. For all ninth graders the 20 day volleyball unit represented their first high school PE class. Comments from ninth graders and majority of tenth graders suggested the inclusion of classroom work and homework would be a new experience for them in physical education. Five of the fifteen tenth grade students completed a one week theoretical unit on 'Minorities in Sport' in the ninth grade. Here students were exposed to significant African American athletes and discussed their contributions to sport and physical activity through in-class debates, projects, and presentations to peers. Similar experiences were planned for the 20-day volleyball unit.
<table>
<thead>
<tr>
<th>Unit Component</th>
<th><strong>Sport Education</strong></th>
<th><strong>Sport Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>- literate sportsperson</td>
<td>- a critical consumer</td>
</tr>
<tr>
<td></td>
<td>- competent sportsperson</td>
<td>- local &amp; international</td>
</tr>
<tr>
<td></td>
<td>- enthusiastic sportsperson</td>
<td>perspective on sport in schools, family &amp; society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- historical appreciation of the development of sport</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>- seasons</td>
<td>- class discussions</td>
</tr>
<tr>
<td></td>
<td>- affiliation</td>
<td>- teacher lecture and presentations</td>
</tr>
<tr>
<td></td>
<td>- culminating event</td>
<td>- student projects &amp; homework</td>
</tr>
<tr>
<td></td>
<td>- statistics</td>
<td>- student journals</td>
</tr>
<tr>
<td></td>
<td>- formal competition</td>
<td>- student presentations</td>
</tr>
</tbody>
</table>

Figure 2 The Objectives and Characteristics of the Sport Education and Sport Studies Components.
In what ways do students demonstrate resistance to or acceptance of a 20 day volleyball unit in high school physical education?

An inductive analysis of the data revealed several ways in which students demonstrated support for or resistance to the Sport Education and Sport Studies components are described. Some themes also emerged suggesting both resistance and support for aspects of the model. The section also includes an attempt to categorize forms of student resistance which were observed within the two classes. To answer the following research question data were drawn from a systematic inductive analysis of written fieldnotes, focus group interviews with students, videotapes of two Sport Studies sessions, videotaped tournament games, and student written/audiotaped journals.

Students' Acceptance of Sport Education

One factor which was central to ways in which students supported the inclusion of the 20-day volleyball unit emerged through their experiences of being affiliated with a team during Sport Education activity sessions. Team affiliation provided several positive outcomes for many students including: helping others/being helped, cooperating, having responsibility, and having fun on a team.

Team Affiliation

Helping Others/Being Helped.

Support for Sport Education sessions was evident through students' willingness to help others on their teams and their appreciation of help received from team-mates. For many students helping someone in a physical education setting was a new experience which they enjoyed,

"No I actually haven't [helped somebody]. Before I just like got really mad and just said a few words under my breath and just went along with it. I never really you know asked a person if they wanted help before or not" (Teresa, Int.#2).
For others receiving encouragement from peers was the highlight of their experiences with
the Sport Education activity component. Genevieve described what she enjoyed most,

"Probably that everybody works in a team.....in middle school everybody yelled at
you if you missed the ball.... but now they are a lot more encouraging......they
[my team] make more positive comments" (Int.#2).

According to some students helping others or being helped became more prevalent as teams
began to get to know one another. Tamara revealed,

"...at the beginning, as Renee said, we really did not want to talk with each other
we did not really know each other and after a while you got to know everybody and
then you start to tell them what they needed to do to improve and what was good
and stuff like that.” (Int.#3).

Many students liked receiving encouragement as a consequence of successful or
unsuccessful execution of volleyball skills. Encouragement was evident through cheering,
individual clapping, teams applauding in unison, students laughing and smiling, high
five's, and verbal comments such as “good job”, and "nice serve". Early in the unit Cassie
wrote, “They [my team] always cheer each player even if they didn’t do something good”
(Jnl.#5). Encouragement served to motivate some students to improve their volleyball
skills and work harder within their team. Marie commented, “Well sometimes they [my
team] say that I did a good job and I did something well, at times they help me do better”
(Jnl.#15).

High skilled students such as Don Juan began helping others within his team as the
unit progressed. According to Na’Nae (a team-mate of Don Juan) he was initially reluctant
to help his peers during practice sessions, “....he [Don Juan] was so intent on beating
us....When we first started the unit our team was so competitive against each other”
(Na’Nae Int.#3). Later in the unit Na’Nae noticed a change in Don Juan and revealed that
now, “...he is a lot more helpful” (Int.#2). Jaimee, an above average skilled tenth grader,
did not feel alone in helping others on her team,
"I was in a position where there were some people that were not as skillful as some were......I could help these people but then others could help me. I think the position I was in was good" (Int.#3).

Emmett discussed the rewards he obtained from encouraging his team,

"It felt good......I finally did something for someone else because I already have the skills and I want to teach someone else (Int.#2).

For the low-skilled students being encouraged by their team-mates made them more willing to contribute to their team’s performance and less conscious and afraid of making mistakes. The notion of cooperating with and supporting each other was a factor in Renee’s positive experience with Sport Education sessions,

"I did a really good serve today and tried to hit the ball a few times. I got a lot of encouragement from Ray and Whitney. It makes you feel real good about playing ..... when you feel good about playing your team does better" (Jnl.#15).

Several students were observed consistently encouraging their peers during practice games and the culminating event. For Michelle giving encouragement to team-mates proved initially to be frustrating in the face of one female who was afraid of the ball. Michelle spoke about this student,

" I am the captain. I still get irritated because there is one person and I know that she is a girl and some girls are afraid of the ball. I encourage her.....but get frustrated when she doesn’t hit it. Sometimes she does and I clap (Int.#2).

Michelle’s persistence and patience paid off when she spoke positively about this team-mate in the final interview:

That was funny because she was the one who was like out there by herself and we encouraged her and she did like really well in the last game. When they announced that our team was second she was really happy. 
Researcher: How did that make you feel?
Michelle: It made me feel good in that I did something and I can work in a team (Int.#3).
Toward the end of the unit Poohbear, a low skilled female, commented on what she had learned through her experiences helping others during Sport Education sessions:

"I think I have learned something new about people. I mean that you can go up to a person and tell them that you are doing this wrong but you are doing a good job.........you know just make it clear to them. I have a lot of people on my team that care about me.......and you know I care about them. I have learned that people really do care about you" (Jnl.#15).

Students' support for Sport Education sessions was further evidenced in their efforts to offer physical guidance to team-mates. Several students were observed correcting a peer's performance of volleyball skills. Examples from fieldnotes included: adjusting a peer's position of the hands and forearms for the bump, giving assistance to a peer when serving overhand, demonstrating the use of the legs for the set pass, and showing peers how to rotate correctly following service changes. Some captains such as Michelle were observed 'chess-piecing' team-mates on how to rotate and switch setters. Na'Nae described her pleasure at receiving physical guidance, "...some of my team-mates worked with me and I do it [the bump] pretty good now" (Int.#2) and Jeannette added, "Jaimee and Mark have been helping me with my set on my team" (Int.#2).

Close analysis of specific instances of physical guidance suggested physical guidance was more prevalent in the tenth grade class and during the second half of the unit in both classes. Physical guidance was typically provided to females by males but when provided by a female then this was to another female.

Cooperation

Students' enjoyment and support for Sport Education activity sessions was apparent through their experiences cooperating as a team. Poohbear stated,

"We are understanding the importance of working together as a team and not being all bossy. One person being the ruler does not help the situation...our team is real coordinated. We stick up for each other as much as we can" (Jnl.#5).
Working together enabled many students to: get to know their team-mates better, become aware of individual strengths and weaknesses, be supportive of their peers following mistakes during game play, and learn new volleyball skills together. One of Genevieve’s early journal entries illustrated many of these factors,

“I enjoyed everything we did in our teams today. I think it was because we worked well together. Everybody called mine when they wanted the ball and nobody got mad if someone missed the ball. It was a good team effort.” (Jnl.#5).

Poohbear later revealed how working together was fun,

“I mean it is like we are having fun but at the same time we know how to work together. Volleyball does kind of bring people closer together” (Int.#2).

Others believed working together as a team contributed to better execution of some volleyball skills. Cassie wrote,

“We work better together ....we know each other’s weaknesses and we help each other get better and we encourage each other. All of us can serve now. In the beginning only two of us could serve but now all can but one and she is working on it” (Jnl.#13).

Some of the ninth graders referred to the authenticity of their sport experience. Rochelle remarked that working and playing together on her team was how “a professional team would [work] together” (Jnl.#15).

Cooperating as a team changed for the better during the course of the unit for some ninth graders. Tim noted such a change,

“In the beginning it was like ‘OK, let’s play and we are on a team’ [sarcastically], but near the end everyone.....it was like ‘OK, we need to do this and we are going to get it right’. People realized that if someone couldn’t do something as good as someone else then we would pick up on that and help them with it and then this will make the team better. So I think that we worked better......much better.....in the second half” (Int.#3).
In the tenth grade class Craig summarized the positive changes he had observed within his team,

"I think my team, we got better. We started playing more as a team rather than just one person trying to do it all. Like at the beginning everybody was rarely trying to help someone else but at the end and in the last game that we played it was like you played your position and that was it (Int.#3).

Some students indicated Sport Education activity sessions had confirmed the importance of working together and supporting others in physical education settings. Na’Nae stated she had learned,

"...more about team-work and the effect people have on other people. If you say 'how could you miss that' then you are hurting their feelings. It [Sport Education] teaches me to watch what I say and how I say it and has improved my people skills" (Int.#2).

Students shared their thoughts on how well males and females worked together on teams. From the get-go Penny spoke positively of his team and how pleased he was with the way boys and girls worked together. The trend continued in Penny’s team throughout the unit and fieldnotes during the culminating event revealed little if any dispute or put-downs among members. One of the girls on Penny’s team, though not a targeted student for this study, was a member of a girl’s high school varsity volleyball team. This students’ presence, knowledge of the game, and technical competency may have contributed to the positive atmosphere which Penny described. Other students spoke of few conflicts between boys and girls within their teams. Tamara stated,

"We get along fine. We don’t say you couldn’t do that because you are a male or female. We try to make both sexes equal all of the time" (Jnl.#10).

Genevieve discussed how her team offered assistance to each other,

"Females and males, we are all getting along fine.....We are all helping each other in different ways on what we can and cannot do" (Int.#2).
Otis enjoyed working and playing on a mostly female team. Fieldnotes described several instances where Otis would pass the ball to girls in the circle drill or act as a feeder to give his team-mates more chances to practice bumps and sets. Schena also supported co-educational grouping in the Sport Education sessions,

"The males and the females play well together. Matter of fact they play better together than they would if it were all females or all males" (Jnl.#10).

**Having Responsibility**

Students’ comments on the issue of responsibility were typically in reference to performing their role or to their perceptions of others fulfilling roles. Prior to the unit the teacher provided teams with a written job description for each role and students were able to self-select a role. Fieldnotes suggested teams voted in situations where more than one student wanted the same role. An early journal entry revealed most students were pleased with the role they were to perform.

As the unit began both low and high skilled students stated they liked the roles they performed for their team. Otis wrote,

"I am satisfied with my position. I am the manager. I accept all responsibilities and I understand my place on the team and how I can help the team" (Jnl.#5).

Many students spoke positively of the responsibility that accompanied having a role. Tim summarized the sentiments of many,

"It is like an authority for someone to have. Most people like authority. I enjoy being co-captain, even though I am not the captain. When we first get in our groups I lead the warm-up and make sure that everybody is doing it. Then someone else takes over" (Int. #2).

Tamara spoke to her responsibilities as manager,

"I am the manager. As a manager I have to get the balls and get our papers, team papers, and stuff. This is OK that I have been doing some of that so far" (Int.#).
For most students the inclusion of specific roles on a team was a new edition to their physical education experience which they liked, “I like the idea that we have been assigned jobs....”(Teresa, Int.#2). Renee also welcomed an opportunity to fulfill a role,

“It is different in that you actually feel that you have a role to perform and that you are actually there [in class] for a purpose..... it is nice to have responsibilities instead of just having to do your work, do the volleyball lesson” (Int. #2).

Michelle supported the team concept in Sport Education and shared some outcomes of her role as captain,

“I have really learned what a team is like....and since I have the role of captain I have learned leadership and I have learned that patience is really a virtue...I like the team idea. You know you have to be a team in order to accomplish something” (Int.#2).

A number of students claimed they felt suited to their role. In their journals students listed personal attributes they believed assisted in the execution of their role: having leadership skills, having knowledge of volleyball rules and regulations, being a reliable person, and having a good memory. These traits were evident from written fieldnotes which described several examples of managers (Otis Beth, Penny, Tamara) regularly gathering and returning equipment, some co-captains (Teresa) organizing their team for circle drill practice, captains such as Michelle assisting team-mates with the rotational sequence of volleyball and how to switch setters, and statisticians including Na’Nae coordinating her teams’ scores on the family multiple choice quiz (an assignment where students and a parent/guardian independently completed a volleyball content quiz at home with respective scores then compared in class). Being a referee allowed Don Juan to demonstrate extensive knowledge of the game and garner public praise from the teacher. In the ninth grade Emmett found his role as scorekeeper to be rewarding:

“I like it [my role] .....there are times in games when people would cheat on the score and I would know the score so I can tell them straight” (Jnl.#5).
Observations of videotaped tournament games saw Emmett business-like, confident, accurate, and vocal in this role.

Fulfilling a role proved difficult for some students. Teresa was conscientious in her efforts as co-captain but had problems in some lessons getting her team organized for the warm-up:

"I am on Beth's team and it is like 'come on guys lets get together.....they stand around, they talk, they goof off....when we are about to start the whistle blows" (Int.#2).

A few students found the responsibility of having a role to be restrictive and a burden. Being a captain limited Goliath's opportunities to misbehave in class early in the unit,

"I don't like having responsibilities.....a lot of people like me like to have fun and responsibilities tie me down, tie me down and I can't do what I want to do and goof off. So I don't have the opportunity to do this and that" (Int. #2).

As the unit progressed Goliath became more positive. Goliath's transition to captain was a slow but rewarding process which helped him realize that having a role carried with it a responsibility to himself and to his team. He stated,

"I like being captain.....I enjoyed my responsibilities as captain.....I run around, talk to my team. In the beginning I did not want to be that [captain] but now I am happy with it" (Int.#2).

As a scorekeeper in the final tournament games Renee recounted:

"It was kind of hard to keep track of the score when you are also trying to help with the stats and so on, but I think it went OK" (Int.#3).

In these situations some students helped each other. They were aware these additional duties were not part of their own role but "pitching in" to help a friend was a way to "keep things in order" (Alicia, Int.#3) and something students enjoyed. Poohbear commented,
"I do it [take on another's role] when someone is moaning about theirs or are tired or they are sick......it is hard to say no when someone asks you nicely" (Int.#2).

Having fun

Having fun on a team was a further aspect of many students’ enjoyment and support for the Sport Education sessions. Having their own team and remaining with that team for the duration of the unit was a positive factor for multiple students. Some students stated they had fun working hard and many appreciated the opportunity of getting to know and like new people on their team. Renee wrote, "We were learning as a team plus we had fun as a team. We were working hard while having fun" (Journal #4). The following comment by Genevieve was indicative of some students’ enjoyment of playing in an environment without put downs, "...I mean even if you feel like you are going to miss the ball everybody seems to be having fun" (Interview #2). This sentiment was shared by Tim when he revealed,

"There were no arguments today. Today was a day of scrimmage and there were like no arguments and it was like people laughing at each other..." (Int. #2).

Tim also welcomed the opportunity to practice in an argument-free environment.

Many students liked having their best friends on their team. Others described their team-mates as nice. Renee, a low skilled student, spoke positively on her ability to interact with team-mates. She took comfort in that her team-mates wanted her on the team and that "... I can speak with my group members without feeling dumb" (Jnl.#2).

Very few students stated they did not like their teams. A few referred to the immaturity of team-mates. Rochelle commented, "I like being with three of my friends, the other two I cannot stand. I hate them and they act like kids" (Jnl.#2). Marie wished she would have had the opportunity to pick teams,

"...two of my group are childish and act stupid. This gets on my nerves but I will need to deal with this. It is better when you work with people you like" (Jnl.#2).
However as the unit proceeded Marie and Rochelle spoke more positively about their teammates. Receiving positive comments from others made them both feel a part of the team and more inclined to play. A familiarization period had allowed all to get to know one another and be patient with what they considered to be immature members of their team. Near the end of the unit Rochelle commented, “we have grown together. We have had more time together......and better tolerance for “those” players” (Jnl.#13).

The Culminating Event

Students’ support for Sport Education sessions also emerged through their responses to the culminating event. The culminating event comprised two days of tournament games. The teacher organized a round-robin format where teams would play each other for one game. Teresa believed the inclusion of tournament sessions helped her and her peers in the class enjoy the second half of the unit more than the first. Fieldnotes indicated students were excited at the prospect of playing in the tournament and were looking forward to competing against their peers. Observations of the males in the locker room before and after the tournament games described intense but friendly rivalry and banter among different teams. Fieldnotes from both classes described few incidences of student misbehavior on tournament days and greater attention to warming up with or without a ball among all teams.

At the completion of the unit many students talked positively of their reactions to playing in the culminating event and ultimately a championship game in the ninth grade class. The final game in the ninth grade round-robin series left two teams unbeaten. For Renee (a member of an unbeaten team), Goliath, and Emmett in the ninth grade the two day competition and championship game was the highlight of the Sport Education activity component:

Goliath: The championship game in volleyball. That was the best time that I have had playing volleyball in a while, being competitive and hoping to win, although we got beat though.....

85
They added:

Renee: I also liked playing in the championship game because you got to play against your friends and you got to have fun doing it too. You also got to show the competitive side of playing. I thought that it was real fun that we got to actually do a championship game.
Researcher: What was the highlight for you Emmett?
Emmett: Winning all our games and being undefeated and going in the championship game undefeated and see who was going to come out on top...... (Int.#3).

Students in the tenth grade class shared similar positive comments on the culminating event but their comments spoke less to the importance of winning:

Teresa: The tournaments.....yesterday was the highlight. Our last game even though we did not win a game our team was really pumped up and everyone was in a good mood and everybody did a really nice job.
Jaimee: The tournaments was the highlight. You actually got to show like the skills that you had learned within your teams.
Keesha: ......the tournaments, hitting the ball three times on your side. This showed that we learned how to play (Int.#3).

For Tim and Genevieve the tournament games represented the only part of the unit they considered real competition as the following segment from an interview illustrated:

Researcher: Real as in what Tim?
Tim: As in that there was competition......I mean in all the other things that we were doing we were not actually competing or anything.
Researcher: What were you doing?
Genevieve: We were just playing. Because I mean it was not for any stakes or for any titles or anything. Now like......I am not sure but team three or something is the best team in the class. The games at the beginning were not for anything. There were no stakes.
Genevieve: They were within team games.
Researcher: What was the purpose of those early games?
Tim: Just to learn and figure out stuff...like strategies (Int.#3).

For Tim the stakes would present themselves in the culminating event. Genevieve’s and Tim’s comments suggested they may have been able to distinguish between the purposes and outcomes of practice games and those of tournament games. During the unit students
had some opportunities to scrimmage with other teams but the absence of opportunities for
formal volleyball competition (e.g., 3v3) prior to the culminating event.

At the conclusion of the unit Tamara summed up the feelings of many,

“I have enjoyed this unit very much. What I liked the most was playing the practice
games and then the real games because in middle school we did not get to play
tournaments…” (Jnl.#17).

Students’ Resistance to Sport Education Sessions

An inductive analysis of the data suggested students were less supportive of some
aspects of Sport Education activity sessions. These aspects included: fulfilling roles, not
warming up within teams, the specific membership of teams, and working together.

Fulfilling Roles

Not all students were satisfied with the manner in which fellow team-mates fulfilled
their roles. Some ninth grade students (typically females) did not believe their male peers
were ready to take on responsibilities and they questioned the maturity of their male
counterparts. Rochelle claimed, “They can’t help it. They need to grow up” (Int.#2).

Some female students were frustrated with trying to keep male peers on task,

Marie: Not our captain. Our captain is definitely not ready for that responsibility.
He can’t even lead warm-ups without going into other groups or goofing off.
Researcher: Why do they go into other groups?
Rochelle: To flirt.
Marie: Uh hum. We have a captain and a co-captain and both of them leave us three
doing the exercises or whatever. They will go and our co-captain will flirt with
another girl.....they would rather do that every day in another group than participate
in what we are doing. So we can’t really count on our captain
Researcher: Have you tried to talk with the captain about it?
Marie: Uh hum.
Researcher: What did they say to you?
Rochelle: They say ‘OK, OK, OK’ or whatever. Then you turn around and they
are doing it again. It seems like we don’t even have a group. I mean people are
playing games (Int.#2).

Fieldnotes revealed in some Sport Education lessons the warm-up was a period where
some male students would ignore their role and temporarily leave their teams to mix and
socialize with mostly female members of other groups. This exodus left the rest of the team to stretch on their own. Males would normally return to their teams when the circle drill commenced. During their absence females occasionally took on their responsibilities. Marie commented on one particular lesson,

Marie: Well the day that we did and graded the parent quizzes, you know we did the quizzes and everybody had their quiz and the quiz of their parents on the floor. They gave them to me and I graded them.
Researcher: So you are the statistician?
Marie: No I am not. This other boy is. He was like flirting with another girl in the class so he wanders off to another team with the captain and this other little boy. So they start goofing off and doing their own little thing so it's just me and Rochelle grading the papers and Katie too working with us doing this stuff while they are running off and having their fun (Int.#2).

Some students claimed they completed these responsibilities to avoid getting in trouble with the teacher. Cassie remarked,

"...in our team our stat person was supposed to be grading papers and he kept walking around and not doing anything....so me and another member of our group we just sat down and did all the papers and all. If we had not done it then it would have not got done and we would have gotten in trouble" (Int.#2).

In one Sport Studies lesson a male ninth grade student was observed not performing his role as the statistician in order to complete a map (a humanities homework assignment due the following block).

I thought you were the statistician Tyrell" says the teacher. "He does not know what to do so we are doing it instead" replies Aimee. "You need to keep him on task" adds the teacher. The students say nothing in return. The teacher moves away from Tyrell's group and goes among Jae's team. Tyrell leaves his team and walks across the gym to get a crayon from Emmett. Donnielle shouts across the gym to ask Tyrell to come back and do his job. "Oh shut up" replies Tyrell. The teacher turns and stares at Tyrell who walks back across the gym. He begins to read the first question on the worksheet to his team (Fieldnote, Lesson #7).
Not Warming Up.

During Sport Education activity sessions lessons included time for a warm-up. Warm-ups consisted of two components: stretching and active volleyball drills. Upon entry to the gymnasium the teacher requested students get within their teams and begin warming up. This information was posted daily on a large noticeboard. On the first day of activity the teacher led an example of a stretching routine and demonstrated a warm-up drill known as a 'circle drill'. Here students would attempt to keep the ball in the air using sets and the forearm passes. Following this initial demonstration the teacher stated from then on managers would be responsible for getting necessary equipment (the teacher set the nets up herself before class), co-captains would lead stretching, and the captain would organize the team into the circle drill.

During early lessons students were observed stretching. Fieldnotes revealed many examples of students leading stretching exercises. During these warm-ups the teacher would circulate, give skill related feedback to individuals or praise teams for their number of continuous hits. When students were efficient and on-task while warming up they received positive reinforcement for the teacher, Very nice job getting into teams, and getting warmed up.....very nice.....shows a lot of responsibility (Lesson #2). As the unit progressed fieldnotes showed increased instances of students trying to avoid stretching, not stretching, partially stretching, only stretching following a prompt from the teacher, or only stretching under the supervision of the teacher. As a consequence of student non-adherence to warming-up the teacher reminded the classes to follow the directions:

‘In your teams, stretch and warm-up’ says the teacher. “Warm-up in your teams” she adds. The teacher goes into her office. Three students sit down, another four stop stretching and look at posters on the gym wall. Penny and Jeff stand alone on their court. Penny looks toward the teachers’ office and then runs to the locker room. No students are now stretching. The teacher re-enters the room and shouts “Ladies and gentleman, I expect to see you in your teams stretching. The students move slowly into their teams. Genevieve and Cordelia’s team stretch briefly and stop. I hear Tim say “Spread your arms out and flap like a bird”. Ray’s team are stretching with minimal effort. Goliath and Emmett are not stretching and are chatting. Tim is with Genevieve and they are chatting. (Lesson #8).
During the stretching component of several lessons some students would wander around the gym and socialize. "...to talk to Genevieve and talk to Maureen" (Tim, Int.#2). Tim mentioned in his mid-unit interview that he had been caught by the teacher on a few occasions and asked to return to his team. Otis believed, "Nobody took it [warming-up] seriously" (Int.#3) and according to Ralph socializing and talking with others, "...beats warming-up" (Int.#3). Ralph admitted he would socialize during the warm-up because he considered it to be "the most boring and pointless thing" (Int.#3). Ralph just wanted to play the game.

Several male students in both classes were seen shooting baskets during the warm-up sessions. These basketball related responses were typically of short duration and often behind the teachers' back or when she temporarily stepped into her office. If observed shooting baskets the teacher desisted the students' behavior. In addition to shooting baskets, some students indicated the stretching component was also the perfect time to socialize with others, typically friends that were on other teams. Otis revealed,

"I mean you said it. When she [teacher] said like get dressed, come out and get in your teams, for a lot of teenagers that is like 'well like go and visit with your friends and talk for a while'. You knew that later on you would not be able to get with your friends no more (Int.#3).

Some students described their difficulties leading warm-ups later in the unit and getting fellow team-mates to participate. Teresa spoke of her attempts which were then unsuccessful,

"I tried because I am the co-captain, but you find it hard dealing with someone who does not really care....there was no motivation with my team whatever" (Int.#3).

As a co-captain Jaimee was frustrated with the responses of her tenth grade team-mates:

"Some of my team would be chasing someone else and then one person would not get there until five minutes after the bell and another person would be late or they would be lazy and lying on the floor.....I said 'come on' but I can't drag them or anything. So I would start stretching myself" (Int.#3).
Similarly, in the ninth grade some students would take ten to fifteen minutes to get dressed, get in their team, and begin a warm-up. Fieldnotes revealed that the incomplete teams would only partially stretch. Latecomers would rarely stretch at all and some only join their team when the circle drill was about to begin. The following fieldnote was indicative,

7.32: ‘Get in your teams and begin stretching. The teacher goes into her office. There are six students in the gym, one is stretching, the other five are not....... 7.38: The teacher reminds the students to stretch again. Emmett and Rochelle are the only members of their team in the gym. They stretch and then stop. Tyrell yawns next to Aimee. Neither stretch...... 7.41: There are eighteen students in the gym and few stretch. Jennifer’s team stand in a circle with nobody stretching. Goliath enters the gym and joins his team. The teacher asks managers to get a volleyball and begin the circle drill (Fieldnote Lesson #5).

During the culminating event fieldnotes revealed greater attention by students to the stretching component of the warm-up, less wandering around the gym from some students, and fewer instances of student misbehavior during this part of the lesson.

Boy-Girl Team Relations

Not all students shared positive comments on the extent to which males and females got on well together and cooperated in teams. Rochelle described how males on her team treated the females during the first half of the unit,

"The males (two out of the three) are making sexist remarks and blaming things on the females. One player (a male) makes a mistake or will catch the ball instead of hitting it and it is OK, but when somebody (a female) does not get the serve over the net, they don’t hear the end of it” (Jnl.#10).

The consequences of females and males making mistakes in Rochelle’s team seemed very different as the following fieldnote noted,

When Goliath makes an error he would quickly say “my bad” and attempt to joke with his team or make light of his mistake. Whereas mistakes made by females were accompanied by a pointed finger by Goliath or he would turn his back with hands on hips. (Fieldnote, Lesson 10).
Marie, a teammate of Rochelle and Goliath, wrote in her journal "....one player [Goliath] wants to get smart and talk about others’ mistakes and not his own" (Jnl.#10).

In both classes fieldnotes from early lessons described instances where males would play against females in practice sessions. In the ninth grade these 3v3 games were very one-sided and highly competitive. In the tenth grade class Na’Nae remarked, “....we are too competitive against each other. We were really competitive instead of working together...we were competing against each other “ (Jnl.#8). During practice some males on Goliath’s and Na’Nae’s teams were intent only on winning points. Females had few opportunities to rally within the practice games or return the ball. Their errors were met with jeers and taunts from some males. On both occasions the teacher intervened and asked that teams be coed. The teacher reminded Goliath’s group that the purpose of 3v3 games was practice. In the ensuing small-sided games Goliath partially complied with the teachers’ wishes but still tended to occupy the court space covered by females,

When receiving serve Goliath stands in the space occupied by Marie. On three occasions Goliath lets a serve go that was coming towards him and stares at Marie. On the next serve the ball lands on the floor between Goliath and Maureen (closer to Goliath) and Goliath points at Maureen gesturing that it was hers. He throws the ball at Maureen (Fieldnote Lesson # 6 ).

With the onset of the culminating event some males tried to take over games, invade the court space guarded by a female, and thus limit opportunities for some females to contact the ball or become involved in the game. When discussing tournament games Tim observed that males tended to hog the ball more during the tournament than during the earlier practice games. Teresa noticed in some final games that males tended to set the ball for other males to spike. Jaimee was frustrated with the way two males on her team limited her opportunities to contact the ball during the tournament when they had been more supportive earlier in the unit,
“Yeah with the boys. We had David and Don. When we first started they were pretty much like giving us chances but when we were playing the games it was more like life or death and they [males] had to get there and push us out of the way and they would call it when the ball was right there in front of us. It kind of made me mad” (Int.#3).

**Team Relationships During the Culminating Event**

In three of nine teams a deterioration in the degree to which teams worked well together was noticeable just prior to and during the culminating event. During the early part of the unit these teams strived to create a positive and supportive atmosphere and spoke about this atmosphere in interviews and in their journals. When tournament play commenced these three teams would win fewest games. Ralph’s tenth grade and Cassie’s ninth grade team did not win a game in the final two days. Ralph described instances of students bickering with each other and not putting forward effort in games. Videotape of Ralph’s team saw many players arguing with each other. In the ninth grade Genevieve believed her teams’ down-slide affected the performance on court. As she recounted,

“I think that my team is not working as well together as we were at the beginning of the unit. I think that this is because we know what all our faults are and can criticize each other. Our playing has gotten worse. I don’t know why....we are not trying” (Jnl.#13).

Genevieve discussed how the atmosphere got worse over time as, “People started to get on each others’ nerves. We did not really work together well towards the end” (Int.#3).

Although Genevieve did not give specific instances where division or friction occurred within her team, her statement suggested the team may have spent too long in each other’s company as in an early journal entry she pleaded, “It would be nice if I got to interact with other members of the class besides my team” (Jnl.#5).

Unsupportive comments in these three teams were more typical in the context of final tournament games than witnessed earlier in the unit during practice. When these students practiced within the safety and security of their own teams many tended to work
well together, say nice things to each other, and applaud both each other’s efforts. Fieldnotes and observations of their tournament games on videotape revealed several instances of students arguing with one another, finger-pointing (especially on a team that was losing), some students complaining if another student did not attempt to return a ball, and students showing frustration with their peers through non-verbal behaviors such as placing hands-on-hips and stamping their feet. Fieldnotes described one instance where Cassie took herself out of one tournament game and sat in the corridor in front of the teachers’ office and would not be persuaded to return. Cassie referred to this incident in her journal,

“Nothing. I did nothing good today at all. It seemed like a waste of time today. I got no encouragement today at all. In fact all that they did (except for one person) was criticize you and yell at you for messing up or not hitting the ball when they would do the same. I refuse to play unless something happens like people actually saying “nice job” or stuff like that” (Jnl.#15).

During competitions the winning teams were more inclined to be positive in their efforts to work together and encourage peers, whereas the losing teams were more prone to within-team disputes, some passing of negative comments, and “put-downs”.

Students’ Acceptance of Sport Studies Sessions

An inductive analysis of the data which pertained to Sport Studies sessions indicated students were more supportive of: opportunities to discuss social issues of sport, both the content of and novel use of a computerized slide show on the history of volleyball, and journal writing.

Discussing Social Issues in Sport

One of the goals of the volleyball unit for students was to discuss and critique several aspects of sport in society during Sport Studies sessions. A number of social issues were addressed including gender, the media, and body image. These issues were presented using volleyball as an exemplar and discussing similarities and differences to
other sporting activities. In addition several journal entries allowed students to react to: pictures of athletes in activity, newspaper advertisements, and current sport headlines which targeted substance abuse, differentiation of pay among male and female athletes, sexual discrimination in collegiate athletics, and the status of women's sport. Data gathered from fieldnotes and student focus group interviews indicated lessons on the media, gender, and body image were particularly attractive to many students and allowed both classes opportunity to debate and critique each issue within volleyball and contemporary sports.

The session on body image began with students responding to a journal which comprised a picture of a female beach volleyball player and a five minute video segment of men's beach volleyball. These two sources served as the catalyst for a discussion on issues of the body in sport. Few instances of misbehavior were observed with several students contributing to a lively and lengthy debate on the issue of clothing in sport. The following fieldnotes were taken from the ninth and tenth grade classes respectively and serve to show the extent to which students were willing and able to discuss the issue of body image:

"What do you notice about the picture and video you have just seen?" says the teacher. "The guys have tank-tops on" says Ray. "The women have sport bra's" adds Donnelle. "They [women] need to get their shorts on" says Myshona. Tim says, "Nobody would watch if they did not wear skimpy stuff". Genevieve says "But they have nothing on". "Maybe it is popular for them to do so" says Emmett. Tim repeats his initial statement. "Are you saying that women have to take their clothes off for us to watch?" asks Genevieve. "No that is not what I am saying" replies Tim. "That is prostitution" says Myshona. The teacher seems to not want to develop this argument further and asks, "Where else does this occur?" "In gymnastics says Jae. "But guys wear skimpy stuff for flexibility" says Tim. "Swimming" says Tony. "That is the reverse" says Tim. "Dudes wear Speedos too?" asks Goliath. "What does this say about our society?" asks the teacher. "Athletes knew when they decided to become pro-beach volleyball players that they would wear this stuff" says Jae. Tim adds "It is not them that is making that choice, the endorsers may make those and determine what they wear". "Society views women as sex objects" Donnelle says.........(Fieldnote, Ninth Grade Lesson #9).
The teacher asks, “What do you notice about the appearance of the men and women?” Ralph states, “Women are wearing less clothes”. Jaimee replies, “Women are just sex objects” ........ Don Juan adds, “If women want to wear that then it is up to them”. The teacher says, “Dress...does this say anything to you?”. Jason shouts “It (beach volleyball) originated from the beach”. Jaimee turns to Jason and replies, “The guys are not wearing Speedos are they?”. Otis replies, “Speedos would cut down attendance”. In response Beth says, “The only way women can get any attention from the media is to dress that way. Why do guys have to be so conservative to keep up their image?”. The teacher asks, “Do we see this pattern in other sports? Don Juan raises his hand and says, “In basketball women wear more and cover up”. “Baseball is pretty even” says Jason.......... (Fieldnote, Tenth Grade, Lesson #9).

The comments from both classes suggested discussions on body image represented one of the most enjoyable aspects of the Sport Studies component. Jeannette stated what she had enjoyed most,

“ The last one [body image] because everybody was involved in it and you felt a part of it in that the boys were sharing their opinions and the girls giving their opinion” (Int.#2).

According to Michelle, “...students are capable of handling discussions like that which should be in high school” (Int.#3). Na’Nae concurred and stated, “The class is generally mature...occasionally some get a little too personal with their comments.....I think we handled it pretty well” (Int.#2). Genevieve believed the discussion on body image helped her, “...learn from other people and by being around other people” (Int.#3). Ralph remarked, “...the lesson on beach volleyball...that was kind of interesting......I kind of liked that one” (Int.#3). Goliath continued saying, “...it was kind of interesting to watch them play and see how the women are portrayed” (Int.#3). Otis spoke to the image of the female athlete and what he had learned,

“It [the lesson] showed us that women are more like models when it comes to sport......like you have to be cute, you have to be slim. I was not aware of this in beach volleyball and did not pay attention to how women’s outfits are kind of skimpy and the males cover more” (Int.#3).
Tim indicated the beach volleyball lesson taught him, "that there are a lot of conflicts in sport....clothing is like completely different" (Int.#3). Further interest in the content of the lesson was revealed in students' journals. Observations of these entries suggested many were concerned with how women were portrayed in sport:

Similarly both classes spoke favorably of a lesson where students investigated the impact of the media on sport through an analysis of sport coverage in a local newspaper. Each student reviewed a section of newspaper and recorded on a worksheet the coverage of different sports, the types of advertisements, and differences amongst pictures of athletes in terms of race and gender. The teacher collated students' observations and the class discussed any patterns of sport coverage they noticed. Videotape of these lessons showed students following the teachers' directions, students generally on task, students reading their section of newspaper, and completing the accompanying worksheet. In both classes the teacher began the lesson distributing a journal page which consisted of an advertisement from a local university and community newspaper. This advertisement asked for male basketball players with prior high school varsity experiences to practice with a Women's Division I Collegiate program. In the tenth grade class a fifteen minute discussion on this advertisement followed (not part of the lesson plan) that the teacher allowed to continue. Over half of the class contributed to the discussion which centered on the appropriateness of the advertisement. During interviews Na’Nae referred to this lesson as, "...my favorite. I am glad that Mrs. Littlemead gave us time to discuss this issue" (Int.#2). The advertisement was deemed sexist and discriminatory by some females such as Michelle, Beth, Jaimee, and Teresa. In interviews students further described their reactions to the media lesson. Michelle referred to a heated discussion which took place with Jason during the class on the issue of skill differences among men and women,

"...the one where we looked at the advertisement....me and Jason got into it and he got into it with somebody else......that made us better people though" (Int.#3).

97
Jason stated in an interview that his point during the discussion was, “It [media lesson] showed that women needed men to make them stronger or become better” (Int.#3).

Students’ engagement in these two lessons was in sharp contrast to earlier Sport Studies sessions where excessive talking and incidences of misbehavior replaced a willingness among many students to contribute to set tasks.

The History of Volleyball Presented Using Computer Technology

All targeted students spoke positively of the inclusion of a lesson on the history of volleyball. Observation of students’ first journal entry and interviews with students indicated unanimous support for an historical insight into sports. Following the announcement of teams for the Sport Education activity component and the allocation of team roles the history of volleyball was presented to students by the teacher using a ten minute computer software program and interactive slide show. Fieldnotes indicated both classes paid close attention to the slide show, were impressed with the visual graphics, and with the teacher for putting the presentation together. There were a few instances of misbehavior observed mainly in the ninth grade where Tim indicated he conversed with Maureen for most of the presentation.

Journal entries suggested most students were interested in and surprised by the content of the slide show. Jaimee wrote,

“I found it interesting that volleyball was originated in the US. I figured that since it was similar to soccer in some ways, that it started in England. I also found it interesting that volleyball has many similarities to basketball, tennis, and baseball. The rules have also changed a lot” (Jnl.#1).

While Teresa,

“thought that it [history] was interesting, that when it first began it was mostly a man’s sport. The example was that it was developed for people to play at the YMCA and mostly for businessmen to go there after work.....I think that it is important that you learn the history of the sport and its origins before you play” (Jnl.#1).
Tim discussed his observations of early volleyball rules and suggested what was significant for him was, "...that people were allowed to dribble the ball or steady the ball and hit it. That would have made the game much easier" (Int.#1). Otis stated, "I knew some of the history vaguely......when she taught us about the creators and how it [volleyball] all came about, that was really interesting" (Int.#2).

The inclusion of technological applications in physical education to deliver the history of volleyball lesson was a novel experience for many students and held their attention. In addition to comments on the lesson content students also referred to the use of computers as an instructional tool in physical education, "That was really neat" (Teresa, Int.#2), ".....like the thing that she did with the computer. That was nice. That was fun and new" (Tamara, Int.#2), "I thought that was pretty cool" (Renee, Int.#2). Renee felt special in that, "Not a lot of teachers in this school would do a presentation like that" (Int.#2). Students such as Beth and Jason remarked, "It [slide show] was visual and captured your attention" (Int.#2). These and other students wanted the use of technology to become a permanent fixture within their physical education lesson.

Writing Journals

Several students were supportive of an opportunity to write a journal. Students were allocated approximately five minutes to complete written journals on all but three days during the unit. A decision to remove three days of journal writing was prompted by informal conversations with students in both classes and the teacher who suggested they needed a break from journals.

Journal entries either were in reference to specific aspects of Sport Education activity sessions (e.g. how well teams were working together) or related to the theme of Sport Studies sessions (commenting on a picture of a beach volleyball player and segment of videotape). In addition to a writing option students had the opportunity to use four mini-tape recorders to record their thoughts. A decision to include tape-recorders from day three
was based upon informal discussion with one female tenth grader who shared her difficulties organizing her thoughts in the time available before writing and from observations of some students (Penny and Otis) losing time waiting to ask the teacher how to spell words. Fieldnotes from the tenth grade class described several students asking for the tape-recorders or rushing to one of four tape-recorders. The same students typically used tape-recorders with less ninth graders employing the option. Ninth grade males tended to monopolize the tape-recorders with very few females using this option.

In the final interview several endorsed their continual inclusion in physical education. Na'Nae spoke of her reactions to writing a journal,

"..a good idea. It tells Mrs. Littlemead without directly going up to her and telling her 'Mrs. Littlemead, this is my problem' or 'so-and-so is my problem. You write it in your journal, she reads it and she can see what your problems are" (Int.#2).

Jeannette also considered journals to be a positive edition to high school physical education. She indicated journals had allowed her to reflect on the day's lesson and go beyond the physical aspects of the unit,

"They are a good idea. They get us to talk about what happens that day......how we can make things better in our groups. They [journals] helps us think about things that you would not have thought about through only playing the game" (Int. #2).

Jason supported the inclusion of journals as a tool to providing feedback to the teacher on students' experiences of the unit. Similarly Renee considered journals as,

"..pretty good so she can get an idea of what you like and what you don't like so that she might use that for future reference with different classes (Int.#2).
Student Resistance to Sport Studies Sessions

An inductive analysis of data that pertained to Sport Studies sessions indicates students were less supportive of: the conditions of classroom work, the inclusion of homework and projects, and the use of teacher lecture.

Conditions for Classroom Work

The Sport Studies component for both classes was delivered in several instructional settings: a regular classroom, the school cafeteria, on the gymnasium bleachers, and the gymnasium floor. Of the instructional spaces used students preferred the regular classroom and cafeteria. Cassie found some conditions unacceptable particularly when required to sit on the gymnasium floor, “It [floor] hurts your butt” (Int.#2). Time spent on the floor during some Sport Studies sessions was particularly uncomfortable,

“The only thing I do not like is sitting on that hard floor.......that hard floor just kills me....... your rear and back hurts so you lounge on the floor and she [teacher] won’t allow that. She says get comfortable but she won’t allow us to get comfortable in our way” (Na’Nae, Int.#2).

Fieldnotes taken from Sport Studies sessions on the gymnasium floor described several instances of students restless, fidgeting, laying down, leaning against one another, and using their book bags as pillows. Talking and incidences of misbehavior were more prevalent during these classes and the teacher was frequently observed desisting students and asking them to sit up and pay attention. Some students responded to periods of sitting by standing and stretching or walking around the gymnasium. Students’ displeasure with sitting on the floor was further revealed when a tenth grader brought a cafeteria chair into the gymnasium. This student was confronted by the teacher and told to return the item immediately, doing so reluctantly. Poohbear considered excessive time on the gym floor unreasonable and she spoke of her observations of these lessons, “I mean you cannot expect us to sit there and pay attention all the time......you get irritated.....and you are going to fidget...” (Int.#2).
Fieldnotes described poor acoustics in the gymnasium. This situation was further exacerbated during one tenth grade lesson when the teacher had to compete with an elementary physical education lesson conducted behind the separating partition. Fieldnotes described the teacher raising her voice during this lesson in an attempt to be heard. Jaimee believed she was able to hear better and thus concentrate more during Sport Studies sessions which were held in a regular classroom. Jeannette also preferred the regular classroom, “Being in 220....it was a lot easier to hear what she [teacher] was saying” (Int.#2). Jaimee suggested that the teacher should deliver all Sport Studies sessions in a regular classroom.

**Homework and presentations in physical education**

The inclusion of homework assignments and student presentations was a characteristic of the Sport Studies component within the unit. Fieldnotes described displeasure among many students when informed by the teacher that three homework assignments would be a part of their grade for the class and that they were expected to complete these assignments. Students showed similar reactions when told they would make a five minute presentation to their peers at the end of the unit.

During pre-unit interviews the five tenth grade students who had completed the minorities in sport unit in the ninth grade spoke of homework assignments and a final poster presentation. Comments from the majority of ninth and tenth grade students prior to the unit suggested the inclusion of homework and presentations would be a new edition to their physical education program. Many were opposed to the inclusion of homework as Na’Nae typified,

“ It [homework] is weird to me. All the years I have had gym.....it is gym....the only time you had homework in my other schools was if you were absent then you might do a chapter from a book” (Int#2).
The majority of students were resistant and insisted it should not be a part of physical education. Goliath shared the views of many, "...the homework....you don’t need that" (Int.#2). According to Poohbear she, “did not think that homework was necessary in the unit..... I don’t want to do it” (Int.#2). Analysis of the teachers’ grade book suggested many students, including Poohbear, failed to complete one or both of the first two homework assignments. All targeted students completed the final project assignment. In exit- interviews some students shared the amount of time they had spent completing the final homework assignment with many admitting having put forth little effort to complete the work, doing the final homework assignment the night before or the day that it was due. Marie claimed she spent fifteen minutes on the assignment and Rochelle stated she “.. got up early and spent about half and hour that morning..” (Int.#3).

The majority of students indicated the inclusion of homework and presentations was the least enjoyable aspects of the unit. When students were asked for suggestions on how the unit could be improved several proposed removing homework and presentations and indicated they would enjoy the unit more in an absence of these requirements. Some students questioned why homework had been included in physical education given they had not completed homework in middle school physical education and some asked what purpose homework served.

Teacher Lecture

Teacher lecture episodes were included in some Sport Studies sessions. Many students admitted they did not like being lectured at by the teacher. Their displeasure was intensified by the conditions under which lecture took place, namely when required to sit on the gymnasium floor. Jason claimed, “I don’t like just sitting there and being lectured at the whole time” (Int.#2). Craig disliked when the teacher, “...just like talks about stuff, like continues on and on....” (Int.#2). Don Juan shared his views on the inclusion of
teacher lecture. He expected to be active in physical education, “We get to sit in a class for three periods. When you come to physical education you expect to be physical” (Int.#2).

Fieldnotes during Sport Studies sessions described greater incidences of students talking and misbehaving during teacher lecture episodes than when students were in activity, engaged in class discussions, looking at a computer presentation, watching videotape of volleyball and beach volleyball, or analyzing media coverage in the newspapers.

Categories of Student Resistance.

This section describes ways in which students rejected or resisted parts of the unit. Forms of student resistance observed during the unit and which students described or wrote about were divided into two categories: a) Public Forms of Resistance (PuFR) b) Private Forms of Resistance (PrFR). Public Forms of Resistance consisted of discreet within-class student actions observable to the teacher and/or the majority of the students. Private Forms of Resistance comprised indiscreet student actions which were typically covert and were not noticed by the teacher and/or the majority of students. Examples of PuFR’s in this study included: “goofing off”, completing unrelated work in physical education (with teacher intervention), interrupting the teacher and excessive talking. Whereas PrFR’s consisted of “zoning out”, non-completion of in-class or homework assignments, and completing unrelated work in physical education (without teacher intervention).

Categories of Public Resistance

Three major forms of public resistance to the 20 day volleyball unit emerged from an inductive analysis of the data: goofing off, interrupting the teacher, and overt completion of unrelated work.
"Goofing Off"

During interviews many of the ninth and tenth graders provided several descriptions of responses they considered to be examples of goofing off. These included: "making bad jokes", "making remarks about other people", "acting immature", "playing around", "not paying attention" and "flirting". Students considered goofing off to be a non-aggressive behavior, neither spiteful, nor physically abusive to others. Goofing off usually tended to occur during Sport Studies sessions, warm-up, and when sitting during instructional components of Sport Education sessions. Jason confirmed fieldnote observations and stated goofing off was more prevalent,

"On days when we don't dress.....people are bored then, are uncomfortable when sitting on the floor and are easily distracted by others" (Int.#2).

Craig added,

"Yeah. Some lessons when we have been doing bookwork there have been times when we haven't nothing to do....there is time to mess about, talk, and fool about" (Int.#2).

Goofing off was more common in both classes during the first half of the unit. Analysis of fieldnotes revealed numerous examples of goofing off during the first two Sport Studies lessons held the cafeteria and on the gymnasium floor.

Goofing off in Sport Education sessions tended to occur when students were seated and listening to the teacher especially when required to "sit in the red" (gather as a group in the basketball key). Fieldnotes revealed that during these gatherings ninth grade students tended to sit in similar positions. Goliath said:

I sat at the back .....my friends were back there and I could conversate while she [teacher] was talking......goofing off still.
Emmett: ......all my friends were sitting at the back and we can goof off and stuff like that when she [teacher] is talking (Int.#2).
Tamara sat at the front of the class during these gatherings, however, “We could still talk... We never got caught though...” (Int.#3).

In interviews students who admitted goofing off during Sport Studies sessions described what they would be doing,

“Like I would be sitting talking with Greg or be messing with him or something like that. I would not be looking at the teacher” (Jason, Int.#3).

Craig shared how he would respond to teacher supervision during a bout of goofing off,

“...would probably pay attention for a quick moment until she [teacher] turns her head and then you would go right back to what you were doing” (Int.#2).

Fieldnotes revealed Jason, Craig, and Don Juan were often seen pushing each other, and 'play fighting'. These incidences tended to occur during the warm-up, when the teacher was not watching, was briefly in her office or the students did not appear to have work to do. These three tenth graders would typically cease goofing off when the teacher would look in their direction or re-enter the room. Some students did not consider their goofing off actions to be serious or which distracted them from engaging with the content of the lesson. Goliath commented,

“I play around, talk, and shout about other things..... Yeah acting foolish, just having fun. I am still doing the activities” (Int.#2).

Written fieldnotes suggested males tended to goof off more than females. This statement was supported by Tim in the final interview when he remarked,

“...guys goofed off a lot more on my team than the girls did..... I think that the guys on my team are more immature than the girls are...”(Int.#3).

Some of the ninth grade females discussed their frustration attempting to deal with and desist goofing off among males within their team. Marie said,
"They (males) act out in front of us and that makes me mad. I have tried to tell them to stop but they don’t listen" (Int.#2).

Goliath & Emmett (students who admitted goofing off during the unit) confirmed they always goofed off when the teacher was not paying attention to them or when she was with other students. These two students claimed that they had rarely been caught. Goliath articulated, "I have developed the skill in that I am good at goofing off when the teacher is not looking" (Int.#2). During informal conversations with Goliath he stated he goofed off more in physical education than in other subjects, such as humanities, because of all the space in the gym and he was not confined to a seat.

Some students suggested goofing off had been a regular feature of their schooling to date in this and other classes. Emmett stated,

"I have done it (goofing off) all my life so I guess it is easy for me now….when she’ll pay attention to me then it is hard" (Int.#2).

When speaking to goofing off in the final interview Emmett advised, "[I]just don’t get caught…..I just know how to do it" (Int.#3). Fieldnotes revealed examples of when Emmett would initially check the position of the teacher or determine if she was watching, before goofing off. Emmett’s comments suggested goofing off was a planned activity. Students such as Goliath, Jason, and Emmett appeared to know that they could get away with goofing off if done so out of sight of the teacher.

Students speculated why some members of their class goofed off. Some suggested goofing off was a consequence of boredom or a lack of interest in the lesson. Beth believed people tended to goof off,

"When they are bored and they don’t feel that there is anything to do. They may not like the class or the task that is to be accomplished and what the teachers makes you do” (Int.#2).

While discussing Jason’s bouts of goofing off in class Teresa stated,
"People usually goof off when they are not interested in what the person is talking about... I mean what the teacher is talking about. Instead of doing the appropriate thing and just sitting there and kind of like looking at her like you are paying attention he [Leon] goes off and like runs around the gym....." (Int.#2).

Jaimee claimed that people who were more out-going in her class tended to goof off more. Beth remarked, “It depends on how they like.........how their ego is. I think some might feel 'oh it does not matter if she is looking at me' or 'I don’t care' (Int.#2).

Interruption of the teacher

The second sub-category of PuFr's observed in both classes was interrupting the teacher. Incidences of interruption were typically verbal and comprised students talking. This occurred more often in the tenth grade class. In both classes the teacher was interrupted by students more frequently during Sport Studies sessions and more often during the first half of the unit. Fieldnotes suggested interrupting the teacher served to break in on teacher-directed activity or instruction and temporarily disrupted the continuity of the lesson. Fieldnotes revealed when a student(s) interrupted the teacher other students in the class would begin talking during the break in the action. Student interruption was met with teacher desists or reprimands. The teacher communicated several times in the first half of the unit that interruption was an unacceptable in-class behavior. When students interrupted the teacher she would stop mid-sentence, desist the student(s) and then complete her sentence. When students persisted with interruptions a number of the teachers’ sentences went unfinished,

The teacher sends students to stretch. “You should be in your....[teacher is interrupted and does not her finish sentence]. Multiple conversations are heard. The teacher tries to speak again and stops mid-sentence, “Don’t forget captains you.....[does not finish]. If you need to know what your role is......[again she does not finish]. Students collect folders as the teacher moves to her office (Lesson #5).

Multiple interruptions served to delay instruction, distract and overwhelm the teacher and inhibited her ability to communicate with students.

108
An analysis of written fieldnotes revealed multiple instances of excessive talking among males and females in both classes. On some occasions the teacher would raise her voice, shout, or bang her fist on the table to get their attention.

Fieldnotes revealed four situations when talking among students was most common: a) short periods when the teacher was not in the gymnasium or had to briefly step into her office or the equipment closet, b) when students were sitting listening to the teacher talk, c) when students had completed their assigned work and were awaiting the next task, d) when the teacher was engaged in unrelated conversation with individual students or groups of students (either initiated by the teacher or the student). Talking among students in both classes was less common when the teacher was distributing worksheets/lesson materials, students were completing volleyball drills or in game play, watching videos, listening to their peers, engaging in class discussions, and watching the computer slide show.

During interviews students who admitted they frequently talked with others in class indicated the topic of their conversation was rarely if ever connected to the theme of the lesson. Emmett claimed he would “...talk about the lesson but mostly....about other stuff” (Int.#2). Tim spoke of unrelated conversations with a peer during the computer presentation,

Tim: Me and Maureen just filled that [computer presentation] in with social time.  
Researcher: What do you mean by that Tim?  
Tim: I was just sitting back there talking because I had seen it [computer presentation] had seen it a million times.  
Researcher: What were you talking about?  
Tim: What did you do last night? How was your weekend? You know stuff like that.

According to Tim he was still able to follow the lesson.

Tim: Oh yes. I do it all the time. That was my entire middle school career. They put us into little......our desks were in formations of like six.....I would talk and the teacher would notice I talked but I also knew what was happening.....when I was in classes they would say “Tim what did I just say?” and I would repeat it exactly back to them. They got really angry.....so it was doing one thing in one ear and listening to the teacher in the other” (Int.#2).
In the final interview Tim indicated, “I have been more involved in the second half” (Int.#3), by preparing and playing in the culminating event and listening to final student presentations.

Fieldnotes suggested talking among students impacted the extent to which the teacher could complete a planned lesson. Multiple instances of students talking were observed during the second ninth grade lesson. At the conclusion of this session the teacher informed students they were to complete a homework assignment [a volleyball flyer]. This information was hurriedly relayed to students and fieldnotes described several instances where students asked the teacher to “slow down”. The purpose of this homework was not relayed to the class and the teachers’ expectations for the homework were not communicated in sufficient detail and she did not have time to distribute a guiding questions sheet to help students complete the homework.

Students provided their reactions to the excessive talking in some classes. For Jeannette talking among her peers prevented her from hearing the teachers’ voice, “I try to pay attention as much as I can but sometimes it is really hard to hear what is being said” (Int.#2). Na’Nae was frustrated with the amount of talking in class and spoke of one particular student, “If Jason is talking next to me while the teacher is talking then I may miss some important information” (Int.#2). Na’Nae speculated upon the impact of talking on the teacher:

“ I know that she [teacher] gets frustrated with all the talking......I think she [teacher] gets the message that they [students] do not want to pay attention, they do not want to listen” (Int.#2).

Overt Unrelated Work

During the unit some students were observed publicly reading or completing unrelated work in physical education class: reading English literature texts, looking at computer software magazines, reading extracts from ‘teen’ magazines, reading novels and
theater scripts, completing history and humanities homework assignments, and looking at family photographs. They made little effort to be discrete and these incidents occurred more frequently during early Sport Studies sessions and when students appeared to have no assigned classroom work to do. The following fieldnote described two students discussing a humanities assignment during an early Sport Studies session,

The teacher is among Ray’s group and is in conversation with Renee on the far side of the gym. Neairside Emmett and Tyrell are reading a magazine. “You finished coloring yours (humanities map) yet?” Emmett asks Tyrell. Tyrell nods and puts his coloring pencils away in front of me with Emmett helping (Lesson #7).

On several occasions students were seen by the teacher, reprimanded and told to put the unrelated material away. Rochelle said, “We tried [to do humanities] but she made us stop” (Int.#3). In interview with ninth grade students Genevieve referred to one instance,

“Oh yeah. There are people that have humanities second block and they are doing that work [she laughs].....that was the day Tim when people had to turn in maps for humanities and I like saw five people.....people were like crayoning maps....they had their little crayons out” (Int.#2).

Categories of Private Resistance

An inductive analysis of the data revealed three forms of private student resistance: ‘zoning out’, covert attention to homework in physical education (without teacher intervention), and non-completion of unit homework assignments.

‘Zoning Out’

During interviews several tenth grade students referred to ‘zoning out’ during the unit. Tess described zoning out as,

“You are not hearing a word that she [teacher] is saying but you are thinking of something else in your head but it looks as if you are paying attention” (Int.#2).

Students admitted they, “....would think about what you were going to do after school or what homework you had that night” (Jaimee, Int.#3). Beth stated she zoned out when the
class was sitting on the gym floor, “It [gym floor] is really uncomfortable....you don’t feel good and that is all you think about.....nothing else gets through” (Int.#2). According to students zoning out occurred more during Sport Studies sessions in the first half of the unit and in particular during teacher lecture episodes.

Zoning out did not disrupt the lesson or interrupt the flow of the lesson and was not easily detected by the teacher. Zoning out was usually unintentional, “I wouldn’t mean to do it [zone out]” (Jaimee, Int. #3). Fieldnotes from early Sport Studies lessons when students spent periods on the gym floor described some behaviors during teacher lecture that might indicate zoning out. They included: leaning on palms looking at the teacher, tilting the head to one side, brief stares at the walls, floor, and ceiling mixed with looking at the teacher, playing with finger-nails or a watch and some fidgeting. Observations of two specific instances suggested zoning out behaviors began approximately one and a half to two minutes after the teacher began to talk.

Covert Unrelated Work

Fieldnotes described some instances where ninth grade students would covertly attend to homework or read unrelated material in physical education out of sight of the teacher. Unrelated work appeared more often in early Sport Studies sessions and was most prevalent during lesson seven. During this lesson students were to compare and contrast theirs own and their family members’ scores on a volleyball quiz. The teacher began the lesson by reading correct responses to the class with students in their teams grading the quizzes. Each team’s statistician was required to collate all scores within respective teams and use these data to answer some questions on a worksheet. Statisticians were responsible for recording each teams’ responses to the worksheet questions. The teacher gave students choice to spread out around the gym. The teacher circulated amongst groups which often required walking from one side of the gym to the other or from one end of the gymnasium to the other. During teacher circulation some students seized the opportunity to
stop doing the assigned work and completed homework or read unrelated material such as
magazines or books. The following fieldnote describes such an incident.

The teacher is on the nearside of the gym with Tyrell’s group. On the far side of
the gym Penny’s team are looking at a magazine. The teacher walks over to
Penny’s group. Students see the teacher and put the magazine away and look at
the worksheet. The teacher helps Penny’s group with a question. As she turns
her back and leaves the magazine appears again (Lesson #7).

Emmett admitted he did humanities homework during this lesson and he, “worked on it
[homework] whenever I had the chance” (Int.#2). Emmett shared his ‘secrets’ on not
getting caught particularly in situations where supervision of students is more challenging
for teachers,

“ I can do it [homework] without getting caught……..what I do is when I am
working if I see her coming like this way I would like put it away and play off like I
am doing something else” (Int.#3).

Non-Completion of Homework Assignments

During the unit students were required to complete three homework assignments: a
volleyball flyer, a reaction to a volleyball article of their choice taken from an
advertisement, the Internet, or a magazine, and the final project. Both classes were told by
the teacher of the point allocation for these homework assignments and that they would be
responsible for completing the work and late submissions would not be accepted unless
accompanied by a valid excuse.

Two of the ten targeted ninth grade students did not complete the first and second
assignment. In the tenth grade class six of the 15 targeted students did not complete the
first homework and seven did not complete the second, five of which had not completed
the first. Leon admitted he had not completed either assignments as they were not high on
his priority list and, “ I just never got around to it” (Int.#2). The teacher posted mid-point
grades following the second assignment and fieldnotes described some students as
surprised and concerned with their grade. All students completed the final homework
assignment but two of the targeted ninth graders did not present their work on the days allocated for student presentations.

Summary

This section had provided a description of ways students demonstrated resistance to or support for the volleyball unit. Students shared their experiences via interviews and journal entries. Field observations also helped triangulate their perceptions. Data indicated students were more supportive of the team concept and the culminating event during Sport Education activity sessions whereas they were more resistant to completing the warm-up, fulfilling their roles, and specific membership within teams. While referring to the Sport Studies component students spoke favorably to the inclusion of sessions on social issues in sport, journal writing, and learning about the history of volleyball. Students were less supportive of teacher lecture, the inclusion of homework, and doing academic work in less than conducive conditions. The two categories of student resistance (public and private) illustrated student resistance was more prevalent in some Sport Studies sessions than in situations where students were physically active. This next section will attempt to offer some explanation of students' responses to the unit from the perspective of students and the teacher.

1.2 How do the students and the teacher explain and justify students' responses to the 20-day volleyball unit.

In this section students offer some explanations for their responses to the unit. From an inductive analysis of students' focus group interviews, written fieldnotes, and student journals three major themes emerged. Firstly students' share their notions of work in physical education. Here they consider work they deem appropriate or unacceptable for physical education and then discuss their willingness to complete homework and projects. Students also raise the issue of credit they would receive from the class. Secondly,
students provide some explanation of their responses to the unit through an evaluation of the teaching and instruction they received. Third, students share some explanation of their reactions to the unit through the perceived relevance of learning experiences within the unit and the significance of homework assignments.

**Students' Notions of Work in Physical Education.**

In this study the inclusion of written assignments and Sport Studies sessions in classroom settings were new for most students. Pre-unit interviews indicated previous physical education programs, particularly in middle schools, had been activity-based. Four tenth grade students had completed a ninth grade minorities in sport unit at Lawrence High School which consisted of written work and homework assignments. Others reported completing written work in middle school if excused from physical education, doing crosswords in middle school, or writing if the physical education teacher was absent. Several students had taken written content knowledge tests in both middle and high school.

Many students in this study believed work in physical education meant physically playing a variety of sports during lesson time (notably basketball, baseball, and football). Jason typified the perspectives of many that the work of physical education entailed playing, "...basketball, football, and all that stuff" (Int.#2). Ralph viewed work in physical education as playing "...the game and learning how your muscles work... and the position of the body for the bump and the set" (Int.#2).

The majority of students considered the inclusion of written work and homework inappropriate and therefore not the 'work' of physical education. Many students speculated written work had been included in the unit due to the academic emphasis of their high school. Others believed the teacher made a decision to include homework to align physical education with a central aspect of the school mission: to prepare all students for college. Otis offered his reasoning, "...because we go to an academic school that teaches us academics twenty-four hours of the day..." (Int.#3). Jason and Craig did not consider
physical education to be a genuine class and believed the inclusion of written work was an
effort by the teacher to make physical education more rigorous. Jason explained, "...so
we don't get a free ride, you know that it still can be like a real class" (Int.#2). For Craig
written work meant, "...that it [physical education] will not be just like a free-credit class,
you know where you just come to class and stand up" (Int.#2). Rochelle believed written
work was an attempt to get students to, "Take this class as seriously as other classes..."
(Int.#3).

Several students suggested physical education was a subject area that should not
include an academic component. Renee justified her view based upon an alleged telephone
conversation with a friend during the unit,

".....well I spoke to one of my friends the other day and when she asked what I
had been doing in school I told her about phys ed and how we had been doing
written work. She was shocked like 'in g ^ !  ' So I think a lot of people do not
associate written work with physical education because they think that physical
education is something that involves playing sports and stuff" (Int.#3).

Ralph believed physical education could not include a written component.

"...it [physical education] is not very academic.......it is a very different thing. It
is like comparing apples to oranges. I mean phys ed is basically a wind down
period while the others are intense studying and taking notes and like that and phys
ed is like completely the opposite" (Int.#3).

Students' notion of physical education as part of their secondary program was further
evident. Otis compared the importance of work in the unit to that in other subject areas,

Otis: ...gym is like recess. It is like comparing college to elementary.
Researcher: Help me understand what you are saying Otis?
Otis: Like elementary is easy, anybody can go through with it and college takes
more effort and it is harder.
Researcher: What do you consider physical education to be?
Otis: Elementary because it is like easier.

Tim and Genevieve supported written work in physical education, " I think that it
helps you learn things better" (Tim, Int.#3). Renee strongly objected, " I think all the
reports and written work is just crazy. We really should not be doing that in gym” (Int.#2). Emmett argued time completing written work assignments in class or listening to the teacher talk was time away from playing the game. Others disputed having to do outside written work in the volleyball unit because of their present workload in other subjects and that this additional work would impact social interests. Cassie stated,

“I don’t like doing written reports, I mean god, we get so many in humanities and different projects. It is like they are taking up all my weekend time” (Int.#3).

Students were asked what they expected of their time in physical education and what work they would find acceptable. Craig, Rochelle, and Ralph wanted to play. Jason voiced, “All the writing we have to do, it is not supposed to be like that in gym” (Int.#2). Some students considered time in physical education to be time off from the real purpose of schooling. Goliath shared,

“Ever since kindergarten I have thought of gym......I mean physical education......I always thought that it was a little extra-curricular activity, you know time off from your studies where you could have a little bit of fun” (Int.#3).

Otis aligned work achieved in physical education with that accomplished during recess, “....when we come to gym that is like recess, it is not academics. It is like recess” (Int.#3). Don Juan shared what he expected of his time in physical education, “We get to sit in a class for three periods. When you come to physical education you expect to be physical” (Int.#2). Students new to the high school thought, “....it [physical education] was going to be like before” (Penny, Int.#3). According to Penny, middle school physical education had been a, “wake-up” (Int.#2) class which prepared him for the school day. Jason and Rochelle reported dressing ensured receiving an ‘A’ in middle school physical education.

Students at Lawrence High School receive one half of a credit for physical education. Each student is required to complete daily physical education for two semesters.
with each worth a quarter of a credit. The issue of credit allocation for physical education proved to be a significant factor influencing students' perceptions of the appropriateness of written work, the importance they ascribed to this written work, and their willingness to complete the written assignments. Many considered the inclusion of outside written work assignments unreasonable in relation to the credit they would receive for the class. Leon summarized the sentiments of many, “I think it is a lot of work for the amount of credit with all the assignments and projects and stuff” (Int.#2). Poohbear did not think the workload was unreasonable but felt the class should be, “a whole credit” (Int.#2). Rochelle and Marie shared how they would prioritize completing homework assignments in physical education and humanities on the basis of credit,

Rochelle: In humanities if I had a project to do and I had the same amount of time to do both of them and I had to do one of them then I would do my humanities homework.

Marie: Yeah because in humanities they[the teachers] take that real real seriously. I know that Mrs. Littlemead takes this class seriously but.....that also would be my decision to do humanities because that is a full credit....it is worth more (Int.#3).

Students suggested parts of the unit they would like removed which would make work more acceptable. The majority hoped the teacher would remove all written work from the unit so they, “could get into activity everyday” (Rochelle, Int.#2). A number supported the inclusion of journals but wanted all other written assignments deleted. Goliath endorsed the inclusion of content tests as he deemed knowledge of rules and strategy important factors in learning to play the game.

**Students' Evaluation of Teaching**

**Student Centered Instruction**

Students explained their responses to the unit through an evaluation of teaching received throughout the 20 days. Several students in both classes provided supportive comments on the instruction they had received. Some tenth grade females applauded the
teachers’ efforts to introduce a very new and considerably different physical education program. Teresa stated,

“I think that she [teacher] did a good job changing it so drastically from last year but I think that it [physical education] has improved. I think she did a good job for the first time teaching everything about volleyball” (Int.#3).

Goliath referred to the teachers’ excitement during the Sport Education activity sessions within the unit, “I think she taught it [the unit] good because of her enthusiasm...” (Int.#3). Students in both classes were aware the teacher had played competitive volleyball and they had been impressed with her knowledge of basic skills and strategy. Goliath added, “...there are several ways that you can bump and she [teacher] showed you all of them so you can choose the one that best fits you” (Int.#3). Goliath also spoke favorably of the teachers’ ability to give high quality demonstrations, “...she [teacher] has actually played and she knows what she is talking about and can demonstrate it a lot better” (Int.#3).

Personal and friendly instruction by the teacher was applauded by many students. Sadrae appreciated how the teacher helped her learn fundamental volleyball skills which, “...was not really done at middle school!”. (Int.#3). Receiving one-on-one attention from the teacher during Sport Education activity sessions was a factor in Renee’s positive experience with the unit, “...if we were having a problem with one aspect of the sport she [teacher] would come over and try to help us with it” (Int.#3). Cassie liked how the teacher had encouraged her to improve volleyball skills and had provided physical guidance and feedback. Cassie claimed she had served the ball over the net for the first time ever during the unit. When reflecting on physical education at the middle school, the fact that, “...there has been much more teaching” (Genevieve, Int.#2) was foreground by a number of students. Tim stated,

“I feel like we are actually learning something, like how to actually play volleyball... There are aspects of it [volleyball] I never even realized” (Int.#2).
Tim and Genevieve took pleasure in the extended periods of activity brought about by the adoption of block scheduling. These two students and a number of tenth graders such as Keesha approved the many opportunities early in the unit to practice their volleyball skills. Renee referred to instances where the teacher afforded her verbal feedback and praise and cared about her efforts to improve,

"I think you get a lot more out of a lesson when the teacher actually teaches you how to do something so that you learn how to do it right. She [teacher] will point out your mistakes and try to help you do the right thing" (Int.#2).

Students’ support for the unit was evident through the teachers’ use of a student-centered approach to physical education. Pre-unit interviews suggested for most students previous physical education experiences had been teacher-directed. Several considered the volleyball unit “student based” (Tim, Int.#2), an instructional approach they endorsed,

Genevieve: I was satisfied because she told us what we needed to know and then she let us go and kind of be by ourselves a little.
Tim: Yes. She kind of gave us the basic facts and then retracted herself and then let us learn on our own.....we did a lot more student stuff, by that I mean we did presentations, the tournaments. It was basically us running them. .....it has been a lot more student focused with the teacher kind of being taken out of the equation. (Int.#3).

The student-centered approach to physical education asked students to take ownership of their learning and the learning of others. Michelle indicated, “She [teacher]... used the technique of us doing it more and within our teams, helping each other instead of her. That was good” (Int.#3).

Students discussed the effectiveness of instructional techniques used by the teacher within Sport Studies component of the unit. Few students supported the choice of lecture by the teacher, particularly in early lessons. Tim clarified, “...they [lessons] were just like going through facts” (Int.#2). While referring to the second classroom lesson on volleyball as a global sport Ralph explained his responses to this session,
"That was kind of like the worst. I don’t know. It was just like repeating and no one is really learning anything and we were just going through it and over and over it.” (Int.#3).

Most students believed the choice of lecture did not align with ways in which they learned best in school and in the unit. Students did not enjoy sitting and being lectured at by the teacher. The majority considered themselves visual learners. Some preferred learning from the teacher during the unit but the majority preferred opportunities to learn from their peers (such as the final presentations) and by “physically doing something and actually being able to interact with it or looking at something entertaining” (Ralph, Int.#3). Tim and Otis claimed they preferred listening to their peers present their volleyball flyers and their final projects. Otis explained times when he learned best in the unit,

“...more to pictures, the TV, and the computer is another thing.....instead of listening to her [teacher]....I think visual things are easier to learn” (Int.#3).

In conversation with Otis he drew an analogy between a teacher and a radio, “The radio is like kind of like for mellow out time or when you are busy doing something else” (Int.#3). Otis considered the teachers’ voice as background noise and not the central stimulus for him to learn.

Like many Emmett endorsed the use of an interactive computer presentation in the first classroom lesson because “...it [the computer program] helped me understand it [history of volleyball] better” (Int.#2). During the unit students had opportunities to watch video-tape of beach volleyball and regular volleyball, and surf the internet for the second homework assignment. Students discussed their learning preferences in relation to opportunities to use these and other technologies which Ralph referred to as part of the “entertainment age” (Int.#2). Teresa explained the differences between learning through lecture and through interactive technology,
"I think I am more visual. I am a better person like if I see it on a screen. I can concentrate better than when there is a person standing up there talking. In the 90's we use machines all of the time, computers and all that kind of stuff" (Int.#2).

Several students spoke favorably of the teachers' efforts to involve students in class and ask students to take more responsibility during Sport Education activity sessions. Marie and Rochelle applauded the teachers' emphasis on getting students to cooperate with each other and support each other in teams. According to Tim he preferred when the teacher was,

"like not being as specific about exactly what we are to do, but saying go in your groups and practice this and thus giving us the responsibility and the right to form our own way to do it.....we feel we're responsible for making sure all of us in the group are behaving" (Int.#2).

Otis also liked an emphasis on responsibility within his team,

"...she [teacher]kind of gave us a little bit more responsibility when it came to the teams. It was like 'you get in your teams and you discuss this or you guys need to work on that'.” (Int.#3).

Ralph liked including student officials during the final tournament games,

Ralph: ...on the refereeing thing. I thought that was really interesting to see how she had the down-time for a team. In that way she did not have to referee it and she could look at both games. I thought that was interesting. 
Researcher: In what way?
Ralph: Well......it got all of the kids involved and it was not like anybody was not doing anything (Int.#3).

Several students were critical of the number of non-dress days included within the unit. Jason was pleased with the teachers' efforts implementing Sport Education sessions but would have preferred fewer non-dress days in order to practice volleyball skills. Time away from activity was a hindrance for some in mastering basic volleyball skills. Jennifer felt she, "...needed more time in order to do better" (Int.#3). Ralph considered the unit too long and added, "...we spent way too much time on volleyball.." (Int.#3). While Rochelle,
Goliath, Otis, and Emmett believed much of the skill content was a review and had been covered in their middle school or first year of high school.

**Boredom**

Students discussed incidences of boredom they experienced during the unit. Analysis of the data suggested students experienced boredom more during Sport Studies session (particularly during the first half of the unit) than in Sport Education activity settings. When asked which aspects of the unit had been boring several mentioned: written work, "them big assignments" (Tamara, Int.#3), and "paperwork" (Otis, Int.#2).

Data indicated many reported boredom in one Sport Studies session where students collated scores on the parent and student quiz. According to Tamara, "It was boring....It was butt" (Int.#3). Teresa was bored as the lesson lacked challenge. Students became bored when required to sit for periods of time listening to the teacher. Poohbear communicated her experiences,

"When you get bored you get frustrated and you get irritated and you are not going to sit there. You are going to fidget and you are going to dance and you are going to do anything you can to get out of the class. Just that it gets boring" (Int.#2).

Some were bored as they considered much of the information in the Sport Education sessions a review. Craig explained,

"When she just like talks about stuff, like continues on and on about stuff that we already know. Like when stuff is really boring and we already know about it and she keeps telling you over and over" (Int.#2).

As a consequence of boredom several students misbehaved and talked in class. Otis and Ralph shared their responses to boredom during the unit,

Researcher: What do you do when you are bored?
Otis: Everything that I am not supposed to do.
Researcher: Such as?
Otis: Talk, walk around, play with the ball.
Ralph: I socialize a lot and try to forget about it [the lesson] and forget about what is really happening.
When bored Craig stated he would, ".. probably be laying down, I would probably not be watching her [teacher]. I might have my eyes closed" (Int.#2). Jeannette, Teresa, and Jaimee admitted they zoned out when bored and gave the impression to the teacher they were paying attention. Tim discussed some unrelated social interactions with Maureen which occurred during the early Sport Studies sessions. Tim did not consider this social time a form of resistance,

"I don't ...like rebel against it [lesson]...........I don't really think so. I think I am just kind of doing it [in social time] because I am bored (Int.#2).

Michelle speculated boredom was one factor why students interrupted the teacher on several occasions during the first half of the unit, "I don't know. They might be bored" (Int.#2). Rochelle became bored if the lesson was not fun. She considered,

"...doing the worksheets on the videos and all that kind of stuff....as boring. I mean sports are supposed to be fun so physical education should be fun too" (Int.#3).

Students indicated they became bored because the lesson did not hold their attention or the material was not presented in an interesting manner. At the mid-unit interview stage students shared some suggestions on strategies which might lessen the boredom they experienced in early Sport Studies sessions. Smiley suggested the inclusion of music. Others spoke to increased student involvement,

Craig: I think that the class has to be more like up tempo, not just sitting there listening to her [teacher] talk. I mean asking questions so that the class can participate more.
Jason: I guess involve the students more. It could be a chance where you can get your point across. I don't like being lectured at the whole time (Int.#2).
The inclusion of discussions in later Sport Studies sessions which aligned with the suggestions made by these tenth graders above might in part offer some explanation why many students were more receptive to these sessions.

The Perceived Relevance of Learning Experiences

During interviews students addressed the degree to which they found the learning experiences and assignments within Sport Studies and Sport Education components to be relevant and significant. Data indicated students were more supportive of learning experiences and assignments they perceived to be meaningful and they explained they resisted those they considered boring or irrelevant.

Many students saw relevance in their opportunities to help team-mates and cooperate as a team during Sport Education activity sessions. Several students stated these experiences would serve them well beyond school. Teresa explained,

"I think that you don't just use some of these skills that we have learned here for sports. You will learn and use them in everyday life like cooperating and working together" (Int.#2).

Beth drew a meaningful connection between her experiences helping others on her team in Sport Education sessions and her working life ahead,

"Any job that you want to take nowadays you need to know how to work and communicate with others.....this class is one way in which you can do that" (Int.#2).

Few students had discussed issues of sport and society in previous physical education classes. Pre-unit interviews suggested most students considered these issues important and some determined them a viable component to a high school physical education program. Exit interviews confirmed students' earlier perspectives with many claiming lessons which confronted social issues in sport presented through volleyball had been meaningful. Goliath explained,
"Yes. I agree Those are big issues in everything, especially sports.....they blow it all out of proportion on different genders and race and that kind of thing" (Int.#3).

In the ninth grade class Tim and Genevieve explained how these discussions had been significant for them,

Tim: Because there is always going to be discrimination and there is always going to be problems arising.....it is just when we were talking about the conflicts like the funding and the discrimination issues, sexual discrimination, racial discrimination....I mean we also touched on sexuality. I mean these are problems that you deal with in every day life. When you turn on the TV and there they are not just in sports but in the workplace....

Genevieve: I think a lot of people feel that sports are a safe haven from all of these problems and I think a lot of people were surprised.

Tim: I think it [the unit] helped us realize that (Int.#3).

The inclusion of discussions on issues of social justice were meaningful and timely for tenth graders. Na’Nae justified her positive responses to an in-class debate on the basketball advertisement,

"I am glad that Mrs. Littlemead allowed us to discuss this issue because it is a part of reality, it is a part of the world.....it was something that needed to be addressed, that was a really sexist column......it degraded women...." (Int.#2).

Jaimee added:

"I think that all the things that we have been talking about with volleyball like the way that women are treated really apply to almost every sport. But it is also in the workplace. They always talk about how guys are promoted before girls and that they get paid more than girls. So I think that they [social issues] apply to all places and not just volleyball, like outfits and stuff like that" (Int.#3).

Jeannette spoke supportively of her heightened awareness on patterns of sport coverage,

"These are good things to talk about because they help me notice things more, like if I look at a newspaper to read about sport.....I have learned to look at how much time is put in the paper for female sports, not just volleyball, but any female sport" (Int.#2).
In final interviews students suggested the teacher should continue to address social issues in sport and that these aspects should not be abandoned as a part of a physical education program. Beth explained,

“ If you are going to learn about a particular sport then you need to learn everything about it. You can’t just pick and choose little pieces of a sport.....there are good things and there are bad things about sports and you can’t just shut out one part because you don’t want to see it” (Int.#3).

The degree to which students perceived the relevance of learning experiences within the unit further emerged when asked if issues encountered in volleyball were similar or different to the provision of sport in their own high school. Some drew a comparison with daily basketball games played during lunch break open-gym. Informal observations of these games described a totally male (African-American) dominated game, played by the same 10-12 students each day in front of large numbers of spectators. Opportunities for girls to participate were restricted to shooting in the surrounding side baskets. Keesha (a varsity basketball player) saw significance between what she had learned in the volleyball unit and her experiences as a female basketball player attempting to play in this setting:

Jaimee: Right now there are probably all guys out there [in the gym] playing basketball.
Teresa: And if there is a girl out there she is probably having a hard time trying to play.
Jaimee: If she (points at Keesha) was out there, even though she can play good I mean you can see the way she dribbles....she would probably have a hard time with the guys.
Researcher: Is that true what Jaimee just said Keesha?
Keesha: Uh hum....if I do play with the boys they say ‘pass it to the girl’....why can I not be just another player instead of being the girl. I don’t like that (Int.#3).

Not Understanding the Significance of Homework Assignments.

Students explained their responses to homework by sharing their perceptions on the significance and relevance of these assignments. During interviews students were asked to outline what they believed to be the purpose of the final presentation. Analysis of final

127
interview transcripts revealed confusion and uncertainty among students as to the significance of the final presentation. Ninth grade students' responses to questions regarding the purposes of the assignment suggested a number did not get the message, "I think she [teacher] just wanted to give us more work (Tamara, Int.#3), "I don't think that it [final presentation] really had a purpose (Renee, Int.#3), "To teach us about sports, I think that is why the teacher assigned the project" (Tim, Int.#3), "So people could learn about other sports other than volleyball" (Genevieve, Int.#3), "I don't really have an idea why we had to do the final presentation" (Cassie, Int.#3). Many ninth grade students therefore considered this assignment as "pointless" (Goliath, Int.#3). During the final interview all ninth graders were asked to indicate how the volleyball unit had impacted their final choice of presentation. Most of these students were unable to make a connection between what they had learned within the unit and how these experiences had informed their choice of final presentation. Goliath stated,

"I don't think that it was anything about the unit. I already knew what I wanted to do. Basketball is a more interesting sport for me" (Int.#3).

White Otis stated:

"It [final presentation] was more to do with the presentation thing that she did on the computer so I kind of sloppy-copied it. I did like the history on it [football]" (Otis Int.#3).

Teachers' Perspectives on Student Responses to the Unit

In this next section the teacher shares her perspectives on students' responses to the Sport Education and Sport Studies components. The teacher offered some explanation for her students' reactions to the unit from four major themes which emerged from an inductive analysis of three semi-structured teacher interviews and written fieldnotes. Firstly, the teacher speaks to her feelings of comfort teaching this unit for the first time and her degree of familiarity with content and appropriate instructional formats to deliver Sport Studies
sessions. Second, the teacher speaks to adolescent expectations with respect to credit students receive from the class. Third, the teacher addresses the extent to which she was able to 'get the message across' in relation to the purposes of the homework.

**Teacher's Comfort Level**

During the pre-unit interview the teacher spoke to an unfamiliarity with some planned content for Sport Studies sessions,

"...we'll be introducing some new things that I have not had an association with such as the media and the geography....that is a whole new content area for me. The cognitive aspect of it [unit] will be new too." (Int.#1).

The teachers' insecurity with some content in early Sport Studies sessions prompted concerns students might find some sessions boring or be completely turned off by the inclusion of theoretical concepts and projects:

"...it could be that I did not get the lesson exciting enough or that it does not mean anything to them or that they are just tuning us out....I mean it could be a very exciting lesson but they just consider it boring" (Int.#1).

Her experience with the pilot study and the teaching of the minorities in sport unit had confirmed her students were able to discuss issues such as media and race, "I think they are going to enjoy looking at the media.....I think what might surprise them is how much it affects their lives" (Int.#1).

During the mid-point interview the teacher shared some reactions to her teaching of these lessons and her choice of instructional strategy. Fieldnotes from the first two Sport Studies lessons for both classes described multiple instances of students demonstrating resistant behaviors which were more frequent in the tenth grade class on the gym floor. During the geography lesson the teacher, using a map of the world addressed the countries where volleyball was most popular and drew connections with successful countries in
major competitions and the Olympics. Much of the lesson was delivered using lecture with little student involvement:

"The geography lesson...that one was way too long...toward the end of the period they got a little antsy, especially when they had been sitting on the gym floor.....I thought the geography lesson was pretty boring.....I did not get the discussion that I wanted and they were antsy and they may not have thought it was important." (Int.#2).

As predicted the teacher queried the significance of the material within the lesson, "It [geography lesson] held no relevance for them and that was my fault..."(Int.#3). Personal concerns over her teaching performance prompted a suggestion this lesson be changed or deleted from future units,

"The lesson on geography, I know in the way that I taught it there was not anything useful.....I think that I could have handled it in about ten minutes pulling out where volleyball was most popular and trying to get at the question ‘if volleyball originated in the United States why are some of the other countries so successful?’ and maybe just looking at that aspect (Int.#3)

The teacher regretted not teaching the tenth grade geography lesson in a more classroom-like environment, “For the geography one I think first block responded better than fourth.....it could have been the fact that we were in the cafeteria” (Int.#2) and she sympathized with how her tenth graders reacted to the conditions of this lesson,

"....anytime they are on the gym floor they want to lay down....I know that it is extremely uncomfortable to sit on the gym floor and I really think they are more comfortable laying down. I am not sure that they are not listening to be but I think I can get more out of them sitting in a classroom”(Int.#2).

The teacher believed students’ responses to the geography lesson were attributed to her confusion during the unit design phase as to the intent of this lesson,

"I don’t know what I was thinking or what we were thinking....I think sometimes I wasn’t fully understanding what we [researcher and teacher] had talked about or maybe I was under a different thought when it came to teaching the lesson.... The geography one, I did not enjoy that at all. That one needs to be totally thrown out or reworked big-time” (Int.#2).
The teacher questioned her lack of creativity delivering this and other early Sport Studies sessions, "...the hardest thing is trying to devise interesting ways to present the lessons...I have not done too well on some" (Int.#2).

The teacher discussed the use of the computer "I think the kids are really into the history of sports so that is a definite keep" (Int.#2). The teacher believed the novelty of using a computer slide presentation in physical education may have further contributed to fewer instances of student misbehavior and increased student attention during the lesson:

"I think the history one went well in both classes. It was something different...the use of different media....they applauded me, they liked that and they told me that I did a nice job..... My slide show, I enjoyed." (Int.#2).

Based upon her experiences using technology the teacher reflected upon what she believed adolescents needed to hold their attention in school:

"...kids need entertainment to hold their attention. I mean really seriously. They need to keep moving and they need to be entertained. I think that it is unfortunate but I think that it is true. School has to be a faster pace....they lose interest when they have been sitting for longer than five minutes without anything visual....even the video gets a little old for them. The history presentation was only about seven minutes so that might have been just right.....longer than that they sleep or they are talking (Int.#2).

The teacher was convinced student inactivity, her classroom organization, and instructional approaches had allowed her students more opportunity to misbehave and talk:

"They are more talkative because they have more opportunities to be talkative especially when they are doing the sit down cognitive thing.... When they are up and moving it is not as obvious they are off task" (Int.#2).

The teachers' difficulties controlling students during the geography lesson and holding students accountable for grading and collating the volleyball quiz prompted her to suggest, "..we need to get into activity everyday...I would prefer the everyday activity and integrating of the two" (Int.#3). Later in the unit the teacher decided to remove an
additional Sport Studies session on the media replacing this lesson with a day of volleyball practice and game play but:

"...I just think that we have a responsibility to our students to provide them with this sport aspect. It would be neglectful if I didn't....The media one needed all the lesson time but I could have shortened the lesson on the Olympics and included time for volleyball practice" (Int.#3).

The teacher talked more positively of her students' responses to sessions which addressed issues of social justice. The teacher explained differences in the quality and depth of discussion:

" I was excited by some of their comments about the whole idea that women were not good enough and that they needed men in order to make them better. That lesson was more interesting for me....I think it was more relevant for them and maybe more interesting than some of the other lessons. I think that for the media one fourth block responded better than first block. That could be their age and their maturity. The age difference between the students may have impacted their discussions....the older kids feel more comfortable discussing these things...(Int.#2)

.....Plus a few were involved in some of the courses I offered last year....the minorities unit in particular" (Int.#3).

The teacher was vehement discussion was a useful instructional technique to attack social issues,

" If I don't stimulate them with discussion like this then nobody will. I just think they are such a large part of their lives that we would be remiss if we don't" (Int.#3).

Her inexperience speaking to social issues in physical education caused her to question the degree to which she was able to remain impartial especially during debates:

" I don't have a problem leading discussions....my problem is trying to not be seen as prejudicial. That is difficult....a couple of students thought we were making more out of some lessons than what was there, that could be because I may have been a little pointed in some discussions" (Int.#3).
The teacher believed, like the sessions on media and gender, the topic of volleyball and body image was more significant and “meaty” (Int.#1):

“The other one that was a little bit more meaningful for them was looking at beach volleyball and the differences between men’s and women’s beach volleyball, the style of dress and the differences in money when compared to say pro basketball. That aspect I think they got into” (Int.#3).

Speaking specifically to Sport Studies sessions the teacher summed up her feelings of comfort delivering this aspect and provided an overall evaluation of the impact of these sessions on her and her students,

“A lot of the reasons the kids responded as they did depended on me and how well I pulled the information out of them [students].... I was not extremely pleased with any of them [Sport Studies lessons] except maybe the first [history]....there is a lot of room for improvement in all of them [Sport Studies lessons]. I would also highlight the lesson where we talked about the whole aspect of clothing and the media....it was rewarding not only for the students but for myself....I think there were a lot of things that they would not have learned anywhere else” (Int.#3).

The teachers’ experience with Sport Education in her physical education program was limited but she supported the model:

“...the Sport Education model I have used some parts before such as team organization, having a team name and the whole idea of working together but I have not used the model in as fuller way as we intend to.......I will be looking for....probably the biggest thing in cooperation. That is my biggest motivator for using the Sport Education model. The whole idea of cooperation.... Plus in today’s society we have to learn to work together. Very seldom you are an island any more. You have to learn to get along with people you don’t like and people that are different than you are so I think this is a prime place to teach those and help kids acquire those characteristics....I want to see them treating each other fairly on the floor, encouraging their team-mates, giving positive comments......will be indicators that we have done something right....” (Int.#1).

The teachers’ comments on her initial Sport Education sessions were positive. She spoke to the issue of students being on task. Fieldnotes from lesson five in the ninth grade class described the use of PLACHECK with five minute intervals. Placheck data indicated
high percentages (85-90%) of students on task during activity or teacher talk. The teacher addressed the issue of student responsibility through the allocation of roles:

"I think most of them are fulfilling their roles....I think some are overlapping and some are taking over....For the most part they are.....The whole idea of working as a team, working together.....helping each other and communicating on the floor....some teams have gotten right into the groups" (Int.#2).

The teacher attributed two reasons for students’ reluctance to warming up:

"I have not been holding them accountable by awarding points or whatever....Also I think I am not grading this aspect of the class, I need to build this into my assessment......I think probably they have not been used to doing this on their own...being self-directed" (Int.#2).

Fieldnotes indicated that during warm-ups following the second Sport Education lesson the teacher was occasionally observed in both classes entering her office on two or three occasions to gather teaching materials, journal folders, or journal pages. The teacher also tended to stand by the entrance to her office and prompt students to warm-up. The majority of these prompts went unheeded. The amount of teacher circulation among groups in warm up time was low for both classes. The teacher was observed circulating more in sessions prior to the culminating event where students showed greater attention to warming up.

The teacher discussed her effectiveness teaching individual volleyball skills:

"I was fine with the actual teaching of the skill and I felt that I used appropriate drills. I did not give as much feedback as I would have liked and maybe I did not get around to the groups as much as I would have liked to" (Int.#3).

Fieldnotes with respect to sessions on the set, bump, spike, and the serve indicated the teacher demonstrated the skill herself with technical competency or chose a skilled student to assist with the demonstration. The teacher highlighted three critical elements for each skill or used questioning (nine with the set) to get her students to reveal these critical
elements. For the bump the teacher had students in both classes model the technique while she spent time correcting inappropriate performances. For all isolated skills the teacher checked for understanding and then dispersed the group for practice. The task statements included within fieldnotes for these four skills were mostly implicit or partially explicit. During the session which focused upon the set the teacher used a refining task and an extending task, for the bump and the serve she used one extending task and an applying task. When teaching the spike the teacher only used an extending task. With respect to feedback my fieldnotes suggested during 20 minute periods in three classes where the bump, set and serve were evident feedback rates were less than one a minute with the majority of statements positive general and corrective with regards to skill performance.

During Sport Education sessions the teacher spoke of being uncertain when to act as a facilitator and when to be more direct in her instruction, guidance, or intervention,

"A lot of it is knowing when to step in and when to step out. It is still hard for me to stand on the outside and watch things that I feel I need to correct such as behavioral arguments or maybe some of the drills are not going exactly how they should be, or if a student is having trouble and is not being helped. So it has been difficult for me to not step in and help. I relied on the kids. I am still unsure if I am supposed to do that. We are dealing with high school students who are not as mature as maybe they should be and so this may be why I need to step in and say you're not doing this drill particularly correctly" (Int.#3).

The teacher silently observed students during practices. During tenth grade games during the culminating event some disputes between team players and officials (referees) were apparent which the teacher appeared to leave to students. Disputes focussed upon decisions made by referees. The teacher only intervened if disputes were not resolved immediately. The teacher commented on student skill level:

"On the whole I do not think the improvements in skill level was as great as it had been in the past....I don’t think that there was as much time spent on skill development. I relied a lot on the kids themselves to run the drills and give the feedback. I still gave feedback but I did not do this as often as maybe I would have if I’d been the lead teacher.....the time and consistency of the performance was lacking....we had alternating of non-dress and dress days so there were periods of forgetfulness plus I did not review as much the previous skills before we taught new skills" (Int.#3).
Although disappointed with skill gains of her students:

"I think with the Sport Education model they have a better concept of the whole game that they have ever had here. I believe what was sacrificed in the development of skill was gained in their overall knowledge of how the game is organized and played, the scoring, the refereeing. That aspect saw probably the biggest increase that I have ever had" (Int.#3).

The teacher explained what she believed influenced student skill gains:

"...even though the skill acquisition was not as good as I would have liked it to have been, I still think that everyone of them will be able to play a recreational volleyball game. My purpose is not to train varsity volleyball players, my god, ...it is to give them an activity...maybe a life-time activity for them to do. In that respect my goal was accomplished" (Int.#3).

Three videotaped ninth grade games during the culminating event were observed. Two of the four teams were of similar ability and could be considered the strongest. Cassie’s team was the weakest. In all games students knew when and how to rotate. Examination of play immediately following serve revealed the majority of points or side-outs followed service errors, service aces, or serves not returned. Ineffective execution of the bump resulted in many first hits not reaching the setter, going out of play or hitting the ceiling. Apparent indecision between some players and uneven court coverage at service resulted in several clean aces. In addition teams tended to serve repeatedly to lesser skilled players. In ninth grade games if the ball was returned from service this was predominantly with one or two touches. Observation of a match between the two strongest ninth grade teams revealed greater illustration of two and three hit attacks and more attempts to spike the ball (most were typically unsuccessful). All ninth grade teams demonstrated evidence of attempting to switch setters but few rally’s and examples of three hit attacks were observed.

Unsuccessful attempts at the initial bump tended to result in game break down. Videotape of three tenth grade games depict all teams knowing when and how to rotate. Some teams (Jaimees’ and Michelles’) were observed attempting to switch setters. Tenth grade games
described increased numbers of two and three hit attacks and a few successful spikes. Fewer service errors were observed in the tenth grade class. Similar to the ninth grade class inappropriate execution of the bump resulted in the failure of several attacks to be initiated.

The teacher highlighted what she considered to be her biggest successes using Sport Education and addressed aspects of the model her students upheld:

"...I think I saw from the journals that when we started out some teams were not getting along but they moved to a point where they were getting along. They saw the need to work together and that they had to be positive. That was the biggest success just the whole idea of getting them to work together......some of the things that were most successful for me were the actual tournaments themselves, watching the students assume the roles, take care of minor problems in tournaments was where I had most success....some of the students that I would not have expected to took charge" (Int.#3).

The unit violated the inclusion of formal competition prior to the culminating event (3v3) and in looking ahead the teacher suggested how she might further operationalize the Sport Education model and address some characteristics she failed to honor,

"I need to refine the Sport Education model for me. I just need to be more 'with-it'...by that I mean fully understanding my role and what I am doing. I need to make better use of the notebooks and keeping stats" (Int.#3).

Each team had a black folder in which statistics were kept (such as the number of serving aces, spikes, blocks). These statistics and results from the culminating event were not posted and my fieldnotes revealed that the teacher only asked teams on one occasion toward the end of the unit to discuss the significance of their game stats and determine how they might inform respective team needs in the up-coming culminating event.

Adolescent Expectations

Credit for Physical Education.

All students at Lawrence High School are required to take two nine week blocks of physical education to receive the state requirement of one half of a credit. All students in
the volleyball unit would receive a quarter of a credit. Credit was a central concern for the teacher during the unit design and impacted her decisions over appropriate workload and the inclusion of homework assignments,

"...there is more work out of class which my students have not had before....I would be happier if they got more credit....this [credit] was on my mind during our planning because there is a lot expected of students at this school" (Int.#1).

During the design of the unit, credit allocation for physical education prompted the teacher to remove an additional homework assignment. The teacher speculated upon how students would react to workload they might consider unacceptable,

"...I don't want to give them a whole lot of extra work outside when they have three other subjects to do and if they are not going to get the credit for it because they'll blow it off....the amount of work that they have to do may surprise them and turn some of them off" (Int.#1).

When the unit began the teacher attributed low return rates on the first homework assignment, in part, to the issue of credit,

"...for the flyers I was disappointed because I did not get too many......It may be just a tad too much for the kids for the credit they are receiving....they get one quarter of a credit and when you compare to the other courses that are a full credit, it is a bit much" (Int.#2).

The teacher spoke of informal conversations with some sophomores on the issue of workload,

"One of two of the kids have mentioned this to me....I had a couple of comments telling me the work is too much, mainly off-handed....they may not do it [homework] because they are lazy, they don’t care, or it means nothing to them” (Int.#2).

As the unit progressed the teacher suggested students were most resistant to the extra assignments included within the Sport Studies component,
"...they get a lot of work in their other subjects so it [PE homework] becomes low on the totem pole...it is understandable when it is only worth a quarter of a credit and the other subjects are worth one credit....so if you are going to dump anything it is going to be the quarter credit" (Int.#2).

The teacher claimed the issue of credit may have colored students’ views of the work they had to do. The teacher spoke of facing this dilemma in her other subject area,

"...I don’t think it is the case of the work itself but the credit that they are going to get, this is age-old. I have the same problem in Biology which is worth one credit up against humanities that is worth two credits" (Int.#3).

The teacher speculated upon the quality of final projects she would receive,

"I am going to be realistic and say they will probably pick the quickest and safest way out because they have a lot of other things to do" (Int.#2).

Her submission continued as she shared her reactions to the final presentations,

"It ran from excited to vomiting in both classes. With the ninth graders there were a few who used Powerpoint, there were a few that were very creative to many that spent about five minutes on it...some did not have visuals, their orals lasted about one minute and they did not make any time to prepare.....That is expected because my course is only worth a quarter of a credit and I know they had other things to do that were due around the same time....it is hard for me not to fault the kids for not spending as much time on my project when they have another one that may be worth two credits" (Int.#3).

The teachers’ frustration over credit allocation for her subject matter and how credit had impacted students’ responses to the unit assignments was evident:

"My plans right now are to go to the curriculum committee and ask for half a credit for this course by showing them this curriculum and the work that the students have done. I am afraid they will say students only have to take one nine week period as the state requirement is for .5 of a credit....one period, that I do not want" (Int.#3).
‘Getting the Message Across’

The teacher shed light on students’ reactions to the unit from an evaluation of how well she was able to communicate to students the purpose of working in teams, and completing homework assignments. The teacher felt more comfortable and successful communicating to students the purposes of the Sport Education model than the Sport Studies,

“to treat each other fairly on the floor, encourage teammates, give positive comments....their ability to organize their teams during warm-ups....help students that are less skilled....shake hands after contests....I will be stressing the biggest thing being cooperation” (Int.#1).

The majority of her comments on the issue of ‘getting the message across’ speak to her confusion and an inability to inform students of the purposes of written work assignments. The teacher believed the difficulties getting the message across may have partly impacted the quality of students’ work. While referring to the purpose of the volleyball flyer assignment she indicated, “I don’t think that I told them....probably that they understood what was involved in training for volleyball” (Int.#2). My fieldnotes described the teacher forgetting to distribute a handout to assist students putting their flyers together and students in both classes being informed quickly they had a homework. The ninth grade lesson in which the teacher was to reveal the nature of this homework assignment included multiple instances of student misbehavior, accompanied by desists by the teacher which may have restricted her time to complete instructions for the volleyball flyer. The purpose of the homework was not communicated. Interview data with students suggested many either did not know or could not remember the teacher telling them the purpose of the flyer assignment and thus many questioned the relevance and why they had to complete the assignment.
Summary

In this section both students and the teacher shared some explanations for student reactions to the unit. Students communicated their notions of work in physical education and set out aspects of the unit they deemed acceptable or of which they disapproved. Students also revealed how credit impacted their willingness to complete homework assignments. Through an evaluation of instruction students explained their support for the unit because of the teachers' efforts to teach them, her knowledge of content in volleyball, her practical competency, and her willingness to help them in class. Students also endorsed the teachers' choice of a student centered pedagogy in Sport Education sessions and her involvement of students in some class discussions. Students were more resistant to parts of the unit where the teacher included lecture episodes as they claimed this instructional strategy did not align with how they learned best. Students explained they were more supportive of learning experiences which they considered relevant and were more resistant of those they considered insignificant or pointless. Students explained their feelings of boredom during the unit due to a re-visiting of content covered in previous classes, a failure by the teacher to hold their attention in class, through having to sit on the floor for long periods, having nothing to do, being inactive, or not deeming the material significant. Students explained that boredom tended to result in misbehaving. The teacher chose to speak to three themes in explaining the responses of her classes to the unit. She addressed her insecurity with content in Sport Studies sessions and her inexperience using Sport Education which she believed impacted the skill development of her students and her ability to honor the characteristics of the model. Like her students she spoke to the issue of credit for physical education and also explained how she believed credit impacted the quality of final presentations and return rates for homework assignments. The teacher attributed the insignificance of some material to her choice of pedagogy, confusion over the
purpose of early Sport Studies sessions, and her inability to get the message across in some lessons about the purpose of the assignments.

2. In what ways did exposure to a new unit of instruction influence students’ views of physical education?

   This section describes the degree to which the 20 day volleyball unit influenced students' views of physical education. Data used to answer the research question included: student questionnaire, student focus group interviews, fieldnotes, and student journals.

   **Student Questionnaire**

   The inclusion of a pre- and post-unit questionnaire enabled any changes in students' perceptions of physical education to be described. Descriptive data was collected and reported for all students (targeted and non-targeted) in both classes. The mean scores and standard deviations for each of the items pre- and post unit are presented in Table 2. Refer to Appendix for a description of the items included within the questionnaire. Table 2 shows that mean scores pre- and post-unit on a number of items revealed little change. Students were very positive before and after the unit on how physical education encouraged them to work together and helped them communicate more effectively through speaking and writing (Items 9 & 18). Data from item 7 might suggest a more support among students on physical education’s role in teaching the history of sports. (This data is questionable as the item did not reach minimum reliability in test-re-test procedures). A heightened awareness of how PE foregrounds alleged discrimination in sport seems evident from changes in mean scores on Item 14. Students appeared more positive on physical education’s role in addressing the impact of media on contemporary sport although this item did not meet minimum reliability. T-tests for paired sample means indicated items 14 and 18 were statistically significant at the .05 level.
<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Score (Pre-Unit)</th>
<th>Standard Deviation</th>
<th>Mean Score (Post-Unit)</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.52</td>
<td>0.86</td>
<td>2.74</td>
<td>0.85</td>
</tr>
<tr>
<td>2</td>
<td>1.66</td>
<td>0.85</td>
<td>1.49</td>
<td>0.75</td>
</tr>
<tr>
<td>3</td>
<td>2.40</td>
<td>0.94</td>
<td>1.94</td>
<td>0.95</td>
</tr>
<tr>
<td>4</td>
<td>2.30</td>
<td>0.84</td>
<td>2.50</td>
<td>0.94</td>
</tr>
<tr>
<td>5</td>
<td>3.05</td>
<td>0.89</td>
<td>3.07</td>
<td>0.81</td>
</tr>
<tr>
<td>6</td>
<td>1.89</td>
<td>0.95</td>
<td>1.75</td>
<td>0.71</td>
</tr>
<tr>
<td>7*</td>
<td>2.87</td>
<td>0.75</td>
<td>3.54</td>
<td>0.70</td>
</tr>
<tr>
<td>8*</td>
<td>3.01</td>
<td>0.72</td>
<td>2.98</td>
<td>0.89</td>
</tr>
<tr>
<td>9</td>
<td>3.28</td>
<td>0.72</td>
<td>3.57</td>
<td>0.70</td>
</tr>
<tr>
<td>10</td>
<td>1.98</td>
<td>0.87</td>
<td>1.68</td>
<td>0.69</td>
</tr>
<tr>
<td>11</td>
<td>2.94</td>
<td>0.76</td>
<td>3.03</td>
<td>0.88</td>
</tr>
<tr>
<td>12</td>
<td>2.22</td>
<td>1.07</td>
<td>2.19</td>
<td>1.05</td>
</tr>
<tr>
<td>13</td>
<td>2.31</td>
<td>0.82</td>
<td>2.31</td>
<td>0.96</td>
</tr>
<tr>
<td>14+</td>
<td>2.37</td>
<td>0.95</td>
<td>3.07</td>
<td>0.97</td>
</tr>
<tr>
<td>15</td>
<td>2.57</td>
<td>1.01</td>
<td>2.77</td>
<td>1.06</td>
</tr>
<tr>
<td>16*</td>
<td>2.65</td>
<td>0.83</td>
<td>3.31</td>
<td>0.75</td>
</tr>
<tr>
<td>17*</td>
<td>2.03</td>
<td>0.75</td>
<td>1.78</td>
<td>0.92</td>
</tr>
<tr>
<td>18+</td>
<td>2.14</td>
<td>0.87</td>
<td>2.80</td>
<td>0.95</td>
</tr>
<tr>
<td>19</td>
<td>3.40</td>
<td>0.79</td>
<td>3.52</td>
<td>0.57</td>
</tr>
<tr>
<td>20*</td>
<td>3.54</td>
<td>0.53</td>
<td>3.49</td>
<td>0.73</td>
</tr>
</tbody>
</table>

Table 2: Perceptions of Students Toward An Innovative Course in Physical Education (N= 57).
* Note: Items that did not meet .70 reliability.
+ Note: Items significant at .05 level
Student Cases

To consider ways in which exposure to the volleyball unit influenced students' views of physical education their responses and perspectives on the unit will be unveiled through seven individual cases. These cases set out to illustrate individual experiences with the Sport Education and Sport Studies components. Following an inductive analysis of data from student focus group interviews, written fieldnotes, and student journal entries six student response categories emerged. These categories and their views of physical education before and after the unit are summarized in Table 3.

Students (with the exception of a couple) entered the unit with mixed views of physical education. At the conclusion of the unit the majority seemed more positively disposed to physical education from the Sport Education perspective with varying reactions to the inclusion of the Sport Studies component.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Group</th>
<th>No. of Students</th>
<th>Skill</th>
<th>View of PE Before Unit</th>
<th>View of Sport Studies after Unit</th>
<th>View of Sport Ed after Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Eager Believers</td>
<td>10</td>
<td>Average</td>
<td>Positive</td>
<td>Positive</td>
<td>Pos.</td>
</tr>
<tr>
<td>F</td>
<td>Fringe Players</td>
<td>4</td>
<td>Low</td>
<td>Pos/Neg</td>
<td>Negative</td>
<td>Pos.</td>
</tr>
<tr>
<td>M/F</td>
<td>Ballers</td>
<td>4</td>
<td>Average -Above Average</td>
<td>Positive</td>
<td>Negative</td>
<td>Neg.</td>
</tr>
<tr>
<td>M</td>
<td>Big Dogs</td>
<td>3</td>
<td>High</td>
<td>Positive</td>
<td>Positive</td>
<td>Pos.</td>
</tr>
<tr>
<td>M</td>
<td>Wannabe</td>
<td>2</td>
<td>High - Above Average</td>
<td>Positive</td>
<td>Pos/Neg</td>
<td>Pos.</td>
</tr>
<tr>
<td>M/F</td>
<td>Boffins</td>
<td>2</td>
<td>Low</td>
<td>Negative</td>
<td>Positive</td>
<td>Pos.</td>
</tr>
</tbody>
</table>

Table 3: Summary of Students' Prior Views of Physical Education and their Views of Sport Education and Sport Studies Components After the Unit.
Formation of the Groupings

Data were initially scanned for evidence of students who preferred the Sport Education component or Sport Studies component, for students who disliked both components, for students who were generally supportive of both components but liked one component more than the other. My fieldnotes made mention of a possible hierarchy existing among two African-American males in the ninth grade on the basis of perceived status in class, physical size, and skill level. Fieldnotes (Lesson #9) described some possible similarities between the two students and Griffin’s (1984) macho and junior macho participation styles. Fieldnotes, journals, and interview data gathered from the tenth grade class was inductively analyzed and revealed a similar phenomenon. Following all data collection the development of categories was further informed by reading Griffin (1984; 1985) who described five boys and six girls’ participation styles in middle school physical education. Griffin’s work would contribute to unveiling of two similar categories in this study: Eager Believers and Fringe Players. The remaining four categories emerged from an inductive analysis of data in this study: Ballers, Big Dogs, Wannabes, and Boffins. The characteristics of each student category will be presented in concert with selected cases of students who were deemed to most strongly typify members of the individual groups.

Eager Believers

Eager Believers were a large group of ten female students who entered the unit with a positive attitude toward school, the curriculum, and physical education. Students liked volleyball and being active within their teams during practice and scrimmages. They enjoyed both components of the unit but had a preference for Sport Education. Eager Believers were willing to entertain new ideas and approaches to physical education. They were ‘model pupils’, who worked hard in class, paid attention to the teacher, very seldom misbehaved, and fulfilled their roles and team responsibilities to the best of their ability.
They cheered for their team, encouraged and helped others, and were seen clapping individual and group efforts. In Sport Studies sessions they completed homework assignments, and wrote thoughtful responses in their journals. The Sport Education and Sport Studies sessions reinforced and broadened their views of physical education. Some differences emerged within this student group. The primary difference related to experiences during the culminating event where five members of this group would be overlooked by their male team-mates and they did not assert themselves. This frustration with male team-mates in game play was evident in their interviews, journals, and from observations of play. Two students (Jaimee and Michelle) have been selected from this category to most clearly set out the differences just described.

**Jaimee**

Jaimee enjoyed physical activity and played sports out of school. She was the most skilled female player on her team. She helped others and tried hard to foster team spirit. Prior to the tournaments Jaimee felt central to the success of her team during practices and scrimmages and was over-looked and ignored by males during the tournament. The dominance of play by males became for her the least enjoyable aspect of the unit.

Jaimee was a white 17 year old female in her junior year. At the time of the study her GPA was 3.0 and she was an Honor Role student. Her favorite subjects were math and science and she disliked humanities. Jaimee planned to attend college and hoped to major in aeronautical engineering. Her favorite sports included soccer, swimming, and diving. She played soccer for a local team. Jaimee had taken physical education in the ninth grade but had not completed the unit on minorities in sport. At the outset of the unit, because of her junior standing, she knew very few students in the predominantly sophomore class. Jaimee liked physical education and her previous experiences in the high school program had been very positive. She had taken classes in volleyball, badminton, gymnastics and weight-training. Jaimee believed the purpose of physical education was,
"let you know about your body and how you can work to use exercise to work off some anger" (Int.#1). Physical Education was also a chance to play sports and be with her friends. She considered physical education very important and was frustrated, "it [physical education] does not get treated as important as other classes. I think that it is important...it is just another class" (Int.#1). In her journal she indicated physical education complimented the schools' mission to encourage academics,

Physical Education is the only sport connection that we as a school have since we do not have athletics. If Lawrence was a totally mind school [with a purely academic focus] it would not serve the whole purpose of a quality school. Physical Education is just as important as math science, English. (Jnl.#4).

She was excited by a chance to study the history of sport and her knowledge of the development of soccer became apparent,

"I like when we are learning about a certain sport and they tell us where it originated and started and who used to play. Like I know that in soccer a lot of people used to play barefoot and a lot do now on beaches (Int.#1).

Jaimee would welcome discussions on issues related to women in sport and sport and the media. She considered them important and appropriate for the physical education class as, "women are not treated as equally as men" (Int.#1). Jaimee endorsed opportunities to present work in front of her peers. After the unit she stated, "I liked how we got to present a sport of our choice" (Int.#3).

Her early impressions and responses to Sport Education sessions were positive. She liked her role, "I am the manager and I am fine with that" (Int.#2). In her journal she wrote,

I am the manager and I think I am doing a good job. I am very organized plus I listen to directions well. As a team member I think I am doing my part. I give my best and I try to encourage my team-mates (Jnl.#6).
She followed directions from the teacher, and worked purposefully at the drills. She considered herself someone who, "...knew what she was doing" (Int.#3). Jaimee enjoyed the team concept but was frustrated as a couple of team-mates came to class infrequently, "...when everybody started coming then we were really good" (Int.#3). Like other Eager Believers Jaimee was observed passing to her team and receiving passes from males during practice and drills. She helped others and provided physical guidance to lower-skilled players,

I enjoyed working with others so we could recognize our own weaknesses and the weaknesses of our team-mates. I feel better knowing that when I made mistakes nobody criticized me (Jnl.#5).

Jaimee supported the notion of student responsibility within Sport Education sessions which motivated her to play, "We [my team] wanted to play so we knew if we went and hurried we would get more playing time" (Int.#2).

The inclusion of the Sport Studies component made physical education, "...more educational now" (Int.#2). Jaimee was uncomfortable sitting on the gym floor for some sessions and longed for all Sport Studies classes to be held outside the gym, "I think that any days we do not dress should be in that room. It is more of a classroom because we are learning like classroom stuff there......" (Int.#2).

During activity her interactions with males leading up to tournaments were positive. "The males help us girls out and are very supportive" (Jnl.#10). During the tournament she became frustrated as her involvement within games was limited and often impeded as males tried to dominate possession and court space. Observations of tournament games on videotape saw her in near collisions with males who were going for same ball, having her court space invaded by one of two males, and some males returning serves which she was about to take. Her reaction was to stamp the floor or stand red-faced with hands on hips,
“Well, there are certain people that, he would be in your position and they [boys] did not think that you were going to get the ball, even if you called it they would still get it. You were kind of mad.....like, I could have got that” (Int.#3).

Observation of Jaimees’ team in one culminating event game indicated that her two male team-mates contacted the ball an average of 25 times each with the three females an average of ten times. The efforts by males to dominate play was one reason why she believed,

“...we [our team] kind of fell apart towards the end. I think that we are getting it....it was more that we were mad at each other and.....were more competitive against each other than competitive against the other team” (Int.#3),

Her overall impression of the unit was favorable. While she preferred activity, she thought differently about the purpose of physical education, “All the different stuff that we learned about sports and not just playing it. The way that women are treated, everything” (Int.#3). Without giving specific names, one aspect of the unit which she least enjoyed was, “...some of the other students in the class” (Jnl.#17).

Michelle

Michelle also fell within the category of Eager Believers. Michelle arrived at the unit with a positive outlook on physical education. The unit would verify what she believed to be the aims of physical education and she claimed the unit offered a desirable model for high school physical education. Michelle worked conscientiously at her role as captain and she spoke positively of her efforts encouraging peers and helping others. She would leave the unit feeling very accomplished and a better person from her attempts at being a student leader within her team. Michelle is an outstanding scholar with a 4.0 GPA. Her mother teaches physical education at the elementary level. In previous years Michelle had been a competitive gymnast.

Michelle described her previous physical education lessons comprising a warm-up, some activity, and closure. Her middle school physical education program had included
kickball, softball, and gymnastics. She deemed the purpose of physical education was to learn,

"...about cooperation and also how it helps your healthy living....how to do an activity that is going to help you in some way....to learn to work with others and learn about patience. It may help you with your working life" (Int.#1).

Michelle reported not having experienced these aspects of physical education in middle school.

Michelle’s early impressions of the unit were positive:

" I like it. It is more organized. It is not just playing the game....the rules are set....we are really going by the rules. I feel good....... It is different. ......I am just learning more about it [physical education]” (Int.#2).

Michelle was the captain of her team and in her journal she wrote:

I think that I am pretty well suited to be captain. I am doing real well commenting and helping out...so captain just fits. But sometimes it frustrates me when I have to do so much to make my team-mates work, but hey, that is part of being a captain” (Jnl.#6)

Michelle was on one of the few teams whose members completed warm-ups on a regular basis. Fieldnotes indicated her team followed directions from her and the co-captain. She described her team as " ..kind of shy and laid back” (Jnl.#2). During interviews Michelle addressed what she would do as captain,

" Tell people how to do something or how to change something and getting the group to work together without being mean because they are still your peers and I am not one of their parents. I think I got that across” (Int.#3).

While referring to early activity sessions she spoke to the authenticity of the Sport Education model, of her role as captain, and how this role had broadened her horizons of team affiliation,
"It [warming up] is like the purpose of any team and their warm-up. To get ready and to prepare for a game......Like if you go to a basketball game, they come out, they warm up, then they go through specific drills and exercises and then they play......I have really learned what a team is like. I have been in gymnastics but I was out there on my own. It [leadership] is not easy to learn but I am getting better. It is different in a team situations...you have to be a team to accomplish something" (Int#2).

Michelle always believed encouraging others was important in physical education. She reflected on her earlier experiences in physical education and indicated how the unit had presented the significance of helping others,

"I can remember in elementary school when my mom would have us in teams and we would like have relay races and we would be like 'come on'...we never realized what we were doing. But now...we know how to be patient and we know how to use it [encouragement]" (Int#2).

The importance of cooperating with each other and helping others, which she endorsed in physical education, yet had not understood, would reveal itself in Sport Education lessons. Michelle reported on the tremendous progress her team had made during the unit,

"I can honestly say that we are a team. I think it has a lot to do with getting used to each other, feeling comfortable and learning how to deal with each other as individuals. The biggest change is the amount of trying. Now everyone tries and makes us play well as a team" (Jnl.#15).

Playing in a tournament had proven exciting. "It was a real game....moving around and trying to win" (Jnl.#17). Michelle's closing comments suggested the unit had confirmed the importance of physical education. She wrote:

"This year has been the most structured year of physical education. The idea of actual teams and competition made it even better. I became closer with my teammates which has never happened before." (Jnl.#17).

She also shared how the unit had opened her eyes to the spectrum of learning experiences possible in physical education,
"It [the unit] gives you a variety of what goes under physical education and not just the obvious....I have a different attitude. This had broadened my horizons. I mean I used to think that physical education was a bunch of games...but now there is more to it” (Int.#3).

**Bailers**

These four students saw the unit and physical education as an opportunity to play. Three of the students were male (one African American and two Caucasians) and the other an African-American female. These students represented their beliefs in different ways. Two communicated their desire to just play in their journals and during interviews. The two remaining students spoke of wishing to only play but also were seen in off-task behaviors such as shooting baskets, jumping up and touching the backboard, or dribbling the volleyball basketball-style. Much of this behavior occurred behind the teachers’ back or when she was briefly out of the gymnasium. Bailers wanted basketball in the curriculum. While basketball was in the school district’s course of study the teacher chose to not include it within her program in order to expose students to other sporting activities.

Bailers had little interest in the notion of practice. They enjoyed competitive and game-like situations in the Sport Education activity sessions but avoided their non-playing roles. They rarely warmed-up and were very resistant to Sport Studies sessions and being inactive in physical education. Homework was often not completed and, if done gave the impression of minimal effort. Bailers did not enjoy the unit, considered much of the work boring, and preferred their previous physical education experiences where they played.

Craig has been selected as a student who typified members of this group.

**Craig**

Craig held strong opposition to the Sport Studies component and had a lukewarm response to Sport Education activity sessions. Craig’s perspective on physical education did not change during the unit. At the end of the unit Craig considered all Sport Studies sessions boring, a waste of time, inappropriate for physical education, and his responses to
these classes included goofîng off, sharing little in class discussions or his journal, and doing the bare minimum on homework assignments. Craig entered the unit with a firm view of physical education which encompassed ‘just playing’. Craig’s middle school physical education program had promoted a play emphasis and he had come to expect this from high school physical education. His liking for Sport Education sessions was restricted to situations where he played games. Craig preferred middle school physical education and wished his high school physical education had a similar emphasis, one where he could play.

Craig is a 15 year old white sophomore. At the time of the study his GPA was 2.2. Craig did not have a favorite class at Lawrence High School and indicated he disliked most of his school subjects. Craig planned to attend college upon graduation but was unsure of a major. He liked to watch all sports and claimed he played all sports with the exception of golf. Craig did not play sports for a school team and spent his spare time socializing with friends.

Craig was an active and reasonably skilled student. His favorite sport was basketball. He listed several sports he had taken in previous physical education classes including kickball, basketball, football, gymnastics, softball, and soccer. He claimed these classes had taught him, “Sportsmanship. Like not trash talking to anybody....and just going in and playing the game” (Int.#1). According to Craig the purpose of physical education was, “To learn basically how the game is played” (Int.#1) but he was bored physical education:

“...when they [teachers] are doing the really basics of something that you already know....and you are not learning something new” (Int.#1),

To date physical education for him had been, “....all easy stuff” (Int.#1). Craig was annoyed basketball was not included in the physical education program. He explained,
“I think it [the curriculum] is kind of boring....or kind of stupid because that is a game that all of us can play and we don’t get to play it here” (Int.#1).

Prior to the unit Craig was asked for reactions to the inclusion of homework in physical education. He opposed this suggestion, “If I was in there [gymnasium] then we should be practicing and not reading something” (Int.#1). He reported studying some history of sports in middle school, which he did not like, but had no comments on the inclusion of discussions on issues of social justice in sport.

As the unit began he claimed to prefer the Sport Education activity sessions. He was learning “To play as a team” (Int.#2). Craig rarely warmed-up, did not fulfill his role or avoided doing the role by frequently misbehaving with another peer. He only participated when a volleyball emerged. Craig would rather have played other sports in physical education, “It [physical education] would be better if we did basketball and football and all that stuff” (Int.#2).

During interviews Craig shared little support for the Sport Studies sessions. “I don’t like doing it [bookwork]” (Int.#2). He considered much of this work pointless and inappropriate for physical education. He claimed to have learned little, and admitted goofing off during these sessions when the teacher was not looking, was out of the room or was with another group. Craig was seen misbehaving during Sport Studies sessions. He was observed and he spoke about lying down during class because of boredom. He rarely paid attention to the teacher, and admitted having, “...my eyes closed” (Int.#1). He described losing interest in many Sport Studies sessions as he did not like,

“...just sitting there and listening to her [teacher] talk. When she [teacher] just talks about stuff......continues on and on about stuff we already know......stuff is really boring. She keeps telling you over and over again” (Int.#2).

He wrote very little in his journal and although there were several prompts from the teacher to write more he did not heed them or make use of the audiotapes to record his
perspectives. Inspection of homework assignments suggested he completed the work with minimal effort, probably spending little time on the work, and completing them at the last minute. On the volleyball flyer assignment the teacher wrote, ‘Well, Craig it probably took you about five minutes to do this’. At the mid-point interview he claimed to feel no different about physical education and believed theoretical concepts and projects had been included by the teacher, ‘So that it [physical education] will not be a free class....” (Int.#2).

Craig did not consider the unit very important as he did not deem physical education to be a real class,

“...it is not real important. It is not real for me. It is not like pressure like in other classes. In like humanities there is a lot of pressure and stuff. It is not like that here” (Int.#3).

For Craig, physical education was an arena in which he expected to play and everything else was considered boring. In the final interview he shared what he would tell outsiders he had been doing in physical education that semester, “I would probably just say that we have been playing volleyball and that’s about it...” (Int.#3). Many of the discussions on issues of social justice, “...really did not bother me too much” (Int.#3). He stressed, “...I did not think that all of the non-dress days were real important. I did not think that any of that stuff was interesting or anything” (Int.#3). Craig did not want physical education to continue in this vein because

“ It would be better if we did not have to write journals and we could just play instead of write and stuff. Having to talk about it just takes away from playing time” (Int.#3).

When asked after the unit whether he felt differently about physical education,

“Not really. I liked it better in middle school because we like played....we did not have non-dress days, like we did here. We just played” (Int.#3).
Craig’s final journal entry epitomized his overall impressions of the unit:

....we did too many stupid things like projects....this is gym and not a real class...take away non-dress days, journals, projects, and finals....then it would be better (Jnl.#17).

Fringe Players

This student category comprised four very low skilled females (three Caucasians and one African-American). Data indicated these students were supportive of the concept of Sport Education. During game play the students rarely contacted the ball. Their movement within court space was minimal and their opportunities to respond were frequently unsuccessful. They offered encouragement to their peers and cheered their team during the culminating event. Fringe Players enjoyed being included within a team and appreciated any praise they were afforded by others. Fringe Players were very resistant to the inclusion of written work and homework assignments in Sport Studies. Two of these students typically had several absences during the unit. From analysis of the teachers’ grade book the majority of these absences occurred when students had to present work to their peers, during the two days allocated for final presentations, and some Sport Studies sessions. Fringe Players typically did not complete either of the first two homework assignments. Renee has been selected as a student to portray the views of this group.

Renee

Renee reported few examples of effective teaching in middle school physical education and she was critical of her middle school teacher and the size of her classes. At the completion of the volleyball unit she spoke of having enjoyed physical education considerably more than in middle school and was positive about some characteristics of Sport Education: having some responsibility in class, working with others, and being part of a team. Although her involvement in game play was minimal and was limited by her low skill level she enjoyed receiving encouragement from more skilled peers, from the
teacher, and that she felt a small part of her teams’ success. In interviews, Renee spoke to some issues within Sport Studies sessions but did not enjoy the inclusion of written work. She strongly objected to homework and the final presentation and voted that these be removed from future units.

Renee is a 15 year old white first year student. She held a 2.0 GPA and her favorite class at Lawrence was choir. Renee least liked humanities. Renee planned to enter college and hoped to major in Dance or Chemistry. She liked to watch ice-skating and gymnastics on television and participated in these two activities. In her spare time Renee liked to read, talk on the phone, write letters, and listen to the radio. In informal conversation Renee indicated that her father was a long-distance truck driver.

Renee views physical education as an opportunity to experience and play different sports. During the interviews Renee described a typical middle school physical education lesson and the quality of instruction she received,

"...we would begin with the warm-up. After that we would choose maybe basketball or volleyball and sometimes we would have a free lesson and we could choose what we wanted to do....we really did not do very much because our teachers did not teach much..." (Int.#1).

Renee reported completing units in basketball and volleyball in middle school but was disappointed her teacher had not included gymnastics which she liked. Renee had few initial comments on possible theoretical concepts within Sport Studies sessions but she would, "...like [to] try something like that for one week at a time and see if it was successful" (Int.#1).

She enjoyed the computer presentation, "...when we learned where volleyball originated from. I thought that was pretty cool" (Int.#2). Fieldnotes of early Sport Studies sessions, and her journal revealed Renee’s opposition to several aspects of this component of the unit. She voiced her dissatisfaction too: "I don’t like the written work (like
homework, reports etc.) Phys Ed is a place to do activity not written work” (Jnl.#8).

During lesson two she was observed reading a literature text At interview she remarked:

"...gym should be when you do activities and not reports..... But doing big reports and preparing for a final exam is really stupid.......I think this final exam thing is bullshit. There is no point to it because we really should not be doing stuff like this. I mean I could see a point if we were doing something like this in humanities....but not in phys ed” (Int.#2).

Renee was more positive concerning Sport Education sessions. Firstly, she liked how Sport Education allowed her the opportunity to work with others. She also appreciated chances to make new friends on a team as,

"We never really got the chance to pick and get to know new people in your team so basically you are playing with your friends against your friends so that is really fun” (Int.#2).

Secondly, Renee also voiced support for having responsibility in Sport Education activity sessions,

"It is different in that you actually feel that you have a role to perform and that you are actually there [in class] for a reason. I like it [having responsibility] because you feel like ‘I’m an adult and I have to have responsibilities. (Int.#2).

She claimed much of the volleyball activity content was new as, “My middle school did not really talk about volleyball. We did the set but the bump and the spike are new” (Int.#2). Renee indicated she had received little if any attention from her middle school teacher as,

“She [middle school teacher] just like basically sat at her desk and let us play basketball and stuff like that. She was not really much of a gym teacher.... In middle school they basically just stuck you with thirty million other people and they just split the class in half....It was not really much of a gym class” (Int.#2).

In the final interview she spoke supportively of the Mrs. Littlemead’s instruction and efforts to help her improve volleyball skills during Sport Education sessions,
"I liked the way she [teacher] taught because I think a lot of kids don’t get this kind of one on one treatment.....we got a lot of one on one treatment from her if we felt we were having a problem with one aspect of the sport" (Int.#2).

In early activity sessions my fieldnotes described the teacher providing physical guidance to help Renee with her set and giving her feedback with respect to execution of the bump.

Speaking to Sport Education in the final interview Renee shared her reactions to these lessons, “I was just quite overwhelmed with how much we did and how much in-depth we got into it [volleyball]” (Int.#3). She enjoyed playing in the culminating event and attending to her role as a scorekeeper and she also spoke of helping her peers with statistics. Renee liked how she developed friendships with her teammates,

“...we became closer and we would talk a lot more and we could tell each other you need to work on this and you need to work on that and that was a good change” (Int.#3).

Renee preferred being taught by peers because they helped her understand more about volleyball,

“because I think you can learn a lot more when you are being taught by your peers because they can bring it down to a level. When Mrs. Littlemead was talking a lot of people did not really understand what she was talking about like defense...When you are taught by your peers they can help you out and you can understand a lot better” (Int.#3).

Renee’s involvement during the culminating event was minimal. She tended to stand still and appeared not to mind if others went for the ball: “I did a really good serve and tried to hit the ball a few times today” (Int.#3). She appreciated the encouragement she received from two high skilled peers as a consequence of her efforts, “...it [encouragement] makes you feel good about playing and when you feel good about playing your team does better” (Int.#3). Renee would leave the unit having enjoyed physical education more this year than at any other time in her education.
‘Big Dogs’

This student category comprised three African-American males, two tenth graders and one ninth grader. Data suggested these students were resistant to the Sport Studies at the beginning of the unit but showed a gradual shift in their support for both components with more positive views apparent in Sport Education sessions. In Sport Education sessions Big Dogs showed more willingness to work with team-mates and help lesser skilled peers. Big Dogs were extremely competitive in tournament game situations and during practice against their own team. Big Dogs responded to Sport Education activity sessions in ways that would demonstrate their knowledge of the game, confirm their athletic talents, and strengthen their image in class. Other students in class did not argue with or question Big Dogs during disputes in tournament games. Big Dogs were principal and central figures in the class. They were protagonists, well-built, popular, and held in high esteem by many of their peers. Big Dogs were established and prized athletes. They wore brand named clothing, baggy pants, expensive sneakers and occasionally revealed their physique by wearing vest tops. They used their high skill level to reinforce their masculinity and physical presence in class, particularly with smaller males. Don Juan has been selected as a typical Big Dog.

Don Juan

Don Juan’s experiences with Sport Education would give him cause to consider different notions of competition and a broader understanding of the concept of team. Don Juan would leave the unit having learned to be more patient and passive with lesser skilled team-mates and having felt good about being positive to others. Don Juan’s story is of a confident, self-assured, and athletically gifted student who came to the unit with a history of success in sporting arenas, a love of intense competition, and a desire to only participate in physical education with similarly skilled peers. His preferred format for physical education would be to segregate the class on the basis of skill level. His commitment to
activity prompted some initial resistance to Sport Studies sessions. Don Juan’s competitiveness was evident in early Sport Education sessions against his own team where he was reluctant to help lesser skilled team-mates. Sport Education activity sessions would expose him to new notions of cooperation with his peers, to the necessity of helping others, and a need to use his athletic talents for the good of the team.

Don Juan was a 16 year old African-American sophomore. His grade point average was 2.0. His favorite class was Art and he disliked French. Don Juan planned to attend college and major in athletic training but he also talked of playing sport in college. Don Juan is approximately six feet tall, muscular, physically strong and an outstanding athlete. His principal sport was basketball and he also ran track and played football. During his spare time Don Juan likes to read and make money. During informal interactions he told me he played for a highly ranked high school basketball program and his close friend was a “blue chip” (elite player) and highly touted senior who later that year was recruited out of state on a Division I basketball scholarship and achieved All-American status. During conversations with the teacher she told me Don Juan’s father was very active within the Black community.

Don Juan always wore top of the range sneakers in class with his pants/shorts sometimes pulled down around his rear end revealing his underwear. He often dressed out in collegiate basketball apparel. Don Juan walked with assurance and poise and his self-assurance in class suggested an air of confidence and coolness. During lunch breaks his basketball skill would reveal itself. The researcher regularly watched a high-skilled and competitive basketball game he played each day with juniors and seniors during lunch-time open gym. This game was watched by a predominantly African-American crowd of females and younger males. Don Juan played every day, and like many of the students on the court, often without a shirt. He never sat out or had to wait his turn because, “you have to show that you can play or you don’t get on” (Int.#3).
Don Juan’s love of competition through his opportunities to play with high skilled peers in physical activity settings would become apparent in his first interview prior to the unit. Don Juan described a typical physical education lesson,

“ We would get to class....first we would change, then stretch and the teacher would tell you about what we were going to do and then we would learn about a sport and play” (Int.#1).

He spoke of taking classes in volleyball, golf, tennis and strength training. Don Juan considered the purpose of physical education was,

“....to teach kids when they are young to be physical and exercise and stuff like that so that when they grow up they will not be like fat” (Int.#1).

Don Juan considered himself very athletic and therefore had never felt embarrassed in physical education. His preferred format would allow him to compete only with other highly skilled students,

“I would have it like....the people....the athletic people play together and the non-athletic people play together. The athletic don’t feel like waiting for the non-athletic people to learn how to do stuff” (Int.#1).

Don Juan had completed the ninth grade minorities in sport unit one year before. This unit had exposed students to several prominent African-American athletes and how these athletes had impacted the Olympics and the world of sport. His reactions to the inclusion of homework during that unit were not positive. Don Juan did not consider the notion of homework appropriate for physical education,

“ I don’t think that we need that for physical education....we should talk more.....rather than do homework in physical education. We should have group discussions (Int.#1).

During early Sport Studies lessons Don Juan was observed lying down during teacher lecture time often using his book bag as a pillow. He tended to sit with another large
African American male (a non-targeted student known by me as ‘FSU’). During these sessions Don Juan occasionally would misbehave but fieldnotes described him making several contributions to early Sport Studies lessons. During the session on the geography of volleyball he revealed some knowledge of historical aspects related to sport (he raised the issue of the Black Power salute during the Olympics) but his statements on these events were not always accurate. He wrote very little in his journal during the first half of the unit but made more use of the audio-tape option during the second half to share his thoughts on issues of social justice in sport.

As the Sport Education sessions began Don Juan would rarely warm-up because,

"...some days I did not stretch because I did not think that the activity was not strenuous enough that I would get any injuries and stuff like that" (Int.#2).

Instead he would often leave the team with FSU and socialize with other teams, particularly Jason’s (a smaller African American male identified as a Wannabe in the study) and often these visits would result in taunting of Jason,

Don Juan and FSU leave their team and wander over across the gym and enter Jason’s group. Each student has a volleyball. The two stare at Jason who runs away from them both. FSU and Don Juan laugh out loud. They see the teacher and return to their court (Fieldnote, Lesson # 3).

Don Juan would often misbehave with FSU behind the teachers’ back and they were seen shooting baskets, play-wrestling, and pushing each other.

His intense competitiveness during team practices and insensitivity to lesser skilled peers became apparent in my fieldnotes as the study progressed and through his journal entries.

The thing that I enjoy least in volleyball is that our team-mates don’t listen when they are instructed on how to hit it right or something. They just keep on hitting it the wrong way. Also I think that it is irritating because some of us are very competitive and we want to win all the time. Some of them aren’t (Jnl.#7).
One team-mate, Na’Nae, discussed Don Juan’s’ lack of willingness to help her and his fierce competitiveness during practices in early Sport Education activity sessions,

“ When we first started the unit our team was so competitive against one another like Don Juan and FSU........ Don Juan was so intent on beating us... at first our team was real negative with Don Juan the major culprit.....” (Na’Nae, Int.#2).

Fieldnotes also described one instance in an early Sport Education activity lesson when Don Juan, FSU, and Craig played a 3v3 game against three female team-mates. The males used every opportunity to spike the ball hard and taunt the females when they did not return the ball. One female (a non-targeted student) was overheard telling the teacher Don Juan was “out for blood” with his male peers during practice games. After that lesson Don Juan wrote in his journal,

I did not like playing 3 on 3 today because I just love competition and because I am a natural athlete and I didn't enjoy practicing with the group because some people in our group are not very athletic and don't even listen when they are instructed to do something right. I will not name any names...(Jnl.#5).

The following day the teacher spoke to Don Juan at the end of class. She reminded him he was on a team, reinforced the purposes of within-team practices, and told him of his responsibility as a highly skilled student to work with and help the less skilled students on his team. Don Juan was observed in subsequent lessons beginning to help others on his team. This help was afforded through verbal encouragement and praise. Na’ Nae discussed this transformation,

“Don Juan has made an excellent change and he is a lot more helpful.....I think he heeded the teachers’ advice to give more positive comments........now it is the case that as long as we practice our skills it does not matter what side of the net you are on” (Int.#2).

During the culminating event I saw him encouraging Na’ Nae and giving her ‘high fives’ following her efforts at serving and bumping. Don Juan stressed the biggest change he had
observed in his team, “We’re playing a lot better......Individually we’re getting better and as a team we are being more positive” (Jnl.#15). Following observation of one championship game data indicated the three males in Don Juan’s team contacted the ball fewer times than the three females (34 to 37). Don Juan’s team were victorious in this game. This situation was in marked contrast to the segregated 3v3 practice games members of Don Juan’s team spoke about during the early part of the unit.

Don Juan was able to communicate the purposes of Sport Education activity sessions and he shared what the teacher was trying to emphasize in class, “I think that she [teacher] is trying to develop team-work” (Int.#2). During this interview Don Juan discussed how the Sport Education sessions made him think differently about being on a team,

“I have learned how to slow down for some people because everybody is not athletic, ....you have to be patient because there are some people who also need to play..... If they [lower skilled] don’t know nothing then you won’t win so like you have to get everybody to learn” (Int.#2).

Don Juan’s support for Sport Education activity sessions continued. This support was most evident from his experiences as a referee during the culminating event. Here he demonstrated his knowledge of rules and his ability to coordinate game play in a fair manner. His performance as an official prompted public praise from the teacher.

He was resistant to most of the written work throughout the unit and he did not complete the first homework assignment, “..the only thing that is physical about writing is moving your arm”(Int.#3). Don Juan was asked which aspects of the Sport Studies component he wished to retain. Although the unit had foreground the problems of conventionalized ideas in sport, Don Juan did not consider much of this material essential for physical education,

“..the history of the sport that we are playing... that is about it...some of it [unit] taught us about the sport , I mean volleyball but some of it was not really necessary....like women and men in sports. I don’t think that had anything to do with playing volleyball....” (Int.#3)
His journal response to the basketball advertisement supported the comment above, “I don’t know why male players are wanted. Maybe it was just a misprint” (Jnl.#9). His presentation had allowed him to share some thoughts on a game that he loved [basketball] but which he was critical (the impact of money).

At the conclusion of the unit and based upon his experiences in Sport Education activity sessions Don Juan shared how he thought differently about the notion of competition, of supporting others, and of friendships,

“I talked to a lot of people that I did not know before.... I made some new friends.....I probably learned about kindness....I have learned to be more positive dealing with other people on my team who were not high skilled...so we had to slow down for them. At first I did not want to slow down for them because I just wanted to win everything I do....like towards the end I started giving good comments and stuff like that...that was cool.” (Int.#3).

Wannabes

Wannabe’s comprised two African-American male students, one in the ninth and one in the tenth grade. They were well above average in their athletic talents but smaller physically than Big Dogs. Wannabes tended to “hang” and misbehave with the Big-Dogs during class and sit with them during teacher lecture episodes. Wannabes appeared to be on a mission to impress the Big Dogs and seek approval from them with demonstrations of their sport skills in front of girls, flirting with girls, taunting lesser skilled players, misbehaving in class, or making others laugh. Wannabes rarely confronted Big Dogs or questioned their decisions. Wannabe’s appeared to be aware of and respected an apparent pecking order that existed in the class. Emmett was a Wannabe. Early fieldnotes speculated upon some similarities to the Junior Macho participation style described by Griffin (1984). Emmett was also friends with Goliath (a Big Dog) and was in the same focus group. Transcripts from these interviews revealed his similar thoughts as Goliath on the unit.
Emmett

Emmett’s story is of a student out to impress. The unit provided a setting for him to engage the attention the girls and curry favor with the more established and larger male members of the class. Emmett liked the competitive aspect of physical education where he had worked to enforce superiority and physical competency over lesser skilled players and shown his skills in front of others. He disliked the Sport Studies component believing he should, “...jump in on the activities” (Int.#2). Emmett enjoyed the tournament and the attention brought about by being a scorekeeper. This role afforded him control and was a further source for him to gain the watchfulness of others. Emmett would have rather played basketball and football in physical education.

Emmett is a 15 year old first year African-American student. Emmett’s favorite class was physical education and he disliked humanities. His grade point average was 3.0. He planned to attend college and wanted to study law. Emmett supported the Dallas Cowboys and he dreamed of playing football in the National Football League and considered himself, “...the best running back in the world” (Jnl.5). His favorite sports were football and basketball and in his spare time he socialized with friends. Emmett is very athletic but small in stature when compared to many of the males in his class. During the unit he wore brand name clothing to class and several pairs of expensive sneakers. He was regularly seen in shorts, sweats, and jackets advertising the Dallas Cowboys. During informal time the researcher spent with Emmett and his peers before class, this professional team was the topic of much conversation. Emmett was known as ‘Shorty’ to many of his peers, notably Goliath who was identified as a ‘Big Dog’ in this study.

In middle school Emmett completed units in flag football, volleyball, soccer, basketball, and wiffleball. There he had appreciated opportunities to be competitive and stated that his favorite sport was football. Physical Education was his most enjoyable class. Lessons in middle school had included practicing skills but mostly game play. A
delight in competition was clear. Emmett regarded physical education as the place where he
could, “...compete against my friends and [to] see who is better than me” (Int.#1) and he
considered the purpose of physical education “...to develop skills” (Int.#1).

Emmett hoped physical education would be similar to middle school. He had enjoyed how the middle school teacher recognized his athletic talents and had often asked him to demonstrate skills in front of the class. He recalled one occasion,

“ She [middle school teacher] knew that I was an athlete and she always picked me out....for a Football unit she had me come out of the class because we had to throw the ball in a certain way and she had me demonstrate it” (Int.#1).

When asked what he expected of his time in high school physical education:

“People keep telling me that you have to do reports and stuff.....we never did that...They should bring back basketball and football in gym...phys ed, rather than the sports that we are going to be playing now” (Int.#1).

When the unit began Emmett’s dislike for a written component was confirmed in his journal,

The least thing that I enjoy about the volleyball unit is the test that we have to take and written homework assignments and stuff. I think that is like 'bull' stuff because I don't know why we like do that because I just think that we should like jump straight into the activities. I don't think that there should be any written work for this. That is all I got to say about that (Jnl.#7).

Throughout the unit Emmett mixed with Goliath and they were on the same team. Where Goliath went Emmett was not too far behind. During Sport Studies sessions they were observed in conversation during teacher lecture and Emmett admitted this social chit-chat were rarely connected with the lesson focus. During seated sessions in the gym they sat together at the back of the class with three other African-American boys. When asked why,

“Basically the same reason as Goliath because all my friends were sitting at the back and we can goof off and stuff while she [teacher] is talking” (Int.#2).
Emmett confirmed he goofed off behind the teachers’ back and during these bouts of misbehavior claimed to have avoided capture:

Researcher: Did you ever do that [goof off] when she [teacher] was watching you?
Emmett: I don't know if she caught me or not.
Goliath: I got caught.
Emmett: I don't think I got caught........(Int.#3).

During Sport Studies session Emmett shared very little in discussions choosing to goof off with Goliath and talk at the back of the group, rarely getting caught. He admitted he took care to avoid reprimands from the teacher and that he knew the best times to misbehave. In Sport Education lessons he tended to check the position of the teacher before shooting at the basket. Fieldnotes revealed some instances when Goliath would taunt Emmett when they goofed off together. Emmett rarely confronted Goliath or retaliated but instead would make other less athletic males the victim of his scorn:

As the teacher talks at the front of the class Goliath and Emmett are playing a game with a paper object across the desk. The game involves scoring touchdowns and kicking fieldgoals. Goliath says, “Shut your mouth Shorty”....Emmett does not respond....The teacher is talking about the Soviet Union boycott of the 1980 Olympics. Emmett thumps the table next to Tim who is talking with Maureen. Tim says, “Emmett don’t”. Emmett gives Tim the finger and Rochelle laughs. (Fieldnote, Lesson #2).

Emmett’s association with Goliath spilled over into focus group interviews and a pattern emerged during the study where Emmett would agree with or give similar responses to his larger buddy. During interviews a number of his responses would be accompanied by a glance and a grin in Goliaths’ direction:

Emmett: (Turns away) Like Goliath said I think they should get rid of all that talking in the cafeteria and stuff because I just like to jump in the activities..........Emmett: Nothing is new. Everything that we have done has been a review (Int.#2).

An apparent redundancy in some content within the unit was visible in the final interview and like Goliath, Emmett commented on the lack challenge:
Researcher: Some of you said that a lot of the early stuff was a review in this unit.
Goliath: Yes.
Researcher: Did that change in any way?
Goliath: It was still a review.
Emmett: Still a review............
Goliath: It [the unit] was easy.
Emmett: It was an easy grade

He publicly made apparent his knowledge of football during interview where Emmett’s
discontent with written work was further revealed:

“It was just like Goliath said.......Football was easy because I really like football
and I know a lot about it so it was a very easy project to do. I didn’t really care”
(Int.#3).

During Sport Education sessions Emmett and Goliath would practice volleyball
skills together. These practices were competitive and in instances where Emmett gained the
upper hand Goliath got annoyed. Rather than physically confronting Goliath he chose
another option:

The students are practicing serving and setting. “Lets go says Goliath”. Emmett
serves underhand to Goliath who is unable to return the ball. “ all right Shorty”
says Goliath running under the net. Emmett runs away laughing (Fieldnote,
Lesson #3).

Emmett rarely warmed up. This part of the lesson was used for other purposes.
Warm-up provided an excuse to socially interact with the female members of the class and
seek approval from the girls. During stretching Emmett would accompany Goliath and
visit other teams where he would begin to show off. This behavior was not tolerated by
female members (Marie and Rochelle) of his own team but they were unable to stop his
exodus. While in other groups Emmett would flirt with females by smiling at them, and
dancing around them. He would attempt to find favor by dribbling a volleyball basketball-
style around the girl’s backs and through his legs. During the culminating event he was
often seen prior to serving displaying his basketball skills which involved dribbling the ball
between his legs and around his back.
In interview Emmett talked of girls watching him play football with older students during lunch breaks:

"I have played football with the upper-classmen during LI [first lunch break] outside on the grass areas. Girls just wander over and watch......they are wearing their nice clothes and good stuff and they don’t want to like get out there and get dirty (Int.#3).

Other than a lengthy response to a newspaper headline addressing substance abuse within the Dallas Cowboys organization he wrote very little in his journal. On issues related to women in sport his perspectives focused on a ‘challenge of the sexes’ and the more social benefits of playing sport with females. Part of his reaction to the basketball advertisement during one Sport Studies lesson was:

"I think that it is a good thing for male players to work out with the women to see who is better and stuff and besides I like women too, and it would be good to work out with them” (Jnl.#9).

In his final journal entry Emmett confirmed how the choice of sport had influenced some of his views on the unit. Although he, “..enjoyed the unit” (Jnl. #17) he would have preferred to “...play basketball and football” (Jnl.#17).

‘Boffins’

Boffins were two academically very able and talented students who were very low-skilled in sporting contexts. One a white male ninth grader and one a white female tenth grader. They experienced little success in previous physical education classes, had been ostracized or embarrassed in these classes because of their skill level or physique, and had been made fun of by others. These students found success and relevance in the study of theoretical concepts and the completion of projects. Boffins contributed to discussions in Sport Studies sessions and considered the inclusion of the Sport Studies component a very desirable edition to physical education. Their success in and their liking for these sessions
prompted a greater willingness to participate in physical activity. Boffins showed considerably more positive attitudes toward physical education at the end of the unit.

Tim

Tim's story begins as one of fear, ridicule, and embarrassment in physical education. Tim showed support for Sport Studies sessions and a positive shift in his views of physical education. Tim indicated a greater eagerness to participate in class. His middle school classes had proven unpleasant and never applied to "real life" (Int.#1). Tim envisaged high school physical education being very much similar to middle school. Tim's journey through the unit is one of discovery where he was able to make meaning from his experiences, feel safe in the learning environment, see the relevance of the work he did, and come to realize how the work of physical education through the exposure to a Sports Studies component could be applied to 'real life'.

Tim was a low-skilled but very perceptive and articulate student who admitted hating previous physical education experiences before the volleyball unit. During interviews he reported varying degrees of disturbing experiences in prior lessons which included alienation from the learning environment, wishing to be anywhere else other than physical education class, and being made fun of by others.

Tim was a white male in the ninth grade class. At the time of the study Tim's GPA was approximately 3.0 and he was currently on the Honor Role. Tim's favorite subject was humanities and he disliked science. He planned to attend college and major in history. Tim liked to watch football but did not play sports. His outside interests included going to the theater.

Tim was bespectacled, slightly built, and of average height. He came to class in non-brand clothing and tatty sneakers. He wore baggy t-shirts and kept his hair in a pony-tail. By his own admission Tim was "...not a very physical person and....a very skinny person" (Int.#1). Tim tended to socialize with females in class.
Tim believed the purpose of physical education was to teach students how, "to live a healthy lifestyle" (Int.#1). During the pre-unit interview he shared some perspectives on middle school physical education. He believed physical education had never been important as he never saw the point of the subject within the school curriculum. Tim believed physical education was just a "requirement put on us by the school system and that we had to take it in order to graduate" (Int.#1). Tim added, "the only reason that I went and got dressed was for the requirements" (Int.#1).

Tim's middle school physical education program consisted of floor hockey, volleyball, and soccer. He stated he "had no particular liking toward any sport" (Int.#1).

"it was basically them [teacher] just teaching the game and then next week saying OK here is a brand new game we are going to teach it to you" (Int.#1).

Middle school teaching focused on the rules of the game and seldom on the techniques and strategies. His most rewarding experience from middle school physical education was when he was a scorekeeper.

Tim claimed middle school physical education was pointless and "never applied to real life" (Int.#1). His teachers never made an effort to explain how to stay physically fit throughout the life-time and only taught, "us the game...the rules, and how to play" (Int.#1). Tim shared how physical education might have been more meaningful:

It [physical education] has got to apply to physical things......I think that if it is applied to real life and it was something that if you took the course you could take away something from it like learning how to live a healthy lifestyle in the future....I think that is an excellent way to change it......explaining how this [physical education] needs to carry on after the class and maybe having requirements for activities to do such as over the weekend." (Int.#1)

Tim rarely had opportunities to choose which students he wished to work with and therefore,
"I usually ended up with people that I could not work with very well and that made it so I did not enjoy the class. I just could not wait to just go back to the gym and get my clothes on and go back to regular school" (Int.#1).

Physical Education at middle school was a frightening experience. He spoke of being afraid in the locker room, as

"...That was always the time that you needed to put your guard up....it was always the time when you would get beaten up or something. If someone wanted to beat you up then the locker room was the place to do it..." I was always embarrassed in gym class. Because again I am not a very physical person.....Whenever we played sports the only one that I ever did any good at was volleyball" (Int.#1).

He was made fun of by other students because of his lack of skill and claimed he received little if any support from the teachers. Tim disliked being taunted in class, felt hurt by other students' comments and let down by the teacher who did not match his vision of an ideal physical educator,

" that was one of my main issues with it [physical education]....the fact that there was always an issue that if you are not doing well enough then you are going to be made fun of.....all the other guys in the class seemed to think gym was great because they got to show off in front of everyone.....open-minded and isn't sexist and is willing to deal with the problems in the class....I think that would be a good teacher and that would be a good class" (Int.#1).

When asked what he expected of his time in high school physical education he replied,

" ...to be exactly the same. I expected it to be worse actually because everyone built up their muscles over the summer and everything would be a lot more competitive"(Int.#1).

As the unit began Tim shared more positive feelings about physical education, " It is more like an actual class than just going in for an hour a day and running around the gym and leaving" (Int.#2). He looked forward to coming to class, enjoyed dressing more and being active, was not put down by others. Tim felt safer in the locker rooms.
Tim spoke favorably of the first few Sport Education sessions. He liked his team, having a role and responsibility, and enjoyed the scrimmages. He appreciated that the teacher was teaching, that she was approachable, and was willing to help him,

"I thought that today was my favorite day so far because we did scrimmages and that was fun. I was enjoying myself because there is not too much competition involved and if there is it is friendly competition ... and the fact that the class is smaller than any gym class that I have ever taken because I am used to having like 60 kids in the class. The teacher there does not talk to you as much, they talk to the group so it is harder for you to ask questions about what is going on" (Int.#2).

Tim spoke further of some learning experiences he had encountered in early Sport Education and Sport Studies sessions,

"I feel that we are actually learning something, like how to play volleyball. There are aspects of it that I never even realized. In middle school we never focused on team-work, it was just make sure that you bump it back over the net.....How to play volleyball and learning about the background of it was something which was not taught before" (Int.#2).

At the mid-point interview Tim was asked how the unit had made him think differently about the nature of physical education. Tim liked the student-centered approach adopted by the teacher, “Being student-based. That is probably the biggest thing. It is geared towards the students and not the teacher” (Int.#2). Tim supported efforts by the teacher to get students to take ownership of their behavior in class and of their responsibility to their team, something he had not experienced in middle school. Tim felt,

"..generally positive. I think that we don’t have to be forced to go into the locker room, get dressed.....I mean we all have more responsibility toward the group” (Int.#2).

Tim continued his endorsement of student responsibility when discussing the completion of volleyball drills in his team. He liked when the teacher was,

"...not being as specific about what exactly we are to do but saying ‘go in your group and practice this’ and giving us the responsibility and the right to form our own way to do it” (Int.#2).
Tim shared the significance of the activity log which each student was required to complete. The log aligned with a suggestion made prior to the unit which he believed would allow him to attach some relevance and meaning to the purpose of physical education, "I have been doing my exercise twice a week and getting the required form signed...I think it [the unit] is going well" (Int.#2).

During the final interview he spoke positively of his team and the encouragement he had received from others,

Researcher: How did your team help you?
Tim: Encouragement and things like that.
From the same people?
Tim: Basically it was from the team. It was like, 'OK don't worry and let's get going on the next thing.
Researcher: Was this new for you in physical education?
Tim: Kind of...before we were told to encourage everybody but it was not required....here people actually did it.

During Sport Studies session he was observed contributing to class discussions on issues of social justice within sport. Tim spoke to the significance of those discussions,

"I think when we talked about the conflicts in sport, like funding and discrimination, I think that was really important because that not only applies to sports but to life......they [social issues] are not only connected with sports but they are connected with real life and you think that sports are safe just as Jenny said, but it is not that really..." (Int.#3)

According to Tim opportunities to foreground and discuss issues of sport and society was one way in which the unit connected to his real life.

Tim: I think that the purpose of physical education as I stated at the beginning was to help people carry on a physical and healthy life. I think that one thing that I would now add to thought is also to see how it effects real life. I think this unit did this very well.
Researcher: Why?
Tim: Because of all the conflicts.....they apply to so many other things other than sports.
His support for the unit was evidenced when indicating he would like similar units to appear in his high school physical education program and hoped the teacher would continue to employ a student centered approach to teaching and learning. In his final interview Tim commented on how the unit and physical education had been more enjoyable and rewarding for him,

"I think it [this unit] works a lot better than physical education in middle school.....I think that this was a good unit and it was very well turned out. You did not realize while you were in the middle of it that it did actually teach stuff about sports" (Int.#3).

Summary

The stories of students whose cases were shared in this section have illustrated a wide range of experiences with and perspectives on physical education and the volleyball unit. The majority of students spoke positively of one or both components of the unit with nearly all enjoying physical education more this year than in previous years. Very few (Ballers N=4) resisted both Sport Education and Sport Studies sessions. Most students spoke supportively of notions of helping one another and working together as a team. For the Big Dogs, such as Don Juan, this transformation was a slow process and Sport Education sessions would give them cause to consider different perspectives on competition, of being patient and helpful with lesser skilled players, and of being a member of a team. Wannabe's were out to impress their larger male counterparts and the female members of the class. Wannabe's bragged about their ability and enjoyed any public stage to show-off their talents. Wannabe's were vocal in class but avoided any physical contact or verbal disputes with the Big Dogs. Wannabe's did not enjoy the Sport Studies unit and would prefer other sporting activities within the curriculum. For a handful of Eager Believers (Jaimee) their views of physical education would be colored by their experiences with male team-mates during the culminating event. They and other females members of the group (Michelle) discussed broader views of what it meant to study physical education.
For the Ballers their thoughts on physical education did not change. Craig suggested he had come to expect a particular set of experiences from time in the subject. The preponderance of his beliefs were in reference to middle school. Ballers demonstrated little allegiance to a different conception of physical education and hoped physical education would return to 'business as usual'. Some Fringe Players (the least skilled students) such as Renee enjoyed being included within their team and receiving attention from the teacher following a history of few opportunities to improve skill and being taught by ineffective teachers. Some in this group admitted performing some volleyball skills for the first time ever. Boffins spoke of unfulfilling and upsetting experiences in previous classes and would then discuss some new found views of physical education. In his story Tim addressed the relevance of the learning experiences in both components, of feeling safe, and cared for by the teacher. Boffins highlighted opportunities afforded by Sport Education to have responsibility in class and learn in a more student-centered environment. Students who enjoyed the Sport Studies component saw significance in attention to issues of social justice and insisted these and a historical analysis of sport were important and should remain within their physical education program. Some of these students also enjoyed receiving credit for their efforts attending to theoretical concepts and projects and for having an opportunity to develop and communicate their views on contemporary issues such as gender, race, and body image in their journals, discussion, and presentations.

3. To what degree did high school students become critical consumers of sport and physical activity in their schools, communities and wider society.

One of the goals of the Sport Studies component was for students to become critical consumers of sport and physical activity in their schools, communities and wider society. The term critical acknowledges Siedentop's (1995) claim that students should:
"...examine the structural and social inequalities in their local, regional and national sport cultures...recognizing how media and institutions manipulate sport and sport participation for political and economic gain" (p.23).

Students' level of thinking in their private journals and public presentations was analyzed using categories from Beach & Marshall's (1991) taxonomy. This taxonomy represents a hierarchical framework setting out the range of responses that emerge when students engage in the reading and study of text (Carroll, 1994). Carroll (1994) indicated engaging with text suggests a reluctance among students to probe further whereas judging the text points to a more complete critique where students' opinions are more sophisticated and analytical. This assumption of the hierarchy was employed in this study and assumed the goal of student writing was to become more judgmental in responses to journal questions or prompts and through content delivered in class presentations.

Data from five private journal entries (4 responses to written questions or statements, and one to a newspaper advertisement and accompanying videotape), and two public presentations (volleyball flyer, and final presentation) for thirteen students were analyzed deductively using five levels of the Beach and Marshall (1991) taxonomy.

Engaging (E):...readers are engaging with the text whenever they articulate an emotional reaction...readers may simply state their initial emotional reaction without examining the reasons for that reaction (p.28-29).

Describing (D): Readers describe a text when they restate or reproduce information that is provided in the text (p.28).

Explaining (EX): Why characters are behaving as they are (p.30).

Interpreting (I): When we make interpretations we are usually answering the question "What does this text say? ...a reader must first adopt a certain stance (p.32-33).

Judging (J): We make judgments about characters...we may view their actions as appropriate/inappropriate, right/wrong...for a more thorough exploration of the issues involved that can lead to hypothesis building (p.33).
Thirteen students were selected as a representative sample for final analysis. This decision was taken with the intention of ensuring a similar representation in numbers of students from each of the six student groupings (Big Dogs, Wanna’Be’s, Eager Believers, Boffins, Ballers, and Fringe Players). This sample also includes similar numbers of ninth and tenth graders and males and females which was not apparent within the original 25 students. Students whose cases were presented in the previous section were purposefully sampled as they were deemed to have most strongly typified members of the respective groups. One additional student was selected at random from all groups whose membership exceeded two. The remaining student within response groups whose membership equaled two was automatically sampled. Of the 13 final students seven were female (four white students and three African-American) and six were male (two white students and four African-American). Six students were ninth graders and seven were tenth graders.

The following private journal entries from Sport Studies sessions were selected for analysis in this section: 4, 7, 9, 11, 12 (see Appendix for specific journal questions). These journal entries were chosen at they captured a wide range of topics, choice of media (written text, videotape, photographs, and figures/ads), and were items that were pertinent to sport and physical activity in students’ school, surrounding community, or wider society. Two public presentations were also selected: a volleyball flyer and final presentation. The purpose of the first assignment was to design a volleyball flyer advertising a sport/physical activity camp within their community. In their presentations students were to consider how the camp would be organized to allow all attendees to participate. In the second assignment students were expected to select a particular aspect of contemporary sport (such as media attention, finance) in an activity area of their choice. With reference to their chosen issue students were to consider and discuss it’s role within sport in society in the form of a critique.
Each student journal entry and transcripts from public presentations were read and re-read and categorized E through J to indicate the highest level of thinking demonstrated within the taxonomy. Interobserver agreement was conducted to test for reliability. Fifteen pieces of student data were selected at random. A fellow graduate student who majored in English as an undergraduate learned the taxonomy, read an article which illustrated the use of this taxonomy, and was provided with some exemplars. The fifteen items were then coded independently with the highest level within the taxonomy reported. The two scores were compared and interobserver agreement was established at a .80 level and the data were considered reliable.

Frequency counts of the thirteen students' levels of thinking are shown below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Jnl. 9th</th>
<th>Jnl. 10th</th>
<th>Flyer 9th</th>
<th>Flyer 10th</th>
<th>Final Pres.9th</th>
<th>Final Pres10th</th>
<th>Total by level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Describing</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Explaining</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Interpreting</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Judging</td>
<td>5</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>32</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>79</td>
</tr>
</tbody>
</table>

Table 4: Frequency Count of Students' Level of Thinking Within the Taxonomy Differentiated by Grade Level.

Table 5 reports on these students' level of thinking as a chronology across the seven items. A small horizontal line indicates where students were either absent, or whose journal page showed nothing written, or who did not present.
Table 5: A Chronology of Individual Students' Levels of Thinking in Private Journal Samples and Two Public Presentations.

Table 4 indicates both age groups showed more sophisticated levels of responding in their journals. The tenth graders demonstrated more evidence of higher levels of thinking than ninth graders with 21 and 5 incidences of judging reported in journals and three and 0 in final presentations respectively. Private sources (journal) revealed higher incidences of students reaching judging when compared two public sources. The flyer assignment revealed the lowest levels of thinking among students. The teacher did not
explicitly communicate to students the purpose of the volleyball flyer homework. In interviews many students did not understand the purpose of the assignment. The teacher did not distribute the worksheet designed to assist students’ thinking about their presentation.

Table 5 indicates Michelle, Beth, and Jaimee showed more sophisticated levels of thinking than the four tenth grade males who completed fewer journal entries and class presentations. Differential responding on the basis of gender was not clear in the ninth grade. Tim and Genevieve showed more sophisticated levels of thinking and similar to the three tenth grade females (Michelle, Beth, Jaimee) represented two of the student groups who held more positive views on the inclusion of the Sport Studies component (Boffin & Eager Believers).

**Differential Levels of Thinking Among Boys and Girls in Journals.**

Issues of social justice in sport presented by the teacher through journals seemed to contribute to more sophisticated levels of responding among tenth graders. Three journal prompts/questions (9, 10, & 11) emphasized gender issues related to body image in sport, sport media and gender, and the status of women’s sport. A similar pattern of responding between males and females was apparent for these three items. Typically females showed more concern over the nature of the items than males. The majority of males, other than Tim did not appear to be troubled by the content of these items or question if they were discriminatory. Females attempted more sophisticated levels of thinking in attending to these three issues.

Students offered many different perspectives on the beach volleyball journal entry (see Appendix). All males other than Tim showed little depth in their thinking on body image. Tim wrote,

"Women are perceived as sex objects in today’s media. This also relates to sports. Men and women have different body structures but not so different that they have to wear underwear on the court" (JnL#10).
Jason and Craig did not write anything for this item. Otis explained, “I have no real reaction to the picture or the video. I don’t see any discrimination or downgrading or anything” (Jnl.#10). Females in both classes tended to speak supportively of the athlete’s physical condition. Some also reacted to the manner in which the athlete was dressed and the differences in men’s and women’s clothing revealed by the photograph and videotape. Genevieve wrote:

It looks like the woman in the picture can jump really high. She probably has to because of the height of the net. I never really thought about why women players wear what they wear. I just assumed it was because it was more comfortable to wear that” (Jnl.#10)

Comments from other ninth grade females spoke to the appropriateness of clothing. Rochelle indicated the women needed to cover up because, “women no matter what they do are always perceived as sex objects” (Jnl.#10). Cassie questioned why men were wearing T-shirts and shorts and stated women should wear similar clothing. Renee wrote, “The women are wearing nothing at all and the men have more clothes on than the women” (Jnl.#10).

In the tenth grade Michelle speculated upon how opportunities to discuss social issues in physical education might help to advance women’s sport and not just volleyball:

“From the view of the male player they [male beach volleyball players] did not look as good as the female player. You only see her in one instance but she still looks better. This should tell you that women are just as good as men volleyball players or maybe even better. There are a lot of sexist issues that come up in volleyball as well as other sports. But it has come a long way for women and if there is more education like this [through class in physical education]”.

Beth deemed the picture further degraded women in sporting arenas. She speculated women athletes were not admired for their aggression on the court but rather for their looks.
Similar differences in reactions among males and females were evident in response to the basketball advertisement. (see Appendix). All males except Tim supported the purpose of this advertisement. Tim questioned the decision by the female coaches to invite male players to practice with the female basketball team indicating the women’s program could progress without male intervention. Don Juan, who played scholastic basketball, wrote: “I don’t know why male players are wanted. Maybe it was a misprint”(Jnl.#9). Jason (also a basketball player) articulated:

“My opinion of this article is that I think that they wanted to make the females better. I think that this is not sexist it’s just that most men are bigger and stronger than women. Most college women are not going to be as big and strong as men in college”(Jnl.#9).

Genevieve was curious about the printed public notice and contemplated a possible hidden agenda, “...they might be looking for future men’s basketball players”. She also postulated, “Maybe the women need better players to work out with them so they can get better”(Jnl.#9). Written responses from other females indicated they did not support the basketball advertisement. Cassie explained:

“I really don’t like this ad....why in the world can’t girls do it. It says that you have to have varsity high school experience...about that male thing again, it’s a womens’ team so why can’t women do it”(Jnl.#9).

Beth wrote:

“If this is women’s basketball then why are men involved? Can women play only if men help them. Do we still live in such a sexist society that women can only do things right if a man helps her. I believe this want ad is sexist and wrong. Women do not need men”(Jnl.#9).
Jaimee stated:

"At first my reaction was anger because I thought they needed male basketball players to teach women how to play. After I thought about it I considered that maybe the men were needed to help the women have harder competition and become better prepared. The qualifications show that they [males] must have skills so having the women play men is a good idea. It would also help integrate the sport instead of making a man's sport or a women's sport. Because of the unfairness and inequality between men and women it causes some immediate anger because I am very used to seeing men viewed as more athletically inclined than women" (Jnl.#9).

Journal 11 provided students with the choice of four current sporting headlines taken from community, city-wide, and national newspapers (see Appendix). Seven students (2 males and 5 females) focused their reactions on the status of women's professional sport. Specifically, students shared their views in the context of media coverage of a newly formed women's professional basketball team located within their home city. Females voiced their concerns over this headline. Rochelle commented to the headline in a short rejoinder, "I felt that no matter what women do until we [human beings] reprogram our brains they [women] will get no respect" (Jnl.#11). Genevieve offered a statement on how status was acquired for those who play basketball:

"I think that one of the reasons not many people pay attention to the Quest is because they are not a major basketball team. People think that just because you’re not in the NBA you don’t play well but obviously in this case that is not true" (Jnl.#11).

Michelle cogitated upon a possible solution based upon personal experience,

"It is not surprising that they get no respect. Males dominate in the basketball field. Most people, men and women, feel that there is more competition and excitement in men’s basketball. I know I used to feel that way until I actually played. Women’s basketball is just as intense and there needs to be more respect given to it. Maybe if there was a professional game men v women, Columbus Quest might get more respect" (Jnl.#11).

Craig provided his justification for the headline,
"I think the reason that they get no respect is because it is basketball. Lots like basketball but only a few people go to see it...so it's not just because they are women" (Jnl.#11).

The Prevailing Topic

During the course of the study several males students were seen attending school and dressing for physical education in athletic clothing advertising their allegiance to various professional football and basketball teams including the Dallas Cowboys, Chicago Bulls, and the Orlando Magic which for some was reflected in their choice of pseudonym for this study (Emmett, Penny, Jason). This trend was less common among females. Keesha was occasionally seen around school in her varsity basketball uniform.

Professional and collegiate teams and other current events in sport (Road to the Superbowl, Mike Tyson v Evander Holyfield) were often a topic of conversation between students and the researcher. These interactions prompted a decision to include a sporting headline day for one journal entry (day 11).

Four headlines were selected whose stories ran concurrently with the timing of this study. One outlined circumstances surrounding alleged substance abuse by Leon Lett of the Dallas Cowboys, and another focused attention on differential pay amongst athletes following the announcement of Mike Tyson as the highest paid male athlete. A third headline detailed alleged sexual discrimination in collegiate athletics at a local mid-western university, and the fourth foreground issues associated with the status of women's professional sport (which a number of females spoke to earlier in this section).

Emmett is an fervent fan of the Cowboys with Emmett Smith and Deion Sanders his favorite players. Emmett and his male peers were overheard on many mornings discussing the Cowboys. The ‘prevailing topic’ describing alleged substance abuse by one Dallas Cowboy’s defensive lineman seemed to prompt Emmett to attempt a more lengthy and sophisticated level of responding. Prior to this entry he had made brief comments in
his journal. From analysis of all Emmett's journal responses during the study the following was one of two where he chose to write the most:

"He [Leon Lett] gets to play one more game and then they suspend him [Leon Lett]. He can be replaced by someone. He is not really going to be much of a big of a loss for the Cowboys defense line. He could be replaced as they still have Tony Tolbert and Carver on the line. So I think that they have a......still do good on the defensive line but I think that it is wrong as I think that he should be able to play one more game. If Leon rests all the games including the SuperBowl, because you know that they are going to go, I don't think that it is right to just suspend him after one more game with the [Washington]Redskins. I don't think that it is right to suspend him for that. I think that he should be able to play for the rest of the season and then suspend him" (Jnl.#11).

This same headline prompted Jaimee and Beth to speak to how the criminal justice system treated high profile athletes. Beth remarked,

"My feeling on Leon Lett being suspended from the Cowboys for substance abuse is disgust. People who are famous and in the media get lesser punishments than those of the average person. I feel that everyone should be punished the same no matter their status. If he was an average person then he would be in jail. It is not fair that only famous people get breaks" (Jnl.#11).

Jaimee speculated upon the consequences of substance abuse:

"I am glad to see some action taken towards athletes who abuse drugs. Just this year in health class we had to write about Daryl Strawberry He was abusing drugs and was suspended but he already signed a contract with another baseball team. Athletes in general I think get away with a lot more than regular people. It's bad for kids who idealize athletes who abuse drugs. It gives them the idea that they can do drugs and get away with it. It also makes drugs appear cool to children. I'm glad he got suspended" (Jnl.#11).

**Student Final Presentations**

Listed in Table 6 are respective final presentation topics of the thirteen students. The topics covered six different sporting activities across three different contexts (Professional, The Olympics, and Youth Sport).

188
Table 6: Topic Choices for Student Final Presentations.

<table>
<thead>
<tr>
<th>Student</th>
<th>Topic of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochelle</td>
<td>The Rules of Basketball</td>
</tr>
<tr>
<td>Emmett</td>
<td>The Rules of Football</td>
</tr>
<tr>
<td>Renee</td>
<td>Gymnastics and the Media</td>
</tr>
<tr>
<td>Tim</td>
<td>Skateboarding</td>
</tr>
<tr>
<td>Genevieve</td>
<td>Women in Tennis</td>
</tr>
<tr>
<td>Cassie</td>
<td>The Rules of Basketball</td>
</tr>
<tr>
<td>Otis</td>
<td>The Rules of Football</td>
</tr>
<tr>
<td>Jason</td>
<td>The History of Basketball</td>
</tr>
<tr>
<td>Don Juan</td>
<td>Basketball and the Media</td>
</tr>
<tr>
<td>Craig</td>
<td>Men's and Women's Media Coverage in Basketball</td>
</tr>
<tr>
<td>Beth</td>
<td>Women's Clothing and the Olympics</td>
</tr>
<tr>
<td>Michelle</td>
<td>Gymnastics and Women in the Olympics</td>
</tr>
<tr>
<td>Jaimee</td>
<td>The Stresses of Youth Soccer</td>
</tr>
</tbody>
</table>

From interviews and informal conversation with students all of the topics held relevance (they liked the sport, knew a lot about the sport, they played the sport, or they watched the sport). Basketball and football were popular choices by males (Emmett, Jason, Craig, Don Juan, and Otis) and several females presented on gymnastics and tennis. Projects from the tenth graders tended to focus more on an evaluation of a particular contemporary issue (e.g., gender, clothing, stress of youth sport, media coverage) in sport. Of the five students who chose either to complete projects on aspects of rules or history, three were in the ninth grade.

Several students opposed the inclusion of final presentations in front of peers and some such as Rochelle had admitted she did not like speaking in front of the class to present her flyer. Many students admitted they spent little time preparing for the final presentation. The teacher was critical of her inability to explicitly explain to both classes the purpose of the final assignment and regretted not providing an exemplar. Tenth graders tended to more fully understand the purpose of the assignment and more students spoke to how theoretical concepts presented in Sport Studies sessions had informed their choice of final presentation. Some ninth and tenth graders claimed the teachers’ presentation on the
history of volleyball (by computer slide show) influenced their decision to present the
history of a chosen sport. In the ninth grade only Tim and Genevieve were able to make
any connection between the volleyball unit and the purpose of the final presentations.

Student presentations tended to focus upon rules and the historical development of
respective sports. These presentations consisted of reciting facts. Rochelle described the
history of basketball. Emmett and Otis (a varsity football player) chose to present the rules
of football. Otis brought in his pads and a helmet. Both presentations described basic
positions, player’s equipment, some rules, and an example of offensive and defensive
formations. The following is a segment of Emmett’s presentation,

“...I am going to be talking about the rules of football. Football is played by two
teams of eleven players each. The idea is to move the ball across the opponents
goal-line. This results in a touchdown. The team then attempts to kick the ball
across the goal-line over a cross-bar and between the two up-rights. This is called a
field-goal. It is worth three points. The football playing field is a rectangle. It can
be played on grass or Astroturf. The distance between the two end lines is 100
yards...(Final Presentation)”.

Leon presented on the history of basketball. Fieldnotes indicated he read verbatim from
four of five highlighted pages from a book. Tim shared a brief (approximately 2 minutes
long) insight into the sport of skateboarding. Within the account he made an attempt to
explain the development of the sport and of its connection with roller skating with some
mention of media coverage:

“My presentation is on skateboarding. The first skateboard appeared within the
1930’s and 1940’s. They were extremely crude. This was around the time that
roller skating was popular so they took the trucks off and put them on two-by-fours
and this was the first skateboard. In the 1960’s skateboarding became
commercialized and companies came and started making them so people did not
have to use their two-by-fours. Skateboarding originated in Southern California
and the popularity faded in 1966. It was not until recently that it has become
popular......the media coverage that they basically get is a magazine. Most of the
TV coverage is from ESPN2.....(Final Presentation).
Craig prepared a short piece comparing media attention among men’s and women’s basketball using differences in television game coverage, specific television shows which focus on basketball, and the availability of videotapes as examples of these differences. He explained, “I like men’s basketball but you don’t see too much about women...I think women should get more coverage because a lot of them are real good” (Final Presentation).

More tenth graders made an effort to explain and critique their chosen topic. These students tended to have some personal connection with the issue. Jaimee shared:

“I am going to talk about reducing the pressure on youth U.12’s that play soccer because from experience...it is not like a recreational sport. It is you win, win, win and if you don’t then you practice, practice, practice. I can remember I also ran track when I played soccer. I would go from running about three hours of track and straight to soccer...If you did not win, you would practice more...it was crazy...”

Jaimee brought in a newspaper article which set out efforts by one eastern state to curb inappropriate examples of competition within youth soccer. She provided a summary of this article and appraised the piece in light of her own experiences:

“...In Massachusetts there is a youth soccer association where the President and three other guys....they don’t want to have this type of competition....they have high drop-out rates or poor instances of sportsmanship and they decided that the problem is too much pressure from adults. Adults really don’t know how hard it is to play a sport unless they have played it themselves....the problem lies with parents that have not played soccer. Soccer is a game and for youth players it should be fun to....We would go to a tournament and would play four games in a day. After the second game there is no way that you can give your all and they [coaches] expect you to win. I was not even having fun. We were so drilled at running.....we were not even friends on our team, we were more like enemies (Final Presentation)”.

Don Juan voiced his concerns over changes he had observed in basketball and the media:

“I am doing my presentation on basketball and the media. The reason that I am doing this is because a while ago a friend of mine was invited to a Detroit Pistons game. He asked Isiah Thomas to sign his card and Isiah Thomas cussed him out...he felt he was going to sell his card and stuff like that...that shows that basketball has become more than just fun. In the past ten years it [basketball] has become a lot bigger than it was. When Michael Jordan came in 1984 nobody knew who he was....now he has a whole bunch of companies around him like Nike and Wheeties...(Final Presentation).
Using an article which detailed Bobby Knights' endorsement of paying college varsity athletes Don Juan added,

"Last year the NCAA made millions off of college athletes who don't get paid (Don Juan passes out an article). This guy says that college athletes should get paid. They [student athletes] can't even get a job...some parents cannot afford to come to games so I think that parents at least should get free tickets" (Final Presentation).

Michelle chose to present on women gymnasts and the Olympics. Michelle had competed in gymnastics. She addressed the rise in media attention:

"It started for women in 1928 only with a team of eight. In 1952 the individuals were added. Basically USA did not do anything until 1984. That was when Mary Lou Retton won a silver in the vault. There has been a lot of media coverage in the Olympics for gymnastics, we [the US] have not done that much. Much of the history and the development of gymnastics have not involved women.....but recently with the summer Olympics where we won the team gold I guess there is more media coverage..." (Final Presentation).

A fellow Black student asked Michelle which gymnast she favored. "I would say Dominique[Dawes]". The same student asked "Is it because she is a black girl?"

Michelle justified her choice of gymnast:

"No I don't think that. I have always loved gymnastics and have tried to do the things that she [Dominique Dawes] did when she first started. My favorite event is the floor and every time she would come to the floor or vault she was real powerful regardless of whether she was black because I liked Kim Zmeskal too...I feel that she is good too" (Final Presentation).

Summary

In this section an attempt was made to examine the extent to which students were able to become critical consumers of sport and physical activity. In reference to school physical activity, opportunities at Lawrence High School were restricted to a handful of male students which inhibited many others from participating during times outside of physical education curriculum time. Endorsement of basketball during open gym was evident from two students (Don Juan and Jason) who played. Some students were critical.
of this arrangement particularly those who were restricted from playing and those who had attempted (mostly unsuccessfully) to infiltrate this setting. The absence of an athletic program seemed to remove what a number of students considered to be the predominant association between high school and sport.

Data gathered from journals and presentations indicated tenth graders tended to show more evidence of higher levels of thinking than ninth graders as revealed by more frequently reaching judging within the levels of the taxonomy. These tenth grade students showed some evidence of being able to speak to defend their positions on inequities in sport and physical activity in their immediate and to a larger extent broader environments. Students were more willing to discuss issues of social justice in their private journals than in situations where they made public presentations to their peers. Differential levels of thinking among males and females were apparent in three journal items that foreground contemporary issues in sport concerning women. In these situations the majority of males did not appear to consider these issues of any concern. Some males also appeared reluctant to comment or who’s voices reinforced stereotypical differences among female and male athletes. The relevancy and timeliness of some journal items may have contributed to some students attempting higher levels of thinking. The notion of the ‘prevailing topic’ as an issue of currency on students’ sporting social agendas (status of the Columbus Quest, substance abuse among Dallas Cowboys players) prompted some (Emmett) to attempt more refined levels of thinking in their written responses. The majority of students had not made public presentations before in physical education. The quality and depth of thinking within student presentations appears to have also been impacted by: students’ personal experience or connection with the topic, the ability of the teacher to explicitly communicate the purposes of the assignments, adolescent expectations for physical education, and their views on the Sport Studies component.
CHAPTER 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS

This chapter includes a discussion of the findings following implementation of the 20 day volleyball unit at Lawrence High School. This section will speak to: ways in which students showed support or opposition for the unit, how the unit influenced students’ views of physical education, the extent to which students became critical consumers of sport and physical activity in their schools, communities, and wider society. This is followed by a number of conclusions, a set of implications for the field, and some recommendations for future research endeavors.

Research Questions 1.1 and 1.2

The first section of the chapter discusses findings from research questions 1.1 and research question 1.2. These questions set out to examine ways in which students demonstrated their support and resistance to the volleyball unit and sought some explanations on students’ reactions to the unit from the perspective of students’ and their teacher.

Research which has focused on initial efforts to implement Sport Education has reported positive student reactions (Alexander, Taggart, & Thorpe, 1996; Grant, 1992; Pope, 1995; Sport and Physical Activity Research Centre [SPARC], 1994) summarized by Siedentop (1996a; 1996b). Similarly a large majority of the students in this study liked aspects of the Sport Education approach.
The Sport Education (and Sport Studies) component presented a new and innovative approach to physical education for the Lawrence High School students that required them to make several adjustments in order to subscribe to some principles of the model: taking responsibility, learning to work with their peers, preparing for and competing in a tournament, and enabling all team-mates (boys and girls) to participate in practice and competitions.

**Adjusting to responsibility**

Taking responsibility particularly through the allocation of roles gave some students a purpose to attend physical education, made others feel more affiliated with their teams, contributed to their support for a student-centered approach to physical education (Alexander et al., 1996; Carlson & Hastie, 1997), and for most students constituted their first experience in a position of authority. As observed in SPARC (1994) and Hastie (1997) students had difficulty adjusting to the handover of responsibility for their class. Being accountable to peers for the first time in a physical education setting would be problematic. Students had a history of few opportunities to be responsible as prior instructional experiences in physical education had been teacher-led. They had followed directions with few chances to take some ownership of their learning. Responsibility constituted a new experience and the difficult transition was compounded by the teacher who later agreed she had asked too much of them too quickly. The teacher led one example of a warm-up routine and then asked students to take over the program and be in charge of their own sport experiences. Not surprisingly with little experience, guidance, or opportunity to develop effective leadership skills, some students' attempts at fulfilling roles and taking responsibility proved irresolute. For others this new expectation in physical education was met with reluctance, covert defiance, or was considered an invitation to get up to mischief.
Some disorder in the gymnasium was expected as students were now being asked to become inter-dependent and trustworthy. The adoption of a non-traditional pedagogy saw mixed reactions among students to their new expectations. The teacher appeared reluctant to intervene but as was shared in Sport and Physical Activity Research Centre (1994) things slowly settled down. Students were able to achieve a number of the social and personal outcomes (supporting each other, encouraging) during practice and scrimmages but being placed in a position of leadership proved challenging. Michelle battled to fulfill her duties as a captain. Her successes and what she learned through leading, supporting, and encouraging others emerged more out of persistence, trial and error, than through gradual nurturing. Although she received sporadic guidance from the teacher Michelle worked on her role and appreciated both the difficulties and educational value of being her teams' leader.

Adjusting to notions of responsibility was particularly evident during warm-ups. Some female students voiced frustration and criticism with non-cooperative and off-task male team-mates. The ease with which these males avoided completing their roles in warm-ups was assisted by the absence of a formal accountability system and the presence of work they may not have been expected to fulfill in previous physical education experiences. Informal accountability meant a number of students took advantage of this considerable freedom, engaged in social interactions with others beyond the sphere of personal contact on their team, and avoided task congruence. Public recognition and reward for teams who remained together and who followed directions from their captains and co-captains was not apparent. Staying on task during the warm-up might have been one source for individual teams to amass points in readiness for the culminating event. Other than the culminating event students had no incentive to complete warm-ups and chose, for them, more amusing and enjoyable pursuits such as socializing with friends or male students flirting with females on other teams.
The teacher encouraged students to be positive and support one another on their teams. Students generally responded favorably. Teams were praised when they were observed ‘being nice’ to each other and the teacher publicly made reference to examples of support and encouragement she had observed during seated periods or closure. A similar emphasis upon students’ efforts at performing their roles was not evident. The teacher seemed less comfortable addressing issues of leadership as one characteristic of having a role. She clearly left the development and fulfillment of these roles more to chance (Alexander et al. 1993). Her belief that students would immediately take control of their sport experience and restrain the off-task behaviors of peers, while admirable, was somewhat ambitious. The adoption of Sport Education was new for both parties. The teacher detached herself from students at a time when they most needed help adjusting to the characteristics of the model, in particular exercising leadership and taking responsibility: an objective of this unit that was only partially achieved.

‘A Familiarization Period’

Students’ attachment to a team for the Sport Education season brought together several ninth and tenth graders who initially did not know each other. By the end of the unit many had become team-mates and friends. Students enjoyed the socializing benefits (fun, friends, meeting people, having team-mates) derived from being affiliated with their team (Carlson & Hastie, 1997; Hastie, 1996). Schea, Smiley, and Don Juan spoke to two members of his team for the first time ever in a physical education setting and Jaimee, as a junior, knew no students in this class at the beginning of the unit. The notion of ‘regular assembly’ (frequent repeated gatherings as a persisting group) saw students begin interactions with unfamiliar peers, size each other up, and somewhat forced them to make efforts to support and offer encouragement to others (including those they may not have liked), with the intent that the group would eventually learn to work together. This took
time. Some resentment was clear for much of the unit. Some students still tended to seek out their more established and favored friends (i.e., during the warm-up).

The cultivation of new friendships on teams was one outcome of this regular assembly as a persisting group. The large majority of students enjoyed opportunities to get to know people which was also reported by Alexander, Taggart, & Medland (1993). The positive changes witnessed in several teams and which students described subscribes to Siedentop’s call for the persisting group as a, “....necessary condition for personal growth” (Siedentop, 1995, p. 22). Positive change and growth was observed in many teams: giving encouragement to team-mates, providing physical guidance to those who needed help, and cooperating.

The difficulties some teams encountered early in the volleyball unit hints at a ‘familiarization period’. During this period teams ceased resisting direction from peers, realized and dealt with respective strengths and weaknesses, and successfully re-focused non-conforming team-mates. One example of a transition through this familiarization period was evident through the willingness of some high skilled males to begin offering their help to team-mates. Their initial reluctance to help others had been one factor in the destabilization of team cohesiveness during the warm up. A handful of female students were critical of the over-competitiveness displayed by these high skilled males during practice games. Don Juan and Goliath had no intention of helping their teams and they considered any two-sided game early within the unit as an excuse to ‘gang up on the girls’, be aggressive, insensitive, and mean. The emergence of segregated practice games resulted in teacher intervention. The teacher asked that teams meet during one warm-up period to discuss current problems, propose, and act upon agreed solutions. By collectively discussing alternative ways of working and supporting each other as a team the teacher asked students to: “..deal with the disagreements that require them to face directly the consequences of their solution” (Siedentop, 1995, p.22). The two teams began to promote
the beginnings of team unity and commitment. Don Juan and Goliath came to realize how
they could positively serve their teams. Such changes in their team alliance sustains "...a
new kind of relationship.....one that is characterized by coaching, counseling, and
supporting" (Siedentop, 1996a, p. 262).

The Lure of Competition.

Opportunities for scrimmages during the season and in the culminating tournament
were highly valued by students. The final 2 day tournament was keenly anticipated and
hotly contested (Grant, 1992). For the majority ‘playing to win’ was important and
prioritized while losing would prove hard to swallow. Other studies have spoken of
students foregrounding “beating other teams” as an affect of competition in early
experiences with Sport Education (Grant, 1992). The competition and the importance of
winning seemed to overshadow some of the more educationally worthwhile outcomes
intended by participating in a tournament in Sport Education. Only a few students (tenth
graders) looked beyond an infatuation with winning to speak of their pleasure at: having
had an opportunity to play an authentic game, being able to hit the ball as a cohesive unit
three times, or showing how much they had learned as a team. A dispute (between Goliath
and Marie) over the result of one crucial ninth grade tournament game briefly spilled over
into a final focus group interview 24 hours after the event and suggests these students were
not able to accept that ‘when the game is over it is over’. The competition did prompt
positive changes in students’ attention to the warm-up. Students stretched and carried out
the circle drill as a complete team, did not wander around the gymnasium, and followed
directions from captains and co-captains.

The way the season was presented violated one of the principles of Sport Education
- continued presence of formal competition. Differences in opinion as to the inclusion of
competition were evident between the researcher and the teacher during the design phase.
The teacher was opposed to a formal 3v3 competition. Her justification was that students
would have opportunities to scrimmage prior to the culminating event. No formal competition (3v3) resulted and there was no opportunity for games to contribute to league points. The culminating event as operationalized in this study seemed closer to the traditional unit of skill practice and a final tournament unit than intended by the principles of Sport Education. Tim and Genevieve considered the culminating event as the only instance during the season where the ‘game mattered’. Students were engaged in regular within-team practice but violation of this principle of Sport Education removed an additional instance where teams might have engaged in some decision-making about their strengths and weaknesses in readiness for a 3v3 tournament. Statistics gathered from bouts of formal competition during the season might also have informed their preparation for the culminating event.

**Boy-girl relationships on teams**

Sessions within the Sport Studies component exposed students to several inequities and challenges confronting women in sport and how some female athletes are perceived by some males and treated by the media. Data were not gathered to determine the impact of these discussions on team cohesiveness but based upon the responses of the males and females during Sport Education sessions, many girls experienced similar challenges and frustration playing with and alongside the boys in their classes.

Male domination in mixed physical education classes and during seasons of Sport Education have been reported (Alexander et al., 1996; Curnow & Macdonald, 1995; Evans, 1984; 1989). A number of girls were disadvantaged by males in their opportunities to respond as they occupied their court space during practice. In these situations the consequences of mistakes made by males and females were very much polarized. Goliath invaded female court space and then criticized these students for their errors but dismissed or made light of his own mistakes. The domination of some males also resulted in several females making minimal contributions to the volleyball tournament games. The girls were
unable to reverse this situation and although a few more skilled females showed their frustration on the court they tended to back off and not assert themselves (Curnow & Macdonald, 1995). Forced integration in physical education suggests proficient females will be able to play while others are overlooked (Evans, 1989). Some of the most skilled females (Jaimee, Genevieve) felt ignored by males who contacted the ball considerably more times on some teams (Curnow & Macdonald, 1995; Solomons, 1980). Concern for gender integration in physical education also speaks to harassment of girls in class by boys (Milosevic, 1996). Some girls spoke (and wrote in their journal) about being made fun of by males and being ridiculed and put down during early practice games when they made errors (Curnow & Macdonald, 1995).

As a competent teacher in the PSI (Personalized System of Instruction) Jenny has some experience in less teacher directed approaches to teaching. The ‘teething problems’ she experienced in understanding her teaching role in Sport Education seemed to contribute to gender friction and inequity in game play. The teacher responded to this inexperience with Sport Education by moving rapidly from direct instruction to an attempt at a more student-centered learning environment. This transition was accompanied by considerable indecision. She wanted to provide direct skill instruction and intervene more often following students’ inappropriate in-class behaviors, or difficulties in skill acquisition, but on the basis of her basic knowledge of sport education she tried to honor the facilitation role, chose not to step in, and only intervened when absolutely necessary (Curnow & Macdonald, 1995).

There were positive examples of equity in the two classes. Penny’s ninth grade team and Michelle’s tenth grade team spoke of few disputes or disagreements between the boys and girls. The make-up of their teams seems to have contributed to healthy gender integration. Penny’s team included one (non-targeted) female varsity volleyball player (Leshonna) who regularly came to class in her knee pads and varsity uniform. The males
were pleased she was on their team. They referred positively to her skill level and took her advice on strategy and performance of volleyball skills. Leshonna served as a positive role model to include one low skilled female (Renee) on the team and by offering her support, physical guidance, and encouragement. Leshonna played a large part in contributing to Renee's positive experience by expanding her participation (Alexander et al. 1996).

Michelle's team included two non-targeted males that could be considered 'nice guys' (Griffin, 1985). Unlike a number of males they helped the team, always stretched, followed directions from their captain during warm-up and practice, and respected females' court space. Some positive movements to more equitable gender integration also emerged during the volleyball unit. These shifts were most notably reflected on Don Juan's team in respective opportunities to respond (a team that had experienced instability and division early in the unit). More inclusion was apparent as the three girls had more touches on the ball than the three boys in two tournament games. Don Juan's team had learned to, "..subordinate their interests to the overall goals of the team.." (Siedentop, 1996a, p.259).

**Skill development**

Placek (1996) asked, "Can concepts be taught without detriment to the development of psychomotor skills?" (p.293). No data are available from the volleyball unit to authentically and systematically determine skill gains among students pre- and post unit. Tournament game analysis revealed short rally's, a high number of service errors, and technical problems performing the bump all which impacted the extent to which students could play a game of volleyball.

The adoption of block scheduling (i.e., 80 minute lessons) actually increased the time students spend in physical education for the duration of each semester and the inclusion of a theoretical component took some of this time. According to some students time spent on class debates of social issues, while engaging for many, was time away from activity, and opportunities to learn and better perform volleyball skills. In the absence of
the teacher, a few students questioned the accuracy and usefulness of help and feedback they received from teammates while practicing volleyball skills. At the conclusion of the unit, some students believed they had improved their volleyball skills. They were typically the low skilled ninth graders who claimed to have received more help and instruction in this unit than ever before.

The teacher believed skill improvement was not as great during this unit as in previous volleyball classes. Her decision to adopt this unit reflected a re-appraisal of her goals for teaching physical education (i.e., a less emphasis on skill development). The teacher had been more resolute teaching technical skills to the letter earlier in her career, but now was more sensitive to additional outcomes she believed her subject and this unit had to offer. At the outset she prioritized the affective and social benefits of using Sport Education but did not raise the goal of fostering skill development. She deemed students cooperating, treating each other fairly on the court, being positive, and giving encouragement as prime motivators for using this model. The teacher hoped to see these outcomes within her classes, she reinforced them in her teaching, and as predicted such affective educative gains emerged and were positively foregrounded by students. Some disappointment on the issue of skill development was clear. This setback was eased by some satisfaction from the teacher's perspective that students walked away with a broader understanding and knowledge of the game so they could at least "....play a recreational game of volleyball" (Jenny, Int.#3). She therefore appeared not to mind sacrificing skill improvement for the social and cultural benefits teaching volleyball differently.

Who is served?

Does this unit better serve the students who are considered less skilled but more "academic"? A number of these students (Boffins and Eager Believers) found theoretical work attractive and rewarding. While it is difficult to justify a unit for a small majority of students, opportunities to engage in classroom discussion, write journals, and complete
homework provided non-conventional routes to success for these students in physical education (Tim and Beth both received an A grade for the class). Many students told us that the inclusion of theoretical concepts and differing instructional spaces complimented more activity based work and settings. Physical education offered an appropriate backdrop to confront significant socially significant concepts. Students were concerned by the prevalence of discrimination in contemporary sport. That they considered the social issues applicable to their lives communicates a sense of relevance assigned to these learning experiences beyond the practice of sport. Though not a prime focus of this study, a lack of inclusion on some teams gives indication that the inequalities stressed in many theoretical sessions did not transfer across to practice and tournament play. While some tendency to more equitable play did emerge, whether these shifts were as a consequence of increased student awareness to the challenges facing some groups, particularly girls, in sport settings is disputable.

Placeks’ (1996) speculation that some students would resist the inclusion of theoretical concepts was confirmed. Given these students’ prior experiences in physical education it was expected some would resist time away from activity. Resistance to theoretical concepts was more noticeable from a handful of students, mostly high skilled males, who deemed physical education as a class where they expected to just play. It would appear these students did not consider any changes to their high school program necessary. They were unwilling to adjust to a new conception of physical education that presented non-conventional routes to demonstrating competence (presentations, journals, contributions to discussions) and which encouraged inter-dependency and cooperative behavior while in activity. By being highly skilled the likelihood that they marginalized the performance opportunities of other groups (low skilled and girls) in prior classes is all the more conceivable. The principles of Sport Education sets out to remove the more skilled individuals from center stage (Grant, 1992). High skilled males may have sensed, as a
function of Sport Education and Sport Studies, a potential loss of control over their more preferred physical education environment. New ways to demonstrate their knowledge and the novelty of supporting and encouraging others seemed to pose a threat to more established ways of gaining satisfaction in the gymnasium.

That a number used time within the physical education curriculum to complete humanities homework (overtly or covertly) suggests students deemed the completion of that work a more productive use of their time. Their failure to complete out of class homework assignments added insult to injury.

**Setting homework**

Does the adoption of programs with homework as a part of the theoretical component move students to consider physical education more important? While a large majority of students had fun during the unit and many supported in-class discussions and journal writing, students resented having to complete additional work outside of class time. Homework was viewed as not fun and physical education no more important (Goodlad, 1984) Students speculated the teachers' decision to include homework was an effort to bring importance to the subject and get them to take physical education more seriously. They did not agree with her decision or motives. Homework was considered unnecessary and inappropriate for their time in physical education. The large majority had a history of no physical education homework so opposition to work outside of class was not surprising.

The decision to employ homework as an extension to learning in class in this unit is questionable. The quality of students' work in class (discussions and journals) was significantly better than the tasks completed outside of class. Students viewed the assignments a burden, further increasing workload with other subjects, and interfering with their social pursuits during weekends. Implicit directions from the teacher as to the purpose
of the assignments further compounded their resentment which prompted an even greater 'digging in of the heels' to complete the tasks.

Academic credit emerged as a factor in students' perspectives on homework and calls into question the suitability of Carnegie Units in public education. Credit impacted the success of the homework aspect of this innovation. Credit offered a 'yardstick' to gauge the volume of work the teacher expected students to complete and work students expected the teacher to set. Based on available credit for physical education, students' appraisal was there was too much work and so was the teacher's.

Students marginalized the importance of work in the unit in relation to their other subjects on the basis of academic credit. Rochelle and Marie preferred to complete homework for subjects with higher credit allocation. Like others they were willing to complete physical education homework if rewarded by greater credit. With minimal credit available for physical education the majority pushed this work to the back end of the priority line, attended to the work at the last minute, and put in little time and effort.

By her own admission the teacher sympathized with students' on the issue of homework. She spoke to the influence of credit and also questioned the workload within the unit. By doing so she resigned herself to the fact that students' work outside of class would lack quality and exertion. Her own submission tainted what she may have considered to be important outcomes from the assignments, moved her to lower her expectations, and pushed this work further to the periphery of the students' education. Potential efforts to justify more units to the curriculum committee presented a 'Catch 22' situation. If she requested this unit receive one half a credit students might only be required to attend physical education for one rather than two semesters in their high school program.

Student Resistance

The two forms of student resistance (public and private) which emerged further contribute to what is presently known about student resistance in general education (Alpert,
The majority of resistant behaviors were non-confrontational with no examples of aggressive or violent acts in either class which is to be expected given the school climate, student body, and emphasis on academic achievement and college entry set out within the mission of the school. Lecture episodes with students sitting, often under uncomfortable conditions, resulted in greater instances of public and private forms of student resistance, a finding similar to Alpert's (1991) statement:

"...whether resistance or acceptance will dominate depends upon the teaching approach. Student resistance is likely to appear in classrooms where academic subject matter is emphasized by the teacher and a recitation style is typical of classroom interactions" (p.351).

Students and the teacher were critical of the teachers’ choice of lecture where some resistant behaviors (zoning out, goofing off, interrupting) were common. Lecture, especially in early Sport Studies sessions where the teacher was insecure with content, was considered, boring, tiresome and resulted in students quickly losing attention. Lecture did not align with ways that students in this study believed they leaned best (Brookfield, 1991). Students requested more active learning experiences, more involvement in class, and less sitting. Nieto (1994) indicated the use of lecture positioned students in a passive learning role which they did not support. During the volleyball unit students were more supportive of opportunities for hands-on-learning experiences (Nieto, 1994; Stinson, 1993).

Acceptance and compliance were more noticeable when the teacher incorporated students' knowledge gained through personal experiences and acknowledged their points of view during discussions in later Sport Studies sessions. Acceptance and compliance were also most evident when students played volleyball. In interviews students were more positive of sessions which were meaningful (Brookfield, 1991) and where they were able to see some significance in what they were learning to their lives and futures beyond schools. In interviews students had considered cooperating, communicating, and supporting others on a team relevant and necessary “people skills” (Na’Nae, Int.#2) crucial to taking their
position in the working world. That they also determined the social topics a central element
to life in the 1990’s gives an indication students may have personally experienced
discrimination, had come to view them as immersed within the social fabric of society, and
believed they one day may encounter such inequality.

Interrupting the teacher emerged as one form of public resistance. Spaulding (1995)
considered interruption as a micropolitical strategy to influence the teacher and was used by
students to delay instruction. Excessive talking was the most common form of interruption
which delayed the teachers’ instruction, annoyed her, and sapped her energy levels. A
direct consequence of this behavior resulted in at best implicit direction and at worst
forgetting to explain the focus of assignments. During sport education sessions continual
and excessive talking was apparent when students considered the material redundant
(sessions on basic offense and defense were considered identical to those experienced the
year before). As noted by Rovegno (1994) students were tired of similar information and
drills to practice basic offense and defense.

Goofing Off

Everhart (1983) referred to goofing off as “..one activity ostensibly characteristic of
eyear adolescence in school” (p.178) and was a characteristic among ninth and tenth graders
during the volleyball unit. Friends provided an attractive opportunity for groups to goof
off together and similar seating positions allowed goofing off to, “..provide a sense of
group solidarity” (Everhart, 1983, p. 184). Goofing off behaviors were made all the more
likely in Sport Studies sessions where the teacher experienced most difficulties planning
and teaching the sessions, was most challenged by the content, conditions for classroom
work, and holding students’ attention.

A few students rejoiced in the fact that they had rarely been caught and knew which
lessons and instructional arrangements would enhance or deter their efforts to goof off.
Students at Lawrence High School therefore did not consider goofing off random and
purposeless (Everhart, 1983). Students viewed goofing off as a planned and skillful act out of sight of the teacher and was considered ‘part and parcel’ of their school experience.

The gymnasium space used for some Sport Studies sessions enhanced students’ opportunities to goof off and challenged the ability of the teacher to offer effective supervision and keep students on task. Small group work used to get students to collate and discuss findings from the family volleyball quiz offered considerable freedom to engage in social as well as academic interaction (Denscombe, 1980). Friends granted an attractive opportunity for groups to goof off. During teacher transition students ‘seized the opportunity’ and demonstrated their strategic and creative skills to avoid work or fool the teacher that they were engaged in the set task.

While justifying their actions a few students remarked goofing off did not detach or distance them from the teacher delivering content in a lesson. Tim’s ability to engage in social conversations while simultaneously keeping up with and remaining ‘tuned in’ to the teachers’ voice gives indication he may not have considered chatting or ‘fooling around’ to be insubordinate. Students such as Tim could well have considered goofing off to be an acceptable class behavior.

Student resistance was as a consequence of boredom experienced by some students in this study (Larson & Richards, 1991). Students’ disinterest in some content delivered prompted boredom and students goofed off or zoned out to escape this boredom. Some choices for instructional formats better held the attention of students than others. Harden (1997) very recently stated:

"..we now seem to have a lot of children in flight from what they see as pervasive boredom. Only within the context of high-tech fantasy land can we maintain their interest" (p.43).

Harden’s observation appears to have merit in that the inclusion of a ten minute interactive computer slideshow revealed very few incidences of goofing off. Students indicated the
novelty of this choice instructional tool was able to hold their attention. Harden (1997) attributed difficulties holding children’s attention in school to frequent exposure to artificial stimuli and that much of children’s television typifies a 17.5 second attention span. Given this characteristic of today’s children extended lecture episodes in this unit quickly disengaged students.

Mis-alignment occurred between some instructional methods used in the Sport Studies component and students’ preferred modes of learning. Students told us they were surrounded by screens, high tech, the Internet, and opportunities to experience virtual reality. If students did indeed consider such multi-media and themselves part of “the entertainment age” (Ralph, Int.#2) then their encounters with lecture and ‘chalk and talk’ during this unit were perceived as antiquated. Learning experiences, according to students, during Sport Studies sessions would be more beneficial if they were able to visualize the material and interact with it on a screen.

Research Question 2.

This research question set out to examine the extent to which an exposure to a new unit of instruction influenced students’ views of physical education.

For some students their change of perspectives were assisted by sharply contrasting descriptions of middle school physical education. Students’ references to ineffective or no instruction, ‘roll out the ball style lessons’, unhelpful and non-caring teachers, not wanting to come to physical education, and being one of 60 students in a class poorly organized and supervised by one teacher constituted some of their most recent recollections of the subject. The majority of these diverse factors students alluded to were absent in this setting. Class size was a positive factor in Tim’s and Renee’s new found enjoyment for physical education. Being in a small class enhanced the students’ opportunities to interact and socialize with others, practice, and seek help from the teacher. (Dickenson & Sparkes, 1988; Luke & Sinclair, 1991). Students appreciated the teacher made an effort to teach
them and that she was willing to afford individual attention and positive reinforcement (Figley, 1985). Efforts by the teacher to instruct and be available made many feel more positive about coming to physical education and dressing out in the locker rooms.

The significance many students attributed to the Sport Studies aspect of the unit contrasts with scholars who suggest adolescents find what they were learning in physical education irrelevant (Tinning & Fitzclarence, 1992). The perception among some adolescents that physical education was not a legitimate class has been documented by Carlson (1995a). In this study a few students believed the inclusion of written work made physical education more of a 'real class', but they did not consider this work as important or as academically challenging as their other subject areas (Goodlad, 1984; Tannehill et al. 1994). Although many considered physical education fun some students still deemed it a form of recess and which provided a setting to unwind or according to Penny offered a "wake-up" class (Int.#2).

Having fun in physical education and in this unit was valued by students and supports other published studies (Butcher, 1982; Dickenson & Sparkes, 1988; Goudas & Biddle, 1993). Some did not like the choice of sport activity (Figley, 1985; Luke and Sinclair, 1991) but preferred other sports such as basketball. Expectations of time and content in physical education seemed firmly established in view of more similar than different experiences in the subject. Most students had spoken of a predominance of game play in previous classes and as one of the Ballers, Craig at the end of the unit still considered the purpose of physical education as playing team games (Tannehill et al. 1994).

The cases of male and students presented in this study provided a rich and thick description of their views on the Sport Education and Sport Studies components. As a function of the emergence of the six groups the student cases indicated many thought
differently about physical education at the conclusion of the unit and had varying views, while the perspectives of a few did not change.

**The Social Construction of Masculinity**

Similar to the JV category (Griffin, 1985) some members of the Eager Believers (Jaimee) shared how they were distanced and disadvantaged from opportunities to respond in class under the heavy influence of males. The Sport Education unit helped Fringe Players amalgamate into the team ideals following ineffective and demoralizing experiences in middle school (Renee). The student groupings also outlined some contrasting masculinity's (Kirk, 1997) which became apparent from fieldnotes and observations of the boys. Two of the groupings (Big Dogs and Wannabe's) resonate with the 'maco' and 'junior macho' participation styles foregrounded by Griffin (1984).

Previous studies that have characterized male student behaviors into certain groups (Griffin, 1984; Parker, 1996) claimed that context played a major part in the emergence of these categories. Teaching context played a part in the emergence of the categories in this study and, for some males, paints a different picture of their behavior in class than that which is set out in Griffin (1984) and Parker (1996). The pedagogy of this unit, particularly in Sport Education sessions, appears to contrast what seemed more conventional approaches to teaching physical education team sports set out by Parker and Griffin where boys totally dominated and a number were ostracized (low skilled, girls, less physical). Parker (1996) groupings represented boys as the initiators and recipients of violence and aggression and the majority who took part in the lesson and followed the teachers' directions. In this study all students were encouraged to be inter-dependent, to engage in more cooperative behavior, and support and help the lesser skilled on their teams. While some males in this study were seen 'play fighting', wrestling, and pushing each other as tests of strength, no examples of physical violence were observed. The principles of Sport Education may have served to “take some of the edge off the
aggression" in class, and turned some males' attention more to helping their team rather than being overly aggressive and rough with other students. 'Victims' were apparent, but not victims of physical aggression, but more through few opportunities to respond (Eager Believers) or those (Tim) who shared some similar characteristics to the category of 'wimp' identified by Griffin (1985).

The Interplay of Masculinity Among Big Dogs and Wannabe's.

Similar to comparisons among machos and junior machos (Griffin, 1985) several factors differed among members of the Big Dogs and Wannabe's including: physical size, prowess, skill level, aggressive forms of behavior, esteem, and perceived status in the class. Kirk (1997) observed:

"...hegemonic masculinity is by no means stable, and that elements of this discourse are regularly and routinely reconfigured, qualified and contested by boys and girls in and around physical education" (p. 11).

Interplay between the African-American males who comprised the Big Dogs and the Wannabe's suggest the latter were serving their time before being elevated to Big Dog status. Unlike the junior macho: macho relationship in Griffin's work efforts by Wannabe's to gear up for promotion to Big Dog status required they demonstrate and prove their 'manhood'. Wannabe's attended to this task in several ways: flirting with female members of the class, publicly showing off and displaying their physical competence, ridiculing lesser skilled players, clowning around, and occasionally 'stealing the lime-light' from Big Dogs. The latter was evident in Emmett's occasional demonstration of superiority during volleyball practice much to the annoyance of Goliath.

Considerably fewer instances of these behaviors by Wannabe's were observed among Big Dogs where respect from other class members and status seemed established and thus needed little reminding. Although Big Dogs had little to prove, their influence in
class was consolidated by playing aggressively and skillfully in games and using their physical size and influence to challenge decisions made by umpires or referees.

Don Juan, as a Big Dog, did ‘his talking on the court’ and made little reference to the extent to which he could measure up to the task. Wannabe’s, like Emmett, talked about their ability and bragged about previous demonstrations to peers in physical education classes. Wannabe’s tried to convince themselves and others of their physical competence. Attachments to Big Dogs provided a sense of belonging and harnessed their claims for acceptance. Their relationship with the Big Dogs supports Connell’s (1987) observation of how one form of masculinity serves to subordinate another.

While Wannabe’s sought acceptance, Big Dogs projected ‘coolness’ and refined their sporting prowess. Coolness was reflected in pose, gait, and choice of dress and footwear. Big Dogs walked with assurance and poise. Open gym basketball placed Don Juan at the forefront of attention from fellow students, elevated his masculinity, and nourished his appetite for competition. This ‘competitive fire’ also became apparent in his early responses in Sport Education and efforts to dominate others, especially female teammates in practice games in Sport Education sessions. The segregated nature of open was also endorsed by Big Dogs and Wannabe’s.

Kirk (1997) stated,

“In light of the possibility of constructing new configurations of the discourse of embodied masculinity, there is a need for reforms which will modify the content, pedagogy and organization of school physical education programs... It would be naive to suggest that physical education programs which are embedded in the discourse of hegemonic masculinity might easily be reformed” (p.11-12).

This hegemonic image of physical education and open gym would be challenged by the Sport Education model and by content presented in Sport Studies sessions. In early interviews and journal entries Don Juan was critical of a lack of ‘aggression’ and commitment from his team when he himself was a major contributor to the state of affairs by refusing to help and embarrassing the girls during segregated practice games. As was
set out within Don Juan's case by the end of the unit he had moved from a reluctant, intolerant, and overtly physical individual to a team-player who helped others (including the females) and where words such as "kindness" "patience" and "being positive while communicating with others" became part of his vocabulary in addition to a claim that he had made some new friends which he thought was "..cool" (Int.#3). A determination to succeed to Big Dog status appeared to serve as a deterrent to Wannabe's in demonstrating similar shifting behaviors as evidenced in Don Juan. Their positioning subordinate to Big Dogs did not allow them the luxury of relaxing the rules or possibly being seen as 'less manly'.

The emergence of the 'Boffin'

The Boffins in this study were students who according to Kirk (1997) their:

"self-identity ...does not meet the requirements of physical size, strength, and competence such activities apparently require (p.11).

Tim's (Boffin) experiences in physical education at middle school represented some of the most disturbing examples of miseducation. For Boffins sport and physical education were neither relevant nor worthwhile (Tinning & Fitzclarence, 1992). Carlson (1995) identified similar students who had come to 'hate gym'. Tim (and Beth) entered the unit as alienated students who could not wait to get changed and leave. As in Griffin's (1985) description of the wimps Tim did not fit the consummate male body and unlike the Wannabe's Tim knew it. He was aware of and communicated his limitations in the field of sport. As a very thin person he admitted his body did not resemble the 'physical mesomorph' that was encouraged in his former middle school program that had promoted elitism.

The pedagogy for this unit offered Tim a sport experience that contrasted with the vivid hegemonic images he painted of physical education in middle school and he embraced it with open arms. He grew to appreciate the more student centered environment, the importance of support and cooperation, the more friendly competition, smaller numbers of
students in a class, and feeling safe in the locker room. While he had been initially puzzled by the purpose or relevance of physical education the addition of sessions on social issues, in part, brought him notions of relevancy to his “real life” (Int.#1) and would consequently form a new view of physical education.

**Drawing in the fringe player: Differing images of achieving centrality within teams.**

Whereas the term ‘Fringe’ made reference to these students’ lack of visibility and motor involvement in game play which was alluded to by Griffin (1984) in her description of ‘cheerleaders’, Fringe Players gained from the pedagogy of this unit. They became immersed in the affective aspects of Sport Education (supporting others and giving encouragement) and acquired the benefits of team affiliation. Renee’s experience as a low skilled student with Sport Education illustrated a contrasting way in which students might be viewed as a central figure on their team. This centrality did not require her to be continuously in the ‘thick of play’. Unlike the ‘cheerleaders’, Renee’s growing confidence and enjoyment for physical education was the result of support and encouragement she received from her team. Not fearing the consequences of her actions Renee did not hesitate in trying to play the ball when it came in her direction. As a high skilled player Leshonna gave Renee the confidence to try. Regardless of her skill level Renee was wanted and accepted by Leshonna and the rest of her team (notably Ray). That she was recognized and included by these more skilled players on her team meant she too had a voice. Renee used this voice to make others the beneficiaries of her encouragement and support which was then reciprocated. Such a service as part of her responsibility to and affiliation with the team presented her with something she had never experienced: a reason to attend physical education. While she missed many Sport Studies sessions (which she did not like), a similar pattern of absence was not reflected in Sport Education sessions (which she liked).

Renee became closer with her team mates. Her verbal or psychomotor contributions (however small) were valued. She felt a part of her teams’ success and held
the opinion that skill level had improved (Cumow & Macdonald, 1995) following successful attempts playing the ball and serving during the culminating event. "...it [encouragement] makes you feel good about playing and when you feel good about playing your team does better" (Int.#3).

**Research Question 3.**

The focus of this research question was to examine the extent to which students became critical consumers of sport and physical activity in their school, communities, and in wider society.

That students with higher GPA's (Genevieve, Michelle, Beth, Jaimee, and Tim) tended to attempt more sophisticated levels of thinking in their journal and presentation responses lends support to Greenockle and Purvis (1995) who believed students' intellectual development was a factor influencing success using critical thinking. These students were members of the Boffin and Eager Believer groups who also held more positive views of the Sport Studies lessons. Most of these students were able to take a stance and evaluate discriminatory and oppressive practice in sport and physical activity. Other students made less sophisticated attempts at a critique. By writing little or nothing at all a small minority did not appear able and/or willing to engage in higher levels of thinking and resisted writing.

Greenockle and Purvis' (1995) added that students' willingness to adjust to critical thinking is a factor in the success of such an approach. Some elements influenced students' dispositions to engage in these discussions. Other than a handful who had completed the minorities unit a semester earlier the large majority had never engaged in critiques of social issues in physical education.

The more complex levels of thinking emerged in private journals (particularly tenth graders) rather than in discussions and presentations. The sensitivity of the topics and an uncertain reception from peers may have acted as deterrents to some speaking up in class or
addressing moral dilemmas with classmates. The journal clearly provided a safer avenue for students to voice their frustrations and concerns.

Feminist scholars suggest exposing boys and girls to the challenges facing women in sport might help both sexes begin to question and start to overcome their preconceived notions about how men and women are positioned in physical activity settings and wider society. This study attempted to bring several social issues (gender, media and sport, body image) to the attention of all students. The extent to which boys acknowledged the challenges facing women in sport was minimal. Boys gave a number of the items the cold shoulder, were reluctant to make sympathetic comments, wrote nothing, or did not consider the issue problematic. When they did choose to speak or write, the responses of the large majority (particularly athletic males) reinforced apparent myths and stereotypes surrounding women in sport and society. Tim showed some sensitivity to these issues. His physical appearance, low skill level, and previous negative experiences in physical education might explain his receptivity to troublesome and oppressive practices experienced by women in sport and to a much lesser extent some of the girls in his class.

Regardless of skill level girls showed greater evidence of analysis and attention to these issues in their written responses which was not surprising. Girls had shared comments on perceived prejudice in sport germane to women during their pre-unit interviews. When responding to similar questions boy addressed financial aspects or made reference to individual athletes and their salaries (mainly basketball).

Big Dogs and Wannabe's in particular showed least receptivity to gender issues in sport. They were less likely to find some of the issues or incidents shared in class as examples of discrimination. They considered women on the basis of skill level as inferior, and did not conceive some images and journal prompts degrading or discriminatory. Their comments showed more support for these issues and some journal prompts appeared to be a stimulus for arousal and excitement. Rather than helping Emmett confront his
conventionalized ideas about women in sport, the unit served to make known how he felt about women in sport and female participation in physical activity settings. He had enjoyed flirting with the female members during the volleyball unit and showing off in front of the girls in and out of class. He wrote:

“I think women wearing skimpy outfits and being males’ sex objects I think is all right with me...that is the only reason I watch beach volleyball and gymnastics is just to see women in their lingerie. I like to see what they have on and I like to see them in tight clothes...I think nobody would watch stuff like that if women were wearing long stuff like the men did and that is how I feel” (Emmett, JnL#10).

When some males were not restricted to responding to one particular journal prompt or issue but were provided with some choices (the newsheadline day, their topic for the final presentations) a few made greater efforts to engage in a critique of their chosen topic or at least wrote more lengthy responses

**Capitalizing upon the student sporting agenda.**

Students’ interest in sport and the immediacy and substance of their daily interactions presented a significant window of opportunity to at least begin to get students to think differently about the position of sport and physical activity in society. Students debated headlines and events in the world of sport outside of class time. Contemporary sport was a dominant and persistent topic of conversation (more so among male students). They were current on affairs in the world of professional and collegiate sport. A loyalty to and interest in teams or individual athletes was confirmed by their choice of pseudonym, chosen dress and footwear for school and physical education, and the substance of informal conversations which took place before class and in the locker room. The students’ sporting agenda took preference over other school-related business. Rather than discuss homework, a number of males argued the merits and weaknesses of individual teams and players in the National Football League, discussed scouting reports, justified teams they believed would reach the SuperBowl by sharing game statistics and their knowledge of rosters, or predicted the outcome of the NBA Finals. Goliath and Emmett
debated the aftermath of the first Mike Tyson and Evander Holyfield fight and discussed the salaries each fighter received. The researcher took part in many of these conversations. Outside of the classroom students often did and were able to take a stance on a particular aspect of sport, communicate their opinion, and defend this position among their immediate peer group.

These interests served as journal prompts during the unit (Substance abuse among the Dallas Cowboys, media coverage of the Columbus Quest) and would become known as ‘prevailing topics’. Prevailing topics were dominant issues in the students’ sporting social agenda. The prevailing topic was translated into an instructional learning experience to help students begin to confront and think differently about institutional inequalities in their immediate environments and the wider world of sport. These topics proved attractive for students but their success to prompt more sophisticated levels of thinking was mixed. The notion of a prevailing topic emerged in the second half of the unit so were used only in isolation. Prevailing topics were not re-visited intermittently across the unit where some indication of differing perspectives among students might have been revealed.

Open gym

The difficulties some females experienced with males in volleyball games raised their awareness as to how their school similarly promoted physical activity for a few males and relegated the majority to spectating. That educational settings in addition to physical education foster masculine development and perpetuate inequity (Beynon, 1989; Connell, 1989) was confirmed from observation of open gym in this school. For some male students their perspectives on open gym mirrored their views of physical education. Open gym established a norm at the school: one that serves the few and prohibits the many. Basketball games were segregated on the basis of gender and skill and provided a public stage for elite male participants to promote their masculinity, display their skills, and show off their physiques in front of other male and female peers. Skill was foregrounded and
served as the ‘gatekeeper’ to this setting. Others were aware of this arrangement notably Goliath (a basketball fanatic) who knew he would eventually have to ‘prove himself’ to be accepted into this setting. Jason considered open gym ‘male turf’. As in physical education he too was opposed to gender integration. Girls would get hurt if they played and Jason questioned, on the basis of comparative skill level, the extent to which they could ‘hack it’ with the boys. Keesha (a varsity basketball player) believed females were ostracized and like others was resigned to shooting in surrounding side baskets.

If students, who were unable to play, were aware of this arrangement and considered it inappropriate then why was intervention never attempted or senior management consulted? Members of the school administration spent time daily in this setting for supervisory purposes and like others appeared to enjoy the spectacle and took time to watch. Although not confirmed they too may have not deemed this setting problematic. It also would seem ironic that although the teacher had made a decision to implement a unit to assist students’ awareness of inequity in sport, she never breached the subject of open gym, an example of gross inequity outside her own office. The researcher never raised this issue at interview (nor did the teacher).

**Pedagogical difficulties teaching students about controversial issues**

*It’s new, different, so bound to be tough!*

The teachers’ experience and difficulties delivering Sport Studies sessions in this study supports Soley’s (1996) observation that teaching about social issues is difficult professional work. The teacher reflected some of Newman’s (1988) barriers to teaching about controversial issues. Although teaching for 20 years the teacher expressed her concerns and unfamiliarity with content for Sport Studies sessions. Such content had not been part of her teacher-training program and she predicted these lessons would present a teaching challenge. While the teacher had limited experience attending to issues of social justice in physical education she was not without practical knowledge of a number of
teaching methods. Several years in the science classroom had seen her use instructional formats such as whole class discussion and group work. While some teachers are resistant to attempting to debating controversial issues (Newman, 1988), the teacher in this study took the task willingly. Rossi (1996) claimed teachers require: “...in-depth substantive knowledge of the issues and procedural knowledge of available approaches and formats” (p.21). She too questioned the depth of her content knowledge and ability to represent this content to students but firmly believed in this unit and considered issues of social justice crucial for the education of children. Her commitment to these topics was also reflected by a willingness to give up much holiday and personal time to plan and get ready for these sessions.

Classroom Climate

In her effort to offer a suitable emotional climate for students to share their thoughts the teacher enforced and reminded her classes of the need to listen to one another. Her wishes were not always adhered to and students often spoke over each other especially when discussions became ‘heated’. Students were not tapped for their suggestions over what they considered acceptable boundaries for discussion based work. Wolfgang & Kelsay (1995) advised teachers to discuss with students and post rules for appropriate conduct during discussions. By not encouraging student input and ownership for rules governing behavior during classroom debates the teacher contradicted her efforts to encourage student responsibility of their learning which was a factor in Sport Education. The teacher may have been reluctant to put students in charge for fear that discussion might get out of hand and personal comments emerge.

Soley (1996) advised teachers to create an environment in which students feel: “...safe to take risks, question one another, and feel cared for” (p.10). The teacher communicated her interest in what students had to say and praised them for offering different slants on the issue. Whether students felt safe to take risks is questionable.
The mis-alignment between intended and actual messages delivered by some students in final presentations points to feeling neither safe nor comfortable discussing intended messages in a public forum. Just being required to stand and speak in front of their peers had proved disconcerting enough for several students.

Several students chose 'safe bet' topics for their final presentations. By describing and reciting rules and facts they avoided putting themselves in a position to be challenged by their peers. Rossi (1996) believed: "...some students are reluctant to say anything that might jeopardize relationships with peers" (p.20). Some students, (especially tenth graders) were able to present and defend a position in class. These students had previous experience speaking before class-mates whereas interviews with ninth graders (where mis-alignment was more common) indicated public speaking in physical education was new.

Instructional Formats & the Teachers' Role

The physical education literature is replete with pedagogical suggestions to help teachers address controversial social issues in physical education and help them foster more sophisticated levels of thinking among students. Choices for instructional formats for Sport Studies sessions were based upon findings from initial pilot work and the classroom teaching experience and professional opinion among the unit design team. Much of the material delivered in sessions on gender, media, and body image was taught using whole class discussion.

The teacher demonstrated some evidence to being a 'Nurturant Facilitator' (Lockwood, 1996). She drew out students’ assumptions and beliefs about issues and pushed them to consider the wider and generalized effects of, for example, the image of the female and male body across different sporting areas. She claimed to feel comfortable with the use of discussion but content may have impacted her ability to remain impartial. In later Sport Studies sessions much of the debate centered on sporting issues pertinent to women in sport. Facilitation of these issues would have been helpful rather than seeming to have
made judgments as many of these issues had been central to her own life in physical education and sport. Students picked up on possible subjectivity as Otis believed the teacher was “male bashing” (Int.#2).

Conclusions

1. What was the nature of student responses to curriculum change in a high school physical education program?

1. The volleyball unit delivered in this study offered students a new conception of physical education. The majority of students enjoyed physical education more this year than before. In support of this unit students were observed adjusting and subscribing to some of the principles of Sport Education (fulfilling roles) and achieving some of its social and personal outcomes (cooperating, helping, and encouraging).

2. The social and affective goals were more commonly reinforced by the teacher. The teacher claimed to have become more aligned with the cognitive and affective learning domains within her subject matter and did not consider the promotion of skill her prime objective in Sport Education sessions.

3. Students engaged in discussions on issues of social justice during Sport Studies sessions and generally wrote some thoughtful responses in their journals.

4. In part opposition to the unit students shared their dislike for homework and projects, demonstrated some reluctance to take responsibility in the absence of formal accountability, were critical of passive learning and uncomfortable conditions for classroom work, and confused by the purposes of some learning experiences. Disagreement and opposition were both made known overtly and to a lesser extent covertly.

Research Question 2: How does exposure to a new unit of instruction influence high school students’ views of physical education?

1. This unit made many but not all think differently about physical education. The emergence of the six student groupings highlighted the fact that the unit was not for
everyone. Eager Believers believed the unit was more educational and had broadened their views of what it meant to study physical education but some within this group experienced difficulty during play with male team-mates during coeducational games. Fringe Players felt more positive about physical education and claimed that their skill level had improved. They embraced the social outcomes of Sport Education and their efforts to help and support others made them feel more valued and central to their team’s success. Boffins saw significance in theoretical work and like the Eager Believers claimed the unit had increased their knowledge and self-esteem. Ballers offered most opposition and left feeling much the same as they had arrived. The unit challenged the masculinity of the Wannabe’s and gave Big Dogs pause to consider different notions of competition, being positive and patient with peers, and fostered a greater willingness to help others on their team.

2. Students generally believed ‘people skills’ were important in physical education and they considered a physical education program that was geared towards cooperative and interdependent activities which were relevant and fun was worthy of their time and energy.

Research Question 3: To what extent did high school students become critical consumers of sport and physical activity within their schools, communities, and wider society?

1. The unit implemented in this study made an attempt at a way of ‘doing’ physical education that offered social and cultural relevance for students. These sessions served to encourage students to become critical consumers of sport and physical activity and more aware of the history and organization of volleyball.

2. The unit served to reveal though not necessarily challenge students’ perspectives on opportunities for physical activity outside of physical education curriculum time. Open gym was the predominant setting for engaging in the practice of sport but served a small fraction of the student body. Targeted students who played in this setting did not consider this arrangement problematic and voted against gender integration.
3. The classroom based component presented the biggest challenge to the teacher in terms of content and instruction and her ability to manage and organize her environment. Although the teacher was somewhat disappointed with her teaching performance during Sport Studies sessions she believed physical education had a role to play in helping children consider ways in which the presentation of sport has been designed to shape their views and beliefs.

Implications of the Research

This research study offered a first description and interpretation of high school students’ perceptions of and responses to an innovative 20 day volleyball unit that included both practical and theoretical work. In view of the dysfunctional nature of many current secondary physical education programs and accompanying calls for reform and curriculum change (Locke, 1992; Siedentop, 1994), some implications for promoting new and different physical education programs with acknowledgment of the student experience and voice are included.

1. This unit serves as one alternative to purely activity based physical education programs that are characteristic of the majority of the nation’s public schools. The inclusion of attention to theoretical work as set out in this unit places physical educators in non-traditional instructional spaces. To initiate and sustain comparable units would necessitate teachers who are trained to deliver content in both classroom and gymnasium settings and field experience/student teaching sites where certified teachers are currently offering similar programs. Given the pedagogical challenges the experienced teacher in this study confronted, teacher educators would need to consider some significant changes in both methods and pedagogy courses to develop both content knowledge and pedagogical content knowledge. Trainees possessing such competencies are necessary in order that a genuine and committed attempt may be made with their classes.
2. The adoption of block scheduling in the school assisted in the development and execution of this type of a unit. Extended lessons provided the teacher greater time to present activity and theoretical based content and offered her students more opportunity to discuss social issues. If schools are considering a move to block scheduling then the feasibility of this type of a unit within the physical education programs is made all the more likely.

3. If students become more cognizant of factors which support or detract from their own and others’ opportunities for physical activity the creation of more ‘informed participants’ might be fostered. This would appear to be a worthy goal and sits appropriately and rightly so alongside the concerns over levels of physical activity among contemporary youth.

4. The adoption of this unit of instruction for physical education is not advocated for all in the profession. This unit emphasizes both non-traditional instructional spaces, content some may consider either peripheral, better dealt with in other subject areas, or inappropriate, and periodically removes students from the practice of sport. The teacher in this study was a fervent believer in the ideals of the program. She had shown her commitment by engaging in extensive collaborative and pilot work to design the scope and sequence of the unit. She spent many hours readying herself for a big step into the unknown and her exhaustion at the end of the unit was some evidence of the difficulties both she and her students experienced adjusting to this approach. Teachers need to choose if they are willing to make a similar effort. If they believe suitable time is not available to try this unit or who do not endorse it’s ideals then best leave it alone.

Recommendations for Future Research

1. Student skill gains as a consequence of the Sport Education sessions were not a substantive focus in this study. Some data was gathered on game performances in final tournaments. The use of instruments such as the Game Performance Assessment Instrument (Mitchell, Griffin & Oslin, 1996) to authentically determine entry and exit levels
of game performance might further provide answers to those who have asked whether skill
development is inhibited by the teaching of theoretical concepts (Placek, 1996) and
strengthen arguments for the positioning of these units in school programs.

2. Studies which have interviewed North American high school students about their views
of physical education and sport are few (Carlson, 1995). More empirical research is needed
to determine what high school students expect of their time in physical education and then
consider how their voices might inform the positioning of relevant and challenging
programs in school.

3. Gender inequity emerged as one factor that detracted from some students’ enjoyment of
the Sport Education sessions and must continue to be addressed in teacher preparation and
schools. Suggestions for more gender inclusive units of sport education appear worthy of
examination (Curnow & Macdonald, 1995) in addition to experimentation with different
formats for organizing boys and girls for seasons of Sport Education.

4. To increase the visibility of this approach to physical education requires communication
and dialogue with physical educators and teacher educators at the local, state and national
level. If some are genuinely interested in making changes to their programs in-service
work and associated research needs to be conducted to address how secondary teachers
attempt to initiate and sustain curricular changes in their programs.
Appendix A

Unit Objectives
The twenty day integrated unit of volleyball incorporating both physical activity and academic study is designed to:

1. provide students opportunities to perform the fundamental skills pertinent to volleyball.

2. help students carry out appropriate volleyball strategy during game play and exercise leadership through use of correct game rules, court etiquette, and fulfilling roles.

3. allow students opportunities both individually and as a group to gather information, share, and critique the position and role of volleyball within their immediate families, community, and wider society.

4. expose students to the unique events and customs associated with sport as a participatory activity organized on many levels using volleyball as an exemplar.

5. couple the game of volleyball with issues in contemporary sport such as the impact of sport media, gender, and how the sport body is portrayed by different publics.
Appendix B
Scope and Sequence of the 20 day volleyball unit.
<table>
<thead>
<tr>
<th>Practical Element</th>
<th>Theoretical Element</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11/7</strong> Huge Welcome to students.</td>
<td>1. Students complete pre-unit survey instrument</td>
</tr>
<tr>
<td>Provide an overview of the unit</td>
<td>2. History and Development of Volleyball (Slide show using Powerpoint)</td>
</tr>
<tr>
<td>Form Teams and determine student roles</td>
<td>3. Inform students of the final project: a five minute presentation on an element of sport of their choice. Students will be informed that the coming weeks will expose them to several issues in contemporary sport pertinent to volleyball. They may wish to apply one of these theoretical concepts to an activity of their choice.</td>
</tr>
<tr>
<td></td>
<td>4. Hand out worksheet with some helpful guidelines for the final presentation.</td>
</tr>
<tr>
<td><strong>11/8</strong></td>
<td><strong>Discussion on the Geography of Volleyball:</strong> where the game is played and who tends to play, and who is most successful.</td>
</tr>
<tr>
<td></td>
<td>1. World Map activity: use pins to mark nations that play volleyball.</td>
</tr>
<tr>
<td></td>
<td>Class discussion- what do students notice about the distribution of the nations?</td>
</tr>
<tr>
<td></td>
<td>2. Rules, Terms, Strategies: give out teacher produced handout for quiz on 11/19</td>
</tr>
<tr>
<td></td>
<td>3. Homework # 1: ‘Volleyball in the Community’ Students will design a volleyball flyer to advertise a volleyball camp in their local communities. The flyer should include a description of its purposes, location, and how it will be organized to ensure all who attend can participate with enjoyment. Limit to one page of written accompanying text. Due 11/12 when students will present their flyers in class Give out worksheet for students to help them complete this task.</td>
</tr>
<tr>
<td><strong>11/11</strong> Warm-Up( stretching and circle drill)</td>
<td>Remind students that flyers are to be brought to class tomorrow</td>
</tr>
<tr>
<td>Beginning volleyball skills, bump set and serve.</td>
<td>3v3 team practice</td>
</tr>
<tr>
<td></td>
<td><strong>11/12</strong></td>
</tr>
<tr>
<td></td>
<td>1. Students present their flyers to their peers in a one minute presentation.</td>
</tr>
<tr>
<td></td>
<td>2. The Organization of Volleyball: community, high school, college and professional: provide data from the OSU Women’s Volleyball Program 1996/97 roster and from the rankings of the top US high school teams. Discussion: What are students reactions to this data in terms of where volleyball is played and who plays?</td>
</tr>
<tr>
<td></td>
<td>3 Hand out ‘Family Multiple Choice Quiz’</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>11/14</td>
<td>Warm-Up: Spike and the Block</td>
</tr>
<tr>
<td>11/18</td>
<td>Warm-Up: Dink and back Set</td>
</tr>
<tr>
<td>11/19</td>
<td></td>
</tr>
<tr>
<td>11/25</td>
<td></td>
</tr>
<tr>
<td>12/2</td>
<td>Scrimmage 6v6: Continue with offense and defense</td>
</tr>
<tr>
<td>12/3</td>
<td></td>
</tr>
</tbody>
</table>

233
described? Who endorses the players and the event and why?
Refer to Journal of Sport and Social Issues 1992 article that summarizes differences in language used by commentators to describe men's and women's execution of volleyball skills in the Olympics. Were there differences or similarities in the data from the article and the earlier videos.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/5</td>
<td>Introduce Refereeing and Line-Judging. Practice Calls and appropriate signals. How to umpire a game. Red and Yellow cards. Practice in 6v6 set ups with one a duty team.</td>
</tr>
<tr>
<td>12/6 &amp; 12/9</td>
<td>Preparation for Tournament in teams, individual drills, 3v3 within teams and scrimmage against other teams 6v6.</td>
</tr>
<tr>
<td>12/10</td>
<td>Guest Speaker: Dr. Camille O'Bryant, 'Women and Minorities in Sport'</td>
</tr>
<tr>
<td>12/13 &amp; 12/17</td>
<td>Student Final Presentation</td>
</tr>
<tr>
<td>12/16 &amp; 12/18</td>
<td>Final Culminating Event Students Complete Pot-Unit Questionnaire.</td>
</tr>
</tbody>
</table>

Note: Nov. 15: Parent Teacher Conference Day
Nov. 21: Teacher In-service Day
Dec. 12: State Physical Education Conference, Cleveland, OH.
Appendix C

Guidelines for Developing the Volleyball Flyer
Instructions: Use the following as a checklist as you develop your flyer and share the work with the class.

1. When and where will the volleyball camp take place? What facilities are available?

2. Who within the community can attend the volleyball camp? Why?

3. What is the purpose of the camp? What will the people do at the camp?

4. How will the volleyball camp be organized to ensure all who attend will have an opportunity to participate?

5. What else can you include to make the camp appealing and attractive to your community?
Appendix D

Worksheet for Family Responses to Volleyball Quiz
Instructions: Look at the grid which summarizes the scores of the family members on the volleyball quiz. Use the grid to answer the following questions:

1. Which volleyball questions did families tend to get correct? Why do you think this is so?
2. Which volleyball questions did families tend to get incorrect? Why do you think this is so?
3. Are there any patterns that emerge between the score on the quiz and the age of the family member? What do you make of that?
4. What other reactions or reasons do you have for the scores among the family members?
5. How do the family members’ scores compare with your own score? What reasons do you give for this?
Appendix E

Guidelines for Final Presentation
Final Big Presentation

This list might help you as you plan and carry out your final 5 minute presentation for this class

1. What sporting activity or sporting issue did you choose to investigate?
2. Why did you choose this particular activity or issue? How does it relate to you?
   - How did you go about gathering information for the presentation? Where did you look?
3. Why did you choose this way of presenting?
4. How do you react to your findings? (The positive and negative aspects)
5. What is the most interesting thing you found out? Why? The most important thing? Why?
6. Does anything you found out concern and or surprise you in some way? Why is this so?
Appendix F

Student Focus Group Interview Questions
Pre-Unit

1. Tell me about the typical physical education lessons you experience?
   - what do you normally do in those lessons?
   - what do you learn about in these classes?
   - who typically decides what you should learn? What do you think of that?
   - what is the purpose of physical education for you

2. How do you normally feel during physical education lessons (bored, confused, excited, embarrassed).

3. What do you least enjoy/most enjoy about your physical education lessons?

4. Are the physical education lessons in touch with your interests connected with sport and physical activity?

5. In what ways would you like physical education to be different to meet your needs and interests?
   - content
   - how it is taught
   - what you do in class
   - choices that you have

   How would these changes make physical education better, more relevant, more important for you?

6. In the past have you had opportunities to:
   - ask questions in class
   - present work/speak in front of peers
   - have some responsibility
   - examine the history of sports, how rules were developed
   - consider the sport media and other social issues such as race and gender.

   Are these things important for you or things that you would like to do in PE?

   Should they be a part of your physical education program?

7. What has been you most exciting physical education lesson/the most challenging. Tell me about this?

8. Tell me about your ideal physical education program in school. Who should determine what you learn in PE?

9. Anything else that you wish to share on your previous physical education experiences?

Mid-Unit

1. What are your early impressions of this unit? What do you like the most/least Why?

2. What were your reactions to: - history lesson
   - lesson on the organization of volleyball
   - lesson where you looked at the quiz
   - the sessions where you have worked with your teams

242
3. Which of these lessons have you enjoyed the most/the least/been most interesting/exciting/boring? Give reasons. How might they have been taught better/differently for you?

4. How do you think the class has responded to these sessions (i.e. their in-class behavior)? Why do you think they have behaved as they have?

5. What are your reactions to: being on a team, having a role such as the captain, warming up together?
   How have you or your team responded to these items. What have they done well/not done well together?

6. How do you feel about the inclusion of homework? Did you enjoy the homework?

7. What was the purpose of the volleyball flyer homework? How did you feel about presenting your work in class?

8. What comments do you have on the way your teacher had taught the unit? What has she taught well/may have taught differently?

9. In what ways are you enjoying/not enjoying physical education more this year than before?

10. If you could change any aspects of this unit what would this be and why?

11. Should high school physical education be taught this way?

12. Do you have any other comments on the unit so far that you would like to share?

**Post-Unit**

1. How would you sum up your feelings on this unit? What lesson or topic did you enjoy the most/the least? Compare for me the two halves of the unit? Which was more enjoyable and why?

2. What were your reactions to: the media lesson, the lesson where you looked at beach volleyball and commented on the picture, the tournament, final presentations?

3. In the first interview I asked you if you believed studying issues such as gender, body image, sport media was appropriate for physical education. Now that you have experienced some lessons on these topics what comments do you now have?

4. Talk to me about any changes that you observed in your team across the unit? Did relationships get better? Worse? Stayed the same? Give me some examples of where you think your team worked and played well together?
5. What was the purpose of the final presentation? How much time did you spend on this work and why? Do you think any differently about homework now? Should it be a part of physical education?

6. Given what you have learned about in this volleyball unit what comments do you have about - sport in this society, sport and physical activity in your school?

7. How did the class react to the unit? What did they seem to like the most/least? Why?

8. What comments do you have on how the teacher taught the unit? What did she do well? What could have been taught differently or not at all?

9. In the first interview you told me about the purpose of physical education for you, given your experiences in this unit do you have any different views on physical education? Tell me about them?

10. Would you like your teacher to continue to teach physical education in this way? Why? Why not?

11. Do you have any parting comments on this unit or suggest ways that the unit might be changed to meet your needs and interests?
Appendix G

Teacher Interview Questions
Pre-Unit

1. How will this type of unit be different to how you have taught high school physical education previously?
   - content of the unit
   - structure of lessons
   - assessment of students' work
   - teaching methods or instructional strategies you use
   - work the students will do in and out of class
   - the presentations students make

1a. How will the unit be different for the students (on items in Q.1)?

2. How do you anticipate the students will respond to the unit? Which items (from Q.1) do you think they will respond to most favorably/least favorably? Why?

3. To what extent do you foresee different or similar reactions from the two separate classes? Why do you think this will be the case?

4. What will you be looking for which suggests to you your students:
   - support this unit or parts of the unit
   - resist this unit or parts of the unit

5. How do you think you might attend to unfavorable remarks or responses from some students should they arise?

6. What is it about this unit that might challenge/surprise/intrigue/turn off/bore students?

7. In this unit there are a number of written/oral presentations. In your opinion what will be an acceptable level of work from your students for you? Why so?

8. What will you be looking for which suggests students are engaging with the purpose and intent of the non-movement and movement components of the unit? What are you hoping your students will accomplish in each of the two components to the unit?

9. Do you perceive this unit impacting the present relationships you have with your students? How might the unit impact the in-class relationships between students?

10. Do you have any further comments in connection with the unit that you would like to share?

Mid Unit

1. What are your early impressions of teaching this unit?

2. What have you noticed about the behavior of the students in class? How is this behavior different between classes? To what extent is the behavior any different now than at the beginning of the unit? If so can you tell me how and why it has changed if at all?

2a. To what extent have your relationships with students been influenced by the unit? Are they better/worse than before? How?

3. How have the students in the two separate classes responded to the;
4. Which of the reactions to the items in Q.3 were as you expected/ not as you expected? Can you expand upon why this may have been so?

5. What do students seem most supportive of/resistant to in this unit? Why?

5b. To what extent have students shared their thoughts on or reactions to the unit with you out of class time?
   - Have you overheard any conversations before or after class between students which suggest they support or resist the unit? What did they say?
   - Have you heard any comments in connection with the unit from others in the building/or from parents?

6. Do your students believe PE should or should not be taught this way? What have they done or said that reinforces their belief?

7. Share with me an example(s) of student work that reflects your beliefs about the purposes of this unit? How does this work fulfill what you were intending to accomplish with your students? What was significant about the work you have just described to me?

7. To what extent has the quality of student work met with your expectations before the unit began? What is it about the unit/the content of lessons/teaching methods used/the role of students in class/the students themselves/you as a teacher that might have contributed to the quality of this work?

8. Anything else to share on the first half of the unit?

Post Unit

1. Now that the unit has finished, sum up your overall impressions of this unit? For you what was the most pleasing outcome over the past five weeks? What was the most disappointing aspect for you? Why?

1b. What do you think was the most pleasing outcome for the students/least pleasing? Why?

2. In the last interview we discussed student reactions to the;
   - content of the unit
   - structure of the lessons
   - assessment of students’ work
   - the in-class discussions
   - teaching methods or instructional strategies you use
   - work the students will do in and out of class
   - the presentations students make,
   to what extent have student reactions to the above items changed either in a more positive or negative light? What were these changes? What contributed to the changes?
3. Do what extent did the quality of student work change during the final half of the unit as compared to the first half? Provide me with an example of this change? Was the work better or worse than before for both classes?

3a What were your reactions to the final student presentations? Did the standard of these presentations meet your expectations? Why so or why not?

4. Looking back over the past five weeks what parts of the unit or specific lessons were students most supportive of/resistant to? How were they supportive or resistant? Why do you think this was so?

5. Since the mid-point interview have students informally shared any reactions or thoughts about the unit before or after the lesson? What did they have to say? Why do you think they said this? Did you receive any contacts from families? What did they have to say?

6. Have students made any constructive suggestions to you as to what items of the unit need to be changed or deleted? What did they say?

7. What do you think the students have learnt over the past five weeks? Are they any more curious or aware of the position and role of sport in their lives, or more critical, or don’t seem to care or the same as before? Why?

8. Do you have any final comments your students' reactions to the unit and the work they accomplished in class.
Appendix H

Student Questionnaire
High School Students' Perceptions of A Sport Culture Unit in Physical Education.

Male _____ Female ______ (check as appropriate)

Age _____

Grade ______

Asian-American____

African-American____

Anglo-American____

Hispanic-American _____ Other ____________ (Please specify).

Instructions to Students

Please indicate by circling the appropriate number the degree to which you believe the following statements describe your attitudes toward physical education. Thank you.

Key
4= Strongly Agree
3= Agree
2= Disagree
1= Strongly Disagree

(Circle your Answer)

1. My physical education program tells me how to get more information about sports in my community            4 3 2 1

2. Physical education is a waste of time for me.                                                    4 3 2 1

3. In physical education I get to choose some activities I want to do.              4 3 2 1

4. Physical education helps me to understand my family's level of participation in sport.       4 3 2 1

5. If I was interested in a job related to sport or fitness, my physical education program prepares me for this. 4 3 2 1

250
<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Physical education is boring for me.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Physical education teaches me about the history of sports.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Other school subjects are more important to me than physical education.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Physical education teaches me how to work together in groups.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Physical education is just about playing games.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Physical education prepares me to make decisions about my participation in sport.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. The physical education program does not relate to my interests as a student.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Activities in physical education are challenging for me.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Physical education teaches me that some athletes are treated more fairly than others</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. In this school physical education is just as important as other subjects.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Physical education teaches me about the role of the media on athletes.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. The physical education program content is out of touch with the real world.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. Physical Education teaches me how to communicate effectively (both speaking and writing).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. I would like my teacher to introduce new activities in physical education.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. In physical education class I learn about the rules of sports.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix I

Parental Permission Letter
Dear Parents/Guardians:

My name is Mary O'Sullivan. I am a Professor in the School of Physical Activity and Educational Services at The Ohio State University. As part of the requirement of a doctoral dissertation study we are exploring and describing a new physical education program at Lawrence High School which will be taught by your child's physical education teacher.

This study has been approved by the School District and will begin at the school on November 7, and conclude December 19, 1996. We ask for permission to interview your child three times in physical education classes to gather their perspectives on the new program. The interviews will be audiotaped in small groups and last approx. 45 minutes. We would like to observe and videotape some of your child's work believing this is not an unusual intrusion into their education. During the study all tapes will be kept in a locked cabinet and destroyed when the study and final report are completed. Your child's participation is voluntary and at any stage they may withdraw from this study.

Students who participate in the study will be invited with their teacher to the campus of The Ohio State University in the Spring and tour the many athletic facilities. The physical education teacher has arranged an 'open activity' lesson for non-participants the day after the study is complete when all students may select an activity of their choice.

Thank you for your consideration to this matter. Your efforts to expedite this intended research is greatly appreciated. If you have questions please contact me at 688-4701.

Sincerely,

Dr. Mary O'Sullivan
Professor
School of Physical Activity & Educational Services

Gary Kinchin
Doctoral Candidate

I acknowledge that I fully understand and agree with the content of this letter. I sign it freely and voluntarily.

Date:__________________  Signed:__________________

Parent or Legal Guardian
Appendix J

List of Journal Questions/Prompts
Entry Number

1. In today's class you learned about the history of volleyball. What was the most interesting thing that you learned and why was this information interesting for you. Should you learn about this sort of stuff in physical education? Why or why not?

2. What do you like or dislike about the team that you are on? Who decided who was doing what (captain etc.) Are you doing what you wanted to do? Why or why not?

3. What reasons do you have to explain why volleyball is such an important sport played by friends and families in yards, parks, and during holidays?

4. Imagine the Principal wants to get rid of physical education at Lawrence to make room for other subjects. What would you say to the Principal if you had the chance and why?

5. What did you enjoy about working in your team today? Why? What did you not enjoy about working with your team today?

6. How are you suited to the role that you are performing on your team? How do you feel about this?

7. Let’s imagine that you are watching TV and an older member of your family says that physical education was a waste of time when they were at school and that they did not learn or do anything. They ask what you are getting out of physical education at the moment. What do you say and why?

8. Describe the thing that you have enjoyed the least in the volleyball unit so far? Why do you feel this way?

9. See attached newspaper advertisement

10. How well are males and females playing together in your team during games and practices? Give a specific example of where you think males and females did not play well together in your team? Why was this?

11. Students watched a five minute segment of men’s beach volleyball and looked at a photograph (See attached photograph of a female beach volleyball player)

12. Newsheadline Day: - Columbus Quest 15-1: Still get no respect!
   - Mike Tyson is highest paid professional athlete
   - Leon Lett of the Dallas Cowboys Suspended for Substance Abuse
   - Former Women’s Field Hockey Coach Files Sexual Discrimination Suit against The Ohio State University

13. How differently is your team working and playing together when compared the beginning of the unit? Why is this? What is the biggest change you have noticed so far in your team during this volleyball unit?

14. What interested you the most from the Guest Speakers presentation? Why was this information significant for you?
15. What things did you do best at during the tournament games today? What encouragement did you get from your team-mates? Give some examples of what they did for you or said to you during the game?

16. What message were you trying to get across to your peers in your final presentation?

17. In what ways have you enjoyed/not enjoyed physical education more this year than in previous years?
WANTED!!

MALE BASKETBALL PLAYERS

WHY - To work out with the Ohio State University Women's Basketball team.

WHERE - St. John Arena

DAYS - Tuesday and Thursday (ALL QUARTER!)

TIME - 2:30 P.M. to 4:00 P.M.

QUALIFICATIONS

-- must be a FULL TIME STUDENT at Ohio State
-- must have a 2.0 grade point ave. or better
-- must have varsity high school basketball experience
-- must be available every Tuesday and Thursday (2:30p.m - 4:00p.m.)
-- must have documentation of having had a physical examination within the last year

MORE INFORMATION CALL WOMEN’S BASKETBALL 292-9270
LIST OF REFERENCES


259


263


Everhart, R.B. (1982). The nature of “goofing off” among junior high school students. Adolescence, 17(65), 177-188.


264


Griffin, P.S. (1985b). Teaching in an urban multiracial PE program: The power of context, Quest, 37, 154-165


267


269


271


