PEAI Conference and AGM 2010

Salthill Hotel Galway

15th and 16th October, 2010

[Type the document subtitle] | JT
Introduction to Sport Education

Sport Education is a Physical Education Curriculum/ Instructional Model devised by Daryl Siedentop. Sport Education aims to develop students as competent, literate and enthusiastic sportspeople.

Students are competent in that they are able to play the game with a required level of sport specific skill and tactical awareness, literate in that they recognize and value the rules and traditions associated with the sport and, enthusiastic in that they wish to develop and preserve the sporting culture through their participation.

Sport Education is defined by six key characteristics, Sports are organised into seasons that are generally longer than traditional sporting units taught as part of a PE programme, all students are members of a team and remain on that team for the duration of the season, sport seasons are defined by practice and formal competition where the emphasis on affiliation and competition make the sport seasons more meaningful, festivity is encouraged and enhances the meaning for participants and adds an important social element to the experience. Records are kept throughout the season and provide feedback for individuals and teams, and finally, sport seasons usually end with a culminating event, which provides goals for the player to work toward throughout the season.

This resource pack has been compiled from research work and findings completed in the University of Limerick. Pre-service teachers experiences of both learning to teach and subsequently teach Sport Education have informed the information contained within this document and the information has been adapted to an Irish context as much as possible. The disparate sections contained within this document are aimed to help you to gain an increased awareness and understanding of the module and aid your delivery of various
aspects of Sport Education. Towards the end of this document there are a number of sample sheets which you can use during your own teaching of Sport Education.

**Team Selection in Sport Education**

As a large emphasis of Sport Education is placed on Teamwork and Team Affiliation it is vital that the team/coach selection process is conducted effectively so that all teams are fair and equal.

In terms of coach selection it could be Teacher Selected or Student Selected, and it generally depends on how well you know your students. As the teacher you should look for students who portray strong leadership qualities and who are respected by the class (Coaches do not have to have a strong ability at the sport). Students may nominate their own coaches this can be done through a secret voting system or class group discussion.

In terms of how many teams to select/ how many in each team you should be cognisant of a number of factors i.e. **what sport is being used, rate of absences within the class, length of season and competitions planned, equipment and facilities available.** You should try to ensure that you have an equal mix of **gender, ability, absent students and personalities.**

There are a number of fair team selection methods you can use and which one you choose to use depends on; how well you know your students, how well the students know each other, how familiar the students are with the chosen sport, how familiar the students are with Sport Education. Some examples are listed below;

**Team Selection Method #1:** Allocation of students to teams by the teacher at start of season.

This method is useful with younger students and speeds up team selection. However the students have no ownership over the team selection process.

**Team Selection Method #2:** Allocation of students to teams by the teacher and student coaches at start of season

This method is useful as students have some ownership in process and the teacher can control the balance of teams. This method does not fully shift responsibility onto the students however.

**Team Selection Method #3:** Ranking students and allocation to teams relevant to rank

Students can be given a rank according to their ability through student opinions, performance scores, skill challenges or small tournaments. Students are then allocated to equal ability teams according to their rank. This method is useful as
you can get the students involved in the ranking process and dissemination into teams. This method however requires a lot of time and some disagreements may arise.

**Team Selection Method #4: Blind Draft**

Coaches select a number of equal teams away from the rest of the students at the start of the season. The coaches do not know which team they will be assigned to so it is important that they select fair and equal teams. This method is good as the students have complete control of the process and are encouraged to make the teams fair.

**Example of Blind Draft Team Selection Sheet**

<table>
<thead>
<tr>
<th></th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Captain</strong></td>
<td>(to be left blank)</td>
<td>(to be left blank)</td>
<td>(to be left blank)</td>
<td>(to be left blank)</td>
</tr>
<tr>
<td><strong>Player 1</strong></td>
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<tr>
<td><strong>Player 2</strong></td>
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<tr>
<td><strong>Player 3</strong></td>
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<td><strong>Player 4</strong></td>
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<tr>
<td><strong>Player 5</strong></td>
<td></td>
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</tr>
</tbody>
</table>

After selecting your captains (four in this instance) get them to complete the above table. The captains can do this while the other students are playing so the captains have an opportunity to observe the other students ability. Ask the captains to compile four equal teams from all the other students excluding themselves (it is in their best interest to compile equal teams as possible as they will not know what team they are placed on).
Once they have this completed this place a captain on each of the teams to ensure that there is an equal mix of ability and gender.

Note: a sample of this team selection sheet is available at the end of this resource pack.

**Team Affiliation in Sport Education**

Team affiliation within Sport Education helps the team bond together and gives all students a chance to feel part of a team. To some “un-sporty” students this may be the first time they will experience this sense of belonging. By placing an emphasis on team affiliation it can help teams to work together effectively and eliminate conflict within the team.

There are numerous ways in which an emphasis can be put on team affiliation, as a teacher you should aim to address a number of these methods.

- **Complete team affiliation sheets:** An effective way to encourage team affiliation is to get the students to complete team affiliation sheets where as a team they discuss characteristics such as team names and team colour (these are characteristics that every team should have). Other inclusions within the team affiliation sheet could include team motto, team flag, team song (entrance song), nicknames for each team member etc. Try to put yourself in the minds of your students and what they might get enjoyment out of from this process, also be aware to target the “un-sporty” students
- **Adopting these characteristics:** you should try to adopt the characteristics when it suits your Sport Education season. Some teams might like to wear their team colours for each lesson while others wont, all teams should be encouraged to wear their team colour for their competition day, team flags and team songs (if included in team affiliation sheet) could also be used on the competition day.
- **Allocate team area:** By allocating each team a specific work area (corner of the pitch, court in the hall etc) it gives them ownership over their practices. It also helps class organisation as all students know where to go at all times.
- **Encourage participation in their team:** As much as possible you should try organising activities within your class so that students in a team are working together. Whether it is taking a role call or leading a warm-up/ skill practice try to keep the team together at all times.
- **Develop team posters:** This optional process could be done as part of a PE class but perhaps would be more efficient if it was completed in a different class i.e. art. The team poster could include features such as team name, individual or team
photos, team flag, individual member profile etc. Such a team poster could be placed in the teams designated area.

It is important that you chose team affiliation methods that suit your Sport Education season and your students.

**Note: A sample team affiliation sheet is included at the end of the resource pack.**

**Roles in Sport Education**

Roles for students play an integral part of the Sport Education season, they give students ownership over their team and assist the teacher as duties are delegated and defined.

- **Selection of roles:** There are a number of roles you may adopt within your season. Roles such as player, coach, captain and referee should be present in all seasons other roles such as equipment manager, warm-up and skills coaches and score keeper may help to assist in the effective delivery of your season while roles such as journalist, publicist etc. may provide a positive experience for your students if you chose to include them. The inclusion of particular roles will be influenced by the maturity and ability of your students along with their knowledge of Sport Education and the sport chosen. You may also choose to hold a class discussion on which roles they would like to include in the season.

- **Introduce roles gradually:** It is important that you gradually introduce roles into your season. If it is your first time using Sport Education or if you are using Sport Education with young students then you may chose to use only a few roles, whereas you may include more roles with more mature groups and those more familiar with Sport Education. It would be advisable not to introduce any roles in the first week or two to allow the students an opportunity to get familiar with the sport and the skills involved. As you progress you could gradually include roles such as warm-up and skills coach, score keeper and referee.

- **Educate the students to perform their roles:** You should ensure that you dedicate adequate time to educate the students to perform their roles. One way of doing this could be done by providing role descriptor sheets for each role which would include the duties and expectations of the role. You could also spend time at the start of the season delivering the warm-up yourself before handing over the responsibility to your students, similar time could be spent on skill practices where skills coaches could be brought out of the session to receive tuition from the teacher on how to deliver the skill. Task card sheets would also assist warm-up and skills coaches in performing their role. For roles such as score keeper and referee a seminar around the rules and scoring of the sport could be organised.
• **Role rotation**: As a teacher you should ensure that each student gets an opportunity to experience at least one role within the season. Ideally students should get an opportunity to experience a number of the roles, to do this a role rotator system should be used. Role rotation would ensure that students would experience various roles and ensure that each team member would know their roles each lesson.

*Note: a sample role rotation sheet is included at the end of the resource pack*

**Record Keeping in Sport Education**

Record Keeping is another of Sport Education’s six key characteristics and an aspect which sets Sport Education apart from other instructional models and methods. Although Record Keeping may appear to increase the teacher’s workload after a while it may help the teacher and decrease their workload as well as providing valuable feedback and information for both the students and the teacher.

**What type of records could you keep?**

Records can be kept for a number of aspects of the Sport Education season. For example records could be kept for attendance, match results, success rates etc. You should tailor what you keep records for to suit your class group and the sport you are teaching.

**How would you use records throughout your season?**

You could introduce Record Keeping in the early stages of the season, at this time you may only keep records of attendance, team performance etc. As your weeks progress you could introduce other areas in which you wish to keep records. It is advisable not to keep records of too many aspects each lesson, aim to identify one or two aspects each lesson which you will keep records for and then change these as it suits your lesson.

**What will these records be used for?**

The records can be used for a variety of reasons. They may help you the teacher identify attendance records etc. They may be used to illustrate the improved performance of various tasks e.g. 50m sprint. They may be used to create a points table where points are allocated to teams for various aspects which could contribute to their culminating event and be added to the points given for the results of the games.

**How can I make sure Record Keeping is fair?**

It is vital if you are going to keep regular records that you do so in a fair manner. Try to keep records for tangible and evident outcomes, it makes it easier for you to
assess. If you are keeping points for teams always aim to give each team at least one point. Always aim to keep records public and encourage the teams to keep track of their records. Aim to keep records or give points in areas where high skilled students can easily dominate, this would lead to those students having an unfair advantage and the lower skilled students feeling left out.

Note: a sample of a record table is included at the end of this resource pack

**Formal Competition in Sport Education**

Within your Sport Education season you should aim to introduce formal competition towards the latter stages of the season. It is important that you don't include formal competition too early into your season as the players wont have attained the required level of skill to play the games (e.g. introduce it in weeks 6-12 of a 12 week block of work). This formal competition stage leads up to the culminating event at the end of the season and should last around 4 weeks.

Formal competition enhances the Sport Education season because they;

- add an important opportunity to play competitive games
- provide an opportunity for students to participate in a number of games, play in a variety of positions and practice a number of roles e.g. score keeper, referee, etc.
- give skills practices more meaning as they act a preparation to formal competition
- help guarantee an accurate seeding system for the culminating event
- add structure to the whole Sport Education season.

The formal competition schedule should if possible be set at the early stages of the competition giving the teams a target to work towards. The results of these competitive games could contribute to the scoring system and you could keep records of the results for future reference.

As with all aspects of Sport Education your use of formal competition is dependent on your own circumstances and aims for your students. A number of guiding principles for formal competition have been identified by practitioners of the Sport Education model and should guide your Sport Education season;

1. equal playing opportunity should be ensured
2. competition should place an emphasis on the whole team not just individuals
3. competition should be graded and evenly matched

Listed below are two examples of various ways you could introduce formal competition to your season. These are only guidelines and you should treat each Sport Education season differently and chose a competition format which suits your class.
Round Robin

All teams play against each other during a season. The results of each match should be recorded and influence the order of play for the culminating event.

Ranking Ladder

Teams are placed on a ranking ladder due to their performance in previous games and lower ranked teams can play higher ranked teams in an attempt to swap places on the ranking ladder.

Culminating Event

The culminating event is an important aspect of Sport Education as it affords your students an opportunity to put all the skills they have learned into practice. It also gives the students something to look forward to and aim towards. This culminating event should be a festive occasion (being mindful that festivity is one of Sport Education’s key characteristics) so as a teacher you should look at ways of promoting this festive atmosphere.

Culminating events are similar to All Ireland Final days in Football and Hurling or the World Cup Final. With such a comparison they should be built up and promoted through the previous weeks of the season. Below are a number of recommendations and considerations for culminating events.

Give your students ownership: Don’t be afraid to ask your students for suggestions for how to run the culminating event. Not only will they feel buy into the occasion more but they often will come up with suggestions you would never have thought of.

Wear your team colour: It is vital that on this day of all days students come in their team colours. Perhaps points allocated for teams in appropriate kits may encourage this further.

Use of music or anthems could be used: As in most sporting finals the countries national anthem is played before the game. If your teams have chosen countries and national anthems or particular team songs you could play these at the start of the event.

Encourage a fair competitive day: While the primary focus of the culminating event is on competition you should ensure that the competition is as fair as possible and that the games are evenly matched. There is nothing worse than one sided games.

Use your referee and scorekeepers: Don’t put yourself under pressure on the culminating event day. By this stage most of the students should have had an opportunity experience being a referee a game so let them ref the culminating event.
Collate scores from previous weeks: Don’t just let your culminating event be an occasion in itself, use the points previously allocated to your teams to add to the points earned for participation and success in the culminating event. This will allow lower skilled teams to accumulate points from other sources and promote participation in the weeks leading up to the culminating event.

**Organise prizes for winners and participation:** One thing students will love is prizes! Try and source a prize for your winning team, a trophy would be best but if you are unable to source funding there are plenty more options. Included at the back of the Resource Pack is a sample certificate. This can be adapted to suit winners, runners up, MVP etc.

**Designing a Sport Education season.**

As with all schemes of work some time should be spent designing your Sport Education season. Firstly you need to decide on the length of your season, it has been recommended that Sport Education seasons are traditionally longer than traditional units. Within an Irish context where anything more than a double class of PE a week is rare these guidelines are often hard to follow. Regardless you should aim to have at least an 8 week block of Sport Education. You could also teach using Sport Education over two consecutive sports e.g. weeks 1-5 with Badminton and weeks 6-10 with Tennis. Both these options would give your students sufficient time to develop both as players and also the other roles within Sport Education. It is possible to break the Sport Education season into individual and consecutive phases. Below each phase will be discussed.

**Preliminary Phase**

Before starting to adopt many of Sport Educations main features it would be advisable to teach using more traditional instructional strategies to give your students an opportunity to learn the basics of the sport and also get to grips with the forthcoming challenges of leading warm-up and skill practices along with refereeing and score keeping. This phase could last approximately two lessons (additional sessions may be needed if your groups ability level is lower)

**Introductory and Practice Phase**

This phase includes the team selection and affiliation phases along with the performance of roles and responsibilities. This phase gives your students an opportunity to understand Sport Education and perform the various roles included in the season. During this phase your students will develop both individually and as a team, the teams at this stage are aiming improve their skills before the upcoming competitive stage. This stage should last between 3-6 weeks depending on the length of your season and how quickly your students are progressing with the skills associated with the sport

**Competitive Phase**
This phase gives your students an opportunity to put their previous learning experiences into practice in a competitive environment and also an opportunity to practice roles associated with competition such as referee and score keeper. It is important this competitive stage does not start too early in the season as your students may not have the required level of skill or tactical awareness to participate in competitive games. Points can be accumulated in this phase and be used to influence the culminating event. Regular practices are still present in this phase and can be conducted before the games.

**Culminating Event**
The culminating event will allow you and your students to play in a big competition day and celebrate the events of the previous season. This has been discussed previously.

### Sample Sport Education Season Plan (1 Sport)

<table>
<thead>
<tr>
<th>Week</th>
<th>Sport Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Preliminary Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction to sport and basic skills</td>
</tr>
<tr>
<td>2</td>
<td><strong>Preliminary Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction to sport and basic skills</td>
</tr>
<tr>
<td>3</td>
<td><strong>Introductory and Practice Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Team Selection</td>
</tr>
<tr>
<td>4</td>
<td><strong>Introductory and Practice Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Team Affiliation, Introduction of Equipment Coach</td>
</tr>
<tr>
<td>5</td>
<td><strong>Introductory and Practice Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction to warm-up coach</td>
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<tr>
<td>6</td>
<td><strong>Introductory and Practice Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction of skills coach</td>
</tr>
<tr>
<td>7</td>
<td><strong>Competitive Phase</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction of score keeper</td>
</tr>
</tbody>
</table>
Week 8

**Competitive Phase**
Introduction of referee

Week 9

**Competitive Phase**
Planning for culminating event

Week 10

**Culminating Event**
Teams play in a competition day

Note: this is just a brief sample of how a Sport Education session can progress weekly

## Sample Sport Education Season Plan (2 Sports)

<table>
<thead>
<tr>
<th>Sport Education</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
</table>
| **Preliminary Phase** | Introduction to sport and basic skills | **Introductory and Practice Phase**
Team Selection, Introduction of Equipment Coach | **Introductory and Practice Phase**
Team Affiliation, Introduction of Warm-up Coach | **Competitive Phase**
Introduction of score keeper | **Culminating Event**
Teams play in first competition day | **Preliminary Phase**
Introduction to sport and basic skills |

**SPORT 2**
Note: this is just a brief sample of how a Sport Education session can progress weekly

**Sport Education on a Week to Week Basis**

During the regular practice phase and competitive phase most of the Sport Education class runs itself.

**Equipment Coach:**

If the teams and their members know their roles the equipment coach organises the equipment and sets up the court/area (you could also give points for the team who has their equipment ready first).

**Warm-up Coach:**

The warm-up coach after a few weeks should be able to lead a structured and effective warm up with the rest of their team (the preliminary and introductory phase will help them develop their confidence in this role). You could also use warm-up task cards to aid the effectiveness of their warm-up. Perhaps a warm-up pack with various warm-up games and the various stretches would give them whatever prompts are needed.

**Skills Coach:**

Again after a number of weeks the skills coach should be able to deliver a skill to their team. Often teachers can find this step of letting go and leaving the students teach difficult as they feel skill levels could be compromised. One effective way of combating this is to again use task cards but organise a skills coach assembly at the early stages of the class (the rest of the team could play a warm-up game or recap the skill practice form last week). During this assembly the teacher could talk the skills coaches through the skill
and give them the task card with the various teaching points on it, this way the skills coaches would at least be one step ahead of the rest of the class.

**Make use of the freedom of student coaches:**

Be sure to take advantage of the student coaches, as each group of students now has their own teacher is allows you to rotate between the teams and observe practices being done well or incorrectly, you can then offer feedback and rotate to another team.

**Referee:**

Referees are a great way of keeping competitions fair and allowing you the opportunity to observe the games. Before getting the students to referee their peers be sure to run some form of rules session with the whole group, this will not only benefit the referees but also the other students as they will be playing the game. You should also try not to have a student referee refereeing their own team.

### Sample Sport Education Resources

These resources are for information purposes and do not have to be followed precisely. Always try and tailor these resources to suit your own context. If you would like an electronic copy of this Resource Pack so you can make your own modifications please email J.T.Deenihan@ul.ie and an electronic copy will be forwarded to you.

- Sample Blind Draft Sheet
- Sample Team Affiliation Sheet
- Sample Role Rotator Sheet
- Sample Role Descriptor Sheets
- Sample Record Keeping Table
- Sample Sport Education Certificate
### Sample Blind Draft Team Selection Sheet

<table>
<thead>
<tr>
<th></th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Captain</strong></td>
<td>(to be left blank)</td>
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<tr>
<td><strong>Player 1</strong></td>
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<td><strong>Player 2</strong></td>
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</tbody>
</table>
After selecting your captains (four in this instance) get them to complete the above table. The captains can do this while the other students are playing so the captains have an opportunity to observe the other students ability. Ask the captains to compile four equal teams from all the other students excluding themselves (it is in their best interest to compile equal teams as possible as they will not know what team they are placed on). Once they have this completed this place a captain on each of the teams to ensure that there is an equal mix of ability and gender.

Sample Team Affiliation Sheet

Team Name: _____________________________

Team Captain: ___________________________

Team Members: ___________________________ Nicknames ___________________________

1. ___________________________ ___________________________
2. ___________________________ ___________________________
3. ___________________________ ___________________________
4. ___________________________ ___________________________
5. ___________________________ ___________________________
6. ___________________________ ___________________________

Team Country: ___________________________
Team Colour: ___________________________

Team Song/Anthem: _____________________________

Team Motto: _____________________________________________________

Team Flag:

Sample Role Rotation Sheet

Roles:

EM: Equipment manager          R: Referee
WC: Warm-up coach               SK: Score Keeper
SC: Skills Coach                J: Journalist

Example #1

<table>
<thead>
<tr>
<th>Player Name</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
<th>Wk 6</th>
<th>Wk 7</th>
<th>Wk 8</th>
<th>Wk 9</th>
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<th>Wk 11</th>
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<td>Example</td>
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</table>
Example #2

<table>
<thead>
<tr>
<th>Player Name</th>
<th>Equipment Manager</th>
<th>Warm-Up Coach</th>
<th>Skills Coach</th>
<th>Referee</th>
<th>Score Keeper</th>
<th>Journalist</th>
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<tbody>
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Note the captain should remain consistent for the duration of the season or a sport within a season. The captain can also take on any other role during the season.

**Sample Role Descriptor Sheets**
<table>
<thead>
<tr>
<th>Week Number</th>
<th>Team 1</th>
<th>Team 2</th>
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<td><strong>Total Points</strong></td>
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Sample Certificate

**Sport Education**

**THIS IS TO CERTIFY THAT THE**

____________  **STUDENT NAME**

**CAME 1ST PLACE IN THE**

**SPORT EDUCATION BADMINTON**

**COMPETITION HELD IN**
ST MARY’S SECONDARY SCHOOL, SALTHILL

TEACHER'S NAME