

Increasing student voice into your SEPEP Unit



Session Content

Learning Intention:

To provide school staff with an understanding of SEPEP and how to incorporate student voice and leadership into the program

Success Criteria:

- **I can reflect on my current practice of incorporating SEPEP into my program**
- **I can explain how I can increase the opportunities for student voice in my program**

What is SEPEP?

Current practice

Examples

Considerations

Student voice

SEPEP in action

CURRENT PRACTICE

Hands up if you have heard of SEPEP

Hands up if you have taught a SEPEP unit

Hands up if you have a staged approach to handing over responsibility?

Hands up if you give most of the responsibility to the students





What is SEPEP?

Sport Education Physical Education Program (SEPEP)

A student led program which provides students with the responsibility to organise and participate in a sport competition while developing their fundamental and sport specific skills.

Students have the chance to get creative, get active, work with their peers while developing a variety of physical and social skills

**UNDERSTAND VALUES AND TRADITIONS
OF COMMUNITY SPORT**

**WORK COOPERATIVELY WITH OTHERS IN
A VARIETY OF ROLES**

DEVELOP LEADERSHIP QUALITIES

**UNDERSTAND THE IMPORTANCE OF
RULES AND THE CONCEPT OF FAIR PLAY**

Example

**STRUCTURE/UNIT
OVERVIEW**

**CODES OF
CONDUCT/
TEAM
AGREEMENTS**

**ROLES
AND
RESPONSIBILITIES**

**TEMPLATES FOR
EACH ROLE**

**BREAKDOWN OF
SKILLS**

ASSESSMENT

**CERTIFICATES/
AWARD**

How much control you hand over to the students?

How much you will provide them?

How much can they plan and create themselves?

Considerations

Sport chosen

Traditional vs non traditional sports

Time/venue and equipment

Does the location change every week, do you have enough equipment, how much time (lesson duration and unit duration) do you have?

Teacher support provided

Have your students been exposed to the SEPEP structure before?
What level are most of the students at with their interpersonal skills?

Links with prior learning/content areas

Linking with create a game units, character strengths, game sense etc.

Cross curricular links

IT skills, personal and social capabilities, literacy and numeracy

Assessment tasks

What will you be assessing your students on?
Formative vs summative assessment?

Increasing student voice when planning

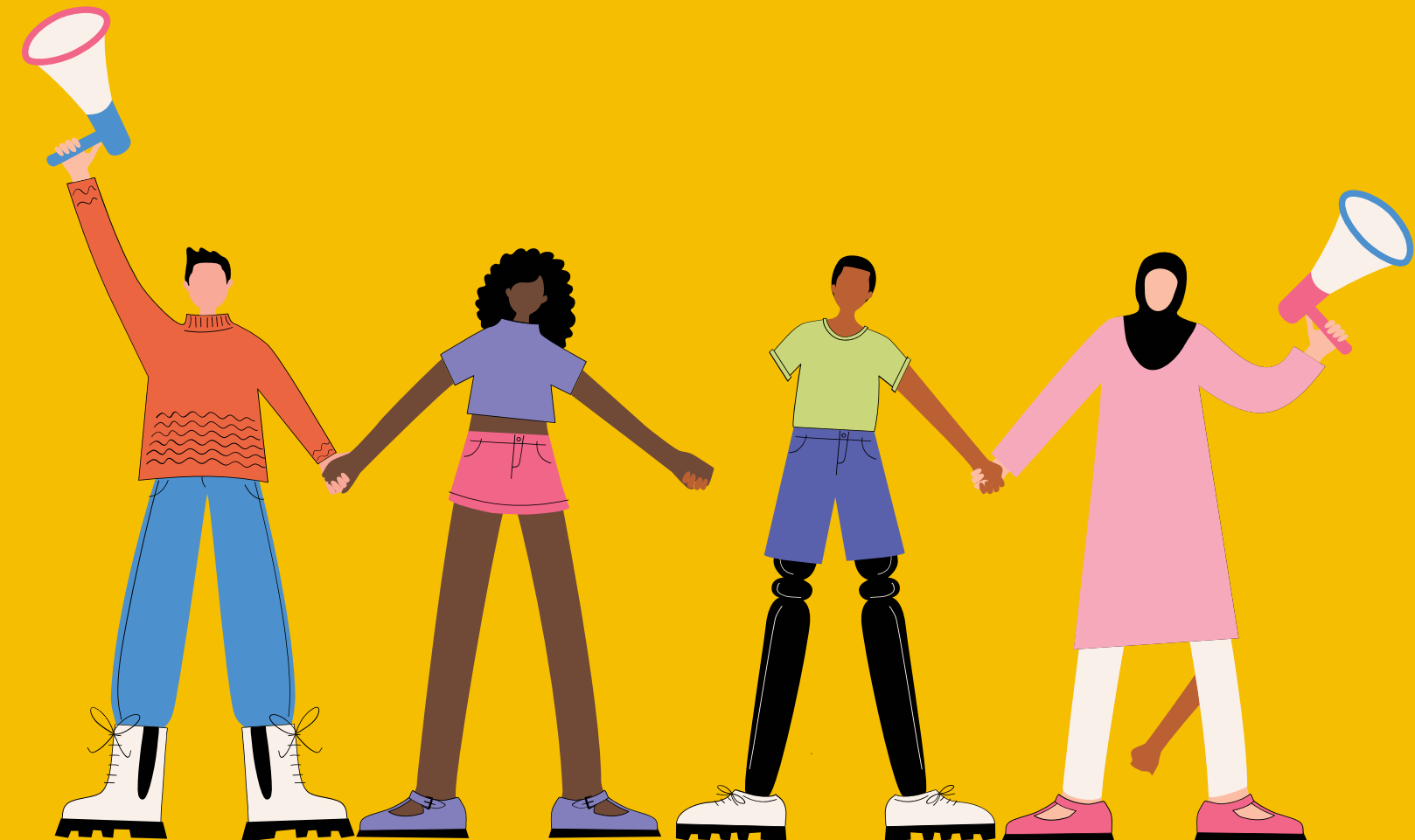
SPORT SELECTED

STRUCTURE OF THE
PROGRAM/UNIT

ROLES AND
RESPONSIBILITIES

CULMINATING
EVENT

ASSESSMENT



Using student voice with implementation

STATISTICS

OPERATIONS

SCORING

TEAM AWARDS

TRAINING ACTIVITIES

RULES

*Knowing and understanding
when to jump in and when to
let students work to solve
problems both individually
and as a group*



Thank You

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