



MODULE OVERVIEW

This module is intended to be a 15-day Sport Education season with 6 teams that remain the same for the entire season. This allows for student-led experiences and leadership opportunities instead of traditional teacher-led instruction. It introduces students to all aspects of Roundnet and allows students to share in the planning and leadership of the season.

What makes the Roundnet Module unique is the infusion of Purposeful Competition. This is a teaching model that provides students with opportunities to collaborate while embracing the role of competition viewed through the partnership lens. By inviting students to identify the purpose of the activities they will be participating in within physical education classes, they will have greater access to intrinsic motivation. And by welcoming competition at a level in line with their abilities, students can begin to embrace the necessity of competition in the process of becoming their best selves.

This module is designed to introduce the sport to new players while helping experienced players continue to develop their skills. The activities within this module develop leadership and reinforce responsible behaviors, while introducing Roundnet skills that may be new to some students. All participants are given the opportunity to explore their skills in a fun and engaging environment where all students can feel successful.

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OPEN PRIORITY OUTCOMES:

Etiquette:

- (Grades 9-12) Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

Manipulative Skills:

- (Grades 9-12) Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Movement Concepts:

- (Grades 9-12) Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Personal Challenge:

- (Grades 9-12) Chooses an appropriate level of challenge to experience success and a desire to participate in self-selected physical activity while working toward personal fitness goals.

Personal Responsibility & Safety:

- (Grades 9-12) Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Social Interaction:

- (Grades 9-12) Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

Working with Others:

- (Grades 9-12) Uses communication skills and strategies that promote positive team/group dynamics.

PURPOSEFUL COMPETITION PRIORITY OUTCOMES:

Association of Competition with Partnership:

- (Grades 9-12) Distinguish the self-selection of tasks with greater levels of difficulty, or more highly skilled opponents/partners, as purposeful movement towards excellence.
- (Grades 9-12) Critique the practice of “gaming the officials” as not connected to their improved play, nor fair to their opponent/partner.

Association of Failed Attempts with Future Successes:

- (Grades 9-12) Create higher level tasks to overcome challenge, rather than easily attained victories, in recognition that losses will provide many opportunities to see greater development and lead to growth.
- (Grades 9-12) Identify the importance of fair and consistent officiating/rule following in a competitive environment in order to differentiate errors accurately for future improvement.
- (Grades 9-12) Evaluate and target historically less competent or proficient skills for improvement through continued trial and error.

Inclusion of Purpose in All Relevant Activities:

- (Grades 9-12) Differentiate how higher levels of competition and challenge present greater purpose in the pursuit of excellence.
- (Grades 9-12) Design pathways to intentionally pursue the purpose of improving less secure social, affective, cognitive, and psychomotor skills.

Association of Purpose Including the Community:

- (Grades 9-12) Evaluate the benefit of engaging/challenging new members of the community in pursuit of purpose.



Purposeful Competition Introduction

What is Purposeful Competition? In short, it is competition at its best. To elaborate, it is useful to consider the two key terms: purpose and competition. Purpose, according to the developmental psychologist William Damon, is “a stable and generalized intention to accomplish something that is at once meaningful to the self, and of consequence to the world beyond the self” (Damon, Menon, & Bonk, 2003, p. 121). Well-designed sport experiences, which facilitate long-term goal development and “beyond the self” thinking, can provide a rich and valuable template for purpose formation. (Strong & Shields, 2021)

Competition’s etymology can be traced from *competere*, meaning to “strive for”, which indicates the innate human desire to strive for excellence (as detailed in Self-Determination Theory; Deci & Ryan, 1985, 2000). But it also includes *com* which in Latin indicates the idea of “with”, rather than against. Contemporarily the metaphor of competition has been characterized far more often as one of *war* or a win at all costs/zero sum equation, all of which generate many antisocial behaviors and characteristics. So by assisting students to return back to the true meaning of competition, that of *partnership*, or “striving with” themselves, their teammates, and even their opponents toward excellence, physical educators will engender far more prosocial behaviors in their students.

Purposeful Competition then, has the ability to help physical education become relevant to more members of the PE setting. By inviting students to identify the purpose of the activities they will be participating in within PE classes, they will have greater access to intrinsic motivation. By honoring the process of building on missed attempts to foster competence, or even excellence, students will both recognize and share in the value of individual effort and its contribution to the whole. And by welcoming competition at a level in line with their abilities, students can begin to embrace the necessity of competition in the process of becoming their best selves, as well as the diligence that takes to attain.

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