



Team Taebo

personal and social responsibility (Hellison, 2003). Developed by fitness expert Billy Blanks (1999), Taebo is an aerobic activity featuring a non-contact integration of kicking, punching, stretching, squatting, and striding movements often performed to music, either individually or in groups.

METHODS: RESEARCH DESIGN AND SETTING

The Taebo unit consisted of 10 regularly scheduled physical education class sessions once a week lasting 30 minutes each at an area Catholic Middle School. There were two 7th grade classes and one 8th grade class comprised of both male and female students ($N = 60$). The instructor (a 23-year old white female with 4 years of teaching experience) and students were videotaped throughout the unit. The first three sessions utilized completely teacher centered and command style instruction. Students followed the instructor in large group formation as she led them through increasingly rigorous Taebo routines.

During the next three sessions, the teacher divided the students in gender-balanced teams of 6 mem-

bers each and provided guidelines for them to begin to work independently and to develop their unique Taebo routines. In unique adaptations of the SEM for the Taebo unit, students named their teams based on their school's Catholic tradition and shared roles that included: (a) recorder of choreography; (b) warm-up leader; (c) equipment manager; (d) team spokesperson; (e) music director; and (f) Taebo leader. During these sessions, the teacher guided the student teams as they learned and practiced their roles with increasing autonomy.

The last four class sessions of the Taebo unit were completely student centered. Students assumed complete responsibility for their Taebo routines and for the final performance provided to their peers in the school gymnasium on the final day of the unit. Teacher intervention was minimal, as she moved about the gym interacting with students only to monitor for safety and to provide praise.

DATA GATHERING TOOLS

The instructor and students were provided time each day for journaling. The first author conducted live

observations of each class, recorded field notes, and reviewed videotapes of the classes at the conclusion of the unit. Videotapes of each session were systematically observed to verify levels of team members' participation, creativity, and personal and social responsibility.

DATA ANALYSIS

Pioneered by Schempp (1988), who stated, "Multiple perspectives based on differing paradigms hold greater promise a more complete and accurate image of physical education teaching to emerge" (p. 80) and, consistent with the tenets of mixed method research methodology described by Newman, Ridenour, Newman, & De Marco (2003), both qualitative and quantitative methods were utilized to determine the effectiveness of the Taebo unit. Upon completion of the unit, data from student journals, the teacher's journal, and the primary authors' field notes were analyzed via constant comparison (Glaser & Strauss, 1967). Peer debriefing and prolonged engagement, two strategies that enhance the trustworthiness (validity) of qualitative data were used (Lincoln & Guba, 1985). The regular meetings of the researchers to discuss the meaning of the data characterized the peer debriefing; the 10-week duration of the study constituted sufficient time for participation to be demonstrated, that is, the essence of prolonged engagement. Quantitative data, which consisted of measures of student participation based both on attendance and duration of Taebo routines, were calculated subsequent to review of videotapes of each session. All data were triangulated for the purpose of identifying evidence that Taebo unit did: (a) generate increased personal and social responsibility; and (b) facilitate an efficient and enjoyable application of the Sport Education Model.