

RUNNER

Volume 41, Number 1, 2004



RUNNER

Volume 41

Number 1

2004

CONTENTS

| | | | |
|--|----|--|----|
| Editorial Message | | Can I Use It on Monday? | |
| Wayne Meadows | 2 | Classroom Fitness Tasks | 18 |
| President's Message | | Feature Teacher, Feature School | |
| Character Education | 3 | QDPE School Success Stories | 20 |
| Dwayne Sheehan | | The Lighter Side of the Gym | |
| Active Living | | If You Were a Fly in the Gym . . . | 24 |
| Overview of the Daily Physical Activity Initiative | 6 | HPEC Updates | |
| Health | | HPEC Website | 25 |
| Where Do I Fit in My Health and Wellness? | 7 | Conference 2004 | 25 |
| Janis Ellis-Claypool | | Conference 2005 | 25 |
| Student Bad Posture—A Sign of Injury | 10 | Resource Review | |
| Kevin Creswell | | <i>Teaching Sport and Physical Activity: Insights on the Road to Excellence,</i> | 26 |
| Preventing Dehydration | 12 | by Paul G. Schempp | |
| Sue Mah | | Reviewed by Wayne Meadows | |
| Teaching PE | | Coaching Update | |
| Inclusive Physical Education Class—Is It Possible? | 14 | New Approach to Certification of Coaches | 27 |
| Cindy Batchelor and Daniela Montoni | | Be a Runner Contributor | 28 |
| Put-Ups and Put-Downs | 17 | | |
| Tom Winiecki | | | |

Copyright © 2004 by The Alberta Teachers' Association (ATA), 11010 142 Street NW, Edmonton, Alberta T5N 2R1. Unless otherwise indicated in the text, reproduction of material in *Runner* is authorized for classroom and professional development use, provided that each copy contains full acknowledgment of the source and that no charge is made beyond the cost of reprinting. Any other reproduction in whole or in part without prior written consent of the ATA is prohibited.

Runner is published three times yearly by the ATA for the Health and Physical Education Council (HPEC). Opinions of writers are not necessarily those of the ATA or the HPEC. Editor: Wayne Meadows, Calgary. Editorial and production services: Document Production staff, ATA. ISSN 0707-3186

Individual copies of this journal can be ordered at the following prices: 1 to 4 copies, \$7.50 each; 5 to 10 copies, \$5.00 each; over 10 copies, \$3.50 each. Please add 5 per cent shipping and handling and 7 per cent GST. Please contact Distribution at Barnett House to place your order. In Edmonton, dial (780) 447-9400, ext. 321; toll free in Alberta, dial 1-800-232-7208, ext. 321.

This journal is available on microfilm from Canadian Education Index, Micromedia Limited, Acquisitions/CEI, 20 Victoria Street, Toronto, Ontario M5C 2N8.



Editorial Message

Wayne Meadows

Amazing how time flies! We are nearing the end of another school year, and many exciting opportunities abound for physical education in Alberta. The most significant news this year was Learning Minister Lyle Oberg's announcement of the Daily Physical Activity Initiative. Teachers and administrators provincewide are meeting to determine what this initiative will mean for you in your schools. This issue of *Runner* includes an overview of the initiative that may drive you to get involved.

This government action came about partly because, along with organizations in the medical health field, the Health and Physical Education Council (HPEC) has regularly advocated for daily physical activity and has produced research supporting the claim that physically active youths learn better. We know all about Canada's health crisis, which affects many young people. We have heard the laments about illnesses and diseases such as obesity, diabetes, asthma and cardio-related problems, and we know that many of these problems are related to poor habits—mainly poor nutritional choices and low activity levels. Diet and exercise have a remarkable effect not only on our physical health but also on our mental and general well-being. Given the chance, we can be more progressive and positive in this area in our schools and communities.

The challenge for our profession is to maintain an aggressive campaign promoting our programs and activities. When others see the amazing things we are doing, the enthusiasm becomes infectious. We must be open to improving our physical education classes and delivery; lobby for more equipment and space; be positive role models and recruit others; ask for money for updated and new resources; and engage in lifelong learning. The last is perhaps the most important in showing others that what we do involves more than teaching physical and social skills. A strong physical education program benefits not only the school but also the community.

With that in mind, I know you'll appreciate this issue of *Runner*. It offers a good mix of teaching ideas, research and something to make you reflect on (or laugh about) what you do. I continue to experiment with the format of *Runner*, and I need you to participate. Feel free to send ideas, or contribute your own articles, lessons and photos. This might be a new form of PD to add to your teacher professional growth plan—getting published!

In closing, I wish all of you the best for the upcoming summer months. We all deserve time to relax and re-energize. Go out, be active and *do!*

Wayne Meadows is the K-12 consultant for physical education and athletics with the Calgary Catholic School District. Despite being kept busy by his full inbox and his thesis, he enjoys his active times and being outdoors with friends and his wife, Chantal.



President's Message

Character Education

Dwayne Sheehan

During a staff meeting a while back, we teachers were asked to identify and reflect on how we incorporate character development in our classes. We were also asked, "What are the specific values in the programs of studies?"

I admit to wondering for a moment about the purpose of the question. What practical application could such a seemingly general question possibly have? I knew, of course, that Calgary was experiencing an explosion of private and charter school alternatives that were offering parents increased choice. Schools were being developed for children with special needs, gifted students and students who love science. One school based its charter on character education. The task we were assigned would lay the groundwork for a Calgary Board of Education (CBE) school with its own emphasis on character education. As the school year unfolded, I learned that providing for responsible choice would become a priority for the CBE and that alternative programs would eventually become schools for kids who love hockey, Canadian content or even learning in an all-girls environment.

I embraced the opportunity to learn more about character education before tackling the homework. In a CBE report I stumbled on, Jeary (2001) claims that the topic of moral education is one of increasing interest to educators for two reasons. The first reason is linked to media reports of increased violent juvenile crime, teen pregnancy and teen suicide—what is referred to by some as a "moral crisis." The second reason is related to the student outcomes envisioned in public

education. In terms of defining good character and desired student outcomes, Jeary believes that the following must be included: "moral responsibility and sound ethical and moral behavior; capacity for discipline; a moral and ethical sense of the values, goals, and processes of a free society; and standards of personal character and ideas" (p. 1).

I also found research papers connecting character education to health and physical education. In the *Journal of School Health*, Governali (1995) states,

Health educators have to become involved in character education, share in the process of identifying the values to be promoted in schools and provide leadership in helping schools understand the need for character education to be one part of a comprehensive approach to promoting the health of young people.

However, he cautions that

character education is not a panacea, magic bullet, or simple solution to the many problems facing society. Health educators need to approach character education with their eyes wide open as the area is replete with pitfalls and controversy. Potential problem areas include answering questions related to indoctrination, identifying the values to be promoted, responding to criticisms of special interest groups, defining the role of schools in moral development, and applying values to difficult social issues.

The Character Education Partnership has identified 11 principles of effective character education (Lickona,

Schaps and Lewis 2003). These criteria serve as a basis on which schools can assess their present standards of conduct or plan for a renewed commitment to those standards. The first principle—that effective character education “promotes core ethical values as the basis of good character”—is used as a starting philosophical principle.

In a school committed to developing character, core values such as caring, honesty, fairness, responsibility, and respect for self and others are treated as matters of obligation. Not surprisingly, these values are interwoven into daily quality physical education programs in public education. Alberta’s physical education program of studies explicitly recognizes that

interaction with others is an important aspect of most physical activities. Physical education provides a natural learning environment in which to develop cooperation and fair play skills. For example, students have opportunities to assume leadership, develop teamwork skills and take responsibility for their actions while playing. (Alberta Learning 2000, 2)

The physical education program of studies is built on four pillars: Activity, Benefits (Health), Cooperation and Doing It Daily (the ABCDs of the curriculum). These pillars hold up all the outcomes and are all based on positive interaction. Answering a question about how we incorporate character development in physical education is quite easy, actually. Physical education teachers merely need to reflect on what they do every day and align their daily activities with the expected outcomes and values of character education. For example, the four general outcomes (the ABCDs) have an explicit connection to the development of character but also many assumed virtues, such as creativity, caring, leadership, enthusiasm, patience, responsibility, excellence, tolerance and honesty.

The impact of physical education on character development becomes clear when one looks at the specific outcomes in the program of studies. For example, the specific outcomes in General Outcome C (Cooperation) align with the assumed virtues shown in Table 1.

If phys. ed. teachers are given a list of virtues, they will undoubtedly have several examples of how they incorporate those virtues in the learning environment.

Table 1

| Outcomes | Virtues |
|--|---|
| Develop and communicate thoughts and feelings respectfully (K-12) | Friendliness Kindness Compassion Tact Consideration Courtesy Forgiveness |
| Demonstrate etiquette and fair play (K-12) | Integrity Justice |
| Describe, apply and practise leadership (8-12) | Assertiveness Friendliness Confidence Helpfulness |
| Learn to cooperate (K-4) Develop and apply practices that contribute to teamwork (5-12) | Loyalty Reliability Unity |
| Determine and revise short- and long-term goals that will continue to provide personal challenges (K-12) | Commitment Purposefulness Determination Diligence Perseverance Self-discipline |
| Perform service, leadership and volunteer work related to physical activity in the community and in the school (10-12) | Trustworthiness Courage Understanding Modesty Responsibility Thankfulness |

Take a moment to consider how each of the following virtues is fundamental to what happens in a phys. ed. class:

- Truth
- Humour
- Risk taking

Gillian Kydd was my colleague when we were given this task. She, too, embraced the opportunity to write about her teaching experiences as they related to character education. Not surprisingly, her conclusions from the classroom were similar to those from the gymnasium and playing field. She believes that

teachers in many learning environments bring character education into the whole experience of their classrooms. It is woven into the “seamless cloak” that is the life of the classroom. There are high expectations, students are treated with fairness, and most importantly, the teacher models what she or he expects.

Character education is built into the vibrant, dynamic world of physical education and health. It is not a fragmented piece of what we do but, rather, an integral component of all we do.

References

- Alberta Learning. *Physical Education (K-12)*. Edmonton, Alta.: Author, 2000. Available at www.learning.gov.ab.ca/k_12/curriculum/by-Subject/phised/phys2000.pdf (accessed April 26, 2004).
- Governali, J. F. “Health Education and Character Education.” *Journal of School Health* 65, no. 9 (November 1995): 394-96.
- Jeary, J. *Character Education Report*. Report compiled for the Calgary Board of Education. November 2001. Available at www.cbe.ab.ca/ch_supt/bulletin/Dec4b.pdf (accessed April 26, 2004).
- Lickona, T., E. Schaps and C. Lewis. *CEP's Eleven Principles of Effective Character Education*. Washington, D.C.: Character Education Partnership, 2003. Available at www.character.org/principles/files/ElevenPrinciples.pdf (accessed April 26, 2004).



Active Living

Overview of the Daily Physical Activity Initiative

Many provincial and national research studies of physical activity have concluded that regular physical activity enhances academic performance and improves mental health. Thus, the minister of learning has announced that the Daily Physical Activity Initiative is to be implemented in Alberta schools to increase student activity levels and healthy behaviour.

A minimum of 30 minutes of daily physical activity—linked to the acquisition of the knowledge, skills and attitudes of the current physical education program—will become mandatory in Alberta schools in September 2005 (Grades 1–9) and September 2006 (Grades 10–12). Currently, physical education is required up to Grade 10 and is not mandatory in Grades 11 and 12. Local authorities will decide how to best implement the requirement for daily physical activity.

To address implementation challenges, daily physical activity will be phased in over three years so that school authorities can plan for implementation based on promising practices and coordinate existing community resources. Alberta Learning will work with school authorities and partner ministries to develop program and policy supports and strategies.

Phase 1–2004/05

- The daily physical activity requirement for Grades 1–9 will be implemented on an optional basis in September 2004.

Phase 2–2005/06

- The daily physical activity requirement for Grades 1–9 will be implemented provincially in September 2005.

- Alberta Learning will provide support for implementation in English and French.

Phase 3–2006/07

- The daily physical activity requirement for Grades 10–12 will be implemented provincially in September 2006. Physical Education 10 will remain a graduation requirement; Physical Education 20 and 30 will remain options.
- Alberta Learning will provide support for implementation.

Alberta Learning will

- establish an external advisory committee to seek direction and support for the initiative;
- establish an inter-ministry committee to help coordinate provincial initiatives related to physical activity in school-aged children;
- consult with various stakeholders (teachers, parents, fitness and health professionals, and so on);
- develop appropriate resources and provide implementation support for teachers and administrators; and
- work with partners to develop measurement tools to assess the change to students' physical activity behaviours.

For more information, contact Marg Schwartz, program manager (Learning and Teaching Resources Branch), at margaret.schwartz@gov.ab.ca or (780) 644-5274; or Christine Bouchard, program manager (French Language Services Branch), at christine.bouchard@gov.ab.ca or (780) 422-7989. For toll-free access within Alberta, first dial 310-0000.



Health

Where Do I Fit in My Health and Wellness?

Janis Ellis-Claypool

Spend a few hours in any school environment and it won't take long to see that the day is very structured and every moment is scheduled and defined. The nature of this environment places high demands on those individuals who are required to keep everything running smoothly and proficiently. Like the well-oiled cogs on an engine, teachers and school staff need to be in full working motion to keep the school-machine moving forward.

Why, then, are the teachers and staff not making time to be sure they are in full working order? Why are their stress levels high and their energy levels low at the end of each day? Why aren't teachers and staff taking care of themselves and making their health and wellness a priority in order to successfully take care of others? That's easy to answer: family demands, after-school activities, extra committees, lesson plans, parent-teacher meetings, graduation ceremonies . . . and the list goes on and on!

Now, let's brainstorm a list of the many solutions. There are many simple, inexpensive ways to incorporate healthy living into the world of teachers and school staff. Taking small steps toward a healthy workplace can boost energy levels and reduce daily stress.

Wellness programs for the school environment can take many different approaches. Simple changes to current routines can be easy, fast and inexpensive. More costly, comprehensive approaches include

health-risk-screening events for employees. These provide immediate feedback and tailored individual health plans to reduce risks for certain illnesses.

The following tips and techniques may spark some ideas to get your fellow teachers and school staff on a path to lower stress levels and more energy!

Start Small and Inexpensive

Some of the most successful workplace wellness programs start with the employees making changes to their current routines. Two of the most important areas to address include healthy eating and increased activity levels—those two dirty words, *diet* and *exercise*!

Healthy-Eating Tips

With limited opportunities to eat and snack during the school day, be sure your food choices are filled with nutritious energy and satisfying tastes. Try these no- to low-cost, simple ideas:

- Create a Monthly Lunch Bunch for your staff lunchroom—have three or four people sign up once a month to provide some healthy lunches. By sharing the work among a few people and starting out once a month, the Lunch Bunch will be fast and easy to implement. If everyone makes a small contribution to the fund, it's even easier to pull together. Buffet ideas might include the following themes:

Reprinted with permission from *Ophea.net*, the online community of the Ontario Physical and Health Education Association (*Ophea*), January 2004. For more articles and activities, visit www.ophea.net. Minor changes have been made to spelling and punctuation to fit ATA style.

- Savoury Sandwich Bar
 - Serve low-fat turkey and roast beef on whole-grain bread with dark green lettuce and fresh, ripe tomatoes.
 - Bring a variety of prepared mustards to experiment with new tastes—the condiment aisle of the grocery store always has some new, lower-fat products to try.
 - Side dishes can include chopped vegetables with hummus, fresh fruit slices and low-fat cottage cheese.
- Food Guide Frenzy
 - Create a quick salad bar that includes items from all of the categories in Canada’s Food Guide (as time is often an issue, pick up pre-washed and pre-chopped items whenever possible).
 - Vegetables and fruit: pre-washed mixed greens and/or baby spinach, cherry tomatoes, baby carrots, bean sprouts, and yellow and red diced peppers.
 - Meat and meat alternatives: canned tuna, boiled eggs, chickpeas, lentils and other legumes, nuts and seeds (for example, almonds, sunflower seeds, pecans, flax seeds).
 - Milk and milk products: cottage cheese, shredded cheddar cheese.
 - Grain and grain products: sesame-seed breadsticks, whole-grain buns.
- Make a personal effort to pack fresh fruit, pre-cut and pre-washed vegetables, 100 per cent fruit juice boxes, unsalted mixed nuts and seeds, and lower-fat granola bars. You will be more likely to grab these satisfying treats between classes and less likely to head to the vending machines.
- When you are holding an event in your classroom or in the school, review the menu and see where you can add fruits and vegetables and reduce the high-sugar, fat-packed options. Not only will you feel better, but you may avoid the dips and valleys in your students’ energy levels had they indulged in sugary snacks.

Increase Activity Levels

If we could package all of the health-related benefits of an active lifestyle into a prescription pill, it

would sell off of the shelves! People who move from very little activity to small bouts of added exercise quickly feel the short-term benefits and gradually start to increase their levels until it becomes a regular part of their daily routine. Teachers have opportunities to make this happen in the workplace. All it takes is some creative time management, some clever ideas and a commitment to get moving! Try these workplace strategies to add some additional activity to your day at school:

- Start a walking club. Right away, you might say, “We don’t have time” or “We tried that before.” If that is the case, determine why it didn’t work and make the necessary adjustments. Start with small, 10-minute walks or one lap around the track. Whether it’s after lunch, before school or after school, make the commitment to do it! Nobody is going to do it for you. Head directly to the track, to the gym, to the stairwells, and get in a few minutes of activity. You don’t have to put in 30 minutes of moderate activity all at once; it can be gradual and in small bouts throughout the day.
- If your school already has some walkers and you are looking for more activity ideas, consider starting a strength-training or flexibility program. It doesn’t have to be intense, and you can start small by adding just a few key exercises to your current walking routine.
- Consider collecting a few dollars from fellow teachers and invite a yoga or Pilates instructor to come into your school for an after-school session. Many instructors will travel and provide a personalized class as often as you like. Start once a month, and if it’s an approach that works for you and your colleagues, switch to weekly sessions.

Graduate to Greater Levels of Workplace Wellness

Bringing an Expert on Site

If your school team has already started some healthy-eating and increased-activity programs, consider bringing a health expert (health educator, nurse) on site to provide some health screenings. By learning your blood pressure, cholesterol levels, glucose levels, body-mass

index and waist girth, you can start to understand your key health-related risks and develop a specific, personalized wellness plan to address those concerns.

Health-Risk–Assessment Programs

Many employers are starting to provide access to this online tool that allows employees to participate in a questionnaire to determine their health-risk scores. The survey questions address healthy eating, activity levels, tobacco and alcohol intake, safety issues and many other health-related risks. Once the confidential survey is complete, participants are provided with a score and a personal health assessment

that recommends lifestyle changes and modifications. Many online health-risk assessments allow users to visit the site for an entire year! This means you can retake the assessment as often as you like and have access to online health tips and advice.

Whether your school starts small or large, providing an environment that encourages teachers and school staff to take time to address their personal wellness will only benefit in lower stress levels and increased energy and enthusiasm. Be a leader, take the initiative and set meaningful, realistic goals for your workplace wellness strategies. You may be surprised with the results you'll see at the end of the school year.

Student Bad Posture—A Sign of Injury

Kevin Creswell

An adult patient writes the following:

In my first year of high school, while engaged in a stunt with friends, I slipped off the trunk of a moving car and impacted my lower torso and the back of my head. X-rays revealed little of interest, and painkillers were the only prescribed treatment. For nine years previous, I had been an honour student excelling in math, English and sports. Within two months, my desire and, in fact, my ability to absorb material seemed greatly diminished. The short story is that I dropped out of math (ashamed) and barely participated in my other classes until leaving high school after Grade 11. Certainly, there are a number of possibilities for these results; however, years later it still strikes me as interesting that this trauma, coupled with the resultant pain and confusion, seemed to instigate . . . a sudden shift in my life.

Posture-related pain is rarely addressed in the medical literature—even though it occurs often. Niemi et al. (1997) report that “neck and shoulder symptoms are common among adolescents.” Pain can be ignored or incorrectly labelled the result of unfit muscles or physical inactivity. Teachers know that unresolved pain can adversely affect a student’s academic performance and classroom attendance. A student in pain may actually be suffering from an abnormal posture that is injury related. When biomechanically hurt, a student will look crooked when standing: a shoulder will drop and the hips will not be level. These changes in posture are cause for concern because the joints supporting the student’s head and back will now be mechanically irritated, leading to inflammation, localized pain and stiffness. To make matters worse, the nervous system can become involved. There are currently four

hypotheses explaining nerve involvement that causes serious symptoms such as headaches, arm numbness and leg pain (Thomas 2002). Progression of the condition affects day-to-day activities such as reading, writing and sitting. Our bodies can tolerate some postural distortion, but the student in pain is experiencing distortion beyond what the body can tolerate. The shy student doesn’t tell the teacher about the pain; rather, he or she reserves complaints for the home audience. Parents can become insensitive to their child’s continuing discomfort, or the student may withhold information from the parents out of fear of conflict.

Dorland’s Illustrated Medical Dictionary limits the definition of *posture* to simply “the attitude of the body.” Little medical information on posture-related injury is available, but the chiropractic profession offers much through the Internet (see www.nucca.org and www.nucca-edmonton.com). We see posture as not merely a casual observance of the frame but, rather, an integral component of health and a key indicator of injury. Unfortunately, many students do not receive a detailed postural examination and investigation. We now understand that the control mechanism for posture lies in the placement of the top neck bone (atlas vertebra) under the skull. An injured atlas will shift up the side of the skull and rotate. Precision chiropractic x-ray procedures can locate the position of the injured atlas and mathematically compute a corrective procedure. This profound concept and the advanced technology have taken more than 60 years to develop. National Upper Cervical Chiropractic Association (NUCCA)–trained chiropractors use an elaborate form of postural analysis and radiometrics

Kevin Creswell is a registered chiropractor in Edmonton, Alberta. He can be contacted by phone at (780) 450-1041 or e-mail at dkcreswell@hotmail.com.

(x-ray analysis) to identify, measure and align the atlas to improve posture.

In animal studies, we see the genesis of medical support for this chiropractic model. Stehouwer (1986) explores the connection between the neck and posture control in frogs, stating that “the threshold for cutaneously elicited hind limb withdrawal was not changed at either stage of development but righting reflexes (part of posture control) were abolished.” In another animal study, Neuhuber and Zenker (1989) reveal “the well-known significance of proprioceptive neck afferents for the control of posture.” Research on humans is further validating the chiropractic model linking the orientation of the head and neck to control of posture. Coulter, Mergner and Pompeiano (1976) write, “Responses of these ascending neurons to peripheral nerve stimulation are modified by (head) tilt . . . thus being able to produce fine adjustments that cerebellar and brain stem structures exert on the control of posture and movements.”

The textbook *NUCCA Protocols and Perspectives* (Thomas 2002) explains the *atlas subluxation complex syndrome*, which is the diagnostic term for atlas vertebra biomechanical injury caused by mechanical trauma. Cervical (neck) whiplash is a well-known example of mechanical neck trauma. Giacomini, Magrini and Sorace (1997) suggest that “it appears reasonable to assume that cervical proprioceptive alterations play a preeminent role in the genesis of whiplash-induced chronic postural instability.” Traditional, non-biomechanical investigations provide limited information about atlas injury. Investigating neck pain, Siivola et al. (2002) share that “abnormal MRI (magnetic

resonance imaging) findings were common in both study groups (symptomatic vs. asymptomatic young adults).”

Aligning the atlas with the skull normalizes the posture, and pain will resolve when healing of the distressed soft tissue (muscles, ligaments and nerves) begins. Teachers need only remember that the student who stands with shoulders and hips out of level and who complains of neck pain, back pain or headaches may very well have an atlas injury. Had this treatment methodology been available to my patient as a child, his life might have gone in a different direction.

References

- Coulter, J. D., T. Mergner and O. Pompeiano. “Effects of Static Tilt on Cervical Spinoreticular Tract Neurons.” *Journal of Neurophysiology* 39, no. 1 (January 1976): 45–62.
- Giacomini, P., A. Magrini and F. Sorace. “Changes in Posture in Whiplash Evaluated by Static Posturography” [in Italian]. *Acta Otorhinolaryngol Italica* 17, no. 6 (December 1997): 409–13.
- Neuhuber, W. L., and W. Zenker. “Central Distribution of Cervical Primary Afferents in the Rat, with Emphasis on Proprioceptive Projections to Vestibular, Perihypoglossal, and Upper Thoracic Spinal Nuclei.” *Journal of Comparative Neurology* 280, no. 2 (February 1989): 231–53.
- Niemi, S. M., et al. “Neck and Shoulder Symptoms of High School Students and Associated Psychosocial Factors.” *Journal of Adolescent Health* 20, no. 3 (March 1997): 238–42.
- Siivola S. M., et al. “MRI Changes of Cervical Spine in Asymptomatic and Symptomatic Young Adults.” *European Spine Journal* 11, no. 4 (August 2002): 358–63.
- Stehouwer, D. J. “Behavior of Larval and Juvenile Bullfrogs Following Chronic Spinal Transection.” *Behavioral and Neural Biology* 45, no. 1 (January 1986): 120–34.
- Thomas, M. D., ed. *NUCCA Protocols and Perspectives: A Textbook for the National Upper Cervical Chiropractic Association*. 1st ed. Monroe, Mich.: National Upper Cervical Chiropractic Research Association, 2002.

Preventing Dehydration

Sue Mah

It's important to keep kids from getting overheated and dehydrated. Here are some important considerations and tips to make sure that kids get the fluids they need to live active, healthy lives.

Do Sweat It!

It's cool to sweat—literally! Sweating is our body's natural mechanism to keep us cool. When we get hot, our bodies sweat. As the sweat evaporates, our bodies cool down. Compared with adults, children sweat less and, in fact, get hotter during exercise. The smaller the child, the hotter they get. An eight-year-old child, for example, may produce as much as 25–30 per cent more heat than an adult. As a result, kids are at a greater risk for overheating and dehydration. Humidity and high temperatures make things worse. In hot, sticky weather, it's harder for sweat to evaporate, so the body doesn't cool the way it should. This may lead to heat illnesses such as heat cramps, heat exhaustion or, worse, heatstroke.

Don't Hypohydrate

While sweating helps to keep us cool, it doesn't replace the fluids we have lost. Some sports scientists use the term *hypohydration* to describe excessive fluid loss or insufficient drinking. Most of us are more familiar with the term *dehydration*. While dehydration occurs faster under high temperatures and high humidity, you don't have to look like a prune to be truly dehydrated. As little as a 1 per cent loss of your body weight results in dehydration—that's less than 1 pound for a 70-pound child. Fatigue and weakness are other signs of dehydration. The harder and longer kids play or exercise, the more they will sweat and the faster they will dehydrate. Boys generally tend to sweat

more than girls. Kids who are fit are more efficient sweaters—they are actually able to sweat sooner, sweat more and cool their body temperatures faster.

Choose a Fluid

Are sports drinks better than water? The answer depends on the type and length of your child's activity. Plain cool water is the best and most economical fluid for replacing sweat losses. Sports drinks are more appropriate for young athletes (and adults) who participate in activities or competitions that last more than 90 minutes. Compared with water, sports drinks contain carbohydrate, sodium and potassium. The carbohydrate content gives the child an energy boost. However, because kids' sweat contains less sodium than that of adults, they don't really need the sodium found in sports drinks. The key, though, is to get your child to drink enough fluids to prevent dehydration. If your child is active in long sports or tends to drink more when the fluid is flavoured, then try diluted fruit juice or a sports drink that contains 15–18 grams of carbohydrate per cup. The carbohydrate content in full-strength juice may cause stomach cramps, nausea or diarrhea during exercise or if the child is running around. Never offer carbonated soft drinks, which are nutritionless, or caffeinated beverages, which may further dehydrate the body.

Tips to Prevent Dehydration

- Don't wait until your child is thirsty before offering a drink. Thirst is an early sign of dehydration. When a child is thirsty, he has already lost about 1 per cent of his body weight.

Sue Mah is a registered dietitian and sports nutritionist.

Reprinted with permission from Ophea.net, the online community of the Ontario Physical and Health Education Association (Ophea), March 2004. For more articles and activities, visit www.ophea.net. Minor changes have been made to spelling and punctuation to fit ATA style.

- Offer good ol' plain water. It's the best type of fluid to replace what your child has lost through sweat. Aim for about ½ cup of water every 15–20 minutes.
- Dilute fruit juice with an equal amount of water when kids are playing. Or add frozen cubes of fruit juice to water. Children tend to drink more fluids if they are flavoured. Once the kids are taking a long rest break or are at home, you can offer full-strength juice or milk.
- Keep the fluids cool. Our bodies tend to absorb cooler liquids more quickly than warmer ones.
- Give the kids (and yourself) about ½–1 cup of water after slopping on the sunscreen and before heading outdoors.
- Take water breaks every 15–20 minutes in a shady area.
- Encourage kids throughout the day to eat foods with a high water content, such as watermelon, oranges, grapes, carrots, lettuce, fruit popsicles, juice and milk.
- Watch for the signs of dehydration and heat cramps—thirst, fatigue, weakness, chills, clammy skin and nausea. If left untreated, heat cramps may progress to heat exhaustion and heatstroke.



Inclusive Physical Education Class—Is It Possible?

Cindy Batchelor and Daniela Montoni

Each year, many teachers are presented with the challenge of including students with disabilities in their health and physical education programs. Numerous thoughts and questions often accompany this new challenge: “How can I possibly include someone with a disability?” “If I include someone with a disability, won’t it ruin the program for the others?” “I don’t know anything about disabilities. I have no idea what to do.” Thankfully, the challenge may not be as tough as it first seems. With a little bit of information, a little planning and a little flexibility, students with disabilities *can* be included successfully into any health and physical education program.

The first thing to think about is the goal of the program. The goal of health and physical education is not to create future Olympians but, rather, to promote healthy, active living. Why should this goal be any different when considering the needs of children with disabilities?

Creating an inclusive environment is a step-by-step process that requires planning in order to be successful. Remember that it is not enough that children with a disability are part of the activity, but also that there is

planned learning, acquisition of skills based on the grade-level expectations that can be measured after the implementation of the program. To achieve this, you will need to ask the following questions: What is their skill level? What supports are available to you as the teacher? Are there any safety concerns? What modifications need to be made?

When considering when to make modifications, it is important to remember that they may not always be necessary. When modifications have to be made, it is important to ensure that the integrity of the activity for all students is retained as much as possible. There is a continuum of modifications, from minimal to considerable, to think about when adapting a program. Modifications that increase the success for the person with the disability but that do not affect the program for others are the most desirable. Modifications that do not allow for authentic integration of the activity should be avoided. To successfully modify an activity, you will want to consult with the student and find out what their past experiences have been as well as with individuals in both the school board and the community that have expertise in this area. Begin with activities that require

Cindy Batchelor is a member of the Active Living Alliance for Canadians with a Disability (ALACD)-Ontario coordinating committee responsible for inclusive physical education. Cindy works full-time as a recreation therapist at the Pathways Centre for Children in Sarnia, Ontario.

Daniela Montoni served a one-year term on the ALACD-Ontario coordinating committee responsible for inclusive physical education. Daniela is a teacher at Rotherglen Private School in Oakville, Ontario.

Reprinted with permission from Ophea.net, the online community of the Ontario Physical and Health Education Association (Ophea), February 2004. For more articles and activities, visit www.ophea.net. Minor changes have been made to spelling and punctuation to fit ATA style.

the least modification and determine if additional modifications are needed, and then determine what they might be to allow all students to achieve success.

When making modifications, there are four variables to consider: equipment and timing, space use and distance, skill complexity and programming, and rules and groupings.

Equipment and Timing

The equipment used during an activity can greatly affect the skills required to complete that activity. Consider the following:

- Using lighter, softer, larger balls will slow the game and allow more time to execute a skill.
- Choosing shorter, lighter bats and racquets gives greater control to those with less arm strength.
- Choosing larger goals or target areas reduces the number of misses and makes it easier for everyone to succeed.
- Substituting beanbags for balls makes catching and throwing easier.

By altering the equipment, you change the game and make it a more successful experience for everyone. When you alter the size, weight, texture, shape, “squeezability,” colour, density and auditory quality of the equipment, you change the speed, timing, accuracy, distance, force and skill form required to complete the activity. The equipment you use does not have to be expensive therapy equipment; it can just as easily be purchased from your local dollar store, department store or school/board sporting-equipment supplier. Remember that the equipment should be age appropriate, colourful and/or auditory (for easier tracking), durable, have multiple uses, inexpensive, novel and readily available.

In terms of timing, consider the following:

- Allow for frequent breaks.
- Increase the time a person can be in a protected area.
- Decrease the length of the game.
- Allow earlier starts.

These modifications will allow students with poor endurance, or who experience difficulty with movement, to achieve success.

Space Use and Distance

- Use a smaller playing area to make it easier for players of all skill levels to participate and be in the action.
- Consider having a different starting or finishing point for the person with a disability to make the competition more equal.
- Choose a function of the team that requires less or more mobility depending on the student’s abilities. For example, a player in a wheelchair could be a pitcher, a goalie or the designated foul shooter.
- Play many small games at the same time so that the number of players on each team is reduced. This will increase the active participation of each player.

Skill Complexity and Programming

- Substitute wheeling for running, rolling a ball off a lap for kicking, or striking a soccer ball with a floor-hockey stick instead of a foot.
- Simplify games by having players drop the ball and catch it rather than asking that they bounce it continuously.
- Use props to enhance your players’ skills. For example, using a towel or pool noodle can extend a player’s reach in a game of tag.
- Avoid win/lose situations. Use games and activities that focus on cooperation and participation instead of victory and defeat.
- Provide instructions during activities that focus on fewer steps or skills.
- Set up the gym in stations and offer a variety of activities for all skill levels.
- Pair/group participants based on their abilities.
- Use lead-up games to develop skills and increase the participants’ opportunity for success.
- In passing games, establish a minimum number of passes that must be completed before scoring.
- Provide an individualized approach where the emphasis is on personal improvement.

Rules and Groupings

- Implement rules that allow the person to practise and perform the skill without directly being challenged. For example, in basketball, players must keep two feet from any opponent with the ball.

- Use only essential rules. Introduce rules as needed to ensure everyone's safety.
- Permit holding the ball for longer periods of time.
- Create balanced teams; teams should have a balance of ability levels.
- Allow extra hits or bounces.

The final component to all successful programs is ongoing assessment and evaluation. Continually assess and evaluate the modifications you have made to determine if they are meeting the specific needs of the students, if the equipment is appropriate for the ability level of the students, and if the supports you have accessed have provided you with the necessary

information, resources and equipment you require. This will allow you to effectively examine what is working and what supports and modifications can be further implemented.

One final comment: when you modify a program, you are not only allowing students with special needs to succeed but also allowing all students to demonstrate their learning in a safe environment with opportunities for all ability levels to achieve.

For more information about resources and training on how to provide an inclusive physical education program, please contact the ALACD-Ontario at 1-800-311-9565.

Put-Ups and Put-Downs

Tom Winiiecki

We have all heard our students say things that bother us, not to mention annoy their classmates. There probably is not a surefire way to eliminate these put-downs. But there may be a way to slow them down and begin to get kids seeing the other side.

Begin by going over with your students what put-ups and put-downs are. Go over their effects on others, both positive and negative. Explain that other kids want to play with people who say nice things to them. They won't want to play with others who constantly look for the negatives in someone or something.

Try to keep track of all the put-ups (positive statements) and put-downs (negative statements) that you hear during your classes. Have the kids keep an ear open for them, also. Believe me—they won't miss many!

At the end of each class, just before the kids are about to get picked up, ask them if they heard any of these. Now is when you have to be careful. Make sure that, if they heard a put-down, they can tell you what it

was, but they *cannot* tell you who said it. We are not in the business of singling out individuals, just the behaviour. Who said it really doesn't matter. They will know that it was them. What was said is the important thing here.

If, on the other hand, someone heard a put-up, have them tell you what was said *and* who said it. Just watch the person who said it; their chest will puff right up! After a few classes of doing this, everyone will want to be mentioned for a put-up. You will be pleasantly surprised by the flood of positive comments. The learning environment in your gym just improved tremendously. Your kids are more willing to try things they may not have before, because they are no longer afraid of someone else shooting them down. They will also realize that positive comments are more useful than negative ones. And all it takes is a few moments at the end of a class. It's a small price to pay for showing kids how to be more positive.

Tom Winiiecki teaches at Mott Road Elementary School in Fayetteville, New York, and is the editor of the elementary section of PELINKS4U (www.pelinks4u.org), an online PE resource.

Reprinted with permission from PELINKS4U, www.pelinks4u.org. Minor changes have been made to spelling and punctuation to fit ATA style.



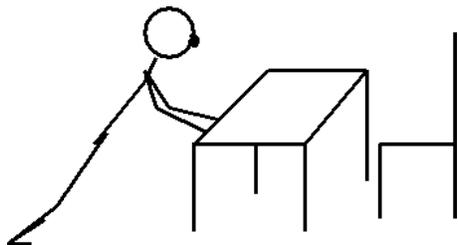
Can I Use It on Monday?

Classroom Fitness Tasks

Limited space? Try these simple fitness-task ideas that can be performed in the classroom. These activities are recommended for use with secondary students and adults.

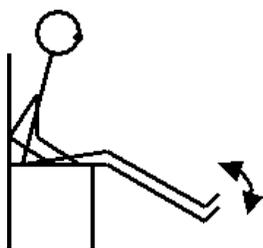
Desk Push-Ups

- Do push-ups with hands on the desk and feet on the floor.
- Do as many as you can.



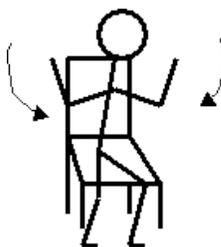
Ankle Flex and Extend

- Stretch legs out in front. Point toes forward then extend them back.
- Hold each position and stretch. Repeat.



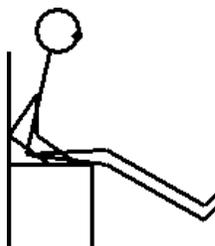
Arm Presses

- Hold arms out to the side with elbows bent at 90 degrees.
- Clench fists, tighten muscles, and press arms forward and together.
- Return to arms-out position.
- Repeat. Work slowly with muscles tight.



Lift and Hold

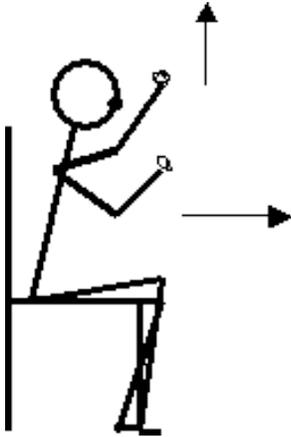
- Sit in chair. Put hands on chair at the side or underneath body.
- With feet off the floor, hold body tight and lift seat off the chair.
- Hold as long as possible. Try again.



Reprinted with permission from Ophea.net, the online community of the Ontario Physical and Health Education Association (Ophea). For more articles and activities, visit www.ophea.net. Minor changes have been made to spelling and punctuation to fit ATA style.

Arm Punches

- Punch arms forward, above head and to the side. Punch 10 times in each direction.
- Repeat.



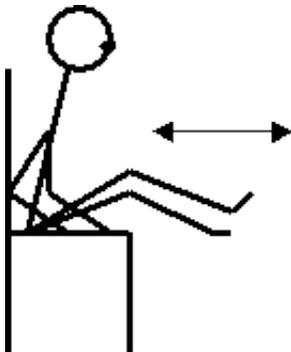
Arm and Back Isometrics

- With elbows out to the side, hook fingers together and pull arms apart.
- Keep shoulders back and muscles tight.



Sitting Crunches

- Using hands on chair for balance, lean back then reach legs out and pull them in, doing tuck crunches.
- Do as many as you can.



Neck Isometrics

- Press hand on one side of the head. Lean into hand to stretch neck without moving the head.
- Place hand on front of head and back of head, repeating the stretch.





Feature Teacher, Feature School

QDPE School Success Stories

The road to achieving quality daily physical education (QDPE) can be fraught with twists, turns and the occasional challenge. These success stories have been provided to profile real-life examples of how QDPE has been implemented in real schools by real people who have had to overcome real challenges in doing so. We hope that these stories inspire and motivate you to work toward achieving QDPE for the students in your school.

Learning, Leading, Teaching . . . Developing Healthier Youth

“Everyone a learner, everyone a teacher, everyone a leader.” That’s the motto that the physical education staff from Hunting Hills High School in Red Deer, Alberta, uses to inspire others. The staff not only believes in what they say, but they do it, too. The commitment to offer something for everyone is how they can meet this goal of everyone being a learner, teacher and leader. If the school provides active programs with the focus on finding the activities students enjoy participating in, chances are better for students to learn, teach or lead.

Hunting Hills provides a number of unique opportunities to ensure that all students can benefit from a QDPE program. For those unable to fit the regular physical education program into their timetables, an Active Living course is available. This course provides students with the opportunity to be physically active

and to monitor their other health habits. Students are required to fulfill a minimum of 75 hours in the school’s advanced fitness/weight-room facility, complete course assignments, and maintain a nutrition and physical-activity journal. “Students are very excited about this course, which is why enrolment is so high,” says course instructor Barb Young. “It provides a unique way for students to become more aware of their health habits and take personal responsibility to make necessary improvements.”

In addition, the school offers an extensive outdoor-education program as part of the physical education course. All students in this course go on a backpacking trip, a cross-country ski trip and a canoe trip.

Although Alberta Learning guidelines require students to complete a minimum of three physical education credits in high school, Hunting Hills students must complete a minimum of five. This is not difficult due to the variety of formats available, including semester, full-year and self-directed programs. In addition, the school offers an athletic program with a no-cut policy at the Grade 9 level and an intramural program organized by student leaders.

With creative physical education programs and a new facility, physical education team leader Barb Young says it is easy to implement a QDPE program. She states, “Everyone at this school wants to be active because we offer something for everyone.” You can reach Barb at (403) 342-7799 (phone) or (403) 341-4335 (fax).

Reprinted with permission from www.cahperd.ca/e/qdpe/success.htm. Minor changes have been made to spelling and punctuation to fit ATA style.

Encouragement + Experience + Enjoyment = Well-Balanced QDPE Program

Encouragement, experience and enjoyment—three vital components that make the physical education program at Georges P. Vanier School in Calgary, Alberta, a QDPE program. Mark Curtis, the school's physical education specialist, believes that encouragement is fundamental to students gaining enjoyable experiences. When students are encouraged to participate in an activity and gain the appropriate skills through experience, it is more likely that they will learn to enjoy the activity as well. And this increases the probability that they will continue to participate in similar activities in the future.

Lifelong learning and promoting healthy lifestyles are two of the physical education objectives at Georges P. Vanier. "QDPE plays an important role in achieving these objectives," Mark says. "It encourages students to become more aware of the whole body, including the mind and the spirit. This awareness is important for lifelong learning."

The variety of programs available keeps students interested in and enthusiastic about the physical education program. Students enjoy many activities that are not traditionally part of the school curriculum, such as archery, tennis, broomball and circuit training in the top-notch fitness facility. In addition, students are required to complete individual or group projects using video equipment to demonstrate their ability to analyze games, demonstrate skills or present rules.

One of the most outstanding features at Georges P. Vanier School is the excellent assessment process in place. Students get directly involved in this procedure by completing self, peer and program evaluations after each unit. This helps students to set personal goals, monitor their own progress and provide valuable feedback on each physical education unit. The student's personal assessment is a major factor in determining their final grade.

This school is an excellent example of how encouragement, experience and enjoyment can lead to a well-balanced QDPE program. If you would like to find out more about this QDPE program, contact Mark Curtis at (403) 777-7460 (phone) or (403) 777-7469 (fax).

Teamwork—A Key Element of a Successful QDPE Program

Role modelling, collaboration and teamwork are just some of the ways that West Dalhousie Elementary School in Calgary achieves 100 per cent participation in its QDPE program. Trish Savill, the school's physical education specialist, credits the committed team (parents, administration and teachers) that believe in the importance of educating the *whole* child. She believes that her school invests in QDPE "because a healthy body leads to a healthy outlook, which complements an inquiring mind."

Trish and her team practise what they preach. For example, each fall the school hosts a Terry Fox Run, where everyone participates, including parents, staff and students. In addition, the school's parent group funded and built a new playground that includes basketball nets and other creative game activities. Trish states, "This kind of equipment has allowed students of all abilities to participate and achieve maximum success."

It is evident when reading Trish's application for the QDPE School Recognition Award that the students have been inspired by this program. The application includes statements from children sharing their feelings about the program. Here are some examples:

My class cooperates better, which makes it enjoyable.

—Jeff, Grade 4

It makes me so strong and healthy.

—Alexandra, Grade 4

It is so much fun, and it makes our hearts beat faster.

—Morning Kindergarten class

I like gym because it is fun and I get to learn new skills.

—Kate, Grade 6

This is what QDPE is all about—teaching kids to learn about their bodies and to do their best. From the statements above, it is clear that these students have learned the importance of physical education.

Congratulations to Trish and the team at West Dalhousie Elementary School. Keep inspiring those students, for they will be sure to inspire others in their lifetime. Contact Trish at (403) 777-6110 (phone) or (403) 777-6112 (fax).

The Power of Positive Peer Influence

Student leaders are the name of the game when it comes to having a top-notch QDPE program. “If you believe in students empowering students, then anything can happen at your school,” says David Garvie from Clarence Samson Junior High School in Calgary.

David claims that his school’s QDPE program is highly integrated with student leadership. “Our physical education curriculum, intramural program and student leadership are all intertwined,” states David. “The intramurals are organized and implemented entirely by students, and they have a direct link to the physical education curriculum and vice versa.” David explains that many different skills are taught in a physical education class so students can use them outside of a class setting. For example, students learn country line dance so they can participate in a school or community dance. In addition, they learn the proper skills for floor hockey so they can enhance those skills when playing intramurals.

David’s philosophy—“The more you do, the more you are”—is reflective of how he organizes the QDPE program. By offering many different types of physical education programs, students have the opportunity to do more, learn more and ultimately become more.

David knows that peer influence is not always bad. He says, “If you turn it around and make it positive, good things can happen.” David believes these are just a few of the benefits QDPE has brought to his school:

- Positive school environment
- Positive behaviour in challenging circumstances
- Opportunities for positive social support
- Improved academic achievement

Clarence Samson Junior High School uses a variety of fundraisers to enhance the school’s QDPE program by providing activities and enabling extracurricular opportunities. Students participate in bottle drives and car washes, and parents volunteer at the local casino that provides proceeds to the school.

Believing in students is a small but very important aspect that David Garvie claims is key to a top-notch QDPE program. David’s students are fortunate to have a role model and leader like David. Someone once said,

“The best place to succeed is where you are and with what you have.” David Garvie and Clarence Samson School have done this and even more. They have believed in the ability of students and the positive influence they can have on each other. It is apparent that the belief these people have had in each other has led to the success of this school’s QDPE program. You can reach David Garvie at (403) 777-7700 (phone) or (403) 777-7709 (fax).

Reaping the Benefits of QDPE at Jack Stuart Elementary School in Camrose, Alberta

Ten years of offering a QDPE program at Jack Stuart Elementary School in Camrose, Alberta, has paid off. According to physical education specialist Carvel Skaret, considerable changes have been noticed in students’ attitudes and behaviour over the years, including

- improved school spirit,
- fewer disputes in the schoolyard,
- better fitness levels and
- improved academic performance.

Carvel believes that QDPE and the School Recognition Award have created a sense of ownership and pride within the school. Activities are continually being developed that enable students and staff to both celebrate and participate in physical activity. For instance, each spring the school puts on a special Active Living Week. During this week, several special activities are planned, such as Jump Rope for Heart, playground parties and cross-country fun runs. A special uniform day lets students and staff come to school dressed in their favourite sports paraphernalia, such as baseball uniforms, dance outfits or hockey gear.

Carvel feels that the enthusiastic students are a main factor in the program’s success. “Students love physical education at our school. Most classes are taught by physical education specialists, which allows for the delivery of positive, effective and fun learning experiences for all students. Every student participates in 30 minutes of physical education daily.”

Jack Stuart Elementary School is fortunate to have the support of many people within the community who make the QDPE program possible, and they know it. Each year, they plan a special breakfast for parent

volunteers, media, sport club leaders, maintenance crews and others to express their thanks for the role they play in implementing QDPE.

This school will continue to offer QDPE and benefit students for years to come, enabling them to live longer,

healthier and more productive lives. "Why stop something that has such a positive impact on your students?" Carvel says.

Contact Carvel Skaret at (403) 672-0880 (phone) or (403) 672-8773 (fax).



The Lighter Side of the Gym

If You Were a Fly in the Gym . . .

This new feature includes quotes and comments from students in PE class. If you want to share something you have heard in your class, please send it to runner@hpec.ab.ca.

While demonstrating to my students how to make sure their jump rope is the right size for them, I showed them how to tie knots to shorten it if they needed to. I made the comment, "You can always make a long rope shorter, but you cannot make a short rope grow longer." To that, one Kindergarten student said, "Water it."

—T. Basic, Los Lunas Elementary School,
Los Lunas, New Mexico

When I asked my first graders if they knew what the letters *PE* meant, one little boy, after some thought, exclaimed, "Play and Exercise!" It made my day!

—A. Timberlake, Fairfax, Virginia

It is said that feedback is an important element in teaching physical education. The following comments from Jason (a fifth grader) seem to support that theory:

JASON: Compliments from the teacher keep me throwing. Like I remember in my old gym class. I was throwing really well and my gym teacher just walked around, and she wouldn't compliment me. And I just got tired of throwing. I mean, there wasn't much point to it.

ME: What does Joe (his present PE teacher) do that is different from that?

JASON: He will come up to you and compliment you if you're doing well. Like he will say, "That's a pretty good throw, Jason. Very good."

ME: Do you like that?

JASON: Yeah, it makes you feel good. Makes you want to keep going.

Being the new physical education teacher who felt that my subject matter was tremendously important, I began the lesson with the definition of *physical education*. When I asked the class what *PE* meant, one boy was very quick to raise his hand and state, "That's easy, Coach Lee. It means Play Everyday!"

—P. Lee, Anderson Elementary School,
Orange, Texas

Reprinted with permission from PE Central, www.pecentral.org/weeklyactivities/kidsay/kidsay.asp. Minor changes have been made to spelling and punctuation to fit ATA style.



HPEC Updates

HPEC Website

HPEC launched its new website in January 2004. Check it out at www.hpec.ab.ca.

Conference 2004

Conference 2004 took place May 6–8 in Lethbridge. The conference website (including session information) is <http://hpec.edu.uleth.ca/hpec2004.html>.

Conference 2005

Next year's HPEC conference will take place in Fort McMurray. More information, a call for presenters and registration details will be posted on the HPEC website as they become available.

Apply early to the ATA's Professional Growth Subsidy for funding. The HPEC conference is always well attended and will offer great phys. ed. and health sessions.





Resource Review

Teaching Sport and Physical Activity: Insights on the Road to Excellence

By Paul G. Schempp
Human Kinetics, 2003
221 pages
ISBN 0736033874

Reviewed by Wayne Meadows

I came across Paul G. Schempp's *Teaching Sport and Physical Activity: Insights on the Road to Excellence* while preparing a workshop for a teacher-mentorship series. Schempp, a professor at the University of Georgia with more than 25 years' experience in the field, devoted five years to writing this book. The content is valuable to new or generalist teachers, because the basic ideas form a foundation for teaching physical education. However, experienced teachers will also find the book, which encourages reflection on practice, a valuable refresher.

The book covers all the significant elements of teaching physical education:

- Issues surrounding the decision to become a teacher
- Critical elements teachers need to know
- How to create stimulating learning environments
- The skills and knowledge a teacher needs for focusing a lesson, maintaining a dynamic instructional pace, communicating effectively, and maximizing student learning with practice and feedback
- How to become a better teacher or coach

The book incorporates case studies of real teachers and coaches that will stimulate ideas about teaching and coaching. The discussion questions at the end of each chapter are useful for review.

One of the best parts of the book is the appendix, which includes everything from lesson plans to sample systematic observation sheets to lists of websites.

This book is a must-read for all phys. ed. teachers and coaches.

With time commitments to teaching and coaching, many PE teachers find it challenging to stay on top of recent resources. With that in mind, Runner encourages readers to submit reviews of online and print resources that may make teachers' work easier. Maybe other teachers will get involved in lifelong learning and pick up the resources for themselves. Submit reviews (or titles of resources you would like to see reviewed) to runner@hpec.ab.ca.



Coaching Update

New Approach to Certification of Coaches

In response to an initiative driven by the sports community, the Coaching Association of Canada (CAC) and its partners in coach education and training have launched a new phase of the National Coaching Certification Program (NCCP), which will significantly improve how coaches in Canada are trained.

For the past 30 years, the NCCP has been Canada's recognized program for coach training and certification in more than 60 sports and has made Canada a world leader in that area. Since its inception in 1974, nearly one million Canadians have taken part in the program.

The new program will develop and improve the volunteer coaches who train young athletes and will focus on improving the experiences of children and adolescents who participate in sports. The move is toward a competency-based approach for certifying coaches. This approach will require coaches to be able to demonstrate/perform specific outcomes.

The first phase of the transition was completed on April 1, 2004. The CAC, in partnership with Alberta

Community Development's Sport and Recreation Branch, launched Introduction to Competition, a series of multi-sport modules for coaches who train children or adolescents in basic sports skills in a fun, safe environment and who are preparing them for local and/or regional competitions. These modules replace the Levels 1 and 2 theory courses.

Sports associations will determine and develop streams and contexts to meet the needs of their coaches according to the new requirements set out by the NCCP. Alberta coaches at Levels 1 and 2 will have until 2009 to update their qualifications.

Alberta coaches with questions regarding the implementation and requirements of the new NCCP are invited to contact their individual sports associations or to visit www.coach.ca.

For a schedule of NCCP courses in Alberta, visit www.cd.gov.ab.ca/asrpfw/programs/sports. For more information, contact Shona Schleppe of Alberta Community Development by dialing 310-0000 then (780) 422-7108 (toll free in Alberta).



Be a Runner Contributor

Runner is a professional journal for physical education teachers in Alberta. Submissions are requested that have a classroom, rather than a scholarly, focus. They may include

- personal explorations of significant classroom experiences;
- descriptions of innovative classroom and school practices;
- reviews or evaluations of instructional and curricular methods, programs or materials; and
- discussions of trends, issues or policies.

Manuscripts on other themes will also be considered for publication.

Manuscripts may be up to 2,500 words long. References to works cited should appear in full in a list at the end of the article. Photographs, line drawings and diagrams are welcome. To ensure quality reproduction, photographs should be clear and have good

contrast, and drawings should be the originals. A caption and photo credit should accompany each photograph. The contributor is responsible for obtaining releases for use of photographs and written parental permission for works by students under 18 years of age.

Manuscripts should be submitted in duplicate, typed double spaced. Please include an electronic copy or a disk labelled with program identification and the name of the contributor. A cover page should include the contributor's name, professional position, address, and phone and fax numbers. The Copyright Transfer Agreement should be completed and attached to manuscripts. Disks will not be returned.

Contributions are reviewed by the editor, who reserves the right to edit for clarity and space. Send manuscripts for future issues to Wayne Meadows at wayne.meadows@cssd.ab.ca.

Copyright Transfer Agreement

I/we, _____, the author(s),
transfer copyright of the manuscript entitled

to the Health and Physical Education Council of The Alberta Teachers' Association, in consideration of publication. This transfer shall become effective if and when the manuscript is accepted for publication, thereby granting the Health and Physical Education Council the right to authorize republication, representation and distribution of the original and derivative material. I/we further certify that the manuscript under consideration has not been previously published and is my/our own original piece. I/we understand that the work may be edited for publication.

signature(s) _____ date _____

Address _____

Phone _____ Fax _____

Two-sentence biographical note about the author(s):

HPEC Executive 2004

President

Dwayne Sheehan
431 Lake Newell Crescent SE
Calgary T2J 3L5
Res. (403) 607-5501
Bus. (403) 294-8673
Fax (403) 294-8674
dpsheehan@cbe.ab.ca

Past President

Brian Mullally
107 Brett Drive
Fort McMurray T9K 1V1
Res. (780) 791-2506
Bus. (780) 743-5771
Fax (780) 791-5771
brianm@fmps.ab.ca

Vice President

Vince Spila
Box 5188
Bonnyville T9N 2G4
Res. (780) 812-2366
Bus. (780) 594-4050
Fax (780) 812-2367
vspila@lcsd150.ab.ca

President-Elect

Carrie Yanishewski
RR 1 Site 2 Box 36
Spirit River T0H 3G0
Res. (780) 351-2126
Bus. (780) 351-3771
Fax (780) 351-3769
carrieyanishewski@pwsb33.ab.ca

Secretary

Shawn O'Neill
26 Chapala Court SE
Calgary T2X 3M5
Res. (403) 279-3043
Bus. (403) 777-7360 ext. 2223
Fax (403) 777-7369
stoneill@cbe.ab.ca
shawnoneill@shaw.ca

Provincial Director for Ever Active Schools

Dean Hengel
3rd Floor, Percy Page Centre
11759 Groat Road NW
Edmonton T5M 3K6
Bus. (780) 454-4745
Fax (780) 453-1756
dean@everactive.org

Treasurer

Ralene Goldade
180 Douglas Glen Heath SE
Calgary T2Z 2N1
Res. (403) 720-6663
Bus. (403) 272-8732
Fax (403) 272-5286
ralene.goldade@cssd.ab.ca

Conference 2004 Chair

Dean Hawkins
66 Rivercrest Court W
Lethbridge T1K 7P4
Res. (403) 327-0171
Bus. (403) 732-5636
Fax (403) 732-4266
dhawkins@pallisersd.ab.ca

Journal Editor

Wayne Meadows
2412 Kelwood Drive SW
Calgary T3E 3Z7
Res. (403) 246-6183
Bus. (403) 301-0815
wayne_meadows@shaw.ca or
wayne.meadows@cssd.ab.ca

Special Projects Coordinator for Schools Come Alive

Shelley Constantin
3rd Floor, Percy Page Centre
11759 Groat Road NW
Edmonton T5M 3K6
Bus. (780) 454-4745
Fax (780) 453-1756
shelley@schoolscomealive.org

Special Projects Coordinator for Ever Active Schools

Kerry Allen
3rd Floor, Percy Page Centre
11759 Groat Road NW
Edmonton T5M 3K6
Bus. (780) 454-4745
Fax (780) 453-1756
info@everactive.org

PEC Liaison

Kevin Kempt
47 Citadel Crest Green NW
Calgary T3G 4W5
Res. (403) 208-5434
Bus. (403) 289-2551
Fax (403) 374-0029
kkempt@telusplanet.net

ATA Staff Advisor

Michael Podlosky
Barnett House
11010 142 Street NW
Edmonton T5N 2R1
Bus. (780) 447-9466
or 1-800-232-7208
Fax (780) 455-6481
mpodlosky@teachers.ab.ca

LIAISON REPRESENTATIVES

Alberta Community Development

Kim Schmidt
905 Standard Life Centre
10405 Jasper Avenue NW
Edmonton T5J 4R7
Res. (780) 487-5477
Bus. (780) 415-0270
Fax (780) 427-5140
kim.schmidt@gov.ab.ca

ASAA (Alberta Schools' Athletic Association)

Barbara Young
291 Barrett Drive
Red Deer T4R 1H9
Res. (403) 343-7005
Bus. (403) 314-2020
Fax (403) 309-4108
byoung@rdpsd.ab.ca

ATEPE (Alberta Teacher Educators of Physical Education)

Nancy Melnychuk
Faculty of Education
University of Alberta
Edmonton T6G 2G5
Res. (780) 438-1861
Bus. (780) 492-0543
Fax (780) 492-9402
nancy.melnchuk@ualberta.ca

CIRA (Canadian Intramural Recreation Association)

Mike Boyles
Campus Recreation
University of Calgary
2500 University Drive NW
Calgary T2N 1N4
Bus. (403) 220-4413
Cell (403) 815-9297
Fax (403) 284-5867
mboyles@ucalgary.ca

CAHPERD (Canadian Association for Health, Physical Education, Recreation and Dance)

Deanna Binder
Faculty of Education
University of Alberta
Edmonton T6G 2G5
Bus. (780) 492-3178
deanna.binder@ualberta.ca

Schools Come Alive Liaison

Sharin Adams
2928 13 Avenue NW
Calgary T2N 1M2
Res. (403) 282-5121
Bus. (403) 777-8560
Fax (403) 777-8563
sgadams@shaw.ca

Ever Active Schools Liaison

Lois Vanderlee
Banff Community High School
Box 748 Banff T1L 1K1
Res. (403) 762-3174
Bus. (403) 762-4411
Fax (403) 762-9220
lvanderlee@crsd.ab.ca

Alberta Learning

Marg Schwartz
Alberta Learning
9th Floor, 44 Capital Boulevard
10044 108 Street NW
Edmonton T5J 5E6
Bus. (780) 415-6571
Fax (780) 422-9682

STANDING COMMITTEE CHAIRS

Health Education

Bill Gordon
8965 94 Avenue
Fort Saskatchewan T8L 1B3
Res. (780) 998-4179
Bus. (780) 467-0044
Fax (780) 998-2741
wgordon@compusmart.ab.ca

QDPE (Quality Daily Physical Education)

Doug Nish
21 Clark Crescent
Fort McMurray T9H 1M8
Res. (780) 743-5289
Bus. (780) 743-5800, ext. 135
Fax (780) 743-4466
doug@fmps.ab.ca

Resolutions Historian

Joy Taylor
2 MacEwan Park Road NW
Calgary T3K 3G5
Res. (403) 275-3975
Bus. (403) 272-4877
joy.taylor@cssd.ab.ca

DISTRICT REPRESENTATIVES

Athabasca

Mike Chaisson
289 Boisvert Place
Fort McMurray T9K 1T2
Res. (780) 743-9271
Bus. (780) 799-5767
Fax (780) 799-5771
mchaisson@fmscd.ab.ca

Calgary City Co-Representatives

Susan Mills
2927 Palliser Drive NW
Calgary T2V 4B3
Res. (403) 281-5143
Bus. (403) 777-8620
Fax (403) 777-8622
Cell (403) 875-8750
spmills@cbe.ab.ca or flemingg@telus.net

Sonia Sheehan

431 Lake Newell Crescent SE
Calgary T2J 3L5
Res. (403) 241-7400
Bus. (403) 258-2728
Fax (403) 258-2701
soniasheehan@shaw.ca

Central East

Shane Gau
6111 32 Avenue
Camrose T4V 4R9
Res. (780) 672-9483
Bus. (780) 672-7785
Fax (780) 672-0036
sgau@brdr.ab.ca

Greater Edmonton

Heather Rootsart
8124 188 Street NW
Edmonton T5T 5A6
Res. (780) 489-7337
Bus. (780) 471-4218
Fax (780) 471-1731
rootsaerth@ecsd.net

Mighty Peace

Suzanne Berg
11410 104 Street
Grande Prairie T8V 2Z1
Res. (780) 402-7084
Bus. (780) 513-9504
Fax (780) 402-3982
slojczyc@pwsb33.ab.ca

North Central

Lori Olson
20 Montcalm Crescent
St. Albert T8N 2C9
Res. (780) 458-1370
Bus. (780) 459-4405
Fax (780) 459-0187
olson@spschools.org or lorio11@hotmail.com

North East

Jared Nichol
c/o Ardmore School
PO Box 9
Ardmore T0A 0B0
Res. (780) 594-5395
Bus. (780) 826-5144
Fax (780) 826-2955
jnichol@nlsd.ab.ca

Palliser

Lori McCarthy
RR 2
Okotoks T1S 1A2
Bus. (403) 938-4431
Fax (403) 938-4492
mccartl@stis.ab.ca

Red Deer

Susan Dillabough
9 Excel Street
Red Deer T4R 2N2
Res. (403) 346-9340
Bus. (403) 227-3292
Fax (403) 227-6006
sdillabough@chinookledge.ab.ca

South East

Brenda Bower
532 7 Street NE
Medicine Hat T1A 5R1
Res. (403) 529-6187
Bus. (403) 527-6641
Fax (403) 526-2018
bbower@telusplanet.net

South West

See Conference 2004 Chair

Personal information regarding any person named in this document is for the sole purpose of professional consultation between members of The Alberta Teachers' Association.

ISSN 0707-3186
Barnett House
11010 142 Street NW
Edmonton AB T5N 2R1