

# **RUNNER**

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Volume 42, Number 2, 2006





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# *Greetings and Reflections*

## **Editorial**

***Maureen Napier-Ross***

Welcome to the conference issue of *Runner*. HPEC hosted its 45th annual conference from May 4–6, 2006, at Mount Royal College. I am a bit biased, as I sat on the conference committee, but it was truly a wonderful conference! Your evaluations of the sessions, the venue and the calibre of speakers speak volumes of the work and dedication that the conference committee put forth over the past two years. It's hard to believe that two years of planning have come and gone, yet we are looking forward to Conference 2007 in Edmonton and a repeat of the enthusiasm for health and physical education programming in Alberta.

In this issue, readers will enjoy a few handouts from session instructors who answered a call for information on their presentations after the conference. If you would like more information about the sessions, please go to the HPEC website at [www.hpec.ab.ca/hpec2006](http://www.hpec.ab.ca/hpec2006) and

take a peek at what sessions were offered. Did you get a pedometer when you handed in your session evaluation? Good! You'll enjoy "Pedometer Challenge Day" in this issue. Did you miss the Robert Routledge address? Brian Erickson has given us a copy of his speech, and you can read through it and be re-energized for the school year. There is much to be proud of in Alberta's gyms and classrooms, and you are the heart and soul of these success stories! Enjoy this issue and bask in some of the memories of a great conference and conferences past.

Once again, if you have any articles, lesson plans or assessment ideas, or if you just want to share a story about physical education or health, please contact the editor of *Runner*. We would love to hear from you and ensure that this publication meets your professional and personal growth and development needs.

Have a great fall! Welcome back!

# President's Message

*Vince Spila*

Physical education has come to the forefront of everyone's mind, with 2005 having been the International Year of Sport and Education and with the implementation of Alberta Education's Daily Physical Activity (DPA) initiative. The Health and Physical Education Council has made great strides in promoting this initiative, and your executive should be commended.

Our 11 district representatives throughout the province strongly support daily physical education programs. This year they focused on the DPA initiative, presenting numerous sessions locally, at conventions and conferences, and in their drive-in workshops.

Schools Come Alive, a project of HPEC in collaboration with the Alberta Regional Professional Development Consortia and Alberta Education, supported Alberta schools with the implementation of the Daily Physical Activity initiative by offering every school jurisdiction in the province the opportunity to access one free day of professional development from Schools Come Alive, to meet the needs of that jurisdiction. Schools Come Alive has facilitated over 90 workshops across the province; more than 40 have been a result of the above collaboration.

Ever Active Schools, the second HPEC project, has approximately 150 member schools to date. This year, Ever Active Schools offered the first-ever Student Leadership Camp in November. This workshop was designed to provide student leaders with the necessary knowledge, skills and attitudes to address physical activity and screen time in their school communities. Ever Active Schools, in conjunction with the Alberta Regional Professional Development Consortia, also organized eight Energizer Days throughout the province. All current Ever Active Schools, as well as other schools interested in joining the program, were invited to be a part of these exciting days.

This past year, our website was brought up to date with new information and fresh ideas. You can now access all of HPEC's position papers, contact any of the

executive members, and quick link to the Schools Come Alive and Ever Active Schools projects. We also revitalized the intramurals portfolio, which is a very important part of a quality physical education program.

Each year, the ATA Educational Trust seeks the assistance of specialist councils to help promote funding opportunities for teachers to offset the costs of attending ATA specialist council conferences. This past year, six out of the ten \$300 grants were awarded for attendance at this year's HPEC conference!

Alberta had nine nominations for the CAHPERD/Wintergreen Phys-Ed Physical Education Teaching Excellence Award, more than almost all of the other provinces and territories combined, and second only to Ontario. This is a true testament to the exceptional physical education leaders we have in our Alberta schools. Congratulations to Patty Fyhn of Calgary, this year's CAHPERD/Wintergreen Phys-Ed Physical Education Teaching Excellence Award for Alberta!

HPEC Conference 2006, "Doing it Daily!" was a truly amazing and inspiring experience! Congratulations to the cochairs of HPEC Conference 2006 and your committee. Your time, dedication and commitment to professional development have allowed you to present a full and enriching program this year. The preconference workshops touched many facets of health, physical education and athletics. The numerous sessions offered throughout the conference were excellent and relevant; I walked away with ready-to-use material for my classes on Monday. The panel presentations added a new flavour to the conference and our keynote speaker, Stephen Lundin, was memorable. The numerous awards presented reinforce the excellent leadership in physical education in our Alberta schools.

One of my most memorable highlights of the conference occurred just before the president's social. I was invited to meet with many of the past presidents one on one in a small reception before they were to march in to be greeted by the rest of the conference delegates.

I was humbled in their presence and realized then that the Health and Physical Education Council has deep roots and is a well established entity. I am honoured to be a part of it.

I would like to congratulate and welcome Shawn O'Neill to the position of president for the year 2006/07. Shawn has been a valuable member of our executive for many years, was very involved with HPEC Conference 2006 and will be a definite asset to the leadership of HPEC.

It has been an honour to serve as your Health and Physical Education Council president this past year and I thank you. I would also like to thank the members of the executive. Their tireless efforts, their dedication to professional development and their commitment to health and physical education have made my role as president a very enjoyable one. I look forward to continuing to assist and support this council and the physical education teachers of Alberta in the many years to come.



# Teaching PE

All of the articles in this section are presentations that were made at the 45th annual conference of the Health and Physical Education Council, May 4–6, 2006.

## Body Ball—Versatility in Motion

*Tim O'Donnell*

Body Ball is a no-contact, cooperative and highly cardiovascular game that gets all of your students involved in working toward the same goal—literally. The goal in this case, however, is a person from your own team. Often referred to as an alternative to dodgeball because of its nonaggressive play, Body Ball gets all students involved and does not allow the more athletically inclined students in your class to dominate the play.

As with many things, Body Ball was developed out of necessity. Gordon King was teaching a junior high mixed grade, boys and girls physical education class, and was trying to get all students involved because some of the traditional sports were dominated by a few in the class; as a result, not all of the students were engaged in activity. Body Ball gets all students involved by requiring teamwork for the team to succeed. Body Ball uses a specialized fabric ball with fuzzy Velcro on it. The object of the game is for a team to move the ball down the court by passing it among teammates while being guarded by the other team. Teammates eventually throw the ball so that it sticks to the team's catcher, who is wearing a specialized vest with Velcro hooks on it. The basic parameters of Body Ball that allow for all to participate regardless of skill and age include the following:

- Each student must be matched up with a check on the opposite team who is of equal size or ability.
- Players can hold on to the ball for only three to five seconds (as determined by the teacher).
- The ball does not bounce, and students are not allowed to run with the ball once they catch it.

- Once the ball is caught, the student with the ball is allowed to pivot in order to make a pass to a teammate.
- If a team drops a pass, or if a pass is knocked down by the defending team, the defending team is allowed to pick it up and go the other way with it. This causes constant transition, which in turn creates an excellent cardiovascular workout.

Body Ball is very versatile in that both the formal game and various uses of the equipment outside of the game create tremendous variety for the physical education class. For example, some adaptations of the formal game are to add another catcher to each team, add another ball, or assign different point values depending on which colour of ball (eg, blue or red) attaches to the catcher. Independent of the game, teachers are using the equipment for variations of tag games, as an assisted catching device, and as a lead-in to basketball and many other team sport units where learning how to utilize open space is important. The only limit to the use of the equipment is one's imagination.

The official rules of Body Ball, as well as descriptions of two adaptations, accompany the equipment. There are three different sizes of packages available, so that a school or teacher can choose what will work best to serve the needs of the students. To view comments from other teachers about the game, more applications and video clips of the game being played, visit [www.bodyball.net](http://www.bodyball.net).

# Cross Country for All School Levels: Variations to Keep the Program Interesting

*Lawrence King*

## Follow the Leader (Pacer)

The leader sets a sensible pace for everyone. Runners may not pass the leader and must try to stay together as a group—small or large. When the coach blows the whistle or yells “Change,” the last person in the group moves to the front and sets a new pace.

**Hint:** If the group spreads out too much the coach can make them walk or dead-man jog briefly.

## Around the Block

Runners try to improve their recorded times and receive recognition for the biggest improvement.

## Destination Out and Back

Students run to the edge of the playground and back (shuttle relay concept).

## Set Up Several Different Courses

Have courses of different lengths and mark them by colour.

Eg: Yellow course      800 metres  
Blue course          1500 metres  
Red course            2000 metres

Give the students a choice, but they can't run the same course twice in a row.

## Fartlek (Hard–Easy)

Mark off sections of your playground or park with flags, traffic cones, etc.

Eg: Jog between green flags, easy run between yellow flags, sprint between blue flags. The coach can also use a whistle or verbal commands.

## Estimated Time of Arrival Run

Have the students run a certain route at least three times and each time record their results.

Now ask them before they run the route again what they think their time will be. Record it beside their names. When they finish, write their actual times down and subtract the difference. The winner is the one who comes closest to the predicted time.

**Note:** Runners are not allowed to wear watches while running this race.

## Team Cross-Country Water Race

Organize into relay teams. Students must carry a cup of water from one barrel and fill another barrel or container at the other end. You can substitute sand for water if you have a long jump pit.

## Physical Education Classes or Total School Runs

Everyone who finishes counts in the team total.

Eg: Top 25      100 points  
Next 25      75 points  
Next 25      50 points  
Next 25      25 points  
Last 25      participation points

## Other Ideas

- Carry a rubber chicken
- Carry a rubber boot
- Carry a stuffed animal
- Kick a ball

## Ways to Motivate

- Use music.
- Run a reward course—halfway around the route give out a cookie and juice.
- Use dignitaries at the finish line or at rest stops, eg, the principal, a famous athlete, a parent, a policeman, etc.
- Keep it fun.
- Give recognition and rewards.
- Running club—set goals.
- Team championship—everyone scores points for the school team.

# Relay Type Games: Suggestions for Teachers

*Lawrence King*

## Introduction

Relay games provide opportunities in any unit of instruction for students of all ages and abilities to enjoy social interaction with others while having fun. They serve as the medium for developing physical skills, physical fitness, knowledge and understanding, social skills, and attitudes and appreciation. Novelty relays provide special opportunities for promoting enjoyment of physical activity in and out of the classroom and can also be used as part of the intramural and athletic programs.

## Points to Ponder

- Provide maximum participation for all.
- Use non-elimination activities.
- Keep safety in mind.
- Don't embarrass students.
- Keep teams small.
- Consider students' age and abilities when planning activities.
- Make teams equal in ability.
- Don't let students pick the teams.
- Consider the equipment needed for each activity.
- Consider the number of participants.
- Consider the space available.
- Consider the amount of time needed.
- Vary the ways in which one finishes the activity.
- Provide positive recognition and/or rewards.
- Provide lots of variety (use your imagination).

## The Art of Innovation

- Use paper from duplicating room.
- Use lost and found items.
- Improvise with stuffed animals, rubber chicken or rubber boots.
- Use the environment—branches, pine cones, hedges, boulders, trees for turning points.
- Use different formations—lines, shuttle, circle, common point, stationary.

- Use milk cartons, pop cans or jugs, or water pistols and squirt containers—outside only!
- Use a bag full of toy animals.
- Use a bag full of assorted articles.
- Organize relays with and without equipment.

## Types of Start

- Whistle
- Command "Go"
- When a ball hits the floor
- When I pat my head
- When I call out a month or holiday
- When I catch the ball
- When I clap my hands
- When I lift my foot

## Types of Endings

- Sitting with legs crossed
- Sitting back to back
- Football huddle
- On one leg (flamingo)
- Kneeling
- Spokes of a wheel
- On your back
- Three body parts on floor

## Rewards

- Pat on back
- Standing ovation
- Round of applause
- Recognition—best listener, hardest trier
- Videotape class
- Candy or fruit (no peanuts)

## Publicity/Recognition

- PA announcement
- Bulletin board
- Pretend newspaper

- Classroom visit by principal
- Fun certificates
- Photos

## Special Days

- Intramurals
- Lunchroom crowd
- Tabloid sports
- Guest class invitation
- Olympics
- Parent and child

## Classroom Relays

On a rainy day or as a reward, relays with modifications can be run in the classroom. Prepare your room by arranging your desks or tables in rows.

## Some Relay Ideas

- Over and over passing an object
- Pass left, pass right
- Over and under in aisle

- Run up to blackboard and draw an object
- Row shift—wait to be touched and shift seats
- Do a simple problem on the board then go back to seat
- Find something in text book described by teacher and show
- Add-on sentence (eg, “The dog—was black—and barked—at the mailman.”)
- Roll a ball in the aisle or through an obstacle
- On command change rows in the same order of seating, or in a different order, or girl-boy

**Note:** Use safe equipment in the classroom (eg, nerf ball, relay baton).

**Hint:** There should always be coaching or teaching going on in a positive manner (eg, “Good job, Row 2!” “Nice try, Johnny!”).

## Finale

The class is encouraged to provide feedback, with students naming their favourite game or recounting a special memory.

# Omnikin Cooperative Games

Steve Vigneault

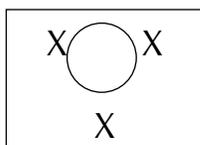
## How to Start with Your Students

### Objective

To manage a group of beginners from Grade 2 and up.

### Description

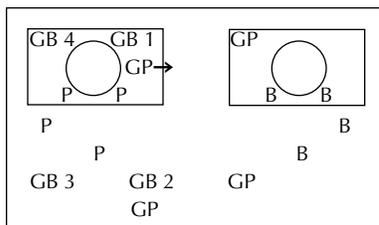
1. Split the group into three teams and give a pinnie to each player.
2. Explain the basics of Kin-Ball:
  - How many teams: three teams.
  - Limit of the court: floor, ceiling, walls.
  - Calling: Omnikin, colour and then hit the ball.
  - How to hit the ball: A demo with hands bound together serve and pushed serve.
3. Explain the offensive position:
  - (a) Individual: Demonstrate the positions of arms, head and legs
  - (b) Team: triangle around the ball. See diagram below. Have students demonstrate.



4. Explain the defensive position:

Team: square around the ball. See diagram below.

  - Give a number (1 to 4) to each player.
  - Players stand about four metres from the ball.
  - Make sure that all players are in their corners.
  - Players practise repositioning themselves as a defensive team while the ball is moving.



5. Simulate a throw.
  - There are four players on each team, with two teams in defence and one team in offence.

- The teacher holds the ball and simulates a serve toward one player. The teacher must call it before serving.
  - There is no actual hit during the simulation.
  - Make sure that all players understand that they have to come back to their defensive position.
  - After the simulation, leave them, hit and start the game.
6. Change up  
After three to four minutes or after five faults you can change the players.
  7. During the game, explain the rules step by step.
  8. Make sure your scorekeeper can avoid being crowded.

## Omnikin Cooperative Games

### Bull Ride

This game is like a real bull ride with a ball instead of a bull. The participants are helped to climb onto the ball and try to sit on top of it. Safety mats are placed around the ball. Have everyone, except the supervisor, step away from the mats once the rider is ready. The rider bounces on the ball for as long as possible.

### Variation

The rider can lie down on the ball for as long as possible.

### Caterpillar

The caterpillar is in fact one participant—the caterpillar's body—lying face down on top of three balls—the caterpillar's legs. The participant has to travel a certain distance by crawling over the balls with the help of teammates. Make sure that the body always has some legs under it.

### Human Corridor

Players face each other in two lines. The distance between the lines is equal to the width of the ball. The players must carry the ball from one end of the human corridor to the other.

## **Crab Fight**

Two players lie head to head on their backs with their feet up. Each holds a ball between the feet and tries to bounce the other's ball from between the feet.

## **Four Corners**

Divide the group into four equal teams and assign each team to a different corner. Have them throw the ball from corner to corner, and have everyone on a team get under the ball when catching or launching it.

## **Grasshopper**

The game simply consists of bouncing on the ball while imitating a grasshopper. With the ball between the legs, the participant tries to bounce on it for a certain distance.

## **Hands Free**

The objective is to find different ways of carrying the ball over a certain distance without using the hands. The class should be divided into groups of four to eight participants.

## **Popcorn**

The participants form a large circle, lying on their backs with their feet up towards the centre of the circle. The purpose of this game is to keep the ball in the air for as long as possible, using only their feet.

### **Variation**

Participants lie on their backs throughout the gym and try to keep the ball in the air for as long as possible, using only their arms. Dangerous game, but they love it.

## **Tag Ball**

Play different kinds of tag with the ball. Make sure that the ball stays on the court. Show them how to use the ball properly.

## **The Target**

All participants except one surround the safety mats. The teacher names a part of the body to be the target. One student lies on a mat and tries to avoid being hit on the target body part while the other participants try to hit the target with the ball. Use a maximum of three balls; passing is to be encouraged.

## **The Train**

All the participants lie on the floor, face up and shoulder to shoulder, forming a railroad. The ball is the train. Two players, one on either side of the railroad,

roll the train along the railroad. Once the train has rolled over a participant, he hurries up to the front and lies down to continue the railroad. The game ends when the set goal is reached or when the ball crashes.

## **Indiana Jones**

Players make two large circles, one inside the other and facing each other. One person volunteers to be Indiana Jones, and he/she is inside the track with the ball. The object of the game is for the group to roll the ball on the floor and tag Indiana. The runner and the ball can change directions at any time. When Indiana is tagged, choose another volunteer. An alternative is to have Indiana chase and catch the ball.

## **The Tunnel**

This is similar to Indiana Jones, but the players form two lines facing each other. One participant in the middle tries to run away from the ball.

## **Sumo**

Two players each push against opposite sides of the ball to force the opponent out of the playing circle or over a line.

## **Vaulting Horse**

The object of this game is for participants to use the ball as a vaulting horse to project themselves onto a large safety mat. Participants line up at least 15 feet away from the ball. One at a time, each player runs directly at the ball and uses it as an aid to do a flip or any other jump over the ball and onto the large mat.

## **Chase the Planet**

The participants are divided into four rows—north, south, east and west of the circle. The ball is placed in the middle of the circle. All players spread their legs. The last participant in each row runs around the circle, comes back to the end of the row and crawls between the legs to the front of the row. The first player to touch the ball gets one point for the team.

## **Other Sports or Activities**

- Basketball
- Tennis
- Kickball
- Volleyball
- Racquetball
- Dodgeball
- Relay

# Teaching Games for Understanding

*Theresa Maxwell*

“Tell me, I forget ... Show me, I understand ... Involve me, I remember.”

—Chinese proverb

If we want to keep students active past their school years, we need to change student perspective from one where the teacher provides all the information to one where the students are actively engaged in their own activity, both in the choice of what to do and in learning what they can do to be successful.

One way of accomplishing this is to use the Teaching Games for Understanding (TGfU) model, based on work by Bunker and Thorpe (1982). They found that, despite intensive work on skills, students graduating from physical education programs were not able to play games, or even demonstrate knowledge and appreciation of games. Bunker and Thorpe’s paradigm advocates natural progression through developmentally appropriate activities.

To achieve this, the teaching plan must be in a logical order (ie, moving from simple to complex) that is always based on the game premises. Initial exposure to the game uses a simplified form of the game, based on the goals of the activity. Small-sided games and lead-up activities may be used to simplify games or emphasize concepts. Technical skills are introduced as they are needed to reach the goal, and questioning and student reflection are always part of the process. Principles of space, time, force, etc, will be part of the strategic learning; these may have to be taught, but generally are learned intuitively.

This is a learner- and game-centred approach to sport-related games learning, with strong ties to a constructivist approach to learning. The teacher’s role is that of facilitator, while the student is actively involved in determining the solution to a presented situation, and reflecting on the adequacy of the response.

## Teaching Model

- Step 1: the game. The game is introduced, and should be modified to represent the advanced form of the

game and meet the developmental level of the learner.

- Step 2: game appreciation. Students should understand the rules (eg, conditions such as boundaries and scoring) of the game to be played.
- Step 3: tactical awareness. Students must consider the tactics of the game (eg, creating space or defending space) to help them work through the principles of play, thus increasing their tactical awareness.
- Step 4: making appropriate decisions. Students must focus on the decision-making process in games. Students are asked what to do (ie, tactical awareness) and how to do it (ie, appropriate response selection and skill execution) to help them make appropriate game decisions.
- Step 5: skill execution. In this step, the focus is on how to execute specific skills and movements. Knowing how to execute is different from performance, in that the focus is limited to a specific skill or movement. Skill execution is always viewed in the context of the game.
- Step 6: performance. Performance is based on specific criteria, according to the goals of the game, lesson, or unit. Ultimately, students meeting these specific performance criteria become competent and proficient games players.

This model is based on four pedagogical principles:

- *Game sampling* can provide students with an opportunity to explore the similarities and differences among games. Exposure to various game forms helps students learn to transfer their learning from one game to another.
- *Representation* involves developing condensed games that contain the same tactical structure as the advanced form of the game. The teacher should provide a selection of games with similar tactical problems, rather than the traditional method of teaching one game at a time.

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- *Exaggeration* involves changing the secondary rules of the game to overstate a specific tactical problem (eg, long and narrow courts, narrow or wide goals).
- *Tactical complexity* involves matching the game to the developmental level of the students.

Present practice involves questioning on the part of the teacher/facilitator in order to access and consolidate the learning of the student. There are two different kinds of knowledge: process information and content information. Teachers should work on the process information first and add the content as it is needed.

Sports are classified according to the type of tactical problems involved:

- Target games (golf, curling, bowling)
  - Score by getting your object(s) closer to the target than opponent
  - Can be opposed (curling) or unopposed (golf)
  - Principles: aiming, placement, spin or turn
- Batting/fielding (baseball, softball, cricket)
  - Score by striking object and running between safe areas; stop score by catching ball in the air or getting it to a safe area before the batter
  - Principles: stay in/get out; hit to space/cover space; score runs/stop runs
- Net/Wall (tennis, volleyball, squash, racquetball)
  - Score by getting object into opponent's area of play more often than they can return it to yours
  - Can be divided or shared
  - Principles: consistency, placement and position, spin/power
- Invasion or Territory (soccer, hockey, basketball, rugby, football)
  - Score by getting object into opponent's goal; opponents try to stop scoring
  - Can be open-ended target (line) or focused target (net)
  - Principles: score/stop scoring; invade/stop invasion; keep position/get possession

Research indicates that concepts transfer across activities within the classification. Teachers will need to determine the fundamental aspect of the following concepts for each of the game categories:

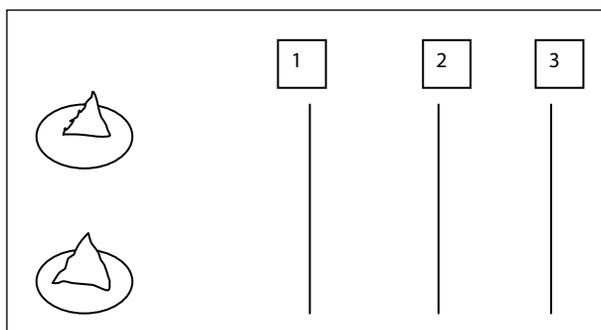
- Main intention of the game
- Concepts and skills

- Players' roles
- Playing areas
- Offensive strategies
- Defensive strategies

Teachers may use the games outlined below as they teach with TGfU in mind.

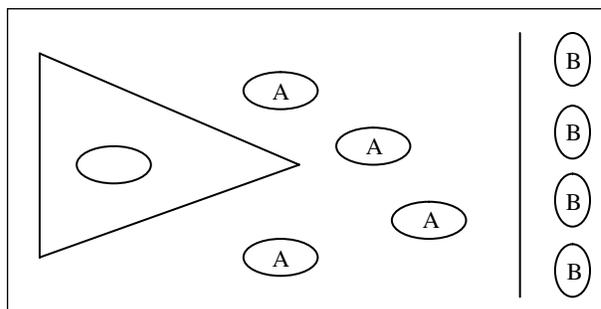
## Target Games

**Accuracy** (Mandigo, in Butler et al 2003)



The object of the game is to have one team acquire 20 points before the other team. Players earn points by projecting an object so that it lands inside a hoop. Teams of two or three players determine which object they want to use, and the winning team is the first team to earn 20 or more points. Points are determined by the distance from which the object is projected: Line 1 is worth one point, line 2 worth two points and line 3 worth three points. Players can double their scores if they hit a pin or pylon that is placed in the middle of the hoop.

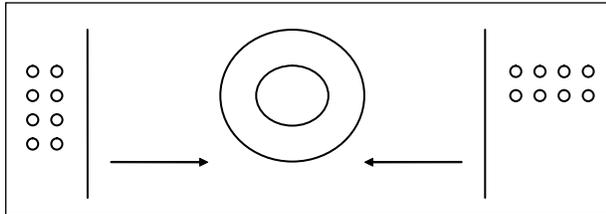
**Guards** (adaptation of shuffleboard type games) (Mandigo)



Place a disc (or ring) inside a triangle designated on the floor. Team A starts by attempting to deliver four guards to protect the disc inside the triangle. Team B then gets four shots to try to hit the disc inside the triangle.

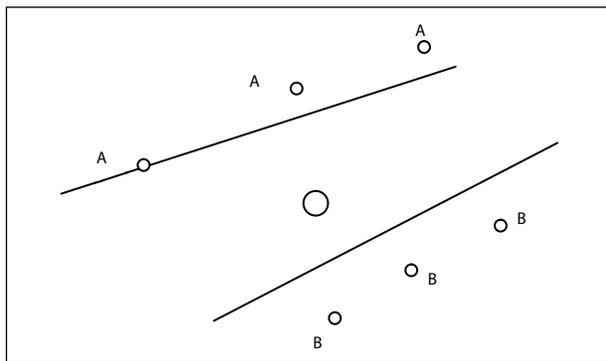
Scoring: If team B can knock the disc inside the triangle completely outside the triangle, it scores 10 points. If team B fails to knock the inside disc out, team A scores 10 points.

### Draws and Raises (Mandigo)



Team A will deliver one rock (or equivalent substitute) from its area of play, followed by team B from the opposite area of play. Each person will get two shots. Score two points if the rock goes inside the middle circle on the delivery, and score one point if a team can knock a rock into the middle circle as a result of a raise. The winning team is the one that scored the most points for that end. Switch shooting order the next end.

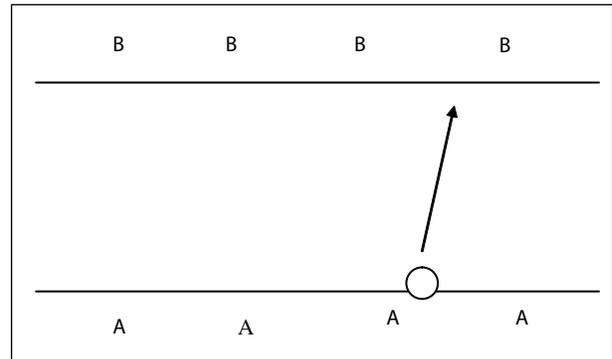
### Bombardment Ball



Teams stand in two straight lines, facing each other 10 metres apart. The volleyball (or similar) is placed in the middle 5 metres from each line. On the teacher's signal, students throw balls at the volleyball, trying to hit it and knock it over their opponents' goal line to score a point. After each goal, the volleyball is replaced in the middle. Teachers may periodically stop the game for students to collect the balls.

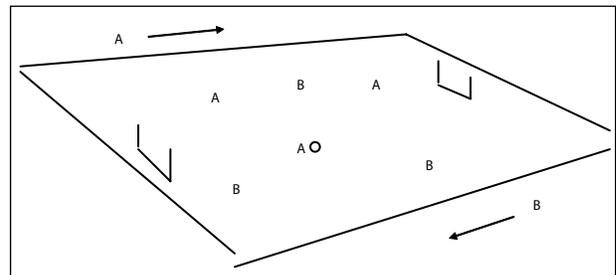
## Striking and Fielding Games

### Guard the Goal



Players are divided into two equal teams. The aim is for each team to prevent the ball from crossing its own line. The ball must be thrown underarm along the ground. Players from the opposition team can move to stop the ball, but must then throw the ball from that position (ie, they cannot move closer to the opposition's line before throwing). One point is awarded each time a ball crosses the opposition's line.

### Roll a Goal/Fielding Soccer



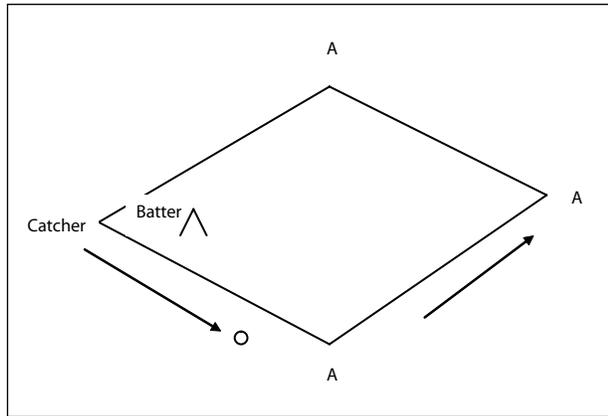
This game requires one ball, two sets of goals or pylons, and one set of bibs. There are two equal teams; there is no offside rule. The game is played on a field with a goal at each end. The aim is to roll or throw the ball underarm between team members to hit the goal. Players may not run with the ball. If the ball is dropped or fumbled, that team loses possession. Players may not hold the ball for more than three seconds. If the ball goes outside, the field team also loses possession.

### Charge

Divide the group into two teams. Place a cone about six feet from first base in line with the baseline between first and second base. As soon as the batter

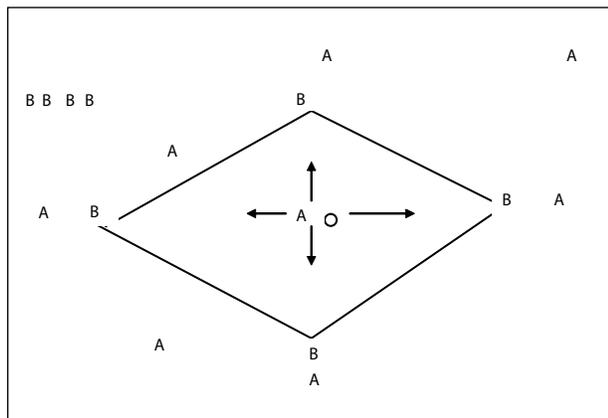
hits the ball, the entire batting team runs to first (or the space between first base and the cone) and then back to home plate (not around the bases). When the fielding team gets the ball to the catcher, it gets one point for each runner who hasn't made it back to home plate (runners are forced out; they do not need to be tagged). This reverses the normal scoring procedure in that the fielding team, not the batting team, accumulates points. Each player bats once, then the teams switch roles.

### Beat the Ball



Divide the group into two equal teams. Set up a diamond with a player on each base. The batter hits the ball off a tee within the diamond, and then runs around the diamond. Fielders throw the ball to the catcher/keeper, then around the bases. If the batter beats the ball back to home base, he or she scores a run for the team.

### Diamond Cricket



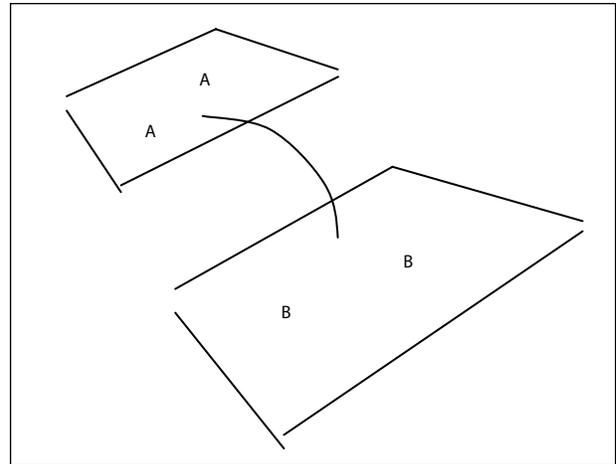
This game uses one bowler and two equal teams. The game is played around a diamond formation, using four bases as in baseball. The batting team commences

with four batters, one at each base, the remainder waiting to the side. The fielding team has four wicketkeepers and one bowler; the remainder act as fielders. The bowler bowls from a marker in the centre of the diamond to any of the batters, over- or underarm. Rotate the bowler and wicketkeepers after each six deliveries.

Whenever a batter hits the ball, all four batters must run counter-clockwise to the next base. Batters may run more than one base at a time. Batters may be put out by being caught or bowled, by a wicket being hit or by being run out. The team bats either until all batters are out or for a specified time. Batters carry their bat with them at all times. The team that scores the most runs wins.

## Net/Wall Games

### 7 Up Catching Tennis

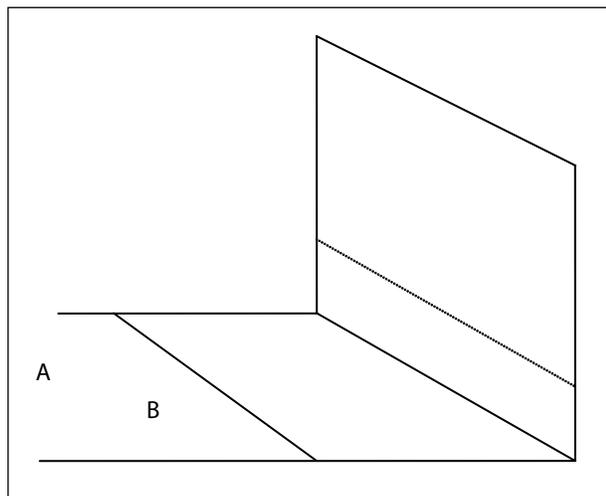


Lob the ball into the opposition's square. If the ball hits the ground inside the square, the throwing team gets one point. If the ball hits the ground outside the square, the opposition gets one point.

### Wall Volley

This can be played as an individual activity or in teams. It can also be played as a cooperative game or competitively. Players (one by one) determine a court on the wall and a line on the floor at least four feet from the wall. Player A will spike the ball so that it lands on the floor on the player's side of the floor line, and re-bounds on the wall within the designated boundaries.

Player B must then repeat the action before the ball has a chance to bounce on the floor. A point is scored if the opponent fails to return the ball correctly.



#### *Ideas and Extensions*

1. Play the game cooperatively to see how many contacts can be made in succession.
2. Play the game with three players in a cutthroat fashion.
3. If playing in teams, require that team members alternate contacts.
4. Change the game to one that requires a rebound off the wall first (rather than the floor), and have it land in front of (or beyond) a designated line.
5. Use this game to develop sport-specific skills, such as the volleyball spike, volley, forearm pass, soccer pass, etc.

## **Invasion Games**

### **Passing Tag**

Divide the group into two teams. One team begins with the ball and tries to tag a member of the other team with it. The individual doing the tagging must be holding the ball at the time—throwing the ball at the other team is not allowed. To get the ball close to a potential victim, members of the tagging team pass the ball among themselves. All tagging team members can change their position on the floor; however, the player who is holding the ball cannot take more than one step. If the ball is dropped, it goes to the other team. Once someone has been tagged, the teams switch roles.

#### *Ideas and Extensions*

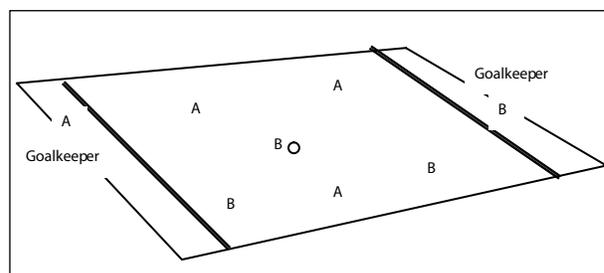
1. Restrict the type and height of a pass in order to slow down the game. Bounce passes are slower, and passes that are at or below the waist decrease the chance of injury.
2. Use a larger ball (eg, a volleyball rather than a tennis ball) to make it easy to tell when someone has been tagged.
3. The larger the space, the more tactics are required.
4. Instead of using teams, have three people start with a ball. Tagged people collect a pinnie and become It as well. The game continues until everyone has been tagged.
5. Use more than one ball. This gives the tagging team more chances to make tags, but also requires greater awareness from everyone because there is more than one ball to keep track of.

### **Rob the Nest**

Place a bucket in each corner of the gym or playing area. In the centre of the area have a collection of balls. Divide the group into four teams and assign each team to a different corner. Players line up behind their bucket, facing the centre. Each member of each team is given a number, in sequence. Player 1 in each team runs to the centre, collects a ball, places it in the team bucket and then tags player 2. This continues until either everyone on one team has had a turn or a team has managed to collect a predetermined number of balls (one for each player on the team). The object is to fill up your team's bucket before the other teams fill up theirs. Each participant has the choice of collecting a ball from the middle or stealing a ball from another bucket.

### **End Ball**

Divide the group into two equal teams. The aim is to get the ball to the team's goalkeeper to score a point. The ball must touch at least three players before the goalkeeper. Players may not run with the ball. If the ball is dropped, that team loses possession.



## Quidditch (combination of a variety of game forms)

Instructions by Bruce Thomson

### Terms:

Seeker	person looking for the snitch
Keeper	person guarding the goals
Beaters	two people preventing goals by using bludgers
Chasers	four people who throw the quaffles to score goals
Bludger	ball used to knock the opponents out of the game (gator-skin)
Snitch	small ball that is thrown and is really difficult to see (super bouncy ball)
Quaffle	Frisbee-type object used to knock down goal posts (skittles)

### Players

You need the following players per team, as a minimum; you can adjust the numbers to suit your class size.

One seeker—yellow pinnie

Four chasers—blue or green pinnie (depends on team)

Two beaters—team colour pinnie and red pinnie tucked into side of shorts

One keeper—referee pinnie

Substitutes

### Play

1. Throw the quaffle into the centre of the field of play. The chasers must pass the quaffle in order to move it down the field and into a scoring position. Running with the quaffle is not permitted. When the chasers throw the quaffle and knock a skittle over, they must set it back up and report to the scorekeeper the 10 points.
2. The keepers must defend their goal from the chasers. Keepers have a crease about the size of a basketball key, and they are the only ones allowed in the crease. The keepers should have at least two goals to defend or more than two targets in their goal.
3. The beaters come into play next; their job is to hit or tag any player on the other team with the bludgers. In order to hit the opposition, they must spike the bludger. They can pass the bludger amongst the team's beaters. When a player is hit or tagged, he

must sub off. The sub becomes whatever position was just left. If there are no substitutes, either have a time out or give the player a task to accomplish before re-joining the game.

4. Last but not least are the seekers. Their job is to search out the snitch and bring it back to the scorekeeper. The teacher controls the snitch (when it is thrown, etc). Every time the seeker gets the snitch, that team gets 50 points. Ideally, the seeker is the main object for the beaters to hit!

Beware—scores do increase quickly!

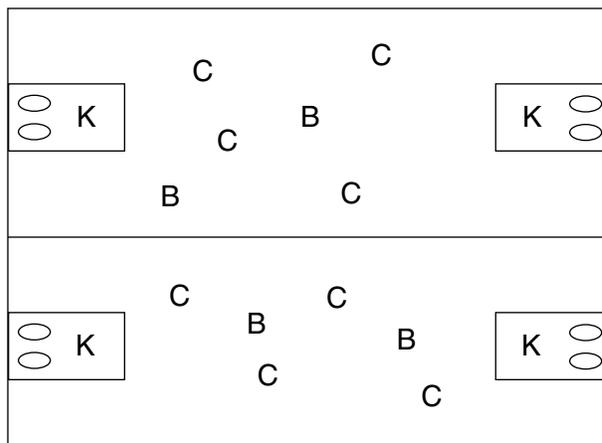
C—Chasers

B—Beaters

S—Seeker

K—Keeper

O—Targets (skittles)



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**Teaching Games Concepts:  
A Template for Developing Games Units  
Worksheet**

Concept or Activity \_\_\_\_\_

**Step 1**

Fundamental concept \_\_\_\_\_

**Step 2**

Most simple game \_\_\_\_\_

Skills involved \_\_\_\_\_

Group size \_\_\_\_\_

Situation \_\_\_\_\_

Possible other place to start \_\_\_\_\_

Why? \_\_\_\_\_

**Step 3: Progress in one dimension**

Add a change by \_\_\_\_\_

= new activity \_\_\_\_\_

Planned learning \_\_\_\_\_

**Step 4: Closer approximation**

Add a change by \_\_\_\_\_

= new activity \_\_\_\_\_

Planned learning \_\_\_\_\_

**Step 5: Increase complexity**

Add a change by \_\_\_\_\_

= new activity \_\_\_\_\_

Planned learning \_\_\_\_\_

# My Stress Score

Rate each of the following statements, on a scale of 1 to 4, in terms of the degree they reflect your habits.

- 1 Never or Seldom                      2 Sometimes  
3 Often                                      4 Always

- I have problems falling asleep or staying awake.
- I am uptight and can't seem to relax.
- I get angry if things don't go my way.
- I have difficulty concentrating.
- I have a hard time finding fun things to do.
- I feel tired during the day.
- I worry a lot about things going on in my life.
- I have had health problems because I work too hard.
- I use alcohol, cigarettes or drugs (prescription, over-the-counter or street drugs) to cope with stress.
- I laugh or smile less than I used to.
- I feel sad or disappointed often.
- I hate to admit that I am not in control.
- I have too little time for all the things in my life.
- I have a habit of clenching my fists, cracking my knuckles, twirling my hair or tapping my fingers.

**SCORING:** Below 20—Low Stress  
20 to 30—Average Stress  
30 and over—High Stress

You know best if you are feeling stressed or burnt out. This is a guide only. We all have our own stress level. If you have rated more than four items at a value of 3 or 4, it may be time to assess your current situation.

## Tips to Take Care of Yourself



- Exercise:** increases oxygen, stamina; clears your head; develops strength; gets rid of fat, toxins and sluggish feelings.
- Eat Well:** provides energy. Eat lots of fresh fruit, vegetables, and whole grains. Minimize sugar, salt and fats.
- Manage** your stress before it becomes distress.



### Have fun!

**Support system:** continue to develop a network of people who are there for you; who will listen and understand.

**Give yourself a treat.**



### Take time off.

**Breathe deeply:** it helps discharge stress and increase oxygen.

**Visualize** clearly and specifically what you want for yourself in life.

**Listen to music.**



### Cooperate

**Value your feelings:** they give you information about your experience.

**Be aware of your needs.**

**Expectations:** ease up on them. Stop beating up on yourself.

**Positive self-talk:** give yourself credit.

**Think uplifting thoughts:** positive thoughts give you strength and help you cope.

**Live in the present:** learn from the past, and plan for the future.

**Talk to a counsellor.**

**Take a risk:** choose change rather than avoiding it and having it happen when you least expect it.

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# Relaxation Techniques

## Deep Breathing

There are a number of exercises that can be done for releasing tension in muscles. Any of the warm-up exercises or stretching exercises are for relieving tension. Even when you can't take time for a long break, there are quick ways to reduce the day's buildup of tension.

- Stop periodically each day and take several deep breaths.
- Give your eyes a break at least four times each day by closing them for at least one minute.
- At least twice each day, stop and stretch to your full height with your arms above your head.

One of the body's automatic reactions to stress is rapid shallow breathing. Hence breathing slowly and deeply is one of the ways you can reduce stress anywhere and at any time. Try to practice for a few minutes three or four times a day, or whenever you begin to feel tense.

**Inhale:** Sit or stand, using good posture, and place your hands firmly and comfortably on your abdomen. Inhale slowly and deeply through your nose, letting your abdomen expand as much as possible. By placing your hands on your abdomen, you can actually feel when you are breathing properly. When you have inhaled as much as possible, hold your breath for a few seconds (count to three slowly to yourself before exhaling).

**Exhale:** With your hands still on your abdomen, exhale slowly through your mouth, pursing your lips as if you were going to whistle. When your lungs feel empty begin the inhale-exhale cycle again.

## Stretching

One of the automatic physical responses to stress is muscle tension. A simple, easy way to loosen up tight muscles and combat stress is to do some stretching

exercises. The following exercises take only a few minutes and can be done at home or at work.

- Stand and stretch in all directions: upward, downward, to both sides.
- To relax your shoulders and arms, hold your hands together with fingers interlaced and stretch overhead with palms upward. Hold about 30 seconds, relax and repeat five times.
- For side stretches, stand with your feet comfortably apart, reach overhead and stretch to the sides.
- Yawn three times allowing your jaw and mouth to relax.
- Take three deep and slow breaths in through your nose, exhaling through your mouth.
- While standing, imagine you are a rag doll and allow as many muscles as possible to become loose and relaxed.

## The Shoulder Shrug

Shrug your shoulders up as high as possible, then release. Repeat five times.

## The Neck Stretch

This can be done while standing or sitting. Maintain good posture throughout.

- Lower your head until it touches your chest, hold for three seconds and return to the normal position. Do this three times.
- With eyes forward, drop your head to your right shoulder, hold for three seconds, and return to normal position. Do this three times.
- Do the same to the left shoulder. Try not to lift shoulders to the head.
- Turn your head to look over your right shoulder, drop your chin, hold for three seconds, and return to front position. Repeat three times.
- Do the same with the left shoulder.

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- Allow head to drop and slowly rotate your head in a semi-circle to the right, again without moving your shoulders. Then rotate to the left and repeat five times on each side.

## **Benson's Relaxation Response**

1. Sit quietly in a comfortable position.
2. Close your eyes.
3. Deeply relax all your muscles, beginning at your feet and progressing up to your face. Keep them deeply relaxed.
4. Breathe through your nose. Become aware of your breathing. As you breathe out, say the word "one" or "relax" silently to yourself. For example, breathe in...out, "one", in...out, "one" etc.
5. Continue for up to 15 minutes. You may open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for several minutes at first with eyes closed and later with eyes open. Do not stand up suddenly.
6. Do not worry about whether you are successful in achieving a deep level of relaxation. Maintain a passive attitude and permit relaxation to occur at its own pace. When distracting thoughts occur, allow them to pass and continue with repeating the word "one." With practice, the response should come with little effort. Practise the technique once or twice daily, and not within two hours after any meal, since the digestive processes seem to interfere with the relaxation response.

## **Progressive Muscle Relaxation**

This is a three-step technique. First you tense a muscle and notice how it feels; then you release the tension and pay attention to that feeling; and finally you concentrate on the difference between the two sensations. The exercise can be done while sitting or lying down, and takes only about fifteen minutes. It helps if you can practise the technique in a quiet, relaxing atmosphere. Get into a comfortable position and uncross your arms and legs. Close your eyes. If you are doing this at home it is preferable to remove your shoes and glasses or contact lenses, and loosen tight clothing. Begin taking in some deep breaths. Breathing with your abdominal muscles, breathe in relaxation, breathe out

tension. Focus one by one on the following specific muscle groups. Tense each area as hard as you can for three to five seconds. Then relax it as completely as possible. Do this twice with each muscle group. Notice the difference between the two sensations. Try to create tension in only one muscle group at a time. Try not to tense muscle groups again after you have finished with them and they have become relaxed.

### **Fists, Forearms and Biceps**

Focus on your left arm and hand. Put them in your lap. Think about how they feel. Tense your left arm and hand by clenching your fist tightly and pressing your arm against your lap. Hold the tension. Be aware of how it feels. Hold for three to five seconds and relax completely, all at once. Notice the difference between the tension and the relaxation. Allow your arm to go limp. It may feel heavy. Feel a warm sensation in your fingertips as you relax. Repeat the exercise with the focus on your right arm and hand. Repeat the tensing and relaxing exercise. Focus on your breathing again. Make it slow and comfortable and remind yourself that this is your time out from thoughts.

### **Neck and Shoulders**

Focus on your neck and shoulders. Think about how they feel. Tense your neck and shoulders by shrugging your shoulders and pressing your chin towards your chest. Hold the tension. Be aware of how it feels. Hold for three to five seconds. Relax completely, all at once. Try to notice the difference in feeling. Allow your shoulders to drop down comfortably and your neck to relax. Pause and repeat this exercise.

### **Facial Muscles**

Focus on your facial muscles. Think about how they feel. Tense your face by clenching your jaw, wrinkling your brow and squeezing your eyes tight. Hold the tension. Be aware of how it feels. Hold for three to five seconds and relax completely, all at once. Notice the difference in feeling. Feel your jaw more slack, your brow smooth and your eyelids relaxed. Pause and repeat this exercise.

### **Chest, Back and Abdomen**

Focus on your chest, back and abdominal muscles. Think about how they feel. Tense your chest, back and abdominal muscles by tightening your abdomen,

pressing your back into the chair. Be aware of how it feels. Hold for three to five seconds and relax completely, all at once. Notice the difference in feeling. Let yourself sink back comfortably into the chair. Pause and repeat the exercise.

### **Thighs, Calves and Feet**

Focus on your left leg and foot. Think about how they feel. Tense your left leg and foot by raising your foot slightly off the floor and pointing your toe toward your head. Hold the tension. Be aware of how it feels. Hold for three to five seconds and relax completely, all at once. Notice the difference in feeling. Let your thigh and calf muscles unwind. Feel your toes get warm and comfortable. Repeat with the focus on your right leg and foot. Pause and repeat this exercise.

### **Wind-Down**

Now take a few minutes to do a mental body scan. Think about where there is tension remaining and, as you breathe outward, release the tension. Remember—this is your time out.

- Check across your arms and hands. Let them relax and feel warm and heavy.
- Check across your neck and shoulders. Feel them relax.
- Let go of any remaining tension in your face. Let your face feel smooth and relaxed.
- Release any tension from your back and abdomen. Feel a wave of warm relaxation travel all the way down to your legs and feet.
- Allow both legs and feet to relax and feel warm and heavy.

If your eyes are open, close them. Count backward from five to one. At three you can open your eyes. At one you can stretch. Five, four, three, open your eyes, two, one, stretch. Practise these exercises a minimum of twice a day, preferably not after eating.

### **Creative Visualization**

The process of visualization is our mind's ability to create pictures of what our bodies do. Just as we have the power to use images to create movement, we can use our images to create a state of consciousness where we clearly picture some experience or event; we also

stimulate our entire bodies to recall the feelings of the experience.

### **Technique**

Assume a comfortable position, close your eyes, and create an image in your mind of some place where you felt truly relaxed, calm and happy. Observe what is happening in this picture. Notice the colours of the scenery. Notice the quiet atmosphere, or the freshness of the air. Notice the shapes of familiar objects and be aware of any movement that occurred. Just let yourself recall the positive feelings in that scene. Enjoy what you remember and what you see in your mind's eye.

### **A Suggested Narrative**

Prepare to relax by breathing deeply and evenly. Breathe in slowly to a count of four. Hold your breath to a count of four. Exhale slowly. As you continue to breathe deeply and evenly, in your mind's eye create a picture of a pleasant scene. Imagine yourself doing something relaxing—maybe wading on the beach while listening to the sound of the waves with a cool fresh breeze blowing across your face and through your hair; or maybe walking in the woods with the warm sun shining on you and the birds singing in the trees—imagine some experience that you find relaxing.

Pause 15 seconds, then continue. Go on imagining the scene. Continue to breathe deeply and evenly. Allow yourself to recall the details of the experience—remember the sights, the sounds, the scents and the mood. Just let yourself re-experience the moments. Breathe deeply and evenly. Just relax and enjoy the memory.

Pause 30 seconds, then continue. You may return to your waking state and remain calm now that your body has re-experienced the pleasant feelings that you had. Open your eyes, feeling refreshed and calm.

Relaxation techniques have been adapted from Benson (1978) and Jacobson (1938).

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# Dealing with Doubles: Large Group Activities for Elementary Students

*Del Lomsnes*

## Three Common Rules of Tag

1. No screaming
2. Watch where you run
3. Play fair

## Warm-Ups

### Rock, Paper, Scissors

Run, circle switch, baseball

### Snake Pit

#### Equipment

CD player, upbeat music

#### Organization

Groups of three students start with two on sideline A and the third on sideline B, approximately 20 feet away. When the music begins, the first student on sideline A sprints to the group member on sideline B, who sprints back to sideline A when tagged. Continue sprinting in turn until the music stops.

#### Inclusion

Change from sprinting to crab walking, to skipping backwards, to shuffle stepping. Allow students an opportunity to choose the activity to be completed if caught in the snake pit. Consider using visual or auditory prompts to indicate where to go. For example, have partners wear pinnies, mark the lanes with pylons, or have students call the name of students with visual impairments.

### Ashley Hop

Students form a circle around the teacher. The teacher spins around holding a rope with a beanbag attached. Students must jump over the beanbag as it passes at their feet. If students get hit with the beanbag they must run to the other end of the gym and back. They then rejoin the game.

## Donkey Tag

Students have a pinnie tucked into the back of their shorts like a tail. On a signal, students try to steal the other students' tails. When a tail is stolen, the student puts the tail in a centre circle and continues play. Students missing their tails go to a designated area and crab walk to the circle to replace their tails and resume play.

## Beanbag Scramble

Students partner up and begin to play catch with a beanbag. On a single drumbeat, students with the beanbag chase their partners and try to tag them. At two drumbeats, the students stop running and start to play catch again. If a student is tagged before two drumbeats, the partners start to play catch.

## Circle Chase

The class sits down in a large circle. Students are numbered 1, 2, 3 or 4. When the teacher calls out a number, all students with that number run around outside the circle. Students try to pass other students who are running as well. Students each receive a point every time another student is passed. Students go back to their original places when the teacher stops them.

## Escape Tag

The teacher chooses about five students to be It. They form the posse. The rest of the students are scattered throughout the gym as outlaws. The posse waits in the jail, which is a large corner area marked out by pylons. On a signal, the posse tries to capture the outlaws by tagging them. An outlaw who gets tagged must raise a hand and walk into jail. An outlaw who is not caught may free captured outlaws by tagging their hands. The posse may decide to leave a guard or guards at the jail. The posse may change guards at will.

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## Round Up

Five to six students are chosen as the cowboys or cowgirls. The cowboys use hoops as lassos. The rest of the students are horses. Horses can only gallop as they move around the gym. Cowboys can run to lasso horses. A cowboy who catches a horse must bring the horse to the corral. The teacher watches the corral. Horses must do exercises in the corral. The teacher often allows the horses to escape. Change cowboys often. Play the "Lone Ranger" theme song ("William Tell Overture") or "Cotton Eye Joe" by the Rednex.

## Unit Activities

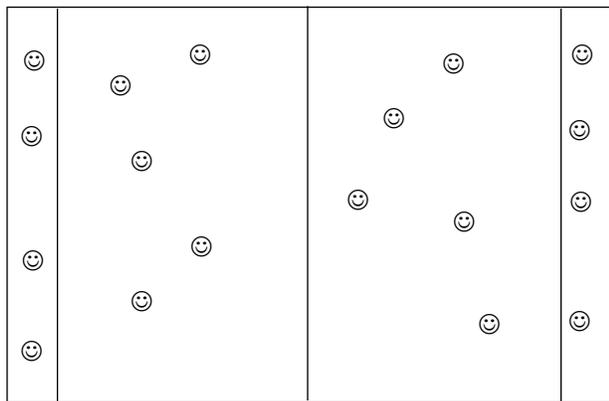
### Soccer

#### Bizerk

Drop a lot of small balls (cosmo) out on the floor. The students must keep all the balls moving with their feet. Drop more balls than there are students. If a ball stops moving all the students get to do a special exercise. Great warm-up during a soccer unit.

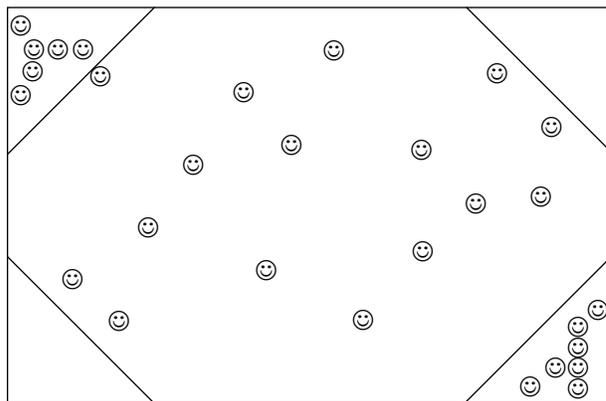
#### Line Soccer

Each student picks a partner. Have the students stand across the gym from their partners. Give pinnies to the students on one side of the gym, and give each partner the same number. Call out five or six numbers at a time, and these players come out and play soccer against each other for about one minute. The rest of the students play goal for their respective team. Send players back and call out other numbers to come out and play. A goal is scored when a ball gets by the goaltenders and between the pylons. You may use more than one ball.



### Four Corner Soccer

Divide your class into four equal teams with a different colour pinnie for each team. Each team sits in a corner of the gym behind a bench. On a signal from the teacher, students play the team that is kitty corner to them. A goal is scored if a soccer ball hits the opposing team's bench. Two teams play for about two minutes and then switch. Play with three or more nerf soccer balls. Each team can have two to three goaltenders guarding the bench. Have teams switch corners halfway through the gym class in order to play a different team.



### Baseball

#### Indoor Baseball

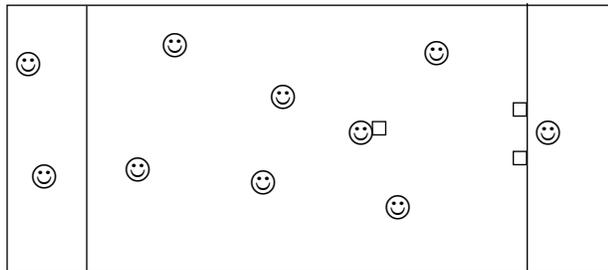
Divide your class into two equal teams. The fielding team scatters throughout the gym. The batting team forms its batting order. The batter stands at the batting line and kicks the ball out into the gym. The batter must run to the far wall (base) before the fielding team can hit him or her with the ball. The batter may wait at the wall until another team player has kicked. Runners can then decide if they wish to try to run home. Runners may decide to wait at far wall (base) for an indefinite time. Switch batting teams after three outs.

#### Rules

- If the ball is caught in the air, the batter is out (live off the wall).
- If the ball hits the ceiling, the batter is out.
- If the ball hits any runner in the playing area, that player is out.
- Fielders can take no more than three steps with the ball.
- Runners must tag up on a fly ball.

### Equipment

- pinnies for one team
- pylons for base lines
- soft gator ball



### Combination Game

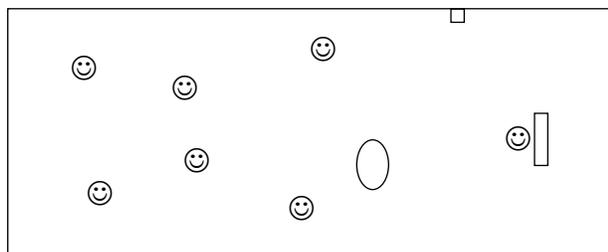
This game is a combination of soccer, baseball, cricket and basketball. Divide the class into two equal teams. One team becomes the batting team and the other the fielding team. The fielding team scatters out in the field with the pitcher standing in the hoop. The pitcher rolls the ball to the batter, who kicks the ball and tries to run to the base and back. The pitcher waits for the fielding team to retrieve the ball and then rolls the ball at the pylons.

### Rules

- The batter is out if a kicked ball is caught in the air
- The batter is out if the ball hits the pylons.
- The batter is out if the ball hits the ceiling.
- The same batter continues to bat until out.
- The pitcher must roll the ball at all times.
- The pitcher cannot leave the hoop.

### Equipment

- one nerf ball
- four pylons



### Rounders

Divide the class into two groups of eight to ten members. One group is arranged around the bases of a softball diamond and a letter is given to each position.

For example, home plate is A, the pitcher's mound is B, first base is C, second base is D, third base is E and shortstop is F. Students in the other group form a line near the home plate and they are called G (up to bat).

When the whistle blows, B throws to A, A throws to D, D throws to E, E throws to C, C throws to F, and F throws to A, who is on home plate. At the same time that A throws the ball to B, G (the first student in line at the home plate) takes off for first base and tries to touch all four bases, including home plate, before the ball is thrown back to A. If the runner is successful, the batting team scores a run and the next batter at G takes a turn. Players at G advance in the line to take a turn. After every team member at G has run, the teams switch. Students not running bases in the G position would be doing jumping jacks, lunges or a similar activity while waiting in line.

## Games

### Major Mouse

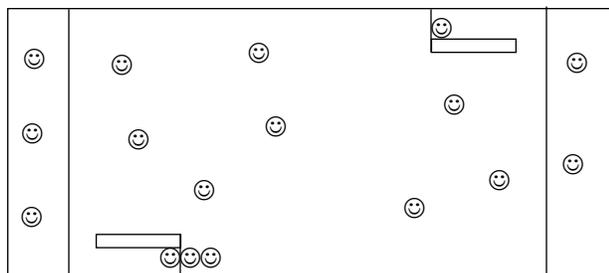
Scatter eight to ten hoops throughout the gymnasium. These are mousetraps. Choose about four students to be It (cats). Choose one student to be Major Mouse; this student will carry a beanbag. All other students become mice. The cats tag mice and take them to a trap. Major Mouse is able to free mice by tagging them once they are in a trap. If Major Mouse gets tagged, he/she can't get out. The game is over once all mice have been captured. Choose Major Mouse after the game has started.

### Anklebiter

This is a roving dodgeball game in which everyone is against everyone. About five people start seated, each with a ball. The rest of the class is scattered throughout the gymnasium. On the start signal, players try to hit someone else with the ball by throwing it. Players who get hit must sit down. Players must throw the ball within five seconds. If a ball is on the floor, anyone who is standing may try to get it. Players who are sitting when a ball comes rolling to them are free to get up and play again. Players who have a ball may throw it at someone or free someone by rolling the ball to him or her. Players who get hit with a ball while they have one must sit down and roll the ball away. The game should never end.

## Prisoners' Base

This is a large-group tagging game with its origins dating back to the Middle Ages, when there were knights and squires. The knights used the game as training for their young squires. The game is based on three virtues: honesty, bravery and sportsmanship. Explain these virtues to your class, then divide your class into two equal teams, with one team wearing pinnies. The object of the game is for a team to capture members of the other team and put them into jail. The players on the two teams move out from their safety zone or fresh line and try to capture prisoners from the other team. In order to capture a player from the opposite team you must be fresher than he/she was. The capturer must have left the fresh line after the other player. Players are honour bound to accept the word of a player who claims to be fresher. All players must tell the truth. No dispute is permitted. A player who is not fresh may go back at any time to his/her fresh line and become fresh. Players are captured by being tagged and taken by the hand or arm to prison, a designated area near the fresh line of each team. No struggle is allowed. While captor and captive are joined together they are in a King's X, which means that neither side may tag them. There are two ways to release a prisoner. One is by getting across the enemy's fresh line without being tagged. The invader receives a free pass (arm up) and is able to escort the first prisoner back to the team's fresh line. Both are then back in the game. The second way is to run down and grab the first person out of jail (hands must be joined) and run back to one's fresh line without being tagged. If either teammate is tagged, both will be escorted to jail. Prisoners may stretch out from prison as long as they are joined and the last person caught has some part of the body touching the prison line. Only one player at a time may be caught and taken to prison. Players are fair game if they do not escort their players to and from prison. A player who makes it into the enemy safe zone automatically goes to jail if his/her team has no prisoners to free.



## Jurassic Park Tag

Explain to the class that they will be playing an exciting game called Jurassic Park tag. Some students will be tagging dinosaurs, others will be helping dinosaurs and the rest will be tourists. Choose two students to be T-Rex—they wear red pinnies. T-Rex tries to tag tourists, but can see and tag only tourists who move. Choose four students to be raptors—they wear yellow pinnies. Raptors try to tag tourists, and can tag tourists who are moving or standing still, but can tag tourists only when holding hands with another raptor. Choose two students to be dilophosaurus—they wear green pinnies. Each dilophosaurus is given a sponge ball and tries to tag tourists who are moving or standing still by throwing the ball and hitting a tourist below the waist. Tourists caught by any one of the dinosaurs must kneel down on one knee. Choose five students to be triceratops—they are helping dinosaurs and move around on a scooter board touching the shoulder of tourists who are kneeling and setting them free to continue playing. This game works well for large groups of 40 to 60 students. Stop the game often to allow students to assume different roles.

## Squirrel's Tail

### Equipment

1,000+ Popsicle sticks, hoops, 50+ tails of four different colours

### Organization

Create four equal teams and assign each team a house. Each house is a hoop in the corner of the gym. Each team has a different colour tail, and all players tuck their tail into the back or side of their shorts—be sure NOT to place the tail through belt loops. Place the Popsicle sticks—the nuts—in a centre circle. On the signal to begin, teams of squirrels attempt to collect nuts for the winter. Squirrels collect as many nuts as possible by getting to the centre circle without having their tails stolen, collecting one Popsicle stick/nut and returning the stick to their house. Then do it all over again! Teams that take more than one nut at a time are made to return all the nuts from their house to the centre circle. Squirrels can also collect nuts by stealing tails. Squirrels can steal other squirrels' tails while they are not in a safe area. Squirrels are safe in their house,

and safe when they have one foot in the centre circle where the nuts are. In all other places in the gym, any squirrel can steal any other squirrel's tail. Should a squirrel have its tail stolen, it is no longer able to collect nuts from the centre circle, nor is it able to steal other tails, until it takes three nuts from its own house and buys back its tail from the house that stole it.

### **Inclusion**

Consider designating safe zones where students with mobility impairments can rest for five to ten seconds before re-joining the game. Place the Popsicle sticks on a desk or chair to make them accessible to students in wheelchairs.

## **Dances**

### **Hands Up**

Scatter formation

Part A—Chorus: Hands up, baby hands up—eight counts, eight alternating extensions

Give me your heart ...—eight counts, eight hand heart beats

Repeat above—16 counts

All your love ...—16 counts—four slow double arm circles, four counts each circle

Part B—Verses

Perform ten chug steps alternating right and left—four counts each

Right step, left close, right step, clap (arms chug during the step, close, step)

Left step, right close, left step, clap (arms chug during the step, close, step)

Continue alternating Parts A and B until end of the song. Students can add variations by dancing with partners or groups and also by changing the chug step routine.

### **Superman**

Scatter formation. Follow the instructions in the song: clap, sleep, wave your hands, hitch a ride, sneeze, walk, swim, ski, spray, macho man, blow your horn, ring the bell, okay, kiss, comb hair, wave your hands, Superman.

### **Follow the Leader**

Scatter formation. Follow the instructions in the song.

### **Cha Cha Slide**

Scatter formation. Follow the instructions in the song.

### **Turkey in the Straw**

Side by side partners, hands are joined

Eight shuffle steps to the left—eight counts

Eight shuffle steps to the right—eight counts

Two steps forward and clap three times

Two steps backwards and clap three times

Join hands and circle swing for eight counts

Repeat dance

### **Step Lively Resources by Marion Rose**

Off to the Rodeo

Kindergarten Reel

Seven Jumps

Barnyard Medley

## **Resources**

Alberta Centre for Injury Control and Research (ACICR) et al. 2003. *Safety Guidelines for Physical Activity in Alberta Schools*. [www.med.ualberta.ca/acicr](http://www.med.ualberta.ca/acicr) (accessed October 2, 2006).

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# Ultimate Frisbee 101

*Gian-Carlo Carra*

## The Pitch

Invented by gifted children in the social ferment of the late 1960s, Ultimate Frisbee has expanded across the globe and is played both recreationally and competitively in high schools and colleges, municipal leagues, and club-based national and international tournaments, and by sponsored national teams. Two elements set Ultimate Frisbee apart from other sports: (1) the Frisbee—an egalitarian and inexpensive piece of plastic that defies gravity through flight and as a result significantly changes the parameters of field-based sport; and (2) the spirit of the game—a transferable philosophy of conduct that is universally manifest in Ultimate’s self-officiated (no referees) and overwhelmingly co-ed nature. As a tool for learning to balance competition with cooperation, encouraging the development of a community-based sense of personal responsibility, and establishing fitness as a community activity, Ultimate is an excellent sport to introduce to youth.

## Ultimate in Ten Simple Rules

1. The field: A rectangular shape with two end zones. A regulation field is 70 yards by 40 yards, and end zones are 25 yards deep.
2. Initiate play: Each point begins with both teams lining up in front of their respective end zone line. The defence throws the disc to the offence. A regulation game has seven players per team.
3. Scoring: Each time the offence completes a pass in the defence’s end zone, the offence scores a point. Play is initiated after each score.
4. Movement of the disc: The disc may be advanced in any direction by completing a pass to a teammate.

Players may not run with the disc. The person with the disc (thrower) has 10 seconds to throw it. The defender guarding the thrower (marker) counts out the stall count.

5. Change of possession: When a pass is not completed (eg, out of bounds, dropped, blocked, intercepted), the defence immediately takes possession of the disc and becomes the offence.
6. Substitutions: Players not in the game may replace players in the game after a score and during an injury timeout.
7. Noncontact: No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
8. Fouls: A foul occurs when a player contacts another player. After a foul disrupts possession, the play resumes as if the possession were retained. If the player committing the foul disagrees with the foul call, the play is redone.
9. Self-officiating: Players are responsible for their own foul and line calls. Players resolve their own disputes.
10. Spirit of the game: Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules and the basic joy of play.

## Web Resources

(accessed October 19, 2006)

Calgary Ultimate Association  
[www.calgaryultimate.org](http://www.calgaryultimate.org)

Canadian Ultimate Players Association  
[www.canadianultimate.com](http://www.canadianultimate.com)

Ultimate Players Association  
[www.upa.org](http://www.upa.org)

# Striking the Balance Between Running and Health

*Dale Macdonald, BA, DC, CSCS, FCCSS(C)*

As with all athletic endeavours, running comes with both great reward and inherent risk. More than 60 per cent of runners will suffer injuries that cause them to take time off running—each year! Fortunately, by improving your balance, you can reduce your likelihood of injury. Balance is of such critical importance in activities like running that researchers have concluded that “balance is the single most important component of athletic ability because of its implicit involvement in nearly all forms of movement” (Blackburn et al 2000).

Virtually all running injuries occur in the lower limb, with the majority of those targeting the feet, ankles, shins and knees. The preventive use of balance training tools such as wobble boards, bongo boards, SRF boards and combobble boards has been shown to greatly reduce one’s likelihood of injury.

Balance is defined as a condition during which the body’s centre of gravity is maintained within its base of support. Balance is a function of joint stability, and joint stability is influenced by the strength and proprioceptive abilities of the muscles, tendons, ligaments and joint capsule surrounding the joint. Your sense of balance is derived from three sources: your eyes, inner ear and proprioceptors. Proprioceptors are tiny sensors that are found in each joint and muscle in your body. These proprioceptors sense the position of your joint relative to the rest of your body (Greenspan et al 1998). Found in high concentrations around each joint of your body, they are also packed very densely in the muscles, tendons and ligaments in the ankle and upper neck. While your eyes, inner ear and proprioceptors are of equal importance when you’re standing still, dynamic activities such as running place disproportionately huge demands on your proprioceptors.

The good news is that we can improve our balance at any stage in life, young or old, injured or not, by the liberal use of wobble boards. Feedforward loops (as opposed to feedback loops) are the learned mechanisms that allow for the improvement in your balance with practice. Daily use of a wobble board for six weeks will greatly improve the anticipatory abilities of your proprioceptors, which will improve your balance by more accurately anticipating any changes in your base of support.

Both neural control and muscle strength are important components of joint stability. The stronger a muscle, the more able it is to project a joint from injury. The use of wobble boards is an incredibly effective way to strengthen the muscles of the foot, ankle, lower limb and core while stimulating the proprioceptors in these regions. With an increase in strength and improvement in balance, you run more efficiently and more safely. A great example of this is decreased incidence of shin splints and stress fractures by judicious use of wobble boards. In addition, a recent study showed that increasing your quadriceps strength (which can be accomplished nicely by balance training) by merely 3 per cent was associated with 1.2, 2.4 and 3.4 per cent greater static balance, dynamic balance and quality of life, respectively (Carter 2002).

The most common and avoidable running injury is the ankle sprain. Ankle sprains cause mechanical damage to various structures of the ankle. Acute sprains also result in an important deficit in proprioceptive (balance) abilities. Prompt rehabilitation of an ankle sprain by daily use of a wobble board is vital to retrain the balance and position sensors that get injured when we sprain an ankle (Blackburn et al 2000).

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Balance training will also help to strengthen your core musculature, which is of particular importance to runners. The impact forces associated with running are enormous. Your feet, ankles, knees and hips all help to absorb these impact forces, but your lower back still absorbs literally tons of force during a run. Research has conclusively shown that a stronger core leads to less back pain. More recent research has taken this one step further and shown that low back pain impairs your sense of balance (remember that joints are full of proprioceptors, and a sore joint won't sense its position as well as a healthy one). So an interesting little link is established: running can make your back sore, but balance training can strengthen your core, improve your balance and reduce back pain!

All these benefits—just from working on your balance a little bit each day!

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# Track and Field

*Doug Lamont*

## Legal Liability and Safety Considerations

The following is paraphrased from *Safety Guidelines for Physical Activity in Alberta Schools* (Alberta Centre for Injury Control and Research 2003):

When people participate in physical activity, there is a risk of injury. Therefore, teachers must be careful to provide an adequate standard of care for their students. *Only if a student is injured while exposed to an unreasonable risk, can a teacher be considered negligent.* Teachers who can answer each of the following questions in the affirmative are unlikely to be operating in a negligent manner.

- Is the activity suitable to the age, mental and physical condition of the participant(s)?
- Have the participants been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity? Do daybook and lesson plans indicate this?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly for the inherent risk involved?

## Long Term Development

1. Initiation phase—six to ten years of age
  - a) overall athletic development
  - b) low intensity activities
  - c) fun and participation emphasized over winning
2. Athletic formation phase—11 to 14 years of age
  - a) continued overall athletic development
  - b) moderate increase in intensity
  - c) emphasize skill development over winning
3. Specialization phase—15 to 18 years of age
4. High performance phase—19 years of age and older

## Skill Development

Skill development usually occurs in three stages:

1. Beginning—the thinking stage
  - a) briefly explain the skill
  - b) demonstrate and explain the skill
  - c) teach the skill in a manner that allows the beginner to perform the skill well enough to practice it
2. Intermediate—the learning stage
  - a) requires regular practice
  - b) athletes need to be motivated to learn, and to know that what they are doing is correct
3. Advanced—the skilled stage
  - a) the skill becomes automatic, and the athlete is confident and has a good understanding of the skill
  - b) the athlete is able to maintain a high level of performance in various competitive situations

## Discus

Competitive Rules

### *Principles of Technique*

1. Grip—tips of the fingers on the edge of the discus. The discus is released with the palm down and rolls off the fingers with the index finger touching the discus last.
  - Discus bowling
2. Basic stance/Blocking step
  - Use hoops
3. Small angle of backward rotation
4. Turn
  - Handhold
  - Initial position
  - Preliminary swing
  - Turn in the circle
  - Throwing position (power position)
5. The release

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## Teaching

Learning the basic throwing (heaving) mechanics

1. with medicine ball
2. learning the handhold
3. bowling the discus along the ground
4. parallel standing
5. underarm heaving (vertically)
6. forward split standing
7. underarm heaving (vertically) with height and distance
8. standing throws from power position (throwing position)
9. learning to turn in the circle (without implement)
10. complete throws

## 4x100m Relay—Nonvisual Pass

The objective is to pass the baton when both runners are going as close as possible to full speed.

Handoff

- push pass
  - receiving hand in a V, palm facing the sky
  - hand-off is a push into the V
1. stationary
  2. jogging
  3. full speed

Acceleration (10m)—exchange (20m) zones

- must pass the baton in the exchange zone
- R-L-R-L
- no switching of hands
- baton travels down the middle of the lane and the runners are to the outside of the lane
- stay in your lane until all teams have cleared the exchange zone

Outgoing runner

- standing start, looking under receiving hand shoulder
- when incoming runner hits mark, accelerate to full speed as quickly as possible. Do not slow down unless you hear “Whoa”
- hand back when signal is heard and hold the hand still

Incoming runner

- responsible for completing the pass
- when close enough to hand off, calls signal and accelerates into the handoff

- incoming runner controls the handoff; only calls “Whoa” if exchange cannot be completed before the end of the zone

General team strategy

- 1st runner—2nd fastest Distance: 90–110m
- 2nd runner Distance: 110–130m  
—least experienced
- 3rd runner—other runner Distance: 110–130m
- 4th runner—fastest Distance: 90–110m

Other factors

- Best starter
- Best corner runners
- Experience
- Fitness

## Running Events

### ABCs

Learning progression is (1) on the spot, (2) marching, (3) skipping and (4) running. It is important to maintain an erect posture while performing drills.

A. Knee lift

- emphasis on lifting knee so that thigh is parallel to the ground
- short steps
- heel to butt and toe to shin (dorsiflexion)
- arms bent at 90 degrees
- firm wrists

B. Leg extension

- lift knee as in A and then paw the ground
- emphasis is on active planting of foot (pawing) and active motion with opposite arm
- push elbow back
- short steps!

C. Bum kick

- maintain erect posture and keep the knees down while kicking heels to butt

### Starts

Starts from different positions

- standing start
- crouch start
- Three commands: on your marks, set, gun
  - On your marks
    - front foot is one foot and one hand behind the line
    - back foot is placed so knee is even with front toe

- Set position
  - hips are above shoulders
  - back leg is at 120-degree angle and front leg is at 90
  - shoulders are directly over hands
- Gun
  - react!
  - drive off both blocks
  - striking and pushing
  - long driving steps; watch toes for first 20m
- See Figure 1

### Race

Sprint Events (100m–400m and Hurdles)—stay in lanes

- Get to top speed as quickly as possible and maintain speed

Distance events (longer than 400m)—cut in to lane one when it is safe to do so

- After the quick start (first 50–100m), settle into the pace that feels appropriate for the race distance. Even-paced race is most efficient, or running the second half faster than the first half.

Finish—run through the finish line.

### Hurdles

- Sprinting event, not a run and jump event
- Speed and rhythm are essential (three steps between hurdles)
- Seven to nine strides to first hurdle (eight strides would start with the lead leg back in the blocks)
- Block and stick approach

- start with hurdles very low and close (ground level and five to seven metres apart)
- gradually raise barrier and place further apart
- Lead leg and arm
  - take off and drive lead knee into hurdle and extend to clear hurdle
  - forward body lean assisted by lead arm driving forward
  - once past hurdle, lead leg is snapped down actively
- Trail leg and arm
  - heel to butt and toe pointed out and cocked, so thigh passes over hurdle parallel to it
  - as lead leg descends, trail leg comes around and up. This is assisted by a vigorous and circular back swing of the lead arm
- Run off of the hurdle
- Takeoff and landing ratio
- 2.00m/Hurdle/1.10m
- See Figure 2

### Jumping Events

#### Common Elements

- Approach
  - Maximum controllable speed
- Takeoff
- Flight
- Landing

#### Jumps Progression

1. Bounding school—low amplitude, ankles only
2. Jumping school—high amplitude, hip-knee-ankle
3. Leaping, hopping, jumping

Figure 1: Starts

Avoid	Aim
Inadequate drive and knee lift	To achieve a strong, balanced leg and arm action
Stamping the foot on the ground and landing on the heel	To acquire an elastic, springy foot drive
Leaning too far forward or leaning backwards	To keep the trunk in its natural position, as in walking
Twisting too far forward or leaning backwards	To keep the head still and look straight ahead
Lifting the arms too high or far across the chest	To move the arms basically forward and back and only slightly across the body
Incomplete extension of the driving leg	To sweep the ground as far behind as possible
Running from side to side	To run in a straight line

## **Standing Long Jump**

### **High Jump**

#### Approach and Takeoff

1. Three-step pop-ups: R-L-R, then L-R-L. This will help establish the athlete's takeoff foot.
2. Three-step pop-ups with preferred take-off foot. Emphasize rhythm of last two steps (long-short).
3. Three-step scissors. Emphasize approach and takeoff and run to the back corner of the pit.
4. Five-step scissors
5. Three-step pop-ups with a quarter-turn. This is the first lead-up to the flop. At this point it is alright if athletes wish to continue with scissors.
6. Three-step flop. Emphasize
  - running through the bar
  - the quarter-turn should have them going over the bar, seat to the bar, ending up in the pit facing the bar.
7. Five-step J approach
  - first step is straight ahead, then curved approach
  - lean into the curve

#### Flight and Landing

- Position of centre of gravity and body in relation to the bar.

#### Flop

- Looking down at the bar
- Knee drive
- Heel tuck

## **Long Jump**

#### Approach and Takeoff

#### Teaching Progression

1. Three-step pop-ups
2. Five-step pop-ups. Emphasize rhythm (short-long-short)
3. Seven-step pop-ups
4. Seven-step stride long jumps
  - a) drive off the takeoff
  - b) hold
  - c) reach with arms and feet into the pit
5. Establishing a run-up
  - a) 11–18 stride approach
    - junior high—11–14 strides
    - high school—14–18 strides
  - b) run fast back down the runway
  - c) odd number of strides—start with takeoff foot on the board, count the fifth to ninth time the takeoff foot hits the ground, and check mark on the sixth step from the takeoff board

#### Flight and Landing

#### Controlling body rotation to place feet in optimal landing position

- Sail
- Stride long jump
- Hang
- Hitch kick

## **Figure 2: Hurdles**

<b>Avoid</b>	<b>Aim</b>
Straightening the leading leg too soon	Bring the leading leg up well flexed and thrust the hip forward
Incomplete drive at takeoff	Pick up the takeoff leg as result of the drive rather than just pulling it off the ground
Taking off too close to the hurdle, causing a jump rather than a thrust across	Shorten flight time by keeping low over the hurdle
Over-flexing the leading leg on landing	Keep the ankle firm on landing and make an active re-entry into running
Leaning back on landing	Keep the trunk leaning forward slightly in order to run away from the hurdle
A weak first stride away from the hurdle	Use both arms and free leg to make a strong first stride

## **Triple Jump**

### Approach and Takeoff

1. First takeoff has the most horizontal projection.
2. Second takeoff is off the same leg with more emphasis on lift and drive for the free leg and arms.
3. Third takeoff is on the other leg and has the greatest upward lift.
4. On the first takeoff, arms are coordinated with legs as in the long jump. On the second and third takeoffs, a double arm action is used.

### Flight and Landing

1. Standing triple jump to establish rhythm
2. Maintain horizontal velocity
3. Two five-step approach triple jumps
4. Bounding
  - a) single arm
  - b) double armeach time leg paws the ground the arms are moving forward
5. Hopping
  - a) heel to butt, thigh high, paw (active plant)
6. Jumps decathlon
7. The ideal ratio is 35:30:35

## **Throwing Events**

### **General Safety Precautions**

In order to avoid accidents, athletes, coaches and teachers must observe stringent safety precautions in all of the throwing events during training as well as during competition. All implements used in track and field are potentially lethal weapons; consequently, the following basic rules must always be obeyed:

- The implements must be thrown during practice/competition only from the scratch line or circle and must be returned by hand and *not* thrown back to the starting area.
- Throw in one direction only: no pair throwing or return throwing.
- The rule of "All throw, all retrieve" must always be used in practice and competition. Athletes should not attempt to retrieve implements while others are throwing.

### **Basic Throws Progression**

1. **Basic Stance:** feet shoulder width apart, toes pointing in the throwing direction, knees slightly bent; the

throw starts with the extension of the knees, then the hips and passes through the torso to the shoulder, elbow and wrist.

2. **Blocking Step:** push off the non-throwing side foot and step with the throwing side foot; the throwing side foot lands a little further to that side as the implement is released.
3. **Small angle of backward rotation:** the throwing side foot is placed backwards from the opposite foot. The back foot rotates away from the direction of the throw and the front foot remains pointing in the direction of the throw. Gradually adopt a stance with more and more rotation backwards, up to a maximum of 90 degrees from the direction of the throw. Begin the throw with the back knee rotating quickly in toward the front leg.
4. **Power position:** the back foot is placed at a 135-degree angle to the throwing direction and the front foot should be pointing more or less forward. The heel of the back foot and the toe of the front foot should be on a line of the throwing direction.

### **Fundamentals of Throwing**

**Preparation phase:** serves to get the implement into the initial position, which allows it to travel on the longest possible acceleration path.

**Wind-up phase:** legs must get ahead of the implement.

**Main phase:** the most important phase; the purpose is to impart force to the implement.

**Final phase:** follow-through.

### **Shot Put**

#### Rule 188: Putting the Shot

1. The shot shall be put from the shoulder with one hand only. At the time an athlete takes a stance in the circle to commence a put, the shot shall touch or be in close proximity to the neck or the chin and the hand shall not be dropped below this position during the action of putting. The shot shall not be taken behind the line of the shoulders.

#### Principles of Technique

There are two fundamentally different techniques that are currently used, linear (glide) and rotational. Due to the more complicated movements that are associated with rotation, it is recommended to teach only the glide at this level.

1. Grip—hold the shot at the base of the three middle fingers; the thumb and little finger give control at the sides. The shot is held close to the neck and the elbow is lifted away from the body.
2. Two-handed throws
  - Basic stance
  - Blocking step
  - Small angle of backward rotation
  - One-handed throw
    - Greater backward rotation
    - Power position
3. Glide
  - Initial position
  - Glide
  - Throwing position (power position)
  - Put (main phase)

#### Teaching

- Learning the basic throwing mechanics with a medicine ball
- Preliminary exercises with the shot
- Overhead heaving
- Underarm (forward) heaving
- Learn holding the shot
- Forward split standing put
- Standing puts from power position (throwing position)
- Learning and executing the glide without the implement
- Complete puts

### **Javelin**

#### Rule 193: Throwing the Javelin

1. (a) The javelin shall be held at the grip. It shall be thrown over the shoulder or upper part of the throwing arm and shall not be slung or hurled. Nonorthodox styles are not permitted.
- (b) A throw shall be valid only if the tip of the metal head strikes the ground before any other part of the javelin.
- (c) At no time during the throw, until the javelin has been discharged into the air, may an athlete turn completely around, so that his back is towards the throwing arc.

#### Ball throw

- Basic stance
- Blocking step

- Small angle of backward rotation
- Two-step approach

#### Teaching

Grip: Discussion on different forms of grip

Run-Up: Components:

- Preliminary run
- Transition phase
- Withdrawal of the javelin
- The impulse stride

Throwing position—power position

Delivery (main phase)

Recovery stride

#### Teaching:

- Learning the basic throwing (launching) mechanics with light medicine ball or soft ball
- Choosing and learning the proper grip
- Parallel standing throws
- Forward split standing throws
- Standing throws from power position (throwing position)
- Throwing drills from standing position (all forms)
  - Aiming
  - Aiming and distance
  - Aiming and distance and height
- Learning the impulse stride
- Throws from lateral skip with impulse stride
- Learning the withdrawal of the javelin
- Learning the run-up and five-stride placement
- Complete throws

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# Can I Use It on Monday?

The articles in this section are reprinted from PE Central (pecentral.org), a website for physical education teachers. Minor changes to spelling and punctuation have been made to suit ATA style.

## Pedometer Challenge Day

*Marla McVay*

**Rationale/Purpose of Event:** To increase cardiovascular fitness using pedometers.

**Suggested Grade Level:** 3–5

**Materials Needed:** Pedometers, master student sheet, certificates, prizes

Every other month the students participate in the pedometer challenge. The goal is to keep the students in constant motion. I encourage them to either walk at a fast pace, or jog at a steady pace. The Grade 3 goal is to get 2000 steps in 20 minutes and the Grade 4 and 5 goal is to get 2500 steps in 20 minutes. We do this in the gym or, if it's a nice day, outside. The students have two days to obtain a best score. I also put the highest steppers from each class on a poster and display it in the gym. The highest stepper for the school is awarded a school-logo water bottle (donated by the Southside Home and School).

### Variations

Increase or decrease the number of steps required for a certificate.

This is much better than a mile run, and students are encouraged to set personal records (PRs) rather than compete against others. Recording the scores every other month could also show improvement over time, which provides a nice accountability tool for the teacher.

You can encourage carry-over to the home or outside-of-school physical activity.

### Teaching Suggestions/Tips

The students need to understand how to use the pedometers before the challenge starts. We had a practice day to instruct the students on how to properly use the pedometers.

For some students you could lower stepping goal, or use alternative equipment for points; eg, a student with a broken leg could use an upper body ergometer machine and get points for how long or far he or she goes.

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*Marla McVay teaches at Seventh Street Elementary School in Oil City, Pennsylvania.*

# Nature Scavenger Hunt with Pedometers

*Jodi Palmer and Jennifer Russ*

**Academic content:** Science, math

**Purpose of Event:** To integrate the classroom study of plants, soil and rocks within a physical education classroom.

**Prerequisites:** Students have been studying plants, soil and rocks in their classroom, and can recognize various types of plants, rocks and soil, as well as the parts of plants. Students are also aware of the various locomotor skills that can be used for travelling.

**Suggested Grade Level:** 2-5

**Materials Needed:** Scavenger-hunt worksheet, clipboard and pencil for each group; pedometer for each student

**Physical Activity:** Locomotor skills

## Description of Idea

1. Introduce/instruct the students on the value of pedometers.
2. Demonstrate how to use the pedometer and give the students some short practice time to experiment.
3. Divide the students into small groups (four to five) and give each group a scavenger-hunt worksheet. Students will use their knowledge of plants, rocks and soil to find items listed on the scavenger-hunt worksheet.
4. Review all of the items on the list that they are to find.
5. Students are to use a different type of locomotor skill as they travel to each site. Record the skill that was used on the scavenger-hunt worksheet.
6. Discuss the boundaries for the hunt outside, if needed.
7. When the list is complete, each team turns in the clipboard and waits for the other groups to finish.
8. Once everyone has finished, move back inside and open up the pedometers. Ask students to write down the number of steps on the scavenger-hunt worksheet.
9. Use this time to discuss
  - place value;
  - estimation (estimate how many steps they think they might take during the activity and then have them compare the actual steps and estimated steps. Have they overestimated or underestimated?);
  - addition, subtraction, multiplication, and division; and
  - the ability to categorize the objects found (how are they classified?).
10. Track or record steps taken (compare and contrast steps taken between and among activities). (Older students could compute total distance covered over the course of a unit [in miles] or even the average of steps taken per activity.)

## Teaching Suggestions

Be sure to identify plants ahead of time that students should stay away from (eg, poison ivy).

## Variations

This activity could be modified for any age group by creating a more difficult list of things to find as well as increasing the area used in the search of the items. It can also be modified by telling the students that they must run between each item.

Designate a certain locomotor skill to perform after finding the first object, second object and so on.

Infuse concepts of physical fitness (training heart rate) and technology (distance covered).

## Assessment Ideas

The assessment is on the scavenger hunt worksheet. Did they find all of the objects listed and did they move around to find them?

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*Jodi Palmer and Jennifer Russ teach at Windermere Elementary School in Upper Arlington, Ohio.*

# Calling on Students

*Bob Wright*

**Purpose of Event:** To select students to answer questions in a fair and random fashion.

**Suggested Grade Level:** 6–8

**Materials Needed:** Small piece of paper for each student in the class and a container for all of the pieces of paper. Each student's name should be on a piece of paper.

## **Description of Idea**

When you are having a class discussion and you want to call on students, simply pick a name from the container. Students will not have to raise their hand and you will not have to go through the agony of selecting one student out of many who want to answer. With this system (which doesn't have to be used during every class), all students must pay attention because they do not know whose name will be selected.

# Mater Your Munchies

*Tammy Hipes*

**Purpose of Event:** To teach students about the importance of a healthy lifestyle while fostering previously taught locomotor skills.

## Prerequisites

Locomotor Skills: walking, skipping, galloping, marching, running, hopping, etc.

Food Pyramid and Healthy Lifestyle Choices/Habits: The number of recommended daily servings from each food group, identifying foods within each food group (nuts—meat group), the importance of exercise, avoiding unhealthy choices.

## Suggested Grade Level: 3–5

## Materials Needed

A hula hoop (or circle in gym's centre)

Foam balls for each student:

Colours:

Red (represents meat)

Blue (water)

Orange (vegetables—carrots)

Green (“go” exercise)

purple (fruits—grapes)

Black (sweets—chocolate)

White (breads)

Yellow (dairy—cheese)

Three to five “DARE” balls (or some type other than foam); these represent unhealthy choices such as drugs, lack of exercise, etc.

One shopping cart (or big container); we received a cart donation

One large trash can

Large food pyramid (display on wall)

A colour code (chart) to show which food group is represented by each foam ball (display)

Music

Locomotor assessment sheet

## Description of Idea

Review locomotor skills, food pyramid and healthy lifestyle choices.

Select several students to be “taggers” or “munchers” (review safe tagging techniques). Taggers stand at the half-court line beside the “stomach” (hula hoop) until the music starts and they try to capture food, water, exercise and unhealthy habits. All other students select a ball from the grocery cart and go to one of the two end lines in the gym.

Prior to turning on the music, the teacher holds up or says a locomotor skill. Once the music begins, all students perform the locomotor skill that was requested. The students representing food, water, exercise and unhealthy habits try to make it to the opposite end line without being tagged by a muncher. The munchers are trying to fill up the stomach (hula hoop) with the daily recommended servings from each of the food groups. The munchers also want to capture some exercise and water! (The foam balls go in the stomach or hula hoop.) When the munchers tag unhealthy habits (the DARE or different balls), they place the ball in the trash can. Instead of sitting out after being tagged by a muncher, the other students go back to the shopping cart and get another ball. If you do not have enough balls to do this, you could have them help the munchers. A new game begins (with new munchers) once all (or at least most) of the daily recommended servings are captured.

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*Tammy Hipes teaches at William Perry Elementary in Waynesboro, Virginia.*

After each game the teacher and the students refer to the food pyramid and check the stomach (hula hoop) to see if anything is missing or if anything is in the stomach that is unhealthy. Did the munchers get water? Exercise? Did they eat too many sweets? Are the students correctly performing locomotor skills? Having a written assessment sheet of locomotor skills is helpful. The students are more likely to perform (or keep to) the locomotor skill if they know that you have a check sheet.

### **Teaching Suggestions**

Do not forget to review personal space and other safety issues.

We successfully performed this activity with first and second grade too. We adapted it for kindergarten and prekindergarten, focusing on the locomotor skills.

### **Variations**

Once the students (food, exercise, unhealthy habits) have had ample time to make it from one end of the gym to the other, cut the music off. Any students who do not make it to the opposite end line in a preselected amount of time are automatically caught (ball put in stomach or trash can).

### **Assessment Ideas**

Checking the stomach (hula hoop) together as a class.

Oral assessment while you are waiting for the classroom teacher to pick up his or her students.

You could incorporate a written assessment of the food pyramid.



# Feature Teacher, Feature School

## Robert Routledge Memorial Address— Introduction

*Sharin Adams*

Good afternoon and welcome to the Robert Routledge Memorial Address. My name is Sharin Adams, and it is my pleasure to tell you a bit about Robert Routledge and to introduce this year's presenter, Brian Erickson.

I would like you to think about a person who has had a powerful influence on you in your personal life or in your health and physical education career, someone whom you would consider your good friend and mentor. For many educators in this province this person was Bob Routledge. After beginning his career as a rural school teacher with a liking for sports and gymnastics, Bob became a provincial recreation supervisor. He then taught physical education at Victoria Composite High School, in Edmonton, before being appointed in 1958 as the Assistant Supervisor of Physical Education for the Edmonton Public School Board. In 1967, Bob was appointed Associate Professor of Physical Education at his alma mater, the University of Alberta. Bob, like many who have mentored us, had many professional interests. He was the president of HPEC in 1963 and played an important role in the founding of our council. He was instrumental in initiating and working on HPEC's *Facilities Guide*, and he had a great deal of influence on the design of gymnasiums and playing fields, particularly in the city of Edmonton. As well, he was instrumental in the establishment of the Alberta Schools' Athletic Association (ASAA) and the Canadian Federation of High School Athletic Associations. In 1969, Bob was elected a national vice-president of the

Canadian Association for Health, Physical Education and Recreation, now known as CAHPERD, or the Canadian Association for Health, Physical Education, Recreation and Dance.

Bob believed passionately in the beneficial effects on youth of properly directed sports and athletics. He sought to involve as many boys and girls as possible in sports programs, stressing courtesy and sportsmanship above winning, considering first the health, fitness, and intellectual and emotional growth of the participants. His profound interest in his students was reflected in the high quality of his daily work, which was directed towards maximizing participation in sport and more particularly to intramural programs at all levels of education. His models of intramural programs are accurate embodiments of his enlightened philosophy of education and life.

I would like you to think about your mentor again and what he or she has meant to you. Now, imagine how you would feel to learn that your good friend and mentor was suddenly killed. Sadly, while attending an ASAA meeting in Calgary on April 25, 1970, Bob was stabbed to death in an act of random violence. As you can imagine, the physical education community was shattered by his untimely death. To honour the tremendous contributions Bob made to this council, as well as to health and physical education throughout Alberta, and indeed in Canada, HPEC initiated the Robert Routledge Memorial Address in 1972. His long-time friend and colleague, John Mayell, who was the supervisor of

physical education for the Calgary Board of Education at the time, presented the first address.

It is an honour and a privilege for me today to be able to introduce you to this year's presenter, Brian Erickson. Brian grew up in Grande Prairie and Camrose before his parents moved to Calgary, where he attended William Aberhart High School. His love of sport, and especially hockey, provided him with a scholarship that took him to the University of Wisconsin, where he played hockey for Badger Bob Johnson.

Following graduation, he played four years of professional hockey in the American and Central Hockey Leagues in such well-known hockey places, he tells me, as Tulsa, Oklahoma; Springfield, Massachusetts; Binghamton, New York; and Tucson, Arizona. Brian returned to the Calgary area and is now completing his thirtieth year of teaching. For the past 25 years, Brian has been teaching at Spitzee Elementary School in High River. He is currently the Grade 5 classroom teacher and the coordinator of the school's physical education program, a model of daily physical education for the past five years. Brian is still active playing and coaching hockey. He has coached at all levels, has been a course conduc-

tor and coach mentor with Hockey Alberta, and still derives great satisfaction from seeing coaches and players become successful. Brian was the president of HPEC in 1985. Over the years, he has presented numerous physical education workshops on a variety of topics from program planning to gymnastics to special days in intramurals and, as well, has taught hockey school for over 20 years. Brian has been a familiar face at almost every HPEC Conference in the past 30 years. He has been married for 33 years to his wife, Joanne, and has two sons, Adam and Steve. In 1988, Brian was presented with the HPEC Distinguished Service Award for his outstanding contributions to health and physical education in our province.

Brian truly embodies many of the characteristics of Robert Routledge. Brian is a kind, gentle, sensitive and passionate man who shows concern for all humanity. Like Bob, he has boyish energy and enthusiasm blended with wisdom and inner strength. He has profoundly and positively impacted everyone with whom he has worked. Please join me in welcoming this year's presenter of the Robert Routledge Memorial Address, Brian Erickson.

# Robert Routledge Memorial Address HPEC 2006

*Brian Erickson*

I, like many of you, didn't know Robert Routledge, but he must have been an incredible man. His ideals continue to be the foundation not only for HPEC, but for ASAA as well.

It was with great interest that I read of John Mayell, an HPEC past president, being inducted into the Alberta High School Sports Hall of Fame, along with his buddy Robert Routledge, last January. What a special honour for these two great men, who have done so much for the youth of the province and for educators like us.

I was fortunate enough to have a visit with John Mayell this weekend, and he told me of how he and Robert Routledge worked to get interscholastic basketball started in the province in the late 1940s. He also talked of the special bond they shared, so it is a real honour for me to give the Robert Routledge Memorial Address today with Bob's close friend, John Mayell, in the audience.

I joined HPEC at the start of my teaching career and became so motivated by the people that I went on to become president of HPEC in the mid eighties. My involvement in HPEC as a member and then as an executive member has been, by far, the most positive influence in my teaching career. Basically, HPEC is just a group of people who are always pushing you up! I would encourage all of you to seek out a member of the executive this weekend and have a chat about joining that team.

I remember a young man who came up to me at the Sunday brunch of a Calgary HPEC conference in the late 1980s and enquired about joining the HPEC executive. Well, that was Dean Lindquist, and Dean went on to become HPEC president and principal of his school, and is now a superintendent of schools. So if you are a leader, join the HPEC executive; if you want to become a leader, join the HPEC executive.

When I thought about what message to share with you today, I had a whole list and, of course, from teaching and coaching for so many years and raising a family,

there were numerous possibilities. But with the HPEC team having such an impact on me, and the history of what Robert Routledge stood for, and because I think the world has it all wrong and you have it right, some thoughts on teamwork and coaching are what I want to share with you today.

First some survey questions: How many of you are phys ed teachers, or phys ed is your background? How many of you are coaching this school year? How many of you have coached at some point in your life? How many of you have played on a sports team? How many of you are in the health-related field? I know many of you are not coaches or phys ed teachers, but my topic encompasses anyone in the work world.

So, teachers, are you facing a few pressures nowadays? Feeling a little bombarded? I am sure all of you feel the pressure of teaching today.

You are probably faced with comments like, "We need you to do this, and this, and this, pay more attention to this, modify these five programs, develop the goals for these IPPs, hand in that growth plan, teach social, come back to the gym for two classes, develop the routines that are needed to make a phys ed class run smoothly, then head back to the classroom and teach your health class, run this club, submit these marks," and on and on. Sound familiar?

And you realize that you have to be superhuman to do all of this, and that you can't get it all done. Then when you mention that it's a bit much, you probably get a response like, "Oh, you can't get it all done? Well, you are just letting your team down! We have to work together to be a successful team at this school!" Heard that before?

And then you probably think "My gosh, I'm not a team player. I have to find the time to do all this stuff." So you take it home and work evenings and weekends, as your family stands at your office door saying, "Mommy, Daddy, can we go yet?" wanting you to play or go to a family outing! Been there?

So like all teachers (we are suckers for punishment), you get it all done, and when you do, there is a good chance that the administrators will say, "Way to go; you are a team player. Keep it up! Now here is another list!" I'm not coming down on administrators here, because they too are faced with a never-ending list of expectations as well.

But being a team player isn't about crossing things off a list so you or your superior can feel good. And that is what many school systems need help understanding, and they need to listen to you!

From my experience in this field, the only true team players are people like you, HPECers, or coaches or players who have experienced what it takes to build a team, or be a part of a team through all the highs and lows.

What we see in school systems and the business world today regarding teamwork and coaching isn't even close to what you do on your sports teams to mould individuals over a season to become a team. You are the people that the world needs to look to if it is serious about developing teamwork.

Let me explain. I'll give you a bit of history. We, as phys eders, have come a long way; 15, 20, 30 years ago, the athlete (you) were considered to be the dumb jock. You took a PE degree—real tough! Basket weaving? Yadayada—I've heard it all. You took your courses from coaches who blew whistles, carried clipboards, made you do push-ups for punishment, run till you puke ... yes, that is how the public perceived teams and coaches. But I'll tell you what—the public had the image wrong, and they had the process wrong, but they are slowly finding out that what we have been doing for years is golden.

Back then and today you are the ones that really understand what it takes to develop a team. You understand that it takes planning and time to develop the chemistry to make a team successful. Whether you are coaching a youth soccer team or an elite volleyball, basketball or hockey team, the only people that understand teamwork and coaching are the ones that are immersed in it. That is you! Again, teamwork isn't developed from a to-do list handed to you from above.

So let's look at the history of when the public woke up. It was about 15 years ago when the business world started to say, "Hey! I really like what my favourite sports

teams are doing—let's have teams in our company too." So they stole the term *team*, and about five to ten years ago they stole the term *coach*, too. Right? You can't pick up a magazine or newspaper today without seeing something about coaching. It's everywhere!

Today there are coaching organizations all over the world. Life coaches, career coaches, business coaches, parenting coaches, weight coaches. Universities now have coaching programs.

But as I looked into this topic, I must say I was very impressed with the types of coaching programs available in Calgary and around the world because of one thing: for most of these coaching organizations, their primary goal is to develop the coach-client relationship needed for effective coaching. This indicates that they understand that it takes time to become an effective coach and to develop successful teams.

So, look how far we have come! We have gone from being dumb jocks to being the ones the world wants to imitate. Now, not all businesses have been successful in stealing what we do—who are the big companies that are in court now? Enron? Those teams really worked out!

But there are many organizations that are on the right track, that have stolen the concept and developed it properly, and they now build relationships (teams) over time. I'll give you some examples.

The latest edition of *Canadian Business* magazine lists the 30 best work places in Canada. Here is a summary of what that magazine says makes these businesses the best places to work, according to employees and employers.

- In one of the top companies, the people at the top mingle with all employees on a regular basis, in a variety of settings—that develops a sense of team.
- In a 57-employee company, the highest-paid director earns just over twice what an average employee makes. That develops a sense of team—you don't have the top person earning \$300,000 and the entry level person earning \$30,000.
- At a Calgary construction company, employees take part in community activities where their own families can participate. Also, their five-year plan is developed from the bottom up, not by senior management. That develops chemistry, camaraderie and trust.

- An information technology company devotes two of twelve annual training days to learning what its employees' strengths are and how they can manage those strengths and build a team around those skills (the same concepts that you use with the teams you coach or play on). Again—time, not a list.
- Leaders at another company invite all staff to attend any meeting they wish, whether it is a gathering of top brass or an informal brainstorming session. Hmm ... been to a meeting of superintendents lately?

Interestingly, all the top companies say that trust is the bedrock of a positive organizational culture. Employees trust managers who are concerned about their well-being, listen and respond to their input and consistently model the organization's values. They mention chemistry, camaraderie and trust, the terms we use all the time in sports. Again, you already know how this team thing works!

So what's the problem in some schools or school divisions? Why can't effective teams be implemented? It is because schools, school divisions and teachers have way too many insignificant things on their collective plate.

If schools are going to develop teams and encourage coaching, we need to find the time to do it. And I am not talking about adding more time. Instead, we need to drop those five or ten insignificant things off the list! Then prioritize what is left, provide the time to develop effective teams and allow people with coaching skills to lead the way. Wouldn't we be more productive, more effective, happier and more able to provide a better service to students by doing a quality job on fewer things? Maybe we should look at AISI projects that give us the time to build effective teams. And I'm not talking about touchy-feely stuff—we went through that 10 years ago. Teamwork goes deeper than that!

So whether it is in your school, your school division or your office, remind them that just because you are on a committee does not mean you are on a team. Until we become a team, we are just a committee.

Coaching is an art; teamwork takes time. It takes trusting your teammates; filling that lane for a teammate who missed an assignment in a game—why do your players do it? Because over time you, as a coach, have

built trust, chemistry and camaraderie within them, so they will go to the wall for each other. It means supporting and trusting with no questions asked. You know how to get those results because you live it!

Finally, coaching, teamwork, sports, the Olympics! What about that Norwegian official who handed our cross-country skier, Sara Renner, a pole so she and Beckie Scott could go on to finish with a medal? That's teamwork in the biggest sense of team. A global sports team! Cindy Klassen—five medals! I think there was a sense of team there, and some pretty good coaching over a long period of time for her to be successful. What inspired Clara Hughes to have the confidence to gut it out in the last two laps to win a gold medal? Coaching, perhaps? Did it happen overnight or over time? And what is with skeleton? Anyone here tried it? Duff Gibson, Mellisa Hollingsworth-Richards, Lindsay Alcock, Jeff Pain and the others who fly head first down an icy hill—what great individual accomplishments and risk-taking. I suppose there was coaching there, and a trusting coach/athlete relationship so those athletes would go faster head first down an icy hill and trust that the coach knew what he or she was talking about.

So, in closing, we hear the word change every day. Yes, of course, it's 2006 and society is changing constantly. We wouldn't survive in teaching if we didn't change. But we don't have to change everything! Some of the things we did yesterday were good. Probably most things. The ideals that Robert Routledge stood for—teamwork and coaching—don't need to be changed—they just need to be better understood. The decision makers need to watch and listen to the experts—you!

Far too many times we go to conferences, workshops, sessions and meetings and leave with a list of things to do. I don't want you to leave with a list of things to do, but rather a list of things you are doing and a list of things you do well. You are the ones who understand teamwork and coaching. You are the leaders. You are right on the money. What you are doing is great and the world needs you. Yes, teamwork and coaching are by far the best ways to achieve personal and professional success, so keep modelling what you do. Bob Routledge would be proud of you. HPEC is proud of you.

Thanks for your attention, and I wish you all the best.

# Certificate of Commendation Award Winners

HPEC Certificates of Commendation are awarded to HPEC members who have made or are making an outstanding contribution to health and physical education in their school and community.

## **Kelly Hackman**

### **Calgary District**

Kelly Hackman is a dedicated professional and even with five children she still has time to work with HPEC, coach, teach full-time and play football herself. She's always willing to help out if volunteers are needed.

She was co-editor of the *Runner* from 1998 to 2002. She was also a member of the HPEC executive during these years. She is responsible for initiating the development of a Calgary Junior High Athletic Association webpage. She and another member of the association keep it updated.

She is currently the physical education curriculum leader at Dr Gordon Higgins Junior High School. She coaches flag football, basketball, and track and field. She has developed a growing interest in outdoor education, which she also teaches.

Kelly, along with others, has been instrumental in bringing flag football to junior high. She plays touch football and was a leader in forming the Women's Touch Football League of Calgary.

Kelly is a member of the steering committee for the HPEC 2006 conference. Her commitment to the physical education community as a whole has made a big difference to those students in the Calgary community. She is a well-deserving recipient of this award. Congratulations, Kelly!

## **Shannon Miller**

### **Calgary District**

Through her first degree and a hiatus before returning to finish her education degree, Shannon honed her love for physical activity and teaching. She worked many seasonal and part-time jobs, running youth camps and coordinating student programs at the YMCA.

Shannon approaches most things head on. She has a strong desire to be a part of developing policy and is not satisfied to follow the status quo. Evidence of this began at the University of Calgary, where she was on the Education Students Council executive and approached the education faculty with many solutions to a budding inquiry-based education program.

Shannon's first student teaching position at a high school gave her an interesting perspective on physical education—that poor behaviour during golf putting lessons may lead to a strategically placed putter as you leave for the principal's office.

Shannon's experience continued to grow in more meaningful ways while acting as a protégé to Tracey McIvor and Kelly Hackman at Dr Gordon Higgins Junior High School. Under their guidance, Shannon developed an appreciation for a well-planned daily physical education program. She also learned to find success even in the small details, such as teaching an ESL physical education class how to say "hut," which, to her dismay, turned into the word of the unit.

Shannon's dedication to daily physical education led her to take over the physical education program at Langevin Community School, now Langevin Community and Science School. This opportunity allowed her to jump into a leadership role and set up a physical education program to her high standards. Again, her direct approach let all know that daily physical education at Langevin was important and that her program would not be compromised, even though she was a first-year teacher.

Shannon has been actively involved in professional development since the beginning of her career. She chaired the volunteers committee for this year's 2006 Calgary HPEC conference, which was her sixth consecutive conference. She has played an important role in planning Calgary's regional HPEC drive-in workshops, and in the last few years, under the mentorship of fellow HPECers such as Sue Mills and Dwayne Sheehan, has begun presenting workshops. This experience began with presenting "Planning for Daily Physical Activity" to Calgary Board of Education administration—nothing liking starting off small and keeping away from the hot

topics! Her first out-of-town experience reinforced the importance of safety even when instructing adults: socks on a gym floor can and sometimes do lead to broken noses and face lacerations.

Even though Shannon's first four years of teaching have been eventful, she has striven to maintain balance with her personal life. She hopes this will lead to a long and rewarding education career.

## **Shane Gau**

### **East Central District**

Shane Gau is completing his eighth year of teaching with Battle River School Division at Charlie Killam School in Camrose.

Shane is currently teaching physical education and outdoor education classes to Grades 7-9 students. Shane has been a terrific leader and tremendous advocate for physical education within the school, and across the district and the province.

Shane has been instrumental in the Ever Active Schools initiative at Charlie Killam School. He has been the physical education department head for the past five years, has been heavily involved in planning the Daily Physical Activity (DPA) initiative at the school, and has planned and implemented a number of initiatives involving physical education and health.

At the district level, Shane has acted as the HPEC East Central district representative since 1999. He has been a lead teacher in the area of physical education and health since 2003. In these positions, he has planned and offered a variety of professional development activities and inservices to his colleagues around the district. Shane has also worked on the planning and implementation of the new physical education curriculum and the DPA initiative at the provincial level. Currently, he is the vice president of HPEC.

Shane is actively involved in coaching at Charlie Killam School, coaching volleyball and badminton. He is also the head coach of the Camrose Swim Club. He has been actively involved in coaching hockey and soccer for his children's teams.

Shane's belief in the benefits of a healthy lifestyle are taught and modelled to the students and staff at Charlie Killam School every day. His commitment to professional development has benefited teachers across

the district and the province. His willingness to share his time and expertise make Shane a deserving recipient of this award.

## **Pat Findlay**

### **East Central District**

Pat Findlay is completing his ninth year of teaching, the last four of which have been with Battle River School Division. During the past nine years, Pat has taught Grades 1 through 9. He is currently serving as a physical education, health, science, and social studies teacher at Sparling School in Camrose. Pat's leadership and work ethic are appreciated by his colleagues and administration, and his genuine concern for the health and well-being of his students is shown by his dynamic teaching style and his active involvement in coaching, as well as the intramural program.

Pat has been involved in coaching all of the extracurricular teams in the school. He has also developed and implemented the intramural program in the school. Pat is our representative for Ever Active Schools and has organized many of the schoolwide initiatives involving physical activity and health. His positive attitude and willingness to help out wherever needed make him an exemplary model for his staff and students.

Pat is a firm believer in Quality Daily Physical Education (QDPE) and has been an advocate for the program for many years. Since his time at Sparling, he has encouraged our belief in QDPE, and all of our students have benefited.

In his busy schedule, Pat maintains a balanced lifestyle between his wife and two daughters and his work. Pat is an excellent teacher and is very worthy of this award.

## **Doug Gleddie**

### **Greater Edmonton District**

Doug Gleddie is currently in his second year as the provincial Ever Active Schools coordinator. Before this secondment from Edmonton Public Schools, Doug taught at Hardisty Junior High School, where he began several programs that are still going on. A couple of these innovative ideas include the SNOE Awards (Sports Night of Excellence) and the Hardisty Active Living Challenge.

Doug is an avid outdoorsman. He loves spending time being active with his wife and two children. He also loves mountain biking and started a mountain biking club at Hardisty.

Doug has attended numerous conferences, such as teachers' conventions and HPEC, presenting on various topics. Doug is always eager to help out. He is fun-loving, energetic, loyal and easygoing. He is the kind of guy everyone wants to work with, young or old. Doug is a great role model to his children, students and colleagues alike. Congratulations on a well deserved commendation.

## **Kerry Wiebe**

### **Mighty Peace District**

Kerry is a "spark plug" for physical education at Fairview High School and in the Peace River School District. Kerry teaches Physical Education 8, 9 and 10, Science 7, and Social 10 and 13 as well as being a mother and coach. She is always positive, outgoing, active and caring.

A regular at annual HPEC conferences, she takes her committee work and professional development responsibilities very seriously by taking information back to her school and helping to implement changes to the student-assessment process in physical education courses in the district. The staff at her school appreciate her positive energy and enjoy her enthusiasm.

As a coach, Kerry has taken several senior teams to high school provincial tournaments, including volleyball and basketball teams. During these tournaments, she has always stressed the value of good sportsmanship and playing to one's capabilities as her prime motivators. All of her students like and appreciate her.

Kerry models to the school's young ladies the benefits of good health. She plays ladies hockey and ladies volleyball, and plays golf in the Fairview community. She leads an active life while raising a young family. Kerry is an excellent role model for healthy, active living and a deserving recipient of this commendation. Congratulations.

## **Armando Carmona**

### **North Central District**

Armando Carmona has been teaching at École Secondaire Sainte Marguerite d'Youville, in St Albert, for 17 years. He is an active member of the St Albert Physical

Education Council, and has organized numerous tournaments and athletic events, including the Western Canadian Challenge. Armando has coached every single sport that the school has offered over the years, sometimes four different sports in the same year.

Win or lose, Armando always keeps smiling. He always keeps the focus on fun and on the players, no matter the win/loss record. Several teams have been in the championship for city and zone level in basketball, volleyball, soccer and cross-country running. Everyone on the team plays.

As well as teaching physical education, Armando teaches Spanish and social studies. He is very generous with his time and took his class to Cuba to immerse them in a Spanish culture. The love that he has for his profession is very apparent. He always puts others ahead of himself, he looks out for the good of the team before his own interest, and he is well respected by his students and peers.

The many hours spent with after-school events, on weekends and during his personal holidays do not keep Armando from being a good husband to his wife, Julie, and a good father to his sons, Anthony and Roberto. He coaches both sons in soccer in the community and regularly goes to the gym to stay in shape.

Armando is an excellent role model and a worthy recipient of this award. Students who graduated years ago still come back to the school to see Mr Carmona. École Secondaire Sainte Marguerite d'Youville is honoured to have Armando Carmona teaching, coaching, caring and loving it at their school. Congratulations.

## **Larry Homeniuk**

### **North East District**

Larry has been teaching and coaching for 34 years. The students at Two Hills School have enjoyed success as athletes in badminton, football, curling, volleyball, softball, track and field, and cross-country running. He is also a leader in the 4-H Beef Club, local athletic league and adult volleyball. One of his volunteering highlights was serving as part of the hurdle crew at the Canadian and World Track and Field Championships, in Edmonton.

Larry has been at several HPEC conferences when not attending provincials in badminton with his students. He is dedicated and committed to his school and

community. He teaches his students to do the best they can by working hard and giving 100% to achieve their goals. He is a role model for them all.

In 34 years, Larry has maintained his weight with regular exercise, jogging three miles every morning, and eating well. He is now teaching the third generation in the school, and the grandparents know that his positive attitude and excellent physical education program are good for kids. This year, the students are running across Canada by keeping a personal running log book, thus motivating them to be active on a daily basis. His program is diverse and offers many games and activities from across the five dimensions of the physical education program of studies.

Larry Homeniuk is a worthy recipient and deserving of the HPEC Certificate of Commendation because of his school and community service and dedication to excellence.

## **Myrna Pauls**

### **Palliser District**

Myrna is a strong supporter of HPEC activities, and attends workshops and conferences. In 1993, she was program chair for the HPEC conference, and worked with the displays committee for HPEC Conference 2006. She is a proponent of active and healthy lifestyles.

Myrna coordinated with the Foothills Health Authority on the Comprehensive School Health Program at Big Rock School, which encouraged a partnership with the school, the health unit and parents. In Foothills School Division, she has taken a lead role in the promotion of daily physical activity and other active living programs. As part of her lead teacher role at Big Rock School, she works with teachers and classes on DPA activities so that teachers are well prepared to offer a variety of worthwhile activities on their own. Myrna has also been instrumental in preparing and inservicing teachers on activity kits that are filled with equipment and ideas for DPA activities.

Myrna runs a well-rounded physical education program for her K-6 students. In addition to physical education classes, she organizes many student leadership opportunities and runs the intramural noon and after-school program. Our school has received the QDPE Award for the last five years largely because of her leadership and dedication.

Myrna is also active as a key organizer in Scouts Canada and has worked on major events such as provincial jamborees. Myrna is an enthusiastic and dedicated professional who works well with staff and students. Her good nature and energy make her a great model for active living.

## **Sharon Wright**

### **Red Deer District**

Sharon Wright is the department head at Eastview Middle School in Red Deer, Alberta. Sharon is deserving of this certificate of commendation because of her outstanding dedication to physical education. She has been involved with HPEC on many different levels throughout her teaching career, including helping with drive-in workshops and HPEC conferences.

Sharon remains current with the newest trends and initiatives by attending workshops and participating as a member of the physical education committee, and helps to promote continuous learning by providing information and inservices to the other members of her physical education team. Some of her outstanding achievements include coaching volleyball, leading her school to become an Ever Active school, and working to improve assessment strategies.

Sharon is a very enthusiastic person who enjoys being active. She is an Alberta Fitness Leadership Certification Association strength trainer and certified fitness consultant. She likes to golf, work out and bike. Staying active allows her to be a role model for her students. Sharon believes in promoting an active healthy lifestyle. She is committed to ensuring that the students at Eastview Middle School have a fabulous physical education program. Planning the Amazing Race and teddy bear walks, coaching sport teams, and planning track and field events and monthly special events are all ways that she promotes an active lifestyle.

## **Karen Kusler-Young**

### **South East District**

Karen Kusler-Young has spent her entire career teaching Grades 7-12 physical education at Crescent Heights High School, in Medicine Hat. During her time at CHHS, Karen has made numerous contributions to physical education in both the curricular and extracurricular programs.

As a physical education lead teacher, Karen has worked to ensure a program of the highest quality for the students at CHHS. She has never shied away from trying new and exciting activities in her classes to motivate her students to develop the knowledge, skills, and attitudes necessary to lead active, healthy lives. Karen has set an example for her students by being an active member at the YMCA and by participating regularly with her students in class.

Karen has also been involved in extracurricular activities at CHHS. She has coached high school golf and every level of basketball and volleyball, most recently coaching the Grade 8 girls' volleyball team to a league championship. When Karen is not coaching, she can be seen helping out at school sporting events. And when she is not busy at school, she also volunteers for many activities in the Medicine Hat area. She has been involved in the Medicine Hat Junior High Athletic Association and the ASAA, served on the 1998 HPEC conference committee, volunteered at the 2002 Alberta Winter Games in Medicine Hat and helped to organize the 2003 3A Provincial Girls Volleyball Tournament.

In her free time, she is an avid runner and claims to be addicted to working out.

Thank you, Karen, for your continued contributions to Crescent Heights High School. Congratulations!

## **Derek Beck**

### **South East District**

Derek Beck wears many hats—he is the vice-principal of Senator Gershaw School, in Bow Island, sports coordinator there, a junior and senior high PE teacher, senior girls' basketball coach, executive of River Ridge Basketball Association and a bus driver. In his spare time he is a dad.

Derek lives what our school embraces: "Health body; healthy mind." Under his coordination, daily physical education has been a fact for Grades 4–9 students for the past 13 years. Derek always has a smile and friendly word for staff, students, and parents, and always goes the extra mile for students. He and his 2A senior girls' basketball team earned the Sportsmanship Banner at provincials and a sportsmanship pin from ASAA. Derek is captain of our sports teams.

## **Grant Frier**

### **South West District**

Grant Frier is the principal of Crowsnest Consolidated High School and the ultimate fan of high school sports! Grant contributed to the Chinook High School Basketball League as an executive member for more than 15 years. As well, he was the assistant coach for the Alberta Basketball Association juvenile girls' provincial team.

Grant plays an important role within Crowsnest Consolidated High School and the district of Livingstone Range, having coached a variety of sports for more than 33 years. Grant's coaching experiences include junior and senior high basketball, for all of his teaching career (33+ years); senior high girls fastball; senior high boys baseball; and, as a coach and player at a high level, senior men's fastball, where he coached many of the players from the time they were students to their adult years. A career highlight for Grant was coaching high school girls to a basketball championship in 1990.

The staff at Crowsnest High believe that Grant has been, and continues to be, a strong advocate for school sports throughout his teaching career. He firmly believes that sport complements the school experience and enhances the students' all-round development!

# CAHPERD Young Professional Award

*Shane Gau*



In addition to winning an HPEC Certificate of Commendation, Shane Gau has also received the CAHPERD Young Professional Award. This award is granted annually to one person in each province who, in the opinion of the provincial CAHPERD representative, epitomizes exemplary work on behalf of the profession. Congratulations!

# CAHPERD Recognizes RAP Winning Schools!

On June 23, 2006, CAHPERD issued the following news release:

—Ottawa—The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) announced today that 672 elementary schools and 105 high schools across Canada have been awarded the Quality Daily Physical Education (QDPE) Recognition Award for excellence in their school physical education programs.

Since its inception in 1988, CAHPERD has presented this award to hundreds of schools each year. Schools receive an award banner to hang in their gymnasiums and a letter of congratulations from the prime minister. To qualify for one of the three levels of the award (diamond, platinum, or gold), elementary schools must meet the following criteria:

- Diamond: provide all students with Quality Daily Physical Education (QDPE) for a minimum of 150 minutes per week.
- Platinum: provide all students with quality physical education three to four times a week, for a minimum of 150 minutes.
- Gold: provide all students with quality physical education three to four times a week, for a minimum of 100 minutes.

This year, CAHPERD has also implemented an award specifically for secondary schools. To qualify, schools must provide students with compulsory quality physical education courses that are exceptional, and enhanced by leadership opportunities and intramural activities.

“Unfortunately, very few schools in Canada offer students quality physical education programs due to the many other challenges of subject scheduling and conflicts, budget restraints, and access to quality physical education,” says Grant McManes, CAHPERD’s president. “For this reason, it is important to recognize those schools that have successfully achieved quality physical education programs. Clearly, these schools have understood the critical importance and have

overcome these challenges to ensure that all students ... develop the fundamental skills that they need in order to lead physically active lives.”

Implementing a quality physical education program takes commitment from the school administration and teachers, and an understanding that physical education is critical to the healthy development of each and every child. Physical education programs help children develop the physical skills that will help them to be more physically active now and in the future.

“Winning a recognition award is not only a great achievement for the schools, but for the students as well,” says Dean Kozak, CAHPERD’s program manager. “After participating in a quality physical education program all year round, when schools receive their award banner at the end of the year, students realize just what an accomplishment it is. Some schools have up to 15 banners hanging proudly in their school gymnasiums.”

Although many schools in Canada do have great physical education programs in place, only 25 per cent of this year’s award winners received a platinum award for offering daily physical education.

“The challenge schools are faced with is finding the support to offer daily physical education and to keep it daily when there are demands from other subject areas and competition for instruction time. However, the investment is worthwhile for many reasons, beyond increased physical activity time,” explains Kozak. “Teachers from award-winning schools have told us that when their students come back from physical education class, they are more attentive and ready to learn. There are also noticeable differences in the social cohesiveness of the school.”

The QDPE Recognition Award is the only national physical education award in Canada. As a national voluntary organization dedicated to the healthy development of Canadian children and youth, CAHPERD advocates for quality physical education experiences for all children.

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## Alberta's Award-Winning Schools

City	School
Airdrie	George McDougall High School
Airdrie	Muriel Clayton Middle School
Bashaw	Bashaw School
Beaumont	École Bellevue School
Beaverlodge	Beaverlodge Elementary
Blackie	Blackie School
Bonnyville	H E Bourgoin School
Breton	Breton Elementary School
Buffalo Head Prairie	Blue Hills Community School
Calgary	A E Cross Junior High School
Calgary	Alice M Curtis Elementary (FFCA)
Calgary	Annie Foote Elementary School
Calgary	Annie Gale Junior High School
Calgary	Bishop Pinkham Junior High School
Calgary	Bob Edwards Junior High School
Calgary	Branton Junior High School
Calgary	Buchanan Elementary School
Calgary	Calgary Academy
Calgary	Captain John Palliser Elementary School
Calgary	Cardinal Newman School
Calgary	Cedarbrae Elementary School
Calgary	Chestermere High School
Calgary	Chinook Park Elementary
Calgary	Collingwood Elementary School
Calgary	Colonel Irvine Junior High School
Calgary	Deer Run Elementary School
Calgary	Dr Gordon Higgins School
Calgary	Dr Oakley School
Calgary	École Elbow Valley School
Calgary	École Madeleine d'Houet School
Calgary	École Varsity Acres Elementary School
Calgary	Elboya School
Calgary	Ethel M Johnson School
Calgary	F E Osborne Junior High School
Calgary	Fairview Junior High School

City	School
Calgary	Father Doucet Elementary School
Calgary	FFCA Andrew Davison Campus
Calgary	FFCA-St Lawrence
Calgary	Foundation for Future Charter–Renfrew
Calgary	Foundations for the Future Charter Academy
Calgary	G W Skene Community School
Calgary	H D Cartwright Junior High School
Calgary	Harold Panabaker Junior High School
Calgary	Haultain Memorial Elementary School
Calgary	Haysboro Elementary School
Calgary	Heritage Christian School
Calgary	Holy Cross School
Calgary	Holy Redeemer Elementary School
Calgary	Holy Trinity Elementary School
Calgary	Janet Johnstone Elementary School
Calgary	Jerry Potts Elementary School
Calgary	John Costello Catholic School
Calgary	John XXIII School
Calgary	Juno Beach Academy of Canadian Studies
Calgary	Marion Carson Elementary School
Calgary	Monsignor J S Smith School
Calgary	Mother Teresa of Calcutta School
Calgary	National Sport School
Calgary	O S Geiger Elementary School
Calgary	Our Lady of Fatima
Calgary	Our Lady of Peace School
Calgary	Queen Elizabeth Elementary School
Calgary	Queen Elizabeth High School
Calgary	Red Deer Lake School
Calgary	Renfrew Educational Services
Calgary	Riverbend Elementary School
Calgary	Rundle College Junior/Senior High School

City	School
Calgary	Sacred Heart Elementary School
Calgary	Senator Patrick Burns School
Calgary	Sir John Franklin Junior School
Calgary	Sir Wilfrid Laurier School
Calgary	Somerset School
Calgary	Southwood Elementary School
Calgary	St Angela Elementary School
Calgary	St Bede Elementary School
Calgary	St Gerard School
Calgary	St Jude Elementary School
Calgary	St Maria Goretti Elementary School
Calgary	St Mark Elementary School
Calgary	St Martha School
Calgary	St Patrick Elementary School
Calgary	St Peter Elementary School
Calgary	St Vincent de Paul School
Calgary	St William Elementary School
Calgary	Sunalta Elementary School
Calgary	Terry Fox Junior High School
Calgary	Thomas B Riley Junior High School
Calgary	Tom Baines Junior High School
Calgary	Traditional Learning Centre at Colonel Sanders Elementary
Calgary	Valley Creek Middle School
Calgary	Vincent Massey School
Calgary	Webber Academy
Calgary	West Dalhousie Elementary School West
Calgary	West Island College
Calgary	Wildwood Elementary School
Calgary	Willow Park School
Camrose	Jack Stuart School
Camrose	Sparling Elementary School
Camrose	St Patrick School
Caroline	Caroline Community School
Castor	Gus Wetter School
Cayley	Cayley School
Cereal	C J Peacock Elementary School
Chauvin	Dr Folkins Community School
Clive	Clive School

City	School
Delburne	Delburne Centralized School
Devon	Riverview Middle School
Drumheller	Greentree School
Drumheller	St Anthony's Junior High School
Drumheller	St Anthony's Elementary School
Drumheller	St Anthony's Secondary School
Eckville	Eckville Elementary School
Eckville	Eckville Junio/Senior High School
Edmonton	Avalon Junior High School
Edmonton	Bisset Elementary School
Edmonton	Britannia Junior High School
Edmonton	Callingwood Elementary School
Edmonton	Eastglen Senior High School
Edmonton	Gold Bar Elementary School
Edmonton	J J Bowlen Catholic Junior High School
Edmonton	St Timothy Elementary School
Edmonton	Weinlos Elementary School
Exshaw	Exshaw School
Fort McMurray	Father Beaugard School
Fort McMurray	Good Shepherd Community School
Frog Lake	Chief Napewaew Comprehensive School
Gift Lake	Gift Lake School
Grande Prairie	Alexander Forbes School
Grande Prairie	Aspen Grove Elementary School
Grande Prairie	Avondale Elementary School
Grimshaw	Kennedy Elementary School
High River	Notre Dame Collegiate
High River	Senator Riley High School
High River	Spitzee Elementary School
Hobbema	Ermineskin Junior/Senior High School
Irvine	Irvine School
Jasper	Jasper Elementary School
Jenner	Jenner School
Kitscoty	Kitscoty Elementary School

City	School
Kitscoty	Kitscoty Junior/Senior High School
Lacombe	Terrace Ridge School
Leduc	Leduc Junior High School
Lethbridge	Park Meadows Elementary School
Lethbridge	St Francis Junior High School
	St Joseph's Elementary School
Lougheed	Lougheed School
Manning	Manning Elementary School
Manning	Rosary School
	Elmer Elson Elementary School
Medicine Hat	Alexandra Junior High School
Medicine Hat	Central Park Elementary School
Medicine Hat	Connaught Elementary School
Medicine Hat	Crescent Heights High School
Medicine Hat	Crestwood Elementary School
Medicine Hat	Notre Dame Academy
Medicine Hat	St Mary's School
Medicine Hat	Vincent Massey Elementary School
Millarville	Millarville Community School
New Norway	New Norway School
New Sarepta	New Sarepta Elementary School
Okotoks	Big Rock Elementary School
Okotoks	Dr Morris Gibson School
Olds	Deer Meadow School
Olds	Olds Elementary School
Oyen	Oyen Public School
Peace River	Springfield Elementary School
Peerless Lake	Peerless Lake School

City	School
Picture Butte	St Catherine's School
Ponoka	Ponoka Composite High School
Provost	Provost Public School
Red Deer	Aspen Heights Elementary School
Red Deer	Central Middle School
Red Deer	École Camille J. Lerouge School
Red Deer	École Secondaire Notre Dame School
Red Deer	Fairview Elementary School
Red Deer	G H Dawe Community School
Red Deer	George Wilbert Smith School
Red Deer	Holy Family School
Red Deer	Hunting Hills High School
Red Deer	Joseph Welsh Elementary School
Red Deer	Lindsay Thurber High School
Red Deer	Maryview School
Red Deer	Mattie McCullough School
Red Deer	Normandeu Elementary School
Red Deer	Oriole Park Elementary School
Red Deer	St Elizabeth Seton School
Red Deer	St Patrick's Community School
Red Deer	St Teresa of Avila School
Red Deer	St Thomas Aquinas School
Red Deer	Venture Middle School Program
Red Deer	West Park Elementary School
Red Deer	West Park Middle School
Redcliff	Parkside School
Rocky Mountain House	Lochearn Elementary School
Rocky Mountain House	St Dominic High School
Rocky Mountain House	St Matthew Catholic School
Rolling Hills	Rolling Hills School
Schuler	Schuler School
Sherwood Park	Woodbridge Farms Elementary School

City	School
Spirit River	Savanna School
St Albert	Bellerose Composite High School
St Albert	Leo Nickerson Elementary School
St Albert	Sir Alexander Mackenzie Public School
St Albert	Sir George Simpson School

City	School
St Albert	Vincent J Maloney Catholic Junior High School
St Albert	Wild Rose Elementary School
Stony Plain	École Meridian Heights School
Sylvan Lake	Mother Teresa School
Westlock	St Mary Catholic School
Westlock	Westlock Elementary School

# CAHPERD Physical Education Teaching Excellence Award

On June 5, 2006, CAHPERD issued the following news release:

—Ottawa—Patty Fyhn, a teacher from Calgary, Alberta, has won the Physical Education Teaching Excellence Award for her province. This prestigious award is presented by the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) and Wintergreen Phys-Ed, and honours up to 13 exceptional teachers (one per province and territory) for their excellence in teaching physical education and their ability to motivate children and youth to participate in physical activity.

Patty Fyhn is a Grade 4 physical and health education teacher at Chinook Park Elementary School/École Chinook Park in Calgary, and has been teaching since 1974. Her physical education classes, whether in the gymnasium or on the field, are immersed in youthful energy. Her ultimate goal of teaching is to provide students with an entry point to an active lifestyle. In order to ensure that all students receive quality daily physical education, Patty teaches two classes for every period, in order to facilitate scheduling in a single gym. She continually invents unique lessons that inspire active living and uses creativity to engage all students.

The Physical Education Teaching Excellence Award is the only national award in Canada that recognizes physical education teachers for their hard work and dedication in helping to build strong, healthy and physically active children.

Each year, CAHPERD receives nominations for the Physical Education Teaching Excellence Award from across Canada. From the nominations, provincial selection committees select one recipient per province. Recipients are selected based on the quality of the school physical education program; the ability to serve as positive role models by epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students; and the level of participation in professional development opportunities. Each award recipient receives a recognition plaque; a write-up in the CAHPERD *PHE Journal* and on the CAHPERD website; and a one-year free membership to CAHPERD. From the provincial recipients, three national recipients are selected who will also receive registration, accommodation and travel to the CAHPERD national conference and a \$500 gift certificate from Wintergreen Phys-Ed.

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*Reprinted with permission from CAHPERD. Minor changes have been made to spelling and punctuation to fit ATA style.*

# HPEC Distinguished Service Awards

*Carrie Yanishewski*

## **Brian Mullally**

Brian grew up in Ottawa and attended the University of Ottawa and Queen's University in Kingston, Ontario. He developed a love of athletics through participation in community and school sports, including fastball, high school football, tennis and skiing. In university he was a member of the University of Ottawa Gee-Gees football team, playing linebacker because he preferred to hit someone else rather than be hit. The highlight of his football career was reaching the Vanier Cup final in 1980, when his team lost a not-so-close game to the University of Alberta.

With degree in hand, this young man headed west to find his fortune. Brian began teaching in Edmonton in 1983 working in a special education school for students with learning disabilities. He headed north to Fort McMurray in 1989 to get a head start on his retirement fund by purchasing his first house for next to nothing. Today his modest two-story, three-bedroom house is worth a small fortune!

Brian has been a teacher for 22 years and taught physical education in every one of those years. Brian shares his love of sport with his students with a kind and gentle manner that the students respond to. Being active and energized is important in Brian's classes. Brian has presented numerous workshops to teachers in his district, sharing his knowledge and expertise.

He has been involved with HPEC for the past 11 years, serving as the district representative, then taking on the role of vice-president and becoming president in 2002/03. During his time in office, Brian took the initiative to attend several national meetings with CAHPERD and help bring Alberta's new curriculum and safety guidelines to the attention of the entire country. Brian cochaired the program committee for the Banff conference in 2002 with Val Olekshy, and cochaired the Fort McMurray conference ("True North, Strong and Free") with Doug Nish and Mike Chaisson last year. As well,

Brian was the historian/resolutions executive member of HPEC this year.

Even with the many volunteer roles Brian has taken on, he still finds time to play hockey on Friday nights. He loves to travel and will be heading to Sweden this summer. And he loves spending time with his children, Christopher (15) and Kira (12), watching their soccer games or gymnastics meets all around the province. Brian loves a good steak so he has a deep affinity for the Keg. In fact, he has a part-time job serving tables there!

Brian is an easygoing fellow who is greatly admired by the HPEC executives who have worked with him over the past 11 years; he is highly respected by his students and colleagues in Fort McMurray. Brian is now working on his master's from the University of Prince Edward Island, so many new challenges will be making his life interesting.

His house may be worth a fortune, but his work for health and physical education in this province is priceless. Congratulations on a well deserved Distinguished Service Award.

## **Carvel Skaret**

Carvel has been a physical educator in the Camrose area for 30 years. Born and raised in Camrose, he attended Camrose Composite High School and Augustana College. He married his wife, Dale, and together they raised their three children, Dawn, Kyle and Jenna. The Battle River School Division has benefited from his dedication to his profession and community.

Carvel is the kind of teacher everyone loves and respects. No one wants to disappoint him by misbehaving. He instils grace, pride and class in his students. Win or lose, he has high expectations of his students and a special way of making every player feel like an integral part of the team. Carvel helped Barry Dillan organize the Camrose Fair Play League, which encourages fun and fairness rather than competition. This interschool

league for elementary students has games and tournaments in a variety of activities—golf, volleyball, basketball, cross-country running, relays and skipping. Not only his school, but his entire school jurisdiction has daily physical education, which he helped promote. He also runs the city track meet in Camrose with meticulous planning so it flows like clockwork.

A generous man to his colleagues, Carvel has presented at numerous drive-in workshops and mini-in-services, and regularly attends our HPEC conference to learn new ideas and ways of teaching. He was also part of the steering committee for the HPEC conference held in Camrose in 1999. Carvel has dedicated his

outstanding talents as an educator to the Camrose community; many have witnessed the positive impact he has on his students, whether in the classroom, in the gym or on competitive teams.

Since Carvel and Dale's children have left home, they have more time to devote to themselves. Dale likes to paint and golf, which they both plan to spend much more time doing upon Carvel's retirement.

The students and teachers of Jack Stuart School greatly admire and respect Carvel Skaret. He has inspired a life-long love of physical activity in the people he works with, and is a deserving recipient of the 2006 Distinguished Service Award. Congratulations, Carvel.



# Profiling the Characteristics of Exceptional Teaching in Physical Education

*David Chorney*

## Background

Physical education has long been considered an important part of a student's overall education (CAHPERD 1998) and, as a subject area, it holds a unique position among school curricula (Fishburne and Hickson 2001). However, physical education has never realized its rightful place among the core subjects and courses perceived as more important (Hardman and Marshall 2000). Negative stereotyping and public perception have also influenced how society views physical education (Harris 2003).

Research on the characteristics and practice of exceptional physical education teachers is sparse. As Fishburne and Hickson (2001) note, "The notion of what is effective teaching behaviour and how it supports student learning is a relatively thin area." Harrison (1987, 50) goes on to state that "[p]erhaps researchers need to spend more effort determining *why* teachers believe and do what they do!" It is my hope that my research will do just this.

## Purpose of the Study

This study inquires into the professional and personal lives of physical education specialists to uncover their reasons for engaging in their practice as they do. I am

interested in how their experiences of teaching physical education have affected their teaching careers. In this research I have focused on the current practices of four physical education teachers from the province of Alberta, who were identified by regional representatives and physical education consultants as exceptional and respected professionals committed both to the education profession and, specifically, to the field of physical education. The study of their experiences and current practices has led to important findings that may benefit all physical educators currently teaching in all school systems, as well as instructors in physical education teacher education (PETE) programs in postsecondary institutions.

## Exceptional Teaching of Physical Education

What is an exceptional or expert teacher? According to Corbin (1993), "Expertise in the discipline is not, by itself, sufficient qualification to be considered a quality practitioner" (p 86). This important statement causes one to ponder the merits of exceptional teaching and the label *exceptional*. What are the characteristics of an exceptional physical education teacher? Describing the difference between an effective teacher and an exceptional or expert teacher is difficult, and it creates passionate discussion among educators and students alike.

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*David Chorney, PhD, is assistant professor in the Faculty of Education at the University of Lethbridge. His teaching responsibilities and research interests include curriculum and instruction in the field of physical education, curriculum theorizing in physical education, and culture and ethnicity issues in today's physical education classroom.*

However, certain teachers are generally perceived as being above the rest because of their ability to teach students and convey superior knowledge in a specific subject area.

*Effectiveness* combines superior teaching skills with an extensive understanding of the subject matter (Siedentop and Eldar, 1994). Defining expertise, on the other hand, is difficult, because expertise relies on factors such as years of experience, evaluation by school authorities, reputation, and knowledge of the subject matter (Pieron and Carreiro da Costa 1996). According to Manross and Templeton (1997), "Expertise is developed through experience, practice, and knowledge. Only through classroom experience do teachers have the opportunity to practise different and effective teaching methods" (p 33). Simply knowing the characteristics and qualities of an expert cannot make one an expert. As well, much evidence suggests that expertise in one dimension does not mean expertise in others (Glaser and Chi 1988).

## Results

In this study I explored the professional lives of four physical education specialists to discover why they engage in their practices as they do. After talking with all of them, I came to understand how they have developed into the type of educators that they are. The analysis was influenced by my readings of authors such as Yin (2003) and Merriam (1998).

I organized the data into four categories, which I define as a group or collection with shared characteristics. Within each category, I identified specific themes. The categories were (a) relating to/with students, (b) experiences gained through teaching, (c) self-awareness and (d) passion for the field of physical education.

### Relating to/with Students

This category was the most important because each participant identified several related phrases. Further, this category included the largest number of themes: (a) caring for students, (b) student input, (c) honesty with students, (d) creating student enjoyment, (e) respecting students and (f) options and variety for students. When he was asked how he has changed his style of teaching, Participant C said:

I think now I look at the bigger picture more. I am now much more concerned with my students' needs

and not so much my needs. If I need to adjust my lesson I will, and my personal needs are no longer as important as my students' needs. It's no longer about me anymore, but rather my students.

### Experiences Gained Through Teaching

All participants in this study reported that experience had a major influence on their practice as teachers of physical education. Experience is the single most important factor that causes physical education teachers to rethink their teaching and planning philosophy.

This category contained six themes: (a) external influences, (b) professional development, (c) content knowledge, (d) meaning of physical education, (e) evolution and maturity and (f) varied teaching styles.

In his comments, Participant A was open and honest about his growth and maturity. For example, he explained:

I think that looking back I probably focused much more time on the program. With experience you realize that although the program is important and you have to try and stay focused on the end of the line, you are dealing with people and a whole bunch of different expectations.

### Self-Awareness

From the category of self-awareness, five themes emerged in my interviews with the participants: (a) early success, (b) reflection, (c) self-improvement, (d) confidence and (e) organization and planning.

The participants are well aware of who they are as professionals, and they recognize their strengths and weaknesses. They explained to me their belief about self-reflection: that, from a young age, physical education has always been a generally enjoyable and positive experience for them and that, as professionals, they value reflection and practise it every day.

Having proved himself to be a very open, reflective and generally self-critical educator, Participant A summed up his thoughts on self-improvement and reflection and the need to stay current:

I regularly look at what I am doing and challenge myself. I will always want to enjoy my job, and I always want to continue to think that, hey, I am not at the end of the road; the road always keeps going; there is another step to take.

## Passion for the Field of Physical Education

This final category contains two very important related themes involving teachers' passion for and beliefs about physical education: belief and joy in teaching, and personal fulfillment.

When describing their feelings about teaching and how much they value it, the four participants used words such as *joy*, *love* and *passion*. Participant C spoke about his belief in his job and in what he does every day as a teacher of young learners:

I think that my belief in the value of PE has served me well. Both my colleagues and my students know how much I value PE as a discipline and the field of study. It's not just game time; we are here to learn things and experience learning. We want to have fun, but learning is first.

This final theme linked three topics together within the category of passion for physical education: personal fulfillment, high expectations of both oneself and others, and a strong commitment to teaching physical education. Although all participants did not identify all three topics, I have included the themes here because they contribute to the theme of developing and maintaining passion for physical education.

Participant B spoke at length about her joy in teaching physical education and used a metaphor to describe her role as a physical education teacher:

I have become a lifestyle and not just a class for my students. I really was just a class before, but now I am much closer to being a lifestyle. Students' health and physical education classes should be the most important classes in school, and this is something I have truly come to believe.

## Results Grounded in Literature

I have identified a total of six specific influencing factors on the current teaching practice of the participants in this study: (a) evolution and maturity, (b) caring for students, (c) options and variety for students, (d) professional development and self-improvement, (e) varied teaching styles and (f) reflection. Each influencing factor improved my understanding of who the participating teachers are and why they engage in their practice as they do.

## Results Not Grounded in Literature

Four significant findings from the study, although not grounded in specific research, have had a very important impact on the participants' professional lives: (a) a belief in the value of physical education, (b) self-confidence, (c) joy in teaching physical education, and (d) personal fulfillment and commitment to the job.

## Discussion

### Relating To/With Students

The personal interactions of teachers and students may be the most important component in determining whether or not students learn and whether teachers enjoy teaching. Preservice teachers who are eager to make their mark on the teaching profession often comment on their love for teaching and their desire to connect with every student when they eventually begin teaching. In theory, this attitude is admirable; however, I believe that many teachers fall into a pattern of teaching to the masses and that their initial love for teaching eventually diminishes, and teaching becomes simply a job that provides a satisfying life.

In contrast, the four exceptional physical education teachers in this study began by loving their jobs and continue to do so. They have learned the importance and the necessity of connecting with all learners to meet their needs, and they see the educational value in doing so. Sincerely caring for students, being open and honest, showing respect and valuing student input are acts that few physical education teachers do in their daily teaching.

### Experiences Gained Through Teaching

If relating to students is one of the most vital requirements for successful teaching, then experience is perhaps the most crucial factor for effecting positive changes in teaching practice. The experience of teaching is perhaps itself the greatest teacher. The personal experience of all the participants in this study was the key to defining and understanding who they are. The knowledge gained by continued professional development, the support and guidance of past and current colleagues, the realization of the importance of content knowledge in many areas, and the participants' personal evolution and maturity are

all directly linked to their experience in the profession. The teachers in this study believe that their experience has shaped their practice as physical education teachers. Having learned from past mistakes, and seeking to build on their successes, all of these teachers continue to evolve and mature into even more effective practitioners and are viewed as exceptional teachers by their peers.

### Self-Awareness

Being open and honest with oneself may be the most challenging endeavour for any teacher. Being critical of one's own teaching and admitting that something needs to be improved are extremely difficult. Some may perceive this admission as a sign of weakness or incompetence; however, the teachers in this study continually try to improve their teaching as a regular part of their practice and their professional development. All routinely engage in reflective practices and seek out opportunities to improve themselves. Their ability to perceive themselves as imperfect and to admit that their teaching can always be improved is an important aspect of their success as physical education teachers and leaders in the field.

### Passion for the Field of Physical Education

The teachers in this study exuded passion for their jobs and often mentioned the joy that they receive from teaching. Their high level of satisfaction and joy suggests that these emotions are important in any effective and exceptional physical educator. Passion and joy are not necessarily required for a physical education teacher to be exceptional, but teachers who feel such emotions are usually very successful.

### Conclusion

The current study asked the question, Why do current physical education teachers engage in their practice as they do? The findings are thought provoking and, in many cases, congruent with the literature on the subject.

Current and future teachers who would like to change their teaching must understand which qualities distinguish exceptional teachers from merely effective ones.

In summarizing the findings, I discovered that these four teachers engage in their practice because of their true passion for and belief in physical education. Their passion and belief are predicated on their self-awareness as educators, their skill in critical reflection and their ability to teach all types of learners in different environments.

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# Conference Update

## Conference 2006





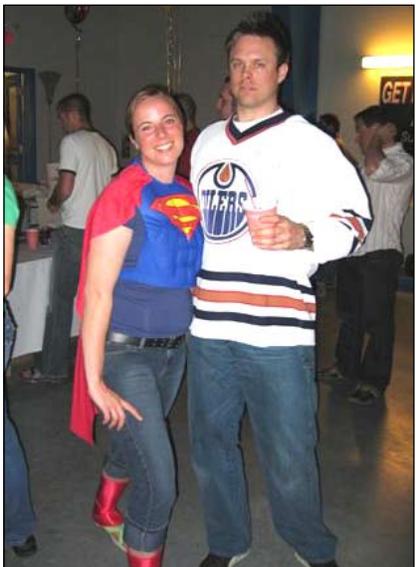
Forget Charlie . . . we have the HPEC Angels . . . doing it daily!



Captain Underpants and his trusty sidekick (Doug Gleddie and Paul Marlett).



Incredible teachers at HPEC 2006!



Super teachers celebrate!



We can still cheer when we are at a conference!



*The Cooney physical education dynasty continues.*

*A beautiful day to raft on the Bow.*



## Conference 2007 Update



# HPEC 007



**May 3–5, 2007 ~ Edmonton, Alberta**

**J Percy Page  
Holy Trinity High School**

**MacEwan South Campus  
Mill Woods Recreation Centre**

**\$210.00 early registration until February 28, 2007  
\$235.00 after March 1, 2007**

The conference committee has blocked off rooms at the Coast Terrace Inn and the Travelodge.  
Both hotels are located just off the Whitemud & Gateway Blvd.

**<http://web.mac.com/hpec2007>**

For information, please contact one of the co-chairs: Lori Olson at [lori.olson@spschools.org](mailto:lori.olson@spschools.org);  
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