RUNNER

Volume 43, Number 2, 2008

HPEC
Health & Physical Education Council
The Alberta Teachers' Association

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

Journal of the Health and Physical Education Council
of The Alberta Teachers' Association

HPEC Executive 2008/09

President
Robert Willms
Bus (403) 346-4397
Fax (403) 342-3783
rwillms@rdpsd.ab.ca *or*
rmwillms1@shaw.ca

Past President
Glenn Wilson
Bus (780) 459-4426
Fax (780) 460-7792
wilsong@spschools.org *or*
doc2be@mac.com

Vice President
Brenda Bower
Bus (403) 527-6641
Fax (403) 526-2018
brenda.bower@sd76.ab.ca

President-Elect
TBA

Secretary
Elisha Gordey
Bus (403) 777-7490 ext 2738
Fax (403) 777-7499
emgordey@cbe.ab.ca *or*
egordey@hotmail.com

Provincial Director for Ever Active Schools
Doug Gleddie
Bus (780) 454-4745
Fax (780) 453-1756
doug@everactive.org

Treasurer
Michael Rosentreter

Conference 2008 Cochairs
Cynthia Clarkson
Bus (780) 568-3642
Fax (780) 568-4680
cclarkson@sssonline.ab.ca

Mike Humbke
Bus (780) 513-3391
Fax (780) 513-3356
mhumbke@gppsd.ab.ca

Carrie Yanishewski
Bus (780) 351-3771
Fax (780) 351-3769
carrieyanishewski@pwsd76.ab.ca

Journal Editor
Jenn Flontek
jenn.flontek@blackgold.ca

Special Projects Coordinator for Schools Come Alive
Tracy Lockwood
tracy@schoolscomealive.org

PEC Liaison
Patrick Duffy
Bus (780) 538-0077
Fax (780) 539-5135
patrick.duffy@teachers.ab.ca

ATA Staff Advisor
Michael Podlosky
Bus (780) 447-9466
or 1-800-232-7208
Fax (780) 455-6481
michael.podlosky@ata.ab.ca

LIAISON REPRESENTATIVES

ASAA
(Alberta Schools' Athletic Association)
Barbara Young
Bus (403) 314-2020
Fax (403) 309-4108
byoung@rdpsd.ab.ca

ATEPE
(Alberta Teacher Educators of Physical Education)
Nancy Melnychuk
Bus (780) 492-0543
Fax (780) 492-9402
nancy.melnychuk@ualberta.ca

Alberta Community Development
Kim Schmidt
Bus (780) 415-0270
Fax (780) 427-5140
kim.schmidt@gov.ab.ca

CAHPERD
(Canadian Association for Health, Physical Education, Recreation and Dance)
Wayne Meadows Jr
Bus (403) 301-0815 ext 2229
Fax (403) 301-0821
wayne.meadows@cssd.ab.ca *or*
wayne_meadows@shaw.ca

Intramural Liaison
Dean Rootsaert
Bus (780) 471-4218
Fax (780) 471-1731
rootsaertd@ecsd.net

Schools Come Alive Liaison
Sharin Adams
sgadams@shaw.ca

Ever Active Schools Liaison
Lois Vanderlee
Bus (403) 762-4411
Fax (403) 762-9220
lvanderlee@crps.ab.ca

Provincial Wellness Liaison and Alberta Education
Michelle Kilborn
Bus (780) 644-2530
Fax (780) 422-3745
michelle.kilborn@gov.ab.ca

STANDING COMMITTEE CHAIRS

Health Education
Karen Potts

Resolutions/Historian/Website
Bradley Burns
Bus (780) 672-2975
bradb@eics.ab.ca *or*
jbburns@telus.net

DISTRICT REPRESENTATIVES

Athabasca
Craig MacDougall
Bus (780) 799-5760
Fax (780) 799-5759
c.macdougall@shaw.ca *or*
cmacdougall@fmcsd.ab.ca

Calgary City
Susan Mills
Bus (403) 294-6326
Fax (403) 777-8622
spmills@cbe.ab.ca *or*
flemingg@telus.net

Sonia Sheehan
Bus (403) 259-3527
soniasheehan@shaw.ca

Central East
Jayson Boyson
Bus (780) 672-7785
jboyson@brsd.ab.ca

Greater Edmonton
Heather Rootsaert
Bus (780) 471-4218
Fax (780) 471-1731
rootsaerth@ecsd.net *or*
dhroot@telus.net

Mighty Peace
Darren Flynn
Bus (780) 624-5656
Fax (780) 624-3730
flynn.d@hfcrd.ab.ca

North Central
Dylan Dellezay
Bus (780) 929-5977
Fax (780) 929-5258
dylan.dellezay@blackgold.ca

North East
TBA

Palliser
TBA

Red Deer
Susan Dillabough
Bus (403) 227-3292
Fax (403) 227-6006
sdillabough@chinooksedge.ab.ca *or*
dilladel@shaw.ca

South East
Brenda Bower
Bus (403) 527-6641
Fax (403) 526-2018
brenda.bower@sd76.ab.ca

South West
TBA

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

Be a Runner Contributor

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

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

Manuscripts on other themes will also be considered for publication.

Manuscripts may be up to 2,500 words long. References to works cited should appear in full in a list at the end of the article. Photographs, line drawings and diagrams are welcome. To ensure quality reproduction, photographs should be clear and have good contrast, and drawings should be the originals. A caption and photo credit should accompany each photograph. The contributor is responsible for obtaining releases for use of photographs and written parental permission for works by students under 18 years of age.

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

Contributions are reviewed by the editor, who reserves the right to edit for clarity and space. Send manuscripts for future issues to Jenn Flontek at jenn.flontek@blackgold.ca.

Copyright Transfer Agreement

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

_____ / _____ _____

signature(s) date

Address _____

Phone _____ Fax _____

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

_____

_____

RUNNER

Volume 43 Number 2 2008

CONTENTS

Copyright © 2008 by The Alberta Teachers' Association (ATA), 11010 142 Street NW, Edmonton, Alberta T5N 2R1. Unless otherwise indicated in the text, reproduction of material in *Runner* is authorized for classroom and professional development use, provided that each copy contains full acknowledgement of the source and that no charge is made beyond the cost of reprinting. Any other reproduction in whole or in part without prior written consent of the ATA is prohibited.

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

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

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

Greetings and Reflections

Editorial

Grateful for a Legacy to Continue

> Leave all the afternoon for exercise and recreation, which are as necessary as reading. I will rather say more necessary because health is worth more than learning.
>
> —*Thomas Jefferson*

Have you ever read a sentence that enables you to look back and see clearly how you got to where you are? Several years ago while reading *Canada's Report Card on Physical Activity for Children and Youth*, I read that the greatest factor that contributes to the activity level of youth is parental modelling. I read it four times. I wanted to remember this sentiment. It put my childhood in perspective and clarified why I teach PE today.

I was fortunate to have been raised in a family who loved playing, reading, working and exploring outdoors. I am grateful to my parents and close family friends for instilling in me the importance of motion so that I, too, can continue to keep the legacy of an active path through life in motion for my own children. I thank them for the gift of an unplugged childhood and their unwavering support of all my endeavours, and for sharing their passions with the next generation.

In a plugged-in continent, we must model and share our experiences with students, such as hiking and kayaking trips, and the ultimate Frisbee games. For many students we are their surrogate parental models, and any positive suggestions or ideas we share may spark an interest. Write a column for the newsletter, bring in some photos or run a slide show. Teaching enables us to reach a much larger population than our family and to put in motion a much larger legacy.

As you can see we are now online. As a part of the environmental stewardship program for HPEC, the journal is now delivered electronically. As well, this is my last issue as editor of *Runner*. Working with the executive and the membership has been a fantastic experience. I won't miss the bruises from the crud game, but I will miss spending time with the people who keep HPEC in motion. Now that is worth the time.

It is my great pleasure to introduce the new editor, Jenn Flontek. Please send any comments, contributions or questions to her directly at jenn.flontek@blackgold.ca.

The human body was made to move.
Yours in motion,
Paul, Christina and Zoë Marlett

Grant Application Form

If you wish to apply for grant money to assist with your work on projects to promote the teaching of health and physical education in Alberta schools, please complete the following form and send it, along with pertinent supporting documents, to the trustee listed below. Projects such as writing or researching articles for *Runner*, developing and delivering workshops for teachers in our province, developing resources for teacher use or any other worthwhile project that meets the criteria listed below will be considered.

HPEC Health & Physical Education Council
The Alberta Teachers' Association

- Grant applications will be accepted at any time during the year. (Please note: If you are planning a workshop, your request for funding should be received at least one month prior to the workshop.)
- Applicants must be members in good standing of the Health and Physical Education Council.
- To qualify for a grant from Friends of HPEC, your activity/project must provide direct benefit to teachers and students in Alberta schools.
- The amount of funds available for awards in each calendar year is limited to the interest earned from the principal invested in this trust fund.
- A complete report of the activity or project and a copy of the materials produced must be provided before the funds will be awarded.
- Grants to be awarded will be presented at the annual general meeting at the HPEC conference.

Name of Applicant: _____

Street Address: _____

City/Town: _____

Province: _____ Postal Code: _____

Phone: (res) (____) _____ (bus) (____) _____ (fax) (____) _____

Brief Description of Activity/Project: _____

_____

_____

_____

Please send this form, along with supporting documents, to one of the trustees. If you have any questions, please contact Mary Ann Downing or Lois Vanderlee.

Mary Ann Downing
114, 2300 Oakmoor Drive SW
Calgary, AB T2V 4N7
Phone (403) 281-8815
Fax (403) 238-7350
E-mail mdowning@telusplanet.net

Lois Vanderlee
PO Box 358
Banff, AB T1L 1A5
Phone (403) 762-3174 (res)
(403) 762-4411 (bus)
Fax (403) 762-9220
E-mail lvanderlee@crsd.ab.ca

Friends of HPEC

The Health and Physical Education Council established the Don Williams Special Project Fund in 1991 in honour of Don Williams's retirement. At Don's request, the name was formally changed to Friends of HPEC in 1996 to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPECers. In addition to acknowledging Don and LeRoy, donations have been received to acknowledge the following people:

Sharin Adams
Kirk Bamford
David Bean
Bryan Bienert
Dr Andrea Borys
Terry Brady
Dave Brosh
Tom Brunt
Dan Cooney
Barry Dillon
Mary Ann Downing
Lynn Dyck
Myrna Empey
Dr Gerry Glassford
Wendae Grover
Rick Haines
Mike Hay
Marion Irwin
Neil Johnston
Nestor Kelba
Lawrence King
Dr Colin Lumby
Ken McKenna
Ann McKinnon
Dean McMullen
Rollie Miles*
Dr Chuck Rose
Keith Shaw
Linda Thompson
Dr Jan Valance

* deceased

Donation Form/Invoice

To make a donation to the Friends of HPEC Professional Development Fund, please complete this form and send it, along with your payment, to one of the trustees. Your donation may be in any amount and may be given in honour or in memory of a colleague in our profession, if you wish. HPEC appreciates your contribution

HPEC
Health & Physical Education Council
The Alberta Teachers' Association

Name of Donor: _____

Street Address: _____

City/Town: _____

Province: _____ Postal Code: _____

Phone: (res) (____) _____ (bus) (____) _____

Amount of donation: _____

If you wish, your donation may be made to recognize one or more individuals who made significant contributions to health and/or physical education. Please indicate the appropriate information below.

I wish to make this donation _____ in honour of _____ in memory of

(first and last name of person to be recognized) _____

Payment may be sent in the form of a personal cheque or money order payable to Friends of HPEC.

A receipt will be issued. Please send this form, along with your payment, to the trustee indicated.

Please contact Mary Ann Downing if you have any questions.

Mary Ann Downing
114, 2300 Oakmoor Drive SW
Calgary, AB T2V 4N7

Phone (403) 281-8815
Fax (403) 238-7350
E-mail mdowning@telusplanet.net

Friends of HPEC

The Health and Physical Education Council established the Don Williams Special Project Fund in 1991 in honour of Don Williams's retirement. At Don's request, the name was formally changed to Friends of HPEC in 1996 to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPECers. In addition to acknowledging Don and LeRoy, donations have been received to acknowledge the following people:

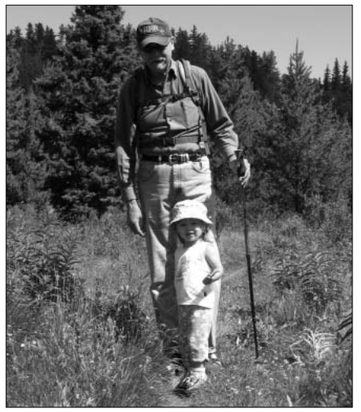
Sharin Adams
Kirk Bamford
David Bean
Bryan Bienert
Dr Andrea Borys
Terry Brady
Dave Brosh
Tom Brunt
Dan Cooney
Barry Dillon
Mary Ann Downing
Lynn Dyck
Myrna Empey
Dr Gerry Glassford
Wendae Grover
Rick Haines
Mike Hay
Marion Irwin
Neil Johnston
Nestor Kelba
Lawrence King
Dr Colin Lumby
Ken McKenna
Ann McKinnon
Dean McMullen
Rollie Miles*
Dr Chuck Rose
Keith Shaw
Linda Thompson
Dr Jan Valance

* deceased

Christina and Zoë Marlett

Paul Marlett

Marletts on Vancouver Island



Chet Marlett and Zoë

Nancy Marlett and Zoë

Zoë and Cousin Tianna

President's Greeting

Rob Willms

In September 1981, a very green University of Saskatchewan graduate walked into his first Grade 9 physical education class in a small Saskatchewan town. Now 27 years later, here I am as HPEC president. It has been quite a journey. Every once in a while I find myself reminiscing about those times in Saskatchewan and my early days in my first Alberta school. I remember the excitement, energy, joy, determination, fear and marvel of being a physical education teacher. Wow, it was the time of burning the candle at both ends with lesson planning, endless enjoyable coaching, learning all those things they didn't teach you at university—did I mention lesson planning?—getting to know other physical education teachers, oh, and lesson planning. My first HPEC conference was in 1984 in Red Deer. What an experience! I volunteered as a bus driver to help the conference executive move teachers from venue to venue, but that is another story for another time.

I first experienced professional development at that 1984 conference. I was introduced to many new activities, new ways of teaching and new teacher colleagues. Networking, as we call it now, was what HPEC was all about. It paid off. Over the years I have listened and watched talented teachers at HPEC conferences share their craft with others. There is no substitute for this kind of professional development.

This brings me to today. Alberta has record numbers of new teachers who are experiencing all our profession has to offer. What better way to begin professional development than to attend their first HPEC conference. If you are one of those new teachers, I encourage you to give HPEC a shot. You won't be disappointed, and you will begin your teaching journey with one of the best specialist councils in the province.

After 25 years of teaching physical education, I am no different from many of my colleagues who are excited to get to work in the morning to see what another day will bring, excited to work with students every day and, at this time of year, excited to see what another year will bring. But, then, teaching physical education isn't work, it is passion.

Enjoy your year, and maybe we will run into each other at a drive-in workshop or the annual HPEC conference in Banff.

College of Alberta School Superintendents (CASS). 2007. *Promising Practices in Teacher Recruitment and Retention*. www.cass.ab.ca/cass_commissioned_papers_ (accessed February 15, 2007).

Crotty, M. 2005. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Thousand Oaks, Calif: Sage.

Darling-Hammond, L. 2006. "Constructing 21st-Century Teacher Education." *Journal of Teacher Education* 57, no 3: 300–14.

Darling-Hammond, L, and J Baratz-Snowden, eds. 2005. *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve*. San Francisco, Calif: Jossey-Bass.

Denzin, N K, and Y S Lincoln. 2003. "Introduction: The Discipline and Practice of Qualitative Research." In *The Landscape of Qualitative Research: Theories and Issues*, ed N K Denzin and Y S Lincoln, 2nd ed, 1–45. Thousand Oaks, Calif: Sage.

Foster, R, and N Nocente. 2007. *Undergraduate Program Review Report*. Edmonton, Alta: Faculty of Education, University of Alberta.

Geelan, D. 2004. *Weaving Narrative Nets to Capture Classrooms: Multimethod Qualitative Approaches for Educational Research*. Dordrecht, The Netherlands: Kluwer Academic.

Glickman, C, S Gordon and J Ross-Gordon. 2004. "Chapter 5: Reflections on Schools, Teaching and Supervision." In *Supervision and Instructional Leadership: A Developmental Approach*, ed C Glickman, S Gordon and J Ross-Gordon, 105–28. Boston, Mass: Allyn & Bacon.

Goddard, J T, and R Y Foster. 2001. "The Experiences of Neophyte Teachers: A Critical Constructivist Assessment." *Teaching and Teacher Education* 17, 349–65.

Goldhaber, D. 2004. "Why Do We License Teachers?" In *A Qualified Teacher in Every Classroom? Appraising Old Answers and New Ideas*, ed F Hess, A Rotherham and K Walsh, 81–100. Cambridge, Mass: Harvard Education Press.

Halford, J M. 1998. "Easing the Way for New Teachers." *Educational Leadership* 55, no 5: 33–36.

Hammerness, K, L Darling-Hammond, J Bransford, D Berliner, M Cochran-Smith, M McDonald and K Zeichner. 2005. "How Teachers Learn and Develop." In *Preparing Teachers for a Changing World*, ed L Darling-Hammond and J Bransford, 358–89. San Francisco, Calif: Jossey-Bass.

Hatch, J A. 2002. *Doing Qualitative Research in Education Settings*. Albany, NY: State University of New York.

Hobson, A J. 2002. "Student Teachers' Perceptions of School-Based Mentoring in Initial Teacher Training (ITT)." *Mentoring and Tutoring* 10, no 1: 5–20.

Knowles, J G, A L Cole and C S Presswood. 1994. *Through Preservice Teachers' Eyes: Exploring Field Experiences Through Narrative and Inquiry*. New York: Maxwell MacMillan International.

Levine, A. 2006. *Educating School Teachers*. Washington, DC: Education Schools Project.

Lincoln, Y S, and E G Guba. 1985. *Naturalistic Inquiry*. Beverly Hills, Calif: Sage.

———. 2003. "Paradigmatic Controversies, Contradictions, and Emerging Confluences." In *The Landscape of Qualitative Research: Theories and Issues*, ed N K Denzin and Y S Lincoln, 2nd ed, 253–91. Thousand Oaks, Calif: Sage.

Liston, D, J Whitcomb and H Borko. 2006. "Too Little or Too Much: Teacher Preparation and the First Years of Teaching." *Journal of Teacher Education* 57, no 4: 351–58.

Marable, M A, and S L Raimondi. 2007. "Teachers' Perceptions of What Was the Most (and Least) Supportive During Their First Year of Teaching." *Mentoring and Tutoring* 15, no 1: 25–37.

Merriam, S B. 1988. *Case Study Research in Education: A Qualitative Approach*. San Francisco, Calif: Jossey-Bass.

Neuman, W L. 2007. *Basics of Social Research: Qualitative and Quantitative Approaches*. Boston, Mass: Allyn & Bacon.

Rothe, J P. 2000. *Understanding Qualitative Research: Concepts and Cases in Injury, Health and Social Life*. Edmonton, Alta: University of Alberta Press.

Stotsky, S. 2006. "Who Should Be Accountable for What Beginning Teachers Need to Know?" *Journal of Teacher Education* 57, no 3: 256–68.

Strand, B N. 1992. "A Descriptive Profile of Teacher Preparation Practices in Physical Education Teacher Education." *Physical Educator* 49, no 2: 104–12.

Thompson, L, J C Spence, J Mandigo, D Marshall, J Causgrove Dunn, M Schwartz and N Melnychuk. 2001. *Alberta Physical Education Study (ALPES): Final Report*. Edmonton, Alta: Alberta Centre for Well-Being.

participation discourses within the program (language and conversations)?

13. How did your PETE degree help you develop knowledge of diverse learners and contexts (that is, students with various abilities and from various ethnic backgrounds)? Could your PETE program have better prepared you in these areas?
14. Respondents to the survey perceived a dominance of performance-oriented discourses (biomechanics, exercise physiology, sports psychology, tests, measurement, sports medicine and fitness training) but idealized a privileging of participation discourses (inclusion, equity, involvement, enjoyment, social justice, cooperation and movement) in their PETE programs. Which discourse ought to be privileged in the physical education classroom? Should there be an alignment between the university's privileging of a discourse and the schools' privileging of a discourse? Why or why not?
15. What role did the performance and grading of motor skills play in your program?
16. Do you believe that physical activity courses ought to be graded differently?
17. How did health education fit into/relate to your PETE program?
18. What kinds of experiences should be an integral part of a PETE program?
19. What was the structure of your practicum experiences?
20. As a PE major, your APT was in your final year of your degree and it allowed you to student teach with a mentor's support for nine weeks. If you could change the timing, length and/or structure of the field experience, what would you do to improve the experience?
21. How did you experience a connection and/or disconnection between the theory learned through coursework and the practice experienced through the field experience?
22. How might PETE student teachers be more able to make important connections between theory and practice? For example, could the university's education program, mentor teachers, professors or university facilitators better support this process?
23. What should a PE teacher be able to do, understand and value, having completed a BEd with a specialization in PE?
24. What is the most important quality, skill or understanding that a preservice teacher should develop as a result of his or her program?
25. How did your PETE program help you develop an understanding about youths' intellectual, physical, emotional, social, creative, spiritual and moral development? How could your degree program have improved in preparing you in this way?

References

Alberta Education. 1997. *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*. Edmonton, Alta: Teacher Development and Certification Branch, Alberta Education.

Association of Canadian Deans of Education (ACDE). 2007. *Accord on Initial Teacher Education*. www.csse.ca/ACDE/TeacherAccord.pdf (accessed January 4, 2007).

Barrett Kutcy, C, and R Schulz. 2006. "Why Are Beginning Teachers Frustrated with the Teaching Profession?" *McGill Journal of Education* 41, no 1: 31–40.

Berson, M J, and R A Breault. 2000. "The Novice Teacher." In *Life Cycles of the Career Teacher*, ed B Steffy, M Wolfe, S Pasch and B Enz, 26–43. Thousand Oaks, Calif: Sage.

Bogdan, R C, and S K Biklen. 1998. *Qualitative Research in Education: An Introduction to Theory and Methods*. 3rd ed. Boston, Mass: Allyn & Bacon.

Boreen, J, M K Johnson, D Niday and J Potts. 2000. *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*. Portland, Maine: Stenhouse.

Borko, H, D Liston and J A Whitcomb. 2006. "A Conversation of Many Voices: Critiques and Visions of Teacher Education." *Journal of Teacher Education* 57, no 3: 199–204.

Bullough Jr, R V, J G Knowles and N A Crow. 1992. *Emerging as a Teacher*. London: Routledge.

Canada. Royal Commission on Aboriginal Peoples. 1996. *Report of the Royal Commission on Aboriginal Peoples. Volume 3: Gathering Strength*. Ottawa, Ont: Canada Communications Group.

Canadian Society for the Study of Education (CSSE). 2007. *Organization and Objectives*. www.csse.ca/About/About.htm (accessed January 5, 2007).

Canadian Teachers' Federation (CTF). 2000. "CTF Survey of Canadian School Boards on Supply/Demand Issues." *The Bulletin* (October).

Clement, M C, B J Enz and G E Pawlas. 1999. "The Apprentice Teacher." In *Life Cycles of the Career Teacher*, ed B Steffy, M Wolfe, S Pasch and B Enz, 44–59. Thousand Oaks, Calif: Sage.

Cochran-Smith, M. 2006. "Thirty Editorials Later: Signing Off as Editor." *Journal of Teacher Education* 57, no 2: 95–101.

Cochran-Smith, M, and K Zeichner, eds. 2005. *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cole, A L. 1994. "Problems and Paradoxes in Beginning Teacher Support: Issues Concerning School Administrators." *The Alberta Journal of Educational Research* 40, no 3: 297–318.

Instant Inspiration: Quotations for Displays

Whatever you do, don't do it halfway.
—Bob Beamon

Win without boasting, lose without excuse.
—Albert Payson Terhune

Before you flare up at anyone's faults, take time to count ten—ten of your own.
—Anonymous

It isn't the plays or the system that gets the job done; it's the quality of the people in the system.
—Joe Paterno

Forget about style, worry about results.
—Bobby Orr

Do the very best you can with what you have.
—Theodore Roosevelt

A really great talent finds its happiness in execution.
—Goethe

The same man cannot be skilled in everything; each has his special excellence.
—Euripides

The strength of the brave is to get up when they fall.
—French proverb

You just can't beat the person who never gives up.
—Babe Ruth

The drop of rain maketh a hole in the stone, not by violence but by oft falling.
—Bishop Hugh Latimer

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labour and to wait.
—Henry Wadsworth Longfellow

The beautiful thing about learning is nobody can take it away from you.
—B B King

To know the road ahead, ask those coming back.
—Chinese proverb

Failure is good. It's fertilizer. Everything I've learned about coaching I've learned by making mistakes.
—Rick Pitino

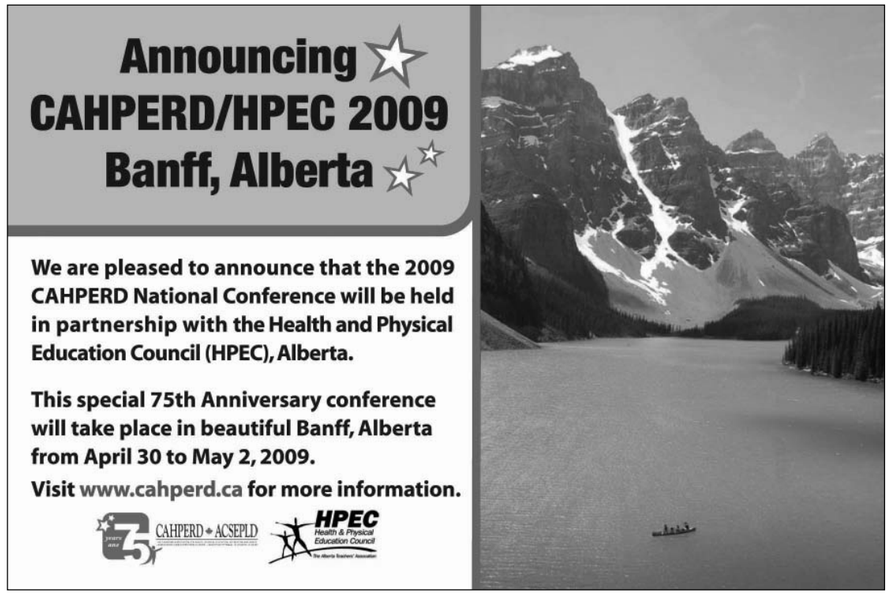
If you set up an atmosphere of communication and trust, it becomes a tradition. Older team members will establish your credibility with newer ones. Even if they don't like everything about you, they'll still say, "He's trustworthy, committed to us as a team."
—Mike Kryzyzewski

Conference Updates and Information

Conference 2008

We look forward to reliving the memories and sessions of Conference 2008 in the next issue. "A Mighty Peace of the Action," was held May 1–3 in Grande Prairie, Alberta. We would like to thank Grande Prairie for a phenomenal conference.

Conference 2009



before their coursework begins. In addition to getting early field experience, we believe that students should have opportunities for field placement in each of their last two years of instruction. Moreover, we suggest that these field experiences need not occur between coursework but, rather, at the same time. While some courses could still be completed before students enter a field experience, it is important that subject-specific pedagogy courses continue throughout (and after) the field experience. Within such an extended field experience, students can complete term-long field experiences with weekly sessions with their cohort and university instructor. Such a structure not only allows students to learn theory within their pedagogy course throughout their field experience, but more important, it might help them make connections between practice and theory. By requiring students to meet with their cohort again, after the field experience, the university instructor could facilitate further reflection and theory-practice connections.

With these conclusions, we offer the following recommendations:

1. PETE programs should be two-year after-degree programs (after a BPE or BKin) or five-year combined degree (BPE/BEd) programs. Within either program, the final two years should focus on general and subject-specific pedagogy courses and field experiences.
2. PAC courses should be taught and evaluated in a manner that recognizes the unique knowledge, skills and attributes particular to future physical education teachers. Therefore, PAC courses should be structured so that sections are intended for PETE students. Given the possibility for pedagogical development, these PAC courses could be offered early in a degree program or within the final two years.
3. Diversity education, especially with respect to Aboriginal education, must be addressed within PETE programs. While a single course (or collection of courses) might be one method of achieving this end, we suggest that institutional leadership could also consider facilitating the inclusion of such issues within all education courses.
4. PETE students should be given the opportunity to complete more courses in cohort groupings. While cohort groups might be advantageous for students early in their degree program, we suggest that cohort groupings within the final two years are essential.
5. PETE students need to have experiences in the field before university acceptance. Furthermore, early formal field experiences need to occur early in preservice teachers' education, possibly as early as their first year. The final two years should feature extensive field experience opportunities. Furthermore, term-long field experiences should also feature weekly meetings with larger subject cohorts and university instructors (rather than with small school-site cohorts and university facilitators).

Appendix A
Questions for PETE Student Teachers

1. State your first name and gender.
2. Briefly describe your formal educational teacher preparation by stating your degree qualifications and specializations.
3. Why did you want to become a PE teacher?
4. How effective was your Physical Education Teacher Education (PETE) program in helping you learn and develop as a PE teacher?
5. What do you think were the objectives of the PETE program at this university?
6. What types of courses formed your PETE program?
7. What did you find most enjoyable about your PE teacher preparation?
8. What did you find most useful about your PE teacher preparation?
9. What should be the nature of courses within a PETE program? What must be included? What could be eliminated? What should be emphasized?
10. How might the PETE program have better prepared you to have sound subject-specific knowledge required to be a PE teacher?
11. Looking at your subject-specific content courses (that is, physiology, mechanics, activity) and your subject-specific pedagogy courses (that is, ED 477), how were you able to learn about the nature or learning, ways of knowing, and expertise in what/how to teach PE?
12. Can you comment on the inclusion and relationship of performance-oriented discourses and

ought to command equal representation, Alberta's shifting demographics (Royal Commission on Aboriginal Peoples 1996) suggest that increased attention ought to be paid to Aboriginal education. That is, as Alberta becomes home to considerably more Aboriginal students within the next 20 years, explicit attention must be afforded to this growing demographic. Whether such a change is implemented as a course on Aboriginal education or as a requirement within all classes, this much is clear: the University of Alberta's PETE students must gain a greater awareness and appreciation of issues related to Aboriginal education.

Students within the University of Alberta's PETE program currently complete one nine-credit course with a cohort group before they begin their final field experience. We were not surprised to hear students praise this model, in which they were in class with like-minded peers. While U of A PETE students met with their peers in this manner only after they had completed most of their degree programs, other teacher education programs purposely have students complete an entire academic year in cohort groupings. Such a model, we believe, would better meet the needs of the university's PETE students as they complete their degrees. Rather than requiring such cohort groupings for subject-specific pedagogy courses only, we suggest that other subject-specific content courses and general pedagogy courses be cohort based. Such groupings might allow PETE students to approach these courses together as future physical education teachers. Although all University of Alberta students currently must complete the general pedagogy course Educational Policy Studies 310: Managing the Learning Environment, students are currently separated by grade-level stream (elementary or secondary). However, a common complaint is that the course does not adequately address students' shared milieu. For example, students have lamented that managing the learning environment in gymnasiums, outdoors or in swimming pools has not been addressed, but it could be if PETE students were in a cohort group.

Cohort groupings might also allow students to address the theory-practice gap. If students were grouped in such a manner, they might have opportunities throughout their degree programs to make connections between their coursework and their own shared real-life experiences. Undoubtedly, such connections would be more easily facilitated if students had prior required experiences and concurrent required experiences. By requiring students to have some field experiences and having them meet as a cohort, opportunities for theory-practice understandings could be more easily created.

The suggestion that cohort groupings occur within classes during field experiences brings us to our final, and most important, recommendation. Not only should PETE student teachers be given more field experience but the quality of the experiences must also be improved. First, under the current structure, physical education minors complete a five-week IPT, and physical education majors complete a nine-week APT. As noted, we do not support a minor program that requires minimal subject-specific content and pedagogy courses and contend that the five-week field experience is also inadequate for successful physical education teaching. Furthermore, we suggest that the nine-week APT for current physical education majors does not give future physical education teachers a meaningful field experience. Students' almost-unanimous suggestions regarding extended field experiences must be heeded, especially since their suggestions are supported by educational research (Darling-Hammond 2006; Levine 2006). Darling-Hammond's (2006, 305) observation that exemplary teacher education programs feature "extended clinical experiences—at least 30 weeks of supervised practicum and student teaching opportunities ... that are carefully chosen to support the ideas presented in simultaneous, closely interwoven coursework" reveals that the University of Alberta's current 14-week model falls well short. We consequently suggest that the university's PETE students be given greater opportunities for in-the-field education.

Despite our suggestion that the quantity of field experience ought to be improved, we also strongly believe that there is an opportunity to improve the quality as well. First, we believe that students should be given the opportunity to be placed in the field early in their degree programs (ideally within their first year). Moreover, we suggest that requiring students to have practical experience working with school-aged people before acceptance into the degree program would equip students with valuable contextual knowledge

CAHPERD Update

Wayne Meadows

May 2008 HPEC Annual General Meeting

The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) is a national, charitable, voluntary-sector organization whose primary concern is to influence the healthy development of children and youth by advocating for quality health, physical education and sport experiences. Since 1933, CAHPERD has been recognized as the voice of physical and health education in Canada.

This was my final meeting with the executive in this capacity. I hope I have helped to inform teachers and others in the HPEC community of CAHPERD's resources, advocacy and leadership. It was a busy year with the 2005 PE Forum and Year of Sport and PE. Meetings focused on strategic planning, budget and partnership evaluation, governance and operations. This year, in planning the 75th anniversary campaign, we decided that no other province more deserves to host and none is capable of putting on a more outstanding national conference than Alberta. I'm humbled to think that my impressions were echoed by mentors and HPEC alumni and that's how we decided to hold the 2009 conference in Banff.

When I represented HPEC at CAHPERD, I realized that our organization is way ahead of other provincial councils that are struggling with support, membership and direction. Other reps often approach me to figure out how we do things so well in Alberta. My answer is that our large membership is supported by a core group of true professionals who contribute in many ways locally and as a team. We mentor and make things happen to move the masses.

During my decade of involvement, I was amazed at the continuity in leadership. It reinforces that we have common values, and we attempt to make a difference in our schools and neck of the woods. I always looked forward to seeing many of you a few times a year. I know that the elected representative to follow will benefit from the conversations and opportunities to gain a national perspective and will meet more great people in our field. I challenge all of you to keep checking over the fence to see what's going on out there that may be innovative, interesting and politically challenging. I appreciate your support and thank you for allowing me to represent your views and efforts. Best of luck, au revoir and active choices to all of you.

National Office News

75th Anniversary Campaign

CAHPERD launched the 75th anniversary campaign and website in April 2008 (www.cahperd.ca/75thanniversary/e/index.cfm). Check out the snapshot on page 8. HPEC is encouraged to take the lead to profile the heritage and legacy of physical education and health in Alberta. We hope to have extra efforts to promote the campaign and get people to Banff 2009. Ideas include using Facebook to find one's PE teacher, history and archival artifacts. See the slogan below:

Celebrate Our Past	By celebrating the people, places and achievements of CAHPERD over the past 75 years.
Recognize the Present	By recognizing our champions, highlighting success stories and engaging our network in a range of activities and celebrations over the coming year.
Embrace the Future	By engaging and nurturing future leaders, enhancing our advocacy messages and opportunities, and building our partnership base.

Name Change and Online Forum Results

We have prepared a Name Change Feedback and Consultation Report—Executive Summary that outlines the process and results. The CAHPERD membership, partners and stakeholders support the need for a name change. As a result, the CAHPERD board of directors

moves to adopt Physical and Health Education Canada as the new name. The motion proceeded to the AGM in Ottawa on May 30, 2008, and was carried. CAHPERD wishes to thank all members, partners and stakeholders for responding to the CAHPERD Name Change Forum as well as those who participated in the consultation process.

CAHPERD Liaison Representative

Congratulations to Heather Rootsaert who will represent Alberta/NWT for a two-year term.

Membership

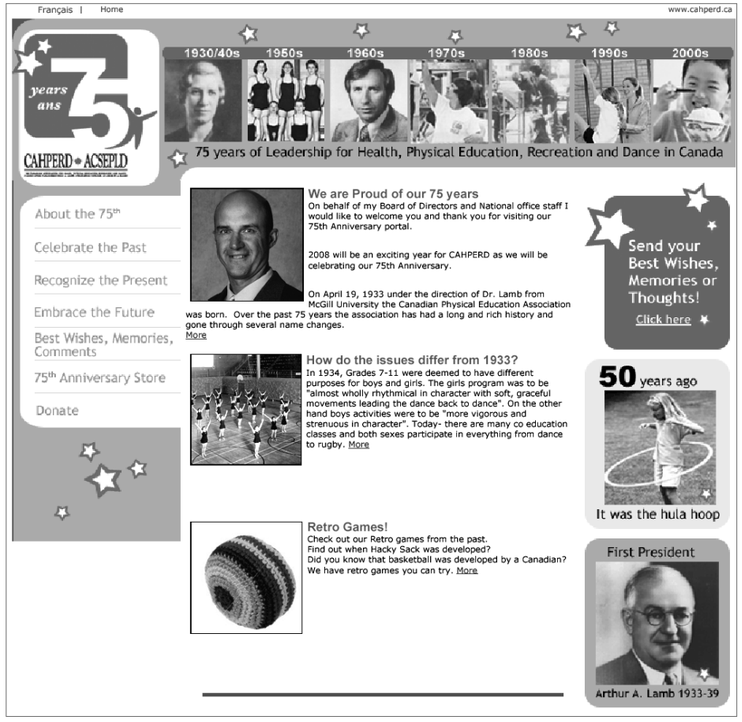
Physical Education Teaching Excellence (PETE) student enrolment has increased. Over 430 members in Alberta are taking part in activities, programs and online.

Programs

- QDPE RAP awards TBA
- Student Leadership Camp—Alberta postsecondary institutions are encouraged to promote. All have invited CAHPERD reps to their preservice class.
- CAHPERD National School Challenges were held on May 22, 2008. As part of CAHPERD's 75th anniversary, we went back 25 years to bring you our very first National School Challenge from 1983, "It's a Toss-Up Retro Style."

Awards

- Alberta and National PE Teacher of the Year—Marilyn Wickenheiser, Calgary (www.cahperd.ca/eng/awards/peteacher.cfm)
- Young Professional Award—Paul Marlett
- Nominations for the Student Award (www.cahperd.ca/eng/awards/cahperd_student.cfm)



Conferences

- The fourth international Teaching Games for Understanding (TGfU) Conference was held May 14–17, 2008, at the University of British Columbia, in Vancouver. The theme for the conference was "Understanding Games: Enhancing Learning in Teaching and Coaching." Keynotes included Rod Thorpe and David Bunker (United Kingdom), Lynn Kidman (New Zealand), Raymond Liu (Hong Kong) and Judith Rink (United States) with Inez Rovegno (United States), James Mandigo (Canada) and Jean-Francois Richards (Canada). For more information, visit http://educ.ubc.ca/tgfu/ocs/overview.php.
- Banff 2009. More information and updates to come. If you have questions, suggestions or wish to volunteer, contact conference chair Wayne Meadows at (403) 245-4422.

Conclusion and Recommendations

Given these emergent themes and their relation to current research, a small number of structural changes are recommended for the University of Alberta's PETE program. These structural changes relate to the subject-specific and subject-specific pedagogy courses within a PETE program, address the need for students to recognize and learn about diverse learners and contexts within a PETE program, support theory-practice understandings through cohort groupings that explicitly link content coursework with pedagogy courses and field experience, and increase the quantity and improve the quality of field experience.

All PETE students ought to complete compulsory subject-specific content courses so that they can claim that they "know the subject matter they will teach" (Darling-Hammond and Baratz-Snowden 2005, 14). Levine's (2006) suggestion that teacher education programs ought to recruit students who already have a defined content knowledge in the field in which they will teach certainly merits serious consideration. For not only are BEd students with physical education majors graduating without the same subject-specific content knowledge as those who also earn a BPE (through combined or after-degree programs), but BEd students with physical education minors are graduating with considerably less content knowledge. In fact, the minor degree requirements for subject-specific content coursework is one-half of that required for majors. If the University of Alberta's PETE graduates are to "understand the subject disciplines they teach" (Alberta Education 1997, 2), we question the current structure in which content knowledge is decided by the student's program route, particularly if students will all teach the same curriculum. Consequently, like Levine (2006) we suggest that completion of adequate subject-specific content ought to occur for all PETE students. Within the current program, we believe that such a goal can be achieved through two structures: the BPE/BEd combined degree program or the BPE, BEd after-degree program. Although the university's program size has allowed for a number of other programs to exist (for example, BEd with physical education major or minor), these programs do not require the same degree of academic or scholarly rigour as do the dual degree programs.

Furthermore, because the PAC classes offer an ideal opportunity for education students to begin making pedagogical connections between theory and practice, we also suggest that these classes be provided either by instructors from the Faculty of Education or instructors who are especially aware of the pedagogical connections to be made for future physical education teachers. PAC classes should be offered in sections that are restricted to education students (or after-degree education students) so that teaching and learning can address the unique needs of soon-to-be teachers. Furthermore, we strongly support our participants' perspective regarding a need to assess them differently within these courses. PAC courses that teach preservice teachers how to teach games or activities rather than how to play games or activities have an obvious potential benefit for future practice. And as the goals of PAC courses shift, so should assessment goals shift, so that PETE students are more inclined to take the courses they need most (with little fear of poor grades due to poor skill). We recognize that others might see PAC courses as unlike content-area courses in other disciplines and, as such, a shift toward an explicit focus on pedagogy does not make sense. However, two considerations make us question this position: (1) without such a change, preservice physical education teachers will continue to avoid courses they need the most, and (2) more important, we believe that PAC courses offer a unique opportunity for students to make connections between content and pedagogy, and between theory and practice.

Given the almost infinite number of contexts affecting students and learning, one must be cautious about addressing this need simply by adding courses to students' programs. Indeed, when one begins adding courses related to inclusive education, Aboriginal education, ESL and so on, it becomes difficult to know where to stop. Nonetheless, the connection between theory and practice is obviously an issue, and students' opinions must not be ignored. So, while we recognize that requiring discrete courses focused on particular diverse groups or contexts has some value, we also suggest that such a focus ought to be infused throughout most, if not all, content and pedagogy driven courses that PETE students complete. Furthermore, although the varied array of learners and contexts suggests that diversity

they really need to know. Make them prepare for and teach a class in year two and three to actual students, not peers.
- We need earlier practicum experience.
- We need more practical courses and hands-on learning. More in-school experiences (even just a week here and there).

Finally, when asked, what the structure of a PETE program field experience should be, the PETE students almost unanimously suggested that it be longer:
- The five-week IPT does not seem long enough. There should be a seven- or eight-week IPT to help students develop an initial feel for teaching. Also the APT at nine weeks seems short. More time would allow us to prepare for a successful teaching career.
- More practicum should be required, where the level of instruction by the student teacher increases with each.
- The more practical experience the better.
- An ideal program would include a short (four-week) practicum within the first year to help students decide if this is an area to which they are suited. Following this, there should be an additional practicum in an elementary school and one in a secondary school. Of the last two practicums one could be slightly longer and students could choose an area in which they would like to spend more time.
- A whole semester of practicum is needed.
- The practicum should take place within both elementary and secondary schools.
- It would be beneficial to teach in an elementary school.
- There should be minimal class time with more experience during the practical portion.
- There should be as many weeks of practical experience as possible. You should be in the school as early as possible so you can learn how to set expectations and start a year. There should be a short practicum in the first couple years, so students can see what teaching is like.
- Perhaps eight weeks of practicum teaching should begin as early as the first year of the program. In the second, third and fourth year there needs to be a minimum of at least 16 weeks of physical education teaching in a high school environment and 8 weeks in a middle school or vice versa, depending on the person's preferred assignment level. The idea of a full, paid intern should mark the beginning of the teacher's career.
- There should be more time in practicum right off the start in order to give insight into whether or not it's the right career path for someone.
- Perhaps another nine-week practicum would be useful instead of some of the required courses. I honestly learned 90 per cent of what I need in my two field experiences and 10 per cent in five plus years of university courses.

This list does not include all student responses. However, it does provide an accurate snapshot of student observations and suggestions. When considered together, many students' responses revealed two overwhelmingly present suggestions: (1) field experiences should begin much earlier in a preservice teacher's program and (2) more time must be dedicated to student teaching throughout the program (through either longer field experiences or more of them). Equally important, most respondents revealed an awareness of the rationale for changing the length and/or timing of their field experiences; they suspected it would help them make connections between in-class theory and real-world practice. Some respondents also suggested that preservice teachers ought to have some field experience in the elementary setting.

The PETE students' responses about the value of the field experiences echo those of other student teachers. For example, Hobson (2002, 5) found that "student teachers consider mentoring to be a, if not the, key aspect of school-based ITT [Initial Teacher Training]." Similarly, Berson and Breault (2000, 39) have also concluded "field experiences, whether in a partnership school or any other setting, are probably the most meaningful component of formal teacher education." While the initial open-ended survey responses focused predominantly on the length of the practicum experience, it is perhaps more important to ensure that those lengthened programs consider the quality of the experience, rather than just the quantity. To this Knowles, Cole and Presswood (1994, 96) add "it is not enough to just have an experience or engage in activities; everything depends on the quality of the experience that is had."

CAHPERD Award Recipients

2007/08 CAHPERD Student Award Recipient

The CAHPERD Student Award recognizes outstanding undergraduate student leadership in the field of physical education. To qualify for this award, students must be named by their university and be registered in the second or third year of a four-year undergraduate program, or in the second year of a three-year undergraduate program in physical education or a related discipline. Students must also have attained a minimum of second-class honours standing and demonstrated leadership in a student health, physical education or recreational organization.

Congratulations to Julie Godin, from the University of Calgary, and Carrie Ryman, from the University of Alberta. We look forward to seeing them inspire students and the physical education community in years to come. May they never lose their passion for what they do.

2007 Dr Andy Anderson Young Professional Award

The Dr Andy Anderson Young Professional Award is presented once per year to one person from each province who best epitomizes exemplary work on behalf of the profession. Selection of the award recipient is made by the CAHPERD representative in each province or territory. Recipients of this award receive an engraved plaque and a joy of effort medallion. Award presentations usually take place during provincial conferences.

At the January 2008 board of directors meeting, a motion was passed to rename the CAHPERD Young Professional Award the Dr Andy Anderson Young Professional Award.

Andy was an incredible leader and had an enormous effect on the field of health and physical education. Throughout his career, he nurtured many leaders who continue to serve as champions and carry on his legacy in our profession today. The Dr Andy Anderson Young Professional Award will help to further recognize his significant contribution to the field. CAHPERD will have a special acknowledgement of the Dr Andy Anderson Young Professional Award at our next national conference, scheduled for April 30 to May 2, 2009, in Banff, Alberta. Congratulations to the 2007 recipients:
- Kim Hordal, Alberta
- June Zimmer, Saskatchewan
- Daneen Dymond, New Brunswick
- Sandy Cooper, Newfoundland and Labrador
- Carol Scaini, Ontario

2006/07 CAHPERD/Wintergreen Physical Education Teaching Excellence Award

It is always inspiring to read of the successes others have experienced. The following candidates were selected by their provincial physical education councils based on the quality of their physical education program, their ability to serve as a positive role model as well as their level of participation in professional development opportunities.

Gerri Blake, Calgary, Alberta

Geraldine (Gerri) Blake has been an elementary physical education specialist for 26 years and is best known for her passion and desire to give 110 per cent to her students, fellow teachers and a quality PE program. The goal of her program has always been the celebration of, and the daily participation and the deep interest in the knowledge and understanding of physical education. Elementary students from the two schools where she teaches can hardly wait to get down the hall to her class. Over the years, Gerri has done numerous workshops throughout Alberta, sharing her joys and successes with many wonderful people. She has coauthored three Playday theme books and hopes to finish writing her own PE book called *Body Mastery Skills: The Backbone to the Phys Ed Program*. Gerri is highly regarded by her peers and has received two provincial awards and one national award during her career. It is our pleasure to recognize her during her retiring year. Congratulations, Gerri, for providing quality PE programs. We apologize for not recognizing you last year.

Michael Snow, British Columbia

Michael Snow has been a physical education specialist for over 20 years. He sees the unique talents and attributes of each student and prepares them for success in PE classes, extracurricular teams, intramurals and community sports. In addition to coaching both competitive volleyball and basketball at the secondary level outside school hours, Michael also provides opportunities for his K–7 students to ski or snowboard at Whistler, skate and participate on an outdoor education camp. His students develop lifelong fitness skills through his skill-related program that includes balance boards, agility ladders, reaction balls and hurdles. Congratulations, Michael, for being recognized for your quality PE programs.

Renee Verge, Saskatchewan

Renee Verge's strongest contributions to physical education have come from her commitment to leading an active, healthy lifestyle. She believes strongly in the importance of positive role modelling and participates daily with her classes in strength and fitness activities. She is a competitive triathlete who trains year round and encourages her students to follow her lead. She has developed an all girls' credit physical education class to encourage more female students to become physically active in Grades 11 and 12. They build their confidence through weekly journal entries in which they self-reflect and track their progress toward their personal nutritional and fitness goals. She also uses a bulletin board to record the Grade 9 girls' running progress (15-minute summit run) by posting photographs, weekly summits and goals. Renee also instructs an all-girls' fitness club two noon hours a week for both students and staff at A E Peacock Collegiate. Congratulations, Renee, for your successful all girls' PE programs.

Dionne Potapinski, Manitoba

Dionne Potapinski is best known for her ability to connect with each student on an individual level. Her approach centres on valuing each child first and then addressing academic needs in a safe and empowering environment. Her students thrive in the area of health and fitness, and she has provided opportunities for members of the wrestling team she coaches to compete at the Canada Winter Games. Her colleagues value her commitment and contribution to her profession. In addition to her extracurricular programming, supervising and involvement on committees, she has made significant contributions to the Manitoba Department of Education by writing the distance component of the physical and health education course. Congratulations, Dionne, for creating and providing quality health and PE programs.

Justine Gadouchis, Ontario

Justine Gadouchis's boundless energy, incredible work ethic, caring and empathic attitude, knowledge and leadership are contributing factors for the growth her school has experienced in the physical education department over the last three years. Two more physical education teachers have been hired due, in part, to the interest she has created in her students in PE programs. Her innovations include the introduction of yoga, dance, self-defence and first aid to many grades as well as a Grade 10 walk program. She also provides many recreational opportunities for her students outside of schools hours. The redeveloped weight and fitness room is assessable after school and lunch hours and her intramural programs include many activities that range from flag football to volleyball. Congratulations, Justine, for making a difference in physical education participation.

Debbie Pellerin, Quebec

Debbie Pellerin, a physical education specialist for over 30 years, knows how to get her whole school moving. With her recent pedometer challenge, teachers waiting for photocopies, students standing in line or administrators answering calls spontaneously step in place. Debbie also takes six classes at a time into the gymnasium to participate in student-led fitness activities. Grade 6 students pick up younger students on the way to the gym, where over 120 students move to a motivating beat. Because of her efforts her school will receive the diamond level QDPE banner. Debbie gets her students moving outside of school hours through her numerous sports clubs that range from soccer to track and field. Her energy extends to her colleagues, who have benefited from the three PD days she has organized. Her students develop respect for each other through her mentoring kids for kids program as well as PE

of when they were forbidden to introduce activities that were taught within their nine-credit physical education curriculum and learning course:

- I tried to do the gymnastics lesson that we did [in a university PE curriculum class], and they said, "Absolutely not!" Then I showed them the safety guidelines, and they said, "Well, we don't do this in our school." They don't allow any gymnastics with the bars and stuff. There is zero gymnastics there. I think that it is unfair. Many students kept asking me every day, "Can we do gymnastics?" (Stephanie: interview)
- I was told not to use stability balls at all [despite also being taught their application in a university PE curriculum class]. He said, "No. That is a safety hazard. We don't use them at all." (Amber: interview)

From the students' responses, we are reminded that at issue is not whether or not students are receiving instruction in theory (teaching, learning, developmental and so on), but rather whether students get the opportunity to make connections between coursework theory and "real life" practice. Within the current PETE program at the University of Alberta, students learn theory with few opportunities to construct meaning in experiential contexts. While other universities' teacher education programs may require prospective students to accumulate experience working with youngsters before being accepted into their programs, this is currently not the case at the University of Alberta. Without these pre-entry experiences and a field experience that might follow three (or four) years of coursework, opportunities for making these important connections are almost nonexistent. While coursework could include case studies in which PETE students would be required to make such connections within a community context, improving the field experience might provide the ideal environment for such engagement to occur.

Increasing and Improving the Field Experience

The majority of the PETE students felt that nine weeks in a physical education field experience was not enough. Only 24 per cent were satisfied with the nine-week model, and when asked, "How many weeks of PE practicum/field experience should students be required to complete?" 66 per cent responded by citing periods ranging between 12 and more than 20 weeks. In fact, 16.4 per cent idealized a 20-week APT, and another 14.5 per cent preferred an APT that exceeded 20 weeks. Furthermore, when asked what they believed should be the primary aim of a PETE program, a number of responses mentioned field experience:

- Provide future teachers with as much experience as possible. More time should be spent on practicum and less on classes that teach teaching strategies and classroom management.
- Set up teachers for success in their first year of teaching. Allow us to teach longer and get real experience in school rather than university lecture halls.
- Give the most amount of experience (not university classroom time) possible.
- Lengthen onsite training, especially on how to start a year.
- Give students a foundation for teaching in physical education and provide ample time for practical experience.
- Allow students to develop a sense of how they would like to run their own classroom, find mentors and networking, get more ideas for and be familiar with the class setting.
- Provide more practicum throughout the degree, not just in the last two years.

When asked, "In your opinion, within a PETE program, what types of courses must be included? What could be eliminated? What should be emphasized? Was there anything missing?" the PETE students again focused on the need for field experiences:

- All the courses were good. We just needed more practicum experiences.
- We need a longer practicum.
- We need more time in schools.
- A full year of intern teaching should mark the beginning of the teacher's career, when they have the opportunity to learn from master teachers and to apply university-learned concepts with the support of members of a real school community.
- The bases were covered, but there should be more application throughout the program. Leaving the student teaching phase until the end sets the stage for shock. Knowing what to expect earlier, on the other hand, would help preteachers focus on what

ideas. It was by far the most beneficial part of my program. (Amber: interview)

- It's true. In an ideal world all our education would be like our APT instruction. We would be with one class of 24 people every day, five days a week, taking the same material and learning from our peers. We would have the opportunity to teach and do our practicum and immediately apply the skills we learned in the previous six weeks. That's what all our teaching should be like, and that's why most of us found it so enjoyable. It was sort of a culmination of our interests and gets down to what we really want to do with our lives. (Stephanie: interview)
- Definitely in the six weeks of classes [APT term], students have an opportunity to build a hidden curriculum, if you want to call it that because it is not listed as something you learn out of a textbook. But you use those interpersonal skills whether it is a group project or you are taking part in an activity. Again, I learned some of the things that I found to be a foundation of my teaching. (Matt: interview)

Their APT coursework provided PETE students with their first opportunity to engage in classroom discussions, presentations and projects with like-minded peers. Such cohort grouping might allow students to begin working earlier at making some connections between their subject-specific content knowledge and the related subject-specific pedagogical knowledge, especially if their shared pedagogical courses were more frequent.

PETE students clearly identify the difficulty to make connections between theory and practice. When asked about how their mentor teachers or professors could help them make this connection, the focus group session provided insightful information:

- Consistency of placements is so varied between us. I have talked to people in our class who didn't even form one unit plan, and they got through their APT. Some of us were up all night working on unit plans. I did about eight. Some teachers came into class and said, "Here is my lesson book; just use my lessons." The quality of APT students is totally different. There has to be a better way to gauge what we're doing. One UF [university facilitator] consistently checked unit plans and everything, and one showed up only once to watch. If everyone is not doing their job, the quality of the student teachers is not the same. If the students are not using the lesson that was taught about six weeks before and if they're not practising them in their APT, they're probably not going to use them in real life. People must practise what they have been learning. People who love volleyball and basketball can just teach those subjects when they are out, but they still need to look at everything else. I think all the different types of sports need to be looked at. Also, your mentor teacher must give you the opportunities to try using stability balls or you don't get those chances. (Stephanie: interview)
- It would have helped a lot to have more communication between all the different sorts of powers that be, like the UF, mentor teacher and my professor. My mentor teacher could have said, "This is what you are going to be teaching." Then, as I was taking classes with my professors, I could have said, "This is what I am teaching. How would you . . ., you just discussed this . . . or how could I apply this when I go into the classroom? This is what I am going to be teaching." If the UF had understood more of the standards my mentor teacher expected, then he could have supported me better in meeting those standards. I felt like I communicated with my UF and mentor teachers separately, whereas I had a set of expectations for my UF and a separate set for my mentor teacher. So when my UF visited the class, I would give him his set of things that he wanted and then I would give my mentor teacher a separate version. It would have been nice to have a bit more continuity. (Amber: interview)
- Further to that, it would be nice if the teachers had a connection to what we're learning these days. A lot of them are a long way detached from what their education was. They just have no idea what we're coming in with. If I said we learned a lot of social dance [in university], the teachers are like, "Right, why does that matter?" They don't really have an idea of what we do. If they were a little bit more cognizant of that, it would be helpful. (Matt: interview)

While these observations provide valuable insight into PETE students' perceived barriers to making connections between the theory from their university coursework and practice during their field experience, Stephanie and Amber also shared a poignant example

equipment through her sign-out program. Congratulations, Debbie, for your energy and contributions to PE.

Rachel Schofield Martin, New Brunswick

Rachel Schofield Martin is a dynamic person who is best known for her innovative programming ideas and positive attitude. She motivates members of her community to live active and healthy lifestyles by planning events such as the festival d'été à Cocagne. Students in her physical education classes are inspired to stay active by her inclusion of alternative activities such as Pilates. Rachel also has a special talent for nurturing academic development in a way that connects diverse subjects to the physical education curriculum. Her interdisciplinary approach to teaching physical education encourages a physical understanding of subject matter such as the mathematical calculations of distance, time and trajectory in relation to movement. By integrating physical education with other subjects, Rachel increased physical education time by 30 per cent. Congratulations, Rachel, for being a leader in interdisciplinary PE programs.

Brian Archibald, Nova Scotia

Brian Archibald gives the impression of being a humble physical educator, but for those who have had the privilege of being his student, colleague or team member, it becomes obvious that he is a shining star. Going above and beyond is second nature for Brian, who is responsible for implementing programs such as the Leadership Group. In a time where student-led games and activities rarely take place without teacher intervention, Brian's student-based Leadership Group organizes, coaches and plans recreational activities. His colleagues marvel at the way students arrange themselves to play a game during recess, and they recognize that this extraordinary behaviour for this day and age is due to Brian's insight and efforts. Students selected as leaders are not necessarily the best athletes but ones who thrive when they get the opportunity to boost their confidence and assume a responsibility. In fact, two of his former physical education students are now physical education teachers in his district. Brian's contributions to professional development and implementation of the new curriculum are highly regarded by his colleagues. It is without a doubt that Brian will be missed after the completion of his retirement year. Congratulations, Brian. for your dedication to delivering quality PE over the years.

Dave Matthews, Prince Edward Island

Dave Matthews is known as a competent, organized and caring physical education teacher who goes out of his way to make sure that his students receive the best educational experience available to them. His successful grant applications have provided students with opportunities to participate in after-school sports programs, such as soccer, basketball, badminton, wrestling and cross-country running, and compete at regional and national levels. His fundraising initiatives have also contributed to his outdoor education program where there is now an ample supply of skis and snowshoes to be enjoyed by elementary and senior students. Many of his former students return as volunteer coaches for his teams. Dave has been an important part of many active students' lives. Congratulations, Dave, for finding innovative ways to promote sport and physical activity.

David Constantine, Newfoundland and Labrador

David Constantine's contributions to quality physical education programs are vast. Dave can be seen dancing with his students, supervising intramurals, helping students perform a water rescue for an overturned canoe, playfully building snow shelters or advising students in the wellness room on pertinent fitness concepts. He is best known for his emphasis on leadership—he allows his students to collaborate in developing and selecting the coursework and to become presenters in district and provincial wellness workshops. Dave has a particular passion for promoting wilderness skills and preventing drowning by having his students take part in search-and-rescue training. He also provides opportunities for his students to excel in sport, and many of the athletes he has coached have excelled in provincial and university programs. He is also an advocate for including dance in his physical literacy programs. Congratulations, Dave, for your balanced approach to providing quality PE programs.

Steve Faulkner, Nunavut

Steve Faulkner has been a physical education teacher in the Kivalliq region for 12 years. He is known for his

creative, active and well-planned physical education programs aimed at improving students' fitness, skills, attitudes and behaviours. He genuinely cares about his students and regularly checks in with them throughout a lesson or practice. Steve provides recreation and leadership opportunities for his students and has taken a leadership role among his peers by offering K–12 workshops on topics of structure and balance, and creating active schools beyond the gym class. Steve coaches the community Nunavut hockey team and is an avid outdoorsman in his spare time. Congratulations, Steve, for your contributions in physical education in Nunavut!

you develop knowledge of diverse learners and contexts (that is, students with various abilities and from various ethnic backgrounds)?" and "Could your PETE program have better prepared you in these areas?" To these questions, the students' responses, some of which appear below, indicated that an increased or improved effort was indeed required in this area.

- Every course we take nowadays the professor seems obligated to mention it [diverse learners] in some sort of way. That being said, it seems like more of a brush over than anything and kind of another, "Oh, you need to think of this" but not really going into any depth. Unless you go into an education option or a sociology class or something like that you don't get that kind of exposure to those topics. I don't think we get enough of that. There could definitely easily be a whole other course dedicated to that during our IPT. (Robert: interview)
- All of my experiences with diverse populations specifically, like from different socioeconomic backgrounds or different cultural backgrounds have been either in my IPT or APT [field experiences] or my job or my volunteer experiences outside of my PETE program. Or even teaching refugee students—that might be one of their first interactions with a classroom environment where they are separated from their siblings. Culture shock is huge. It goes way beyond just trying to educate students. We don't really address refugee students or immigrants in our program. (Amber: interview)
- We don't need more courses. We need quality in the courses we are taking. Everything we take can be tailored to discussing diverse cultures or just anything really. Even in management [EDPS 310: Managing the Learning Environment], that class could be tailored. You could talk about so many different types of backgrounds of students. It should talk about First Nations students. It should talk about different things we are going to meet in the field. So it's not a case of including more, different types of sociology courses or anything like that. It is just taking the ones we do have and making them more applicable to what we are going to be doing. (Stephanie: interview)

Consequently, from the students' responses, we suggest that there is a need to improve students' opportunities to learn about diverse learners and contexts within a PETE program. Darling-Hammond (2006) would likely also support such an initiative; she suggests that close and proactive relationships with schools that serve diverse learners are key components to effective teacher education programs. Increasing opportunities for students to learn about diverse learners and contexts is also supported by the ACDE Accord on Initial Teacher Education (2006, 1):

> Canadian society is increasingly diverse. Schools contain students with a broad range of abilities, from different backgrounds and ethnicities, with emotional and social differences, and with widely varied approaches to learning, home lives, and out-of-school experiences Canada's teachers must be equipped to prepare all students for their roles in this diverse world.

The ACDE accord also further outlines the importance of educating preservice teachers about the importance of diverse learners and contexts through some of the other principles, particularly the sixth, which maintains that effective teacher education programs ought to promote "diversity, inclusion, understanding, acceptance, and social responsibility" (cited in Foster and Nocente 2007, 8). Similarly, the University of Alberta's undergraduate program review suggests that additional compulsory components to address issues such as inclusion of special needs, Aboriginal education and English as a second language (ESL) should be included in a teacher education program.

Supporting Collegial Interactions and Addressing the Theory-Practice Gap

When the focus group participants were asked to discuss the most enjoyable aspect of the PETE program, they chose the APT term. Furthermore, they also were quick to include their intense six-week class sessions with their APT "cohort." That is, before students complete their APT in their major subject areas, they complete the equivalent of nine credits (three concurrent courses) of pedagogy coursework in the six weeks leading up to their final field experience placement:

- My APT was enjoyable. We got to do stuff before we went into the school that was hands-on and applicable. Some things we could use right away. I was in classes with people who had similar goals and

credit. The reason is that I felt unprepared to teach basketball in my field experience, and would never coach it because I will never take the PAC basketball class. I know that I will receive a poor mark in this class because I have never played this sport before. There will be varsity athletes and others who are very proficient in this basketball PAC class and the "curve" is going to ensure that I don't receive a very good mark. Although I really do want to take this class in order to gain some skill and ability to teach this in my classroom, I am not willing to risk getting a bad mark on my transcript and possibly losing out on a job opportunity because of it.

- I also dislike the way we are assessed purely on skill in our PAC classes. This goes against everything we have been taught in our assessment courses. I feel that the way we are assessed has a great deal to do with why many people do not choose to take certain PAC classes that may be useful in our teaching careers.

While "science-related" content-specific courses ought to be required by all PETE students, there is also a need to address the nature of PETE students' other required classes, particularly the physical activity (PAC) courses. Even though most students both enjoyed and recognized the importance of PAC courses to their development as physical education teachers, they were discouraged by the structure of them. Even if PAC courses might be conceptualized as subject-specific content courses for PETE preservice teachers, their current structure prevents many PETE students from linking the courses with teaching practice. From the students' perspectives, two changes ought to be considered regarding PAC courses: some PAC sections should be available to education students only, and within those sections students ought to be assessed on a diverse array of applicable knowledge, skills and attributes. By allowing PETE students to participate in PAC classes that are structured for preservice teachers, the content might be presented in a manner much more applicable to their perspectives and career aspirations. PAC classes that focus predominantly on skills will continue to discourage PETE students from taking PAC classes. From the students' responses we have learned that current PAC assessment practices prevent some students from selecting courses that might expand their subject-specific content mastery. By encouraging such alternative assessment practices with these types of courses, PETE students might be more inclined to enrol in classes that broaden their content knowledge rather than reinforce their limited activity strengths.

Improving a Focus on Knowledge of Diverse Learners and Contexts

Although the PETE students have maintained that they believe subject-specific content knowledge ought to have a privileged role in their programs, they are also somewhat aware that other types of knowledge require an increased focus. Included here would be knowledge of diverse learners and contexts. Although only 78 per cent of the students were required to complete a course on special populations in physical education, a more promising 91 per cent thought that such a course should be mandatory. Similarly, to the open-ended questions "In your opinion, within a PETE program, what types of courses must be included? What could be eliminated? What should be emphasized? Was there anything 'missing' from your PETE program?" some respondents showed awareness of this need. Here are some of their comments.

- An adapted or special needs physical education class that includes hands-on training or a lab in which you get to work with students with special needs.
- Practical special education experience.
- A course that was missing from the PETE program was a Native studies course.
- Particular emphasis needs to be placed on both working with students with special needs as well as sociology of sporty classes.

Responding to a question about the primary aim/objective of a PETE program, another student also recognized the importance of such a focus:

- Have potential teachers understand the diversity of the classroom. Teach student teachers how to make the physical education class enjoyable for all students and how to create an environment where everyone is involved but not singled out but has a chance to shine.

In our discussions with our focus group, the PETE students were asked about their educational experiences with diverse learners and contexts. Specifically, the students were asked, "How did your PETE degree help

Active Living Column

Neighbourhood Design: How Does It Affect Children's Physical Activity?

P K Doyle-Baker and Meaghan Nolan

Children rely heavily on the neighbourhood built environment for opportunities to be informally or formally physically active. Street patterns, housing and open space design can either encourage or discourage children from playing in a neighbourhood.

The NUDGE Project

The NUDGE Project's purpose was to

- show how open spaces and parks have been designed as part of Calgary's residential neighbourhoods and
- investigate whether a neighbourhood's design contributes to children's use—or lack of use—of its open spaces and parks for physical activities.

We reviewed the literature on open space and types of parks, children's geographies, children's physical activity and the relationship between health and open spaces. We then categorized Calgary's neighbourhoods by four distinct eras (Sandalack and Nicolai 2006) and mapped a model neighbourhood from each era. The model neighbourhoods included the following:

First Era: Hillhurst (established 1914)

Second Era: Glamorgan (established 1958)

Third Era: Temple (established 1977). Temple is part of the sector including Rundle (established 1973), Whitehorn (established 1973) and Pineridge (established 1974)

Fourth Era: Somerset (established 1995)

We compared the open spaces and parks of Hillhurst, Glamorgan, greater Temple and Somerset. We categorized the open spaces, calculated the distance from the centre of the neighbourhood to the neighbourhood parks and photographed neighbourhood and open space infrastructure. We also observed park activity and usage in each neighbourhood.

The neighbourhoods from each of the four design eras treated open space in dramatically different ways. Street and housing designs were the leading factors in determining whether or not children were able to access neighbourhood spaces for outdoor activity. The neighbourhood designs that met adult needs, primarily for automobiles, negatively affected children being able to use their neighbourhoods for outdoor physical activity. In general, all of the neighbourhoods did not seem to have enough spaces for older children and teenagers, with the exception of the oldest neighbourhood.

Neighbourhood Design and Informal Play

New era neighbourhoods seemed less child friendly and had reduced the number of sidewalks and buffers between sidewalks and the street. As well, these neighbourhoods had replaced the front yard with garage

P K Doyle-Baker is an associate professor of the Faculty of Kinesiology and adjunct of the Faculty of Environmental Design, University of Calgary, and Meaghan Nolan is a bachelor of health sciences student, University of Calgary. Meaghan Nolan's work was funded by the Undergraduate Student Research Program in Health and Wellness.

Reprinted with permission from Research Update, *Volume 14, Number 4, December 2007, the Alberta Centre for Active Living, www.centre4activeliving.ca. Minor changes have been made to conform to ATA style.*

driveways. Children are less likely to play on these driveways when cars are parked on them. Wider roads made the streets more accessible for automobiles but more dangerous to play on or to cross.

Most residents in the new neighbourhood can't see the street from the front rooms in their houses. Parents' willingness to let their children play outside is then limited by their inability to be able to watch them play. This housing design also prevents children from seeing other children on their street (losing a chance to play informally with other neighbourhood children).

These negative changes in the newer neighbourhoods could result from allowing adult values to guide the design (Churchman 2003; Hendricks 2001).

Neighbourhood Design and Formal Play

These model neighbourhoods differed in the design of their open spaces and parks (that is, their formal play spaces). There was a trend away from the separate open spaces and parks of the early era neighbourhoods (Hillhurst and Glamorgan) toward open space systems.

Although the new era neighbourhoods (Temple and Somerset) had open space systems, they tended to scatter centres of activity, mainly as miniparks, throughout the community and to connect the system with pathways.

The new era neighbourhoods seem to be designed for young families because of the number of amenities for tots (that is, features that lend themselves to physical or imaginative play on a small scale) (Parkinson 1988).

Generally, teenagers seem to be largely ignored. Often the assumption seems to be that play for them relates to fixed facilities provided in the community. However, Eubanks Owen's research (1988) found that the most popular outdoor place for teenagers was a natural park.

Practical Implications

Urban planners, stakeholders (parents) and private land developers should consider the effect automobile-oriented neighbourhoods may have on children's physical activity access (and subsequent health) and revise standards accordingly. Both informal and formal play spaces should be close to the neighbourhoods they serve.

Municipalities need to consider how age range affects both informal and formal play. The older era neighbourhoods had many identified areas close to their homes where the children could interact and play with friends (where they were formally unsupervised but close to adults). The newer era neighbourhoods do not have a streetscape that supports this type of interaction. There was also limited use of their formal play areas, such as tennis courts and sandboxes. Although, the potential exists for more informal play, such as pick-up football and rollerblading, improving the condition of the newer areas' parks and open spaces would encourage more people to use them.

recommendations regarding the importance of such knowledge. For example, she suggests that other academic departments (that is, other than departments of education) ought to be given the responsibility and the accountability for providing preservice teachers with the requisite academic content knowledge. She further posits that such an initiative might result in more highly qualified teachers so that higher expectations for teaching wages and standards might be realized. Recognizing the importance of content knowledge, as is supported by both PETE students and recent related research, the University of Alberta's PETE program should endeavour to identify the content knowledge required to teach physical education and should make certain that all PETE students complete such courses. Also, it is important to recognize that the PETE students who participated in this study made up one-half of all secondary PETE students; there is also a stream of physical education minors. Within the current program, physical education minors complete one-half as many subject-specific content courses as do the physical education majors. Consequently, within the current structure at the University of Alberta, the prerequisite content knowledge that minors learn is considerably less than what is expected of their peers who are majors.

Students within all of the degree streams must also complete a number of physical activity (PAC) courses as part of their program. However, as PAC classes are offered by the Faculty of Physical Education (rather than by the Faculty of Education), the teaching and learning in those courses is not intended exclusively for future physical education teachers. Because PETE students only make up a minority of some sections of some PAC classes, the courses currently cannot be expected to purposely meet the needs of future physical education teachers. Student surveys revealed that they were very much aware of such a necessity for their PAC courses to meet their own career needs. Students' open-ended survey responses included the following:

- Sport classes like the PAC classes should be included but they should have an educational twist to them; that is, how to teach, progressions and inclusion strategies.
- Personally I think PAC 160 should be taken out of the program. The skills you learn have nothing to do with what you will be teaching students, simply because of the equipment and liability issue. In saying this, however, I believe that the secondary physical education route could be greatly enhanced by offering an educational gymnastics class instead. I feel this would educate future teachers and give them the appropriate tools to teach gymnastics.
- Take out PAC 160 and do stuntnastics instead. We need more courses on how to teach in a gym setting.
- PAC courses should place more emphasis on how to teach and develop the skills of individuals than being based solely on one's performance in the class. Just because you can do a skill doesn't mean you can explain how to do it to someone else effectively.

Not only have students revealed such perspectives through their responses on the open-ended survey questions, but within the focus group session, the same issue arose:

- The major problem is that in the Faculty of Physical Education they are not dealing with straight physical education students. A lot of time the education viewpoint is not really applicable to everyone in the class, and I think that is why they are not presented that way. If there were some way we could be taking those classes with other education students, I think that would greatly change how our teacher, our coach, would present that class to us. They might say, "If you're working with a certain age group you might want to present this in this way" or they could give us their lesson plans or something that would be a little more applicable to educators. As it is now I think it would be really difficult to teach PAC classes from an educational viewpoint since only half of the class are education students. (Stephanie: interview)

Furthermore, as students are often graded in PAC classes on their abilities in performing and applying game or activity skills rather than on their ability to teach others how to perform and apply those same skills, PETE students have shared a frustration with assessment in PAC classes:

- I strongly believe that PAC classes of sports that are very popular at junior high and senior high schools, such as volleyball, basketball, soccer and badminton, should be mandatory. However, I also feel strongly that no mark should be given in these classes, only

Table 2

Likert-type responses to PETE questionnaire question 18: Please indicate your perceptions about teaching physical education as they relate to the statements listed below.

	My level of preparedness to teach PE is	My level of enjoyment in teaching PE is	My level of confidence in teaching PE is
High	40%	62%	51%
Considerable	45%	35%	36%
Medium/Adequate	9%	2%	11%
Minimal/Very little	5%	2%	2%
Not at all/None	0%	0%	0%

(3.50) teachers (Thompson et al 2001). Furthermore, when compared with current teachers, the PETE students revealed that their enjoyment in teaching physical education (4.56) is comparable to the responses of Division III (4.44) and Division IV (4.61) teachers. Though the PETE students measured up to inservice teachers in these two categories, their shared level of confidence was lower (4.36) than that of current teachers in Divisions III and IV (4.69 and 4.77, respectively) (Thompson et al 2001).

From the survey and focus-group responses we found that a small number of themes emerged. That is, the PETE students revealed a number of perspectives and ideas common not only within the group, but often to academic research, the ACDE *Accord on Initial Teacher Education* (2007) and the University of Alberta's own Undergraduate Program Review Report (Foster and Nocente 2007). These themes were

1. Reconsidering the Focus on Knowledge of Subject-Specific Content,
2. Improving a Focus on Knowledge of Diverse Learners and Contexts,
3. Supporting Collegial Interactions and Addressing the Theory-Practice Gap, and
4. Increasing and Improving the Field Experience.

Reconsidering the Focus on Knowledge of Subject-Specific Content

A majority of the PETE students (82 per cent) either strongly agreed or agreed that they enjoyed participating in their sport science courses. Understanding that enjoyment alone is not reason enough to support a continued focus on knowledge of subject matter, the majority of students also believed that human anatomy (91 per cent), exercise physiology (83 per cent), biomechanics (85 per cent), motor learning and control (85 per cent) and psychology of physical activity (85 per cent) ought to be required in disciplinary content in a PETE program.

More important, when students' required courses were compared with their beliefs about what courses ought to be included in their PETE programs, students believed that more disciplinary content should be required. Because students in BPE/BEd combined degree programs, BPE/BEd after degree programs and BEd degree programs have different (yet similar) course requirements, many students evidently miss out on courses that their peers are required to take. For example, while only 65 per cent of students were required to take a course on exercise physiology and only 69 per cent were required to take a course on psychology of human activity, considerably more students believed these courses ought to be mandatory (83 per cent and 85 per cent, respectively).

The students' suggestion to continue with a focus on the subject-specific content courses of the PETE program (such as biomechanics, physiology, anatomy and so on) is not without similar support from other available research. For example, in all four of Levine's (2006) identified excellent teacher education programs, preservice teachers are expected to acquire a defined knowledge set in the content field in which they will teach. Similarly, in Stotsky's (2006) opinion, teacher effectiveness is especially dependent on mastery of academic content knowledge. In fact, not only does Stotsky (2006) suggest that beginning teachers need to know in-depth subject-specific content knowledge, but she also makes further

From the Runner Vault

An Experimental "Coachless" Basketball Game

Editorial note: The following is an article I uncovered as I was rooting through the back issues of Runner. *I turned to the page, saw the author and knew that I had to reprint it. In an elementary and junior high team (or PE class), this concept has some immense potential to empower students to assume leadership roles and forces them to learn the rules and understand game strategy. I love the idea of running a Grade 7 league with a new twist on complete game and strategy awareness.*

Robert H Routledge

These rules are proposed for exhibition games:

1. There shall be 10 players on each team.
2. Each player shall be designated by a letter, A to J, inclusive.
3. The game shall be divided into 12 stop-clock time sections, each two-and-one-half stop clock minutes in length.
4. There shall be a one-minute time interval between the third and fourth sections, and between the ninth and tenth time sections. These shall be called quarter-time intervals.
5. There shall be a 10-minute time interval between the sixth and seventh time sections to be called the half-time interval.
6. Each time section shall begin with a jump ball at centre court.
7. At the end of each time section, substitutions shall be automatic, according to the schedule (see below).
8. In each time section the player listed first (see substitution schedule) shall be designated as (floor) captain and shall take charge during time outs.
9. Each team shall be permitted one time out per time section; these may not be accumulated. These time outs shall be requested by the players.
10. The coach shall determine the original letter designations for his players and may talk to them before and after the game. The coach shall not sit with nor communicate with the players during the game, quarter time, half-time or time outs.
11. All other rules of play shall be those of the current CABA rule book.

Originally printed in Health and Physical Education Council Bulletin, *Volume IV, Number 2, March 1965.*

Schedule

Time Section	Players in Action				
1	A	B	C	D	E
2	D	E	F	G	H
3	G	H	I	J	A
4	J	A	B	C	D
5	C	D	E	F	G
6	F	G	H	I	J
7	I	J	A	B	C
8	B	C	D	E	F
9	E	F	G	H	I
10	H	I	J	A	B
11	A	B	C	D	E
12	F	G	H	I	J

Note: By the foregoing schedule each player will play in six time sections.

they completed the majority of their final APT experience). Also unlike the fall-term students, almost all winter-term PETE students would graduate from university upon completion of their APT field experience; that is, they had no courses remaining after they finished their final field experience.

The survey was made through use of a popular online survey instrument. The first section of the survey had 35 multiple-choice questions; the second section allowed respondents to answer a small number of open-ended questions. The open-ended questions were:

1. What do you think should be the primary aim/objective of a PETE program?
2. In your opinion, within a PETE program, what types of courses must be included? What could be eliminated? What should be emphasized? Was there anything missing from your PETE program?
3. What should be the structure of a PETE program field experience? For example, 16 weeks of practicum in total, with 8 weeks as a specialist in an elementary school when in third year of program and the other 8 weeks as PE teacher in a secondary school when in fourth and final year of the PETE program?
4. Do you have any other comments about physical education teacher education at your institution?

During semi-structured focus-group interviews, a list of guiding questions was used with the understanding that participants could take the interview in many directions. The questions provided some focus for the discussions while enabling the focus-group participants to talk about their experiences as they wished. The guiding questions for these interviews are included in Appendix A.

Results and Discussion

The quantitative data collected from the online survey was analyzed using SPSS 15.0 software. With our relatively small sample size (and purposeful privileging of soon-to-follow qualitative data collection), the quantitative data was especially useful in providing descriptive information including, for example, information about PETE student teachers' profiles and observations. From our analyses of PETE students' survey responses, a number of observations proved to be insightful.

When asked about their degree of enjoyment with the field experience, physical education curriculum and instruction courses, sport science courses, and physical activity courses, students reported that the field experience was the most enjoyable (followed closely by participation in physical activity courses). Because the physical education field experience pairs student teachers with mentor teachers, this is a particularly positive result—if one accepts mentorship as imperative during initial teacher training (Hobson 2002; Marable and Raimondi 2007), the students' comments that field experience was most enjoyable at least recognizes that the environment was likely positive.

Furthermore, when asked about their levels of preparedness, enjoyment and confidence in teaching physical education, the PETE students' revealed that they perceived these levels to be considerably high. To further clarify this point, consider the information presented in Table 2.

Interestingly, when these responses are considered on a 5-point scale in which 1 = not at all/none and 5 = high, the PETE students' responses reveal that they feel more prepared to teach physical education (4.20) than do Alberta's current Division III (3.42) and Division IV

Table 1

Likert-type responses to PETE questionnaire question 15: Please indicate your degree of agreement with the following statements regarding your physical education teacher education (PETE) program.

I enjoyed participating in...	SA	A	N	D	SD
a physical education field experience	69%	24%	5%	0%	2%
physical education curriculum and instruction courses	33%	53%	9%	5%	0%
sport science courses	40%	42%	13%	4%	2%
physical activity courses	65%	27%	7%	0%	0%

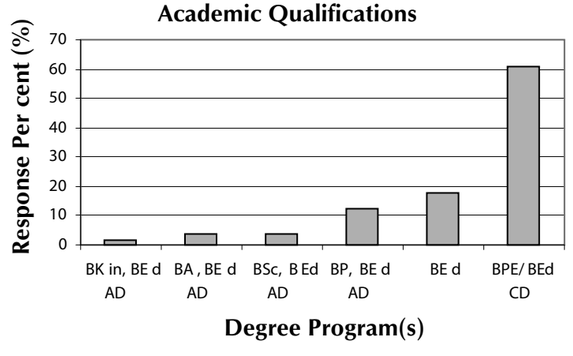
students as they were completing their university programs, we also found that they were especially able and eager to share their perspectives.

Eighty-four per cent of the respondents intended to remain in Alberta to teach. Interestingly, 36 per cent had completed part of their bachelor of education (BEd) degree at a (nondegree-granting) college and had transferred to the University of Alberta to complete their final two or three years of study (of four or five year degree programs). Of the respondents, 18 per cent were completing a BEd degree only; 14 per cent were completing a BEd after having completed a bachelor of physical education (BPE) or bachelor of kinesiology (BKin), while 61 per cent were in a combined BPE/BEd degree program.

Of the 57 students who participated in the online survey, 14 also agreed to participate in audio-recorded individual interviews, and nine agreed to participate in audio-recorded focus-group interviews. Four of these nine volunteers were invited to participate in a single focus-group session: two females and two males. The two female focus-group participants were completing their final term of five-year combined BPE/BEd degrees. One of the male participants was also completing his final term of a combined degree program, and the second was completing his final term of a four-year BEd degree. All four participants had physical education as their major while their minor designations differed. Although many (36 per cent) education students within this university's PETE program transferred in from other collegiate institutions, all four focus group participants completed their entire degree programs at the University of Alberta.

Figure 1

Responses to PETE questionnaire question 11: What undergraduate degree best represents your academic qualifications?



Data Sources and Data Collection

While Goddard and Foster (2001, 351) say that "the 'lived experiences' of beginning teachers cannot be represented and understood merely through an examination of responses to a Likert-type scale," we agree that such a quantitative measure, alone, has limited value with respect to interpretation or analysis. Indeed, while the inclusion of open-ended survey questions within our survey instrument helped to address this issue, we believed that further "rich" data was required to fully understand and appreciate the experiences of PETE students. Consequently, our mixed methods study included quantitative data collection as a means to achieve two important ends; the identification of data to be reported largely in descriptive terms, and more important, for the identification of important information requiring further unpacking through deliberate qualitative open-ended survey questions and focus-group interviews.

Data was collected between December 2006 and March 2007 through procedures that were preapproved by the Faculties of Education and Extension and the Augustana Research Ethics Board (EEA REB). The 24 fall-term PETE students were invited to participate in the survey after they completed their entire APT experience; this marked the end of university for some students while most others returned to complete a final semester of coursework. The 40 winter-term PETE students were from two separate classes who were, for the most part, team taught by their two instructors for the entire term. Unlike their fall-term peers, the winter-term students completed their online surveys in a computer lab during a callback day (after

The Best Thing We Did This Year

Editorial note: In the University of Calgary archives, I found this article and was inspired by the diversity of the activities and how willing people were to celebrate their accomplishments. I have started to keep a page entitled "The Best Things We Have Done This Year" in the back of my planning book.

When asked to pinpoint program innovations of special events they had used in previous years, many junior high teachers responded. Selected ideas are described briefly. For more information, these people may be contacted through their respective school boards.

Carnival Week: First Week in February

Jim Birnie, Bishop Pinkham Junior High School, Calgary

- Monday: cross-country skiing
- Tuesday: broomball
- Wednesday: showshoe (girls)
- Thursday: finish broomball semi/showshoe (boys)
- Friday: dogsled races
- Previous Friday noon: cheer contest, dance, crown queen, ticket sales, snow sculptures
- Friday evening at local community centre: skate races, finals in broomball, dogsled, teacher–student broomball, ball hockey, Queen receive trophies
- Approximate money maker: $1,000

Handball Tournament

L A Roffel, Evansview Junior High School, Evansburg, Alberta (60 miles west of Edmonton on Jasper highway)

- 100 students, four teachers, four classrooms, one gym
- Doubles
- Two and three wall
- Three courts in gym
- Other students as linesmen, referees
- Rotate every five minutes
- Use Jelinek balls, air inflated and easier for junior high students
- Available at Premier or North Star at 50

Outdoor Education on the Move

Warren Smith, Wildwood School, Yellowhead School Division, Alberta

- Eight days, seven nights, Jasper, Prince George, Williams Lake, Lytton, Kamloops, Clearwater, Hinton
- Social, education, recreational objectives
- Sleep in school each town
- Socialize with students each town
- Classes and log books on location
- Tour industrial and commercial establishments
- Cooking outdoors
- Funds raised by students and parents ($10 per student)
- Bus provided by school board

Variety Dance Production

Linda Szkorupa, Kenilworth Junior High School, Edmonton

This developed from a dance club but could very possibly become part of a physical education elective class. Not only was it an excellent money-making project (we made $300, charging only 35 cents for students, 50 cents for adults), it also involved some 100 students in some respect or another (areas such as lighting, publicity, technical, etc). We primarily stressed the creative dance numbers as an offshoot of final presentations in a creative dance unit.

Originally printed in Health and Physical Education Council *Bulletin, Volume XI, Number 1, May 1973.*

Wrestling Intramurals

Glenn Sawyer, Eaglesham School, Eaglesham, Alberta

- 320 Grades 1–12 students
- Six weight classifications
- Three-minute bouts
- Each student wrestled a round robin with every other student in his weight
- PE 30 boys completely organized and ran intramural wrestling
- Correlated with intramural badminton
- Certificates are awarded for first, second and third place
- Correlated with wrestling instruction in class
- Response was very satisfying
- Equipment and time were a major problem. Noon hour only 35 minutes, limited number of gymnasium mats.

Harley 1200 Cycle Drag

Margaret Ferguson, Ardrossan Junior Senior High School, Ardrossan, Alberta

- Eight run during a noon hour, equipment collected, repaired by physical education option class
- Signs and banners, such as Mobile Oil, Shell and so on, decorate gym
- Each house in each grade enters a team of 10, both boys and girls (five houses, 10 teams)
- Teams run in relay form (order: seven girls, seven boys, eight girls, eight boys, nine girls, nine boys)
- Dress and personnel changes take place in pit shops (pit stops)
- Dress: coveralls and helmet
- One lap per person, upon completion next racer gets into costume and takes Office 2004 Test Drive User teacher also enter teams: male versus female as finale

First Aid and Athletic Injuries

Gary Johnson, Brefeuf Junior High, Calgary Separate Schools

- The St John's Ambulance Program was supplemented with basic injury prevention, care and treatment.
- Two courses were offered: one on camping skills and survival; the other on first aid and athletic injuries. Both courses were of six-week duration.
- Camping included foods, shelters, camp activities, fires and trapping.

Recreational Shooting

Mike Barbera, Al Herback, St Helena School, Calgary

- This program is part of our lifetime sports program.
- Recreational shooting involves four (45 minute) classes per week
- Maximum of 36 students and 2 teachers
- Provides opportunity for everyone to participate regardless of physical condition or handicaps.
- Program addresses safe gun handling procedures and variety of shooting positions, as well as marksmanship
- Cost: basic competition .177 calibre rifle, approximately $10; .177 pellets, approximately $11 per 10,000.
- Requirements: one pellet rifle per three students; teacher requires certification from the Alberta Provincial Rifle Association

Bicycle Camping

Kathy Newman, McKernan Junior High School, Edmonton

- A six-week unit in bicycle camping culminating in a weekend trip.

Basketball Sleep-In

Gery Goetz, St Matthew Junior High School, Calgary Separate

- Took place during Christmas holidays
- Involved 15 boys and 14 parents
- The boys arrived at school at 9 AM on Friday and stayed until 4 PM on Saturday. The parents brought meals to the school. The boys slept in sleeping bags on gym mats, which were placed in the library. One parent slept at the school with us.

Activities

- Teaching defensive fundamentals
- Reviewing our offences for the upcoming season

In such a view, social engagement is a large part of the experiential context, and thus is intimately involved in the consciousness of individuals. In this manner, social constructivists take

> their primary field of interest to be precisely that subjective and intersubjective social knowledge and the active construction and cocreation of such knowledge by human agents that is produced by human consciousness. (Lincoln and Guba 2003, 271)

Within such an outlook, social constructivists might proclaim:

> We do not believe that criteria for judging either 'reality' or validity are absolutist, but rather are derived from community consensus regarding what is 'real,' what is useful, and what has meaning (especially meaning for action and further steps). We believe that a goodly portion of social phenomena consists of meaning-making activities of groups and individuals around those phenomena. The meaning-making activities themselves are of central interest to social constructionists/constructivist, simply because it is the meaning-making/sense-making/attributional activities that shape action (or inaction). (Lincoln and Guba 2003, 264)

A social constructivist paradigm is often adopted (or perhaps more aptly, pre-assumed) by many qualitative researchers who "stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry" (Denzin and Lincoln 2003, 13). Neuman similarly suggests that "most researchers who use an interpretive approach adopt a version of the constructionist view of social reality" (1997, 43). With such a methodological tradition, a value-laden nature of inquiry is supposed as researchers "seek answers to questions that stress how social experience is created and given meaning" (Denzin and Lincoln 2003, 13). It is in this spirit that a qualitative methodology is privileged over a quantitative methodology for this research study.

With our social constructivist framework, we accept that the perspectives of the PETE students provide knowledge that is especially meaningful to the subjects themselves, and further believe that through our shared contexts, we might be able to gain further understandings from the PETE students' observations and experiences. We are also aware that PETE students' accounts are not necessarily the "way things are," but rather, are the "way things are to them." We believe that an understanding of this distinction is paramount to our writing and to the readers' reading of the results of this study.

Method

Participants

Currently, secondary education students at the University of Alberta complete two separate field experiences, a five-week Introductory Professional Term (IPT) and a nine-week Advanced Professional Term (APT). Students generally teach in their minor subject area during their IPT term and in their major subject area during their APT term. Though there is no current policy for junior high (Grades 7–9) or senior high (Grades 10–12) placement, students are often allowed to complete one field experience opportunity in each setting. In a typical academic year, there are usually three sections of classes for physical education majors; students from one fall session class and two winter session classes were invited to participate in this study.

All of the PETE students who participated in this study had either completed or almost completed their final nine-week field experience. Furthermore, the PETE student participants in this study were secondary physical education majors; they completed the majority of their content and subject-specific pedagogy courses in classes related to, or associated with, physical education. Moreover, the majority, if not all, of each PETE student's APT field experience was spent teaching physical education. Presumably upon graduation these PETE students would be most ideally suited to teach physical education in Alberta's Division III (Grades 7–9) or Division IV (Grades 10–12) schools.

Of the 64 physical education majors who were invited to participate, 57 voluntarily consented and were consequently invited to complete online surveys and participate in focus-group interviews related to their experiences and observations while in their PETE programs. The 89 per cent response rate for the online survey was considerably high; we believe that informing students that their feedback would be used to guide future practice was one of the reasons why the response rates were so favourable. Further, by approaching the

Considering Glickman, Gordon and Ross-Gordon's (2004) position, it is possible to appreciate how developing attributes related to a vision and a set of dispositions might be resolved "by human judgments about goals and purposes" (p 105) rather than by educational research. Nonetheless, despite Glickman, Gordon and Ross-Gordon's (2004) observed research limitations, there exists a considerable body of research-based knowledge that has the potential to inform teacher education practice. Perhaps of the previously cited literature, *A Good Teacher in Every Classroom* (Darling-Hammond and Baratz-Snowden 2005), *Studying Teacher Education* (Cochran-Smith and Zeichner 2005) and *Educating Teachers* (Levine 2006) have been some of the most influential in shaping current teacher education practice and continued research.

Theoretical Framework

Bogdan and Biklen (1998, 22) suggest that "when we refer to a 'theoretical orientation' or 'theoretical perspective,' we are talking about a way of looking at the world, the assumptions about what people have about what is important and what makes the world work." Denzin and Lincoln (2003, 33) explain that "the net that contains the researcher's epistemological, ontological, and methodological premises may be termed a paradigm, or an interpretive framework." Similarly, Lincoln and Guba (1985, 15) propose that a paradigm can be explained as a "systematic set of beliefs, together with their accompanying methods." With such notions, these research authors suggest that these types of personal assumptions are notably related to one's epistemological and/or ontological outlook.

Whether such a concept is labelled as an interpretive framework, paradigm or theoretical orientation, it is important that the researcher be aware of any personal epistemological and ontological assumptions. For not only do researchers have such epistemological and ontological beliefs and assumptions but, more important, these beliefs and assumptions shape the way they view, and go about, their own work. That is, even in the absence of explicit efforts to align appropriate research methodologies within a theoretical framework, the researcher must nonetheless, at the very least, be aware of his or her theoretical stance, as it affects the research process. Recognizing that in this sense all research is theoretical, a researcher's worldview "affects the entire research process—from conceptualizing a problem, to collecting and analyzing data, to interpreting the findings" (Merriam 1988, 53). Merriam adds that a researcher's theoretical perspective "affects the nature of the questions raised, which in turn determines the research design, which in turn influences the conclusions drawn" (p 54). Rothe (2000, 23) explains, "Research methods are never theoretical or neutral in presenting the world 'out there.' Different methods act as filters through which researchers select the part of reality they wish to experience." Bogdan and Biklen (1998, 22) further clarify this point:

> Whether stated or not, whether written in what we come to think of as theoretical language, or not, all research is guided by some theoretical orientation. Good researchers are aware of their theoretical base and use it to help collect and analyze data.

Accepting the task of considering a theoretical framework, of making a "paradigm declaration" (Hatch 2002, 39), personal epistemological and ontological assumptions framing this study can be understood to be social constructivist, or constructionist, in nature. Although the use of terminology associated with constructivism and constructionism is far from consistent within the literature (Crotty 2005; Geelan 2004), it is nonetheless important to make some distinctions here. Therefore, herein social constructivism is the view that

> all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context. (Crotty 2005, 42)

Furthermore, Geelan (2004) identifies that among the many qualified constructivist terms (such as *radical, personal, critical* and *social constructivism*), the common element of all constructivist perspectives is the "belief that knowledge is actively constructed by learners on the basis of their existing knowledge (with the corollary that knowledge is not transmitted directly from teacher to learner)" (p 1). Crotty (2005) borrows from Heidegger and Merleau-Ponty when he explains that humans do not create the natural world but "have to make sense of a 'world always already there'" (p 55).

- Teaching zone press and zone press breaker
- Teaching jump ball and out-of-bound plays
- Individual help in shooting and problem areas
- Scrimmages
- Floor hockey
- Attendance at Harlem Globetrotters game followed by a Pizza and Coke Bash back at the school
- An exhibition basketball game against another school in our system

Note: The exhibition game and all other activities involving basketball skills were videotaped and shown to the boys after each section.

Purpose

- To develop a feeling of team togetherness, pride and spirit. In other words, a good team attitude
- To improve the boys' individual basketball skills
- To teach and review offences and defences for the upcoming season
- To have fun

Editor's note: My favourite athletic story my father tells about basketball teams is their lead-up game to the tipoff game at Pauline Johnson Collegiate and Vocational School in Brantford High School in the late fifties. Five days prior to their first game, the main gym was taken over by the basketball teams and students for a 120-hour continuous game. Players signed up with either the maroon or white team for 1.5-hour shifts for mixed teams that did not conflict with their class schedule. The game never stopped 24 hours a day, although, as you can imagine, the game was less energetic at 3 AM. Spectators would trickle in for hours on end and leave to go home to sleep only to return to the game the following day. The players would bed down in the cots set up in the locker rooms. The score ran the entire game. Food was brought in and shifts rotated without stopping the play. Here is the best part: the game ended just prior to the first off game where the ball that was run for the week was used for tipoff to start the season. Now that is building anticipation and school spirit for a season!

Use It on Monday

Homegrown Dodge Ball Games

Dodge ball, the quintessential game of intimidation ... well, at least it was when we played the game with those red utility balls that left cool little lines on our cheeks when we got hit in the face (not to mention enough neck trauma to kick-start a chiropractic boom). However, dodge ball does not have to be intimidating. Below is the nitty-gritty of the game as we see it. There are many games that come directly from the testing grounds in Calgary schools.

A Few Considerations Before the Games

Have you checked the safety guidelines? Following are the recommendations.

The Balls

There are size recommendations for the gator balls (yes, those soft-covered balls that kids love to destroy). The small hand-sized balls inflict less injury because they are lighter; however, students are more prone to elbow strain due to the light weight. Put away the volleyballs, utility balls and basketballs we played with. They are no fun for anyone.

Warm-Ups

Dodge ball is definitely not a roll-out-the-ball game. Repetitive injury is common, so a good warm-up for shoulders, wrists and elbows is imperative (one student broke his ulna throwing a ball). Remember that dodging can strain bodies. Full body warm-up for limbering up the cat-like reflexes is recommended. Make these fun and involved, and be creative. It is a great idea to stop the game periodically to stretch out arms and bodies that are being jolted.

Skill Development

Dodging projectiles is not a natural thing. This needs to be taught progressively. (Your creativity is the only limitation, but no cars or wrenches please.) Start the students with a basic dip on a high throw, and then have them move into a side step and a split leap while their partners throw balls at them from a set distance. If they start at 50 per cent power, they will be warming up their arms. Same goes for throwing the ball. Many students do not have strong fundamentals, so this can be a great place to work opposite foot, shoulder rotation and follow-through, and even, for the advanced kids, aiming and not telegraphing your throw. Try introducing the skills needed to block a ball with another ball or catching a fast and furious ball.

Shoulders Versus Hips Down

When unsure about your students' safety level or skill, consider having a hips-down rule instead of shoulders. It is a completely different game and removes a great deal of risk.

Mats and Other Barricades

NEVER let a student hide behind a mat or other barricade. Mats are great for giving students shelter but can quickly become dangerous. When players stumble into them or run into them purposefully, the sitting student is bent over unnaturally. (One student sprained his back, and another broke his radius/ulna.)

Facility

Always complete a precheck for dodge ball. Any dangerous wall and floor surfaces (material on floor), open doors (some students find it easy to sneak out)

them to do much more than advise and/or evaluate; they must also be capable of listening, questioning and encouraging reflection (Boreen et al 2000). In addition to having these developed skills, Boreen et al (2000) also suggest that mentor teachers have three to five years' successful teaching experience, teach in the same content area or grade level as the beginning teacher, teach near the beginning teacher, be older and be aware of gender differences.

In addition to the previously outlined ideal teacher education program at the University of Nottingham in England, Levine (2006) found that one quarter of American teacher education programs embraced practice and practitioners and were worthy of being labelled excellent programs. Levine (2006) recently profiled four of these excellent teacher education programs (Alverno College, Emporia State University, Stanford University and University of Virginia), acknowledging that each institution has its own unique qualities:

> These institutions differ in the types of teacher education programs they offer: four-year undergraduate programs, five-year undergraduate/graduate programs, and a 15-month master's program. They are small and they are large. They are less selective and highly selective. They are public and private, religious and nonsectarian. They are located in different regions of the country at baccalaureate colleges, master's granting universities, and research universities. (Levine 2006, 81)

Given this variety in structure, Levine (2006) was nonetheless able to identify a number of shared characteristics within exemplary programs: clearly defined knowledge and skill objectives for teaching excellence, an early and sustained field experience providing the immediate application of theory into classroom practice, a close connection between the teacher education program and the school sites for field placements, and high graduation standards.

Although the development of general pedagogical expertise may be a familiar intention of many teacher education programs, such efforts are not always strongly supported by the literature. For example, Goldhaber (2004, 91) has noted that "teachers with higher levels of academic proficiency [as opposed to pedagogical expertise] are more effective." That is, Goldhaber proposes teaching effectiveness to be more related to one's academic content knowledge than to one's pedagogical knowledge. Suggestions such as this, in which mastery of what to teach is held in higher esteem than mastery of how to teach, welcome questions about the value of teacher education programs that focus on pedagogical development. Stotsky (2006, 258) says that this might partly be an obvious matter of common sense, and he rhetorically asks "how can a teacher teach what she or he does not know—or know well?" Furthermore, Stotsky (2004, 259) believes that

> there seems to be no body of sound empirical research showing clear effectiveness in favor of traditionally prepared and licensed teachers (who have by definition taken courses in pedagogy) in contrast to those who have come into teaching via an accelerated route (who by definition have taken little or no initial course work in pedagogy).

Nonetheless, despite Stotsky's (2006) favouring of academic content knowledge in this manner, she also clearly says that generic and subject-specific pedagogical knowledge also includes essential knowledge and skills for the successful beginning teacher. Furthermore, she holds that subject-specific pedagogical skills "are far more important than most of the generic, or standard, pedagogical skills" (Stotsky 2006, 260). Her argument then is not for eliminating pedagogical training from teacher education programs, but rather, for supporting the need for privileging subject-specific pedagogy.

There is not consensus, however. For example, although Levine (2006) identifies a number of exemplary programs (and their shared characteristics), he also recognizes that there is currently a lack of consensus about teacher effectiveness and ideal teacher training programs. Furthermore, Glickman, Gordon and Ross-Gordon (2004, 105) propose that "issues of school and teaching effectiveness are *not* [emphasis added] clearly answered by research, but instead must be resolved by human judgments about goals and purposes." Hammerness et al (2005, 385) offer a framework for teacher learning, suggesting that

> new teachers learn to teach in a community that enables them to develop a vision for their practice; a set of understandings about teaching, learning, and children; dispositions about how to use this knowledge; practices that allow them to act on their intentions and beliefs; and tools that support their efforts.

alternative programs. With educational criticisms coming from both outside of and within the education field, there is no shortage of emotion or attention to issues related to the education of preservice teachers. The observations and conclusions by prominent scholars in concert with such educational authorities as the Committee on Teacher Education (CTE), the American Educational Research Association (AERA), and the National Research Council (NRC), though informative, nonetheless still reveal that "both the research on and the practice within teacher preparation require further attention" (Borko, Liston and Whitcomb 2006, 202). Such a suggestion, however, does not imply that there is a want of relevant educational research in this area, but rather, that increased attention ought to be afforded to the growing body of contemporary research that exists.

Darling-Hammond (2006) suggests that lay observers' disdainful belief that teaching requires limited formal study ought to be refuted, especially since we currently have an improved understanding about what constitutes a strong and effective teacher education program. From this body of research, Darling-Hammond (2006) suggests that quality teacher education programs feature a tight coherence and integration among courses, and between coursework and field experiences, extensively and intensely supervised field experiences linked with coursework, and proactive school relationships that serve diverse learners, and develop and model good teaching. Nonetheless, despite the wealth of information about idealized teacher education programs and the "heroic work ... going on to transform teacher education [as a] growing number of powerful programs are being created" (Darling-Hammond 2006, 310), watered-down teacher preparation programs continue to graduate unqualified teachers into schools. Such questionable programs might include provisions for emergency teaching permits, alternative pathways to certification or waivers for any teacher training at all (Darling-Hammond 2006).

One might wonder if it is only these "watered-down" teacher education programs that are being referred to when frustrated beginning teachers point "to their teacher education programs, saying that these had not prepared them for the 'real' world of teaching" (Barrett Kutcy and Schulz 2006, 39). Barrett Kutcy and Schulz (2006) suggest that teacher educators ought to closely consider these beginning teachers' observations and, in turn, should strive to work "more actively to bridge the divide between theory and practice" (p 38). Furthermore, such an approach need not necessarily end at graduation; Barrett Kutcy and Schulz (2006, 38) further propose:

> To support the growth and development of new teachers, faculties of education must extend their presence beyond the pre-service program to in-service teaching by providing specific ongoing support to student teachers after graduation.

So as to not suggest an idealized structure without the benefit of a practical example in place, Barrett Kutcy and Schulz (2006) propose models like that at the University of Nottingham in England; included with that university's partnership system is a year-long induction period characterized by a decreased teaching load, inschool mentorship and continued university meetings with a cohort and university instructor. Because the first year of teaching can be especially challenging, such an induction process might allow beginning teachers to make connections between their coursework's theoretical grounding and their real-world classrooms. Furthermore, supportive induction programs might also rightly allow for neophyte teachers to address the emotional intensity of teaching while they receive adequate support for their own learning (Liston, Whitcomb and Borko 2006). Clement, Enz and Pawlas (1999) also recognize the importance of quality induction programs. To be successful, they suggest that induction programs ought to be "immediate, based on the developmental needs of the apprentice teachers, and comprehensively woven into the fabric of the school system" (Clement, Enz and Pawlas 1999, 51).

To be sure, such induction and mentorship programs come with considerable expense. Nonetheless, Liston, Whitcomb and Borko (2006) acknowledge that requiring beginning teachers to bear the financial burden of such an experience is not just, and they "urge schools of education to work with districts to develop new funding models that redirect resources spent on student teaching supervision, hiring, and induction coaching to support internships and to develop strong partnerships" (p 356).

Mentorship ought to pair beginning teachers with mentors who have proven to be skilled and effective. Mentor teachers need to recognize that their roles require

and benches in bad spots need to be identified and dealt with. Use blue mats to protect corners.

Teacher Moves

These moves are guaranteed to entice your students.

Going fishing. Holding two balls, one in each hand, toss one or roll one to a student who is your target. When the student goes to catch the ball or pick it up, throw the ball in your strong hand.

One two. Holding two balls, one in each hand, throw the ball in your weaker hand at your target, then immediately throw the other. They won't know what hit them.

Stare down. Focus 100 per cent on one student while holding a ball. When you see another student in your peripheral vision, hit that student without looking at him or her.

Matrix. Stand in the middle of one end and tempt students to hit you. Very rarely can they hit a stationary target, and if you are far enough back, you have ample time to move out of the way. The harder they try, the worse their aim gets.

Blanket Rules

No head shots. If an injury occurs, the throwing student must stay with the injured student until they can rejoin the game. If the injured student is out for the game, so is the student who hit the student. Both must keep the teacher informed of the student's condition. The student who inflicted the injury must physically apologize (crunches) to deter further such action. Head shots are a concern for students in wheelchairs and special needs students. Please know and understand the condition of such students. Some students will use elaborate apologies, songs and dances to excuse their behaviour. You need to impose consequences that the kids will remember and that you can monitor.

Stay away from the walls (especially the back wall). If a ball hits a student and knocks his or her head against a wall, the injury can be serious. This rule takes time to enforce because those who do not jump into the game tend to migrate to the back. These students must be given strategies to stay safe.

Respect your opponents. Use necessary force and no dangerous play. Give minor or major penalties based on your judgment (two to five minutes).

Necessary force. The art of dodge ball is tricking your opponent and playing clean. Using necessary force when throwing must be discussed and is essential for safety and injury prevention.

Always start the game in a controlled manner. Stretch for five minutes, focusing on shoulders (on the wall), back, neck and forearms. Stop the games about halfway through and have students restretch their shoulders and arms.

Lord of the Rings Dodge Ball

Elisha Gordey

History of the Game

During our dodge ball unit two years ago, I wanted to create a game based on something that would really involve the kids. Some movies have a fantastic storyline that can help keep games moving and challenging; for example, *Lord of the Rings* and *Harry Potter*. Soundtracks provide that extra punch that students love.

Equipment

- 4 goal nets (Orcs Pit)
- 2 exercise mats (Elves' Magical Shield)
- 20 blue trifold mats (Fortress of Man)
- 2 small fit balls (Trolls's Mining Explosive)
- 2 high jump mats (Wizards' Tower/Hjels Deep)
- 2 stopwatches for the Gandalfs
- 2 colours of pinnies (Frodo and Gollum)
- Dodge balls

Game Play—Set Up

- Class is divided into two even teams, each with its own half of the gym.
- Teams are given 10 trifold mats that they must use to build their Fortress of Man in a specified location. The design is entirely up to them.
- Teams select one player to be Gandalf and one player to be Frodo.

Game Play—This Game Includes Three Stages

In All Stages

- Man has provided you with the use of his fortress. If it falls, it must stay fallen.
- The Wizards and Ents have granted you the protection of their tower. If it falls, it is forever lost.
- The Elves have presented the armies with a magical shield to protect them from all that seek to harm them. This shield does have its limitations. Only one soldier at a time may be protected (exercise mat).
- The trolls have donated their newest and most advanced tool. They have created an explosive. Its only limitation is that it must stay in contact with the ground at all times; otherwise, it vaporizes as the air sucks the moisture out of its fragile shell from all directions (fit ball). The purpose of this tool is fortress demolition.
- Golum is searching for his Precious. It has been lost, and he is sinking into a state of insanity. If players sink a ball into the basket on the opposing team's back wall, they become Golum, invisible by having succeeded in finding and putting on the ring (the ball through the hoop, the finger through the ring). They quickly grab the designated pinnie, become invincible and may roam anywhere in the gym. The only way to stop Golum is to have Frodo find him and hit him with a ball thus regaining possession of the ring. Golum, on his reign of terror, may hit any person he chooses in any location in the gym. Once players are hit, they must follow the rule for being hit in the stage of the game they are playing.

Stage One: Fellowship of the Ring (Doctor Dodge Ball Gandalf)

- The power of the fellowship is strong as all races work together.
- If Gandalf is hit, he must direct his powers inward to heal himself for three minutes, so that he may again help bring his fallen friends to life.

Elisha Gordey teaches physical education at Woodman Junior High School, in Calgary, and is actively involved in promoting an active, healthy lifestyle. She holds a special place in her heart for the sport of track and field, coined the grandfather sport, and is involved in promoting track with the Calgary Board of Education and coaching Calgary Track and Field. "I have always loved running because it is something you can do by yourself and under your own power. You can go in any direction, fast or slow, fighting the wind if you feel like it, seeking out new sights just on the strength of your feet and the courage of your lungs."

Using the ACDE Accord on Initial Teacher Education (2007) as a framework for considering the students' perceived experiences within their PETE program, the following general research questions guided this phase of our investigation:

- How do PETE student teachers experience partnerships between the university and schools, and how do these partnerships allow student teachers to interweave theory and practice while also collaborating with teachers to develop effective teaching practices?
- How do university teacher education programs promote PETE students' awareness of diversity, inclusion, understanding and social responsibility?
- How do university teacher education programs prepare PETE students to gain sound knowledge of subject matter and pedagogical expertise?

By focusing on research questions such as these, it was believed that it would be possible to understand how successful the University of Alberta's current teacher education program's structure has been in its efforts to support the "development of [PETE students'] situated practical knowledge, pedagogical knowledge, and academic content knowledge" (ACDE 2007).

It is no coincidence that in addition to their relation to ACDE's (2007) accord, these research questions are also related to Darling-Hammond and Baratz-Snowden's (2005) conclusions about what beginning teachers ought to know. In fact, for Darling-Hammond and Baratz-Snowden, knowledge of learners and their development in social contexts, knowledge of subject matter and curriculum goals, and knowledge of teaching are essential to understanding teaching and learning. Indeed, it is not difficult to recognize how ACDE's Accord on Initial Teacher Education (2007) often parallels Darling-Hammond and Baratz-Snowden's (2005) position, which is also held by the US National Academy of Education.

Literature Review

Undoubtedly, many beginning physical education teachers likely envision themselves teaching and learning within their subject areas for long and rewarding careers. However, like many of their Canadian and American counterparts, several of Alberta's education graduates do not enter, or remain, teaching soon after graduation. Given that 30 per cent of beginning American teachers and 10 per cent of beginning Canadian teachers leave the profession within three years of certification (Bullough, Knowles and Crow 1992; King and Pert as cited in Cole 1994), beginning teacher attrition rates are rightfully attracting the attention of both recruitment personnel and policy-makers in many school jurisdictions and teacher education programs. While the fact that 10 per cent of beginning Canadian teachers leave the profession within three years of certification is worrisome, even more troubling is that 30–50 per cent leave teaching after five years (College of Alberta School Superintendents 2007). Furthermore, in a recent Canadian Teachers' Federation (CTF 2000) nationwide survey of school districts, supervisors' responses regarding the perceived contributors to an upcoming teacher shortage included having fewer graduates from faculties of education coupled with a high turnover of beginning teachers. To these happenings, Boreen et al (2000) recognize that the "low numbers of beginning teachers who remain in the profession do seem daunting. Despite their initial enthusiasm, far too many abandon the profession, depressed and discouraged" (Boreen et al 2000, 6). Physical education teachers who enter what is at times somewhat aptly labelled the sink-or-swim profession that "eats its young" (Halford 1998, 33) are not immune to such attrition either. Because so many beginning teachers leave the classroom within five years of graduation, it is especially important to look at their teacher training programs to determine if it is possible that their programs might not be preparing them for the real world of teaching.

With the widespread recognition that teachers are central to the success or failure of students, increased attention is being placed both on teaching and teacher education programs (Cochran-Smith 2006). As Cochran-Smith suggests, "As a nation, we have finally acknowledged the incredible importance of teachers' work for the achievement and life chances of the students they teach" (2006, 98). Recognizing that "teacher quality makes a significant difference in student learning" (2006, 19), Levine (2006) further contends that calls for reform in teacher education suggest a need to improve the quality of the teacher force. As various groups debate whether teaching is a profession or a craft, proposed models of teacher education include traditional and

of Canadian Deans of Education (ACDE) includes deans and directors from most Canadian degree-granting education programs. Given that CSSE is the "largest organization of professors, students, researchers and practitioners in education in Canada" (CSSE 2007), ACDE has ample opportunity to reach an eager and plentiful audience. ACDE's recent Accord on Initial Teacher Education (2007) explicitly recognizes that the articulation of guiding principles ought to be partly dependent on the context of the individual member institutions. Perhaps equally important, however, is ACDE's view that certain broad characteristics must nonetheless be evidenced in all initial teacher education programs, regardless of context. For example:

> It is ACDE's view that programs of initial teacher education should involve the development of situated practical knowledge, pedagogical knowledge, and academic content knowledge, as well as an introduction to research and scholarship in education. Essential to that development is a form of induction into the profession as well as ongoing communication with professional peers. (ACDE 2007)

With such goals related to practical, pedagogical and academic content knowledge, in addition to an induction process supported by professional peers, ACDE (2007) further outlines 12 principles related to initial teacher education programs. Included within this list are three principles that were especially focused on as part of our recent study of the University of Alberta's physical education teacher education (PETE) program. These principles include the following:

- An effective initial teacher education program involves partnerships between the university and schools, interweaving theory, research, and practice and providing opportunities for teacher candidates to collaborate with teachers to develop effective teaching practices. [. . .]
- An effective initial teacher education program promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities. [. . .]
- An effective teacher education program ensures that beginning teachers have sound knowledge of subject matter, literacies, ways of knowing, and pedagogical expertise. (ACDE 2007)

This article presents the findings from this investigation; the study was a single stage of a larger research project aimed at gaining a deeper understanding of PETE programs within bachelor of education (BEd) degree-granting institutions throughout Canada. Though the larger research project included data gathered from faculty, documents, graduates and students from university and college institutions throughout the entire country, this article presents the findings from a mixed-methods case study of the experiences of one university's PETE students.

Given that the "publication of teacher preparation practices in physical education teacher education has been scarce" (Strand 1992, 104) and that these PETE students are recent graduates of an especially large Canadian university that, like others, is considering structural changes based on its own recent undergraduate program review, we believe that PETE students' insights deserve special attention. Indeed, a focus on the insights of beginning teachers is not new; an increasing number of teacher educators and researchers are rightfully concerned about and are taking notice of beginning teachers' observations and experiences (see Barrett Kutcy and Schulz 2006; Goddard and Foster 2001; Hobson 2002; Marable and Raimondi 2007).

Purpose of the Study

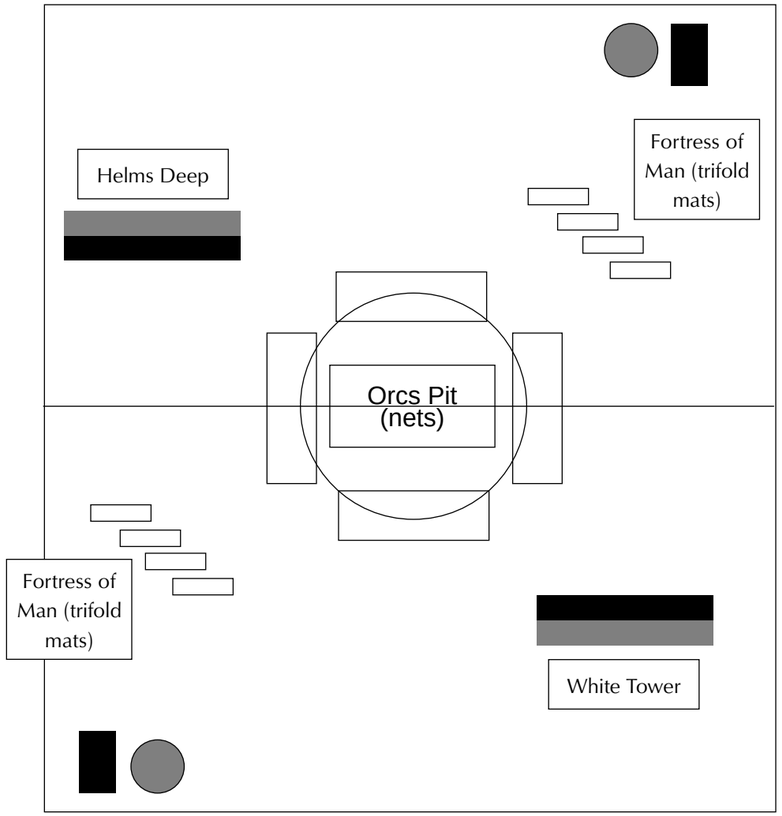
The aim of the large-scale study was to investigate PETE programs across Canada, with a focus on understanding similarities and differences with respect to issues such as course requirements and offerings, program structures and rationales, privileged discourses and the organization of student-teaching field experiences. The purpose of this particular study, with PETE students as the subjects of interest, was to gather the perspectives of preservice physical education teachers themselves, understanding that their experiences and observations might prove to be especially helpful when program reforms or initiatives are under consideration. While it was possible for the student-teacher responses to have shared little with, or even to have contradicted, recent research-based conclusions about idealized teacher education programs (see Cochran-Smith and Zeichner 2005; Darling-Hammond and Baratz-Snowden 2005; Levine 2006), we believed that their perspectives must nonetheless be considered.

Stage Two: The Twin Towers, The Evil Is Growing

- Mordor has become so strong that Gandalf's powers can no longer bring the fallen back to life. The ties of friend and foes are becoming blurred as the evil of Mordor radiates throughout middle earth.
- As players on each team are hit, they must join the other team (domination dodge ball).

Stage Three—The Return of the King

- Mordor's evil is felt everywhere. It radiates through the body to the pit of the soul. The time of the great battle is nearing.
- If you are hit in this stage, you must go to the Orc's Pit and begin your transformation into an Orc.
- The Orcs have poison running through their veins. If they hit another player from their pit, that player must join them.
- When the Orcs's army has grown in numbers and they are ready to invade, all of mother earth rallies on one side of the gym to fight the evil Mordor has brought. The Orcs fill the remaining half of the gym, and the last person standing wins.
- This last part of this stage is elimination dodge ball. When only three members are left on any side, they may go anywhere.



Dodge the Handball

Collette Anderes

Objectives

- Students will practise their overhand throw.
- Students will work on accuracy during shots on goal and when they are attempting to hit opponents.
- Before they throw, students will take the three steps used to attack in handball.

Objective of the Game

- To knock down all members of the opposing team by striking them with a dodge ball before their own team is eliminated.

Equipment

- 15–20 dodge balls for a class of 30 students
- 2 handball or hockey nets

How the Game Works

- Divide your class into two groups. Install a handball or hockey net as the goal on each basketball key baseline or closer (for younger grades). Put all the dodge balls on the centre line of the gym.
- On the signal, both teams start the dodge ball game. If players get hit anywhere below the head, they sit down. If players get hit in the head or catch the ball thrown at them, the person who threw the ball sits down. Players must take three steps before they throw the ball. Remember, you are working on the three-step attack found in handball.
- When players get the ball into the opponents' net, they obtain a prison break and free their whole team. Goalkeeping is not permitted; players cannot remain in front of the goal for extended periods of time.

Extension

- Insist on three steps and a takeoff before the throw to practise jump shots.
- Allow a goalkeeper in front of the goal.

He Shoots. He Scores.

Editorial note: I use this game as a lead-up to handball.

Divide the class into two teams. Set up two hockey nets at each end of the gym with a folded blue mat in front of each net (this will be the no-people zone). The game is classic revenge. If you are hit, you stay down until someone hits you. While sitting, you can throw the ball but only at the person who hit you; if you hit him or her, you are up and that person is now down. Each team needs a goalie (this person can change). If teams score in the net, their whole team is free. Goalies must stay off the folded blue mat. If a goalie is hit, he or she must sit away from the net area.

Research

Physical Education Teacher Education (PETE) in Alberta

Daniel B Robinson and Nancy E Melnychuk

Introduction

Daniel B Robinson

Nancy E Melnychuk

Many teacher education programs in Canadian universities have recently completed, or soon will, their own internal reviews (Wimmer and Walker as cited in Foster and Nocente 2007). Such self-initiated reviews have likely, in part, been in response to those institutions' goals of bettering the teacher education experiences of their own university students. Furthermore, as an increasing body of research capable of informing teacher education practice becomes available (see Cochran-Smith and Zeichner 2005; Darling-Hammond and Baratz-Snowden 2005; Levine 2006), universities are perhaps now, more than ever, able to address their perceived programs' shortcomings with research-supported reforms or initiatives. In light of this, Liston, Whitcomb and Borko (2006) have urged teacher education programs to engage in critical assessments of their own existing programs while investigating the merits of others.

Though many degree-granting teacher education programs may be undergoing such reviews independently, their concerns, observations and reactions often suggest that more similarities than differences exist between institutions. Indeed, given the commonalities among the various universities' teacher education programs, a recent collective accord has allowed for Canada's education faculties and schools of education to set forth guidelines for their own idealized teacher education programs. As a constituent association of the Canadian Society for the Study of Education (CSSE), the Association

Daniel Robinson is a field experiences associate and doctoral candidate at the University of Alberta. His current research agenda focuses on the attitudes, experiences and beliefs of disengaged physical education students.

Nancy Melnychuk is an associate professor in the Faculty of Education at the University of Alberta focusing on teacher education and physical education, bridging the gap between theory and practice while involving schools, inservice and preservice teachers, and students as research partners. She models active living with her husband and daughter.

Secondary batsman ready to run.

Wicket keeper and batsman box.

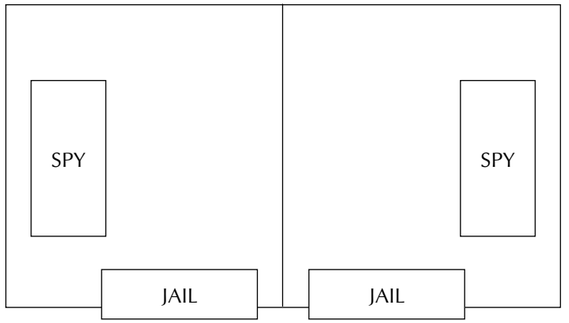
Confidence and a great stance for a primary batsman.

Soft landing in field.

Spy Ball

Chris Ohama

Spy dodge ball is a great and fun game for all skill levels of dodge ball. There are many aspects of the game that require different strategies and abilities; therefore, all students can effectively be involved. The class is split into two teams; each team has one spy on a crash mat or floor mat placed at the other end of the opposing side. One bench set on both sides serves as a jail.



The goal of the game is to eliminate all players from the opposing side, though this rarely happens. Players are eliminated in the following three ways:

1. Getting hit with a dodge ball (shoulders and down).
2. Catching a ball in midair that was thrown by the opposing team.
3. Getting hit by a ball thrown by the opposing team's spy that the spy caught from a teammate's pass.

Players go to jail when they are out. The only two ways they can get out of jail is if their spy catches a pass in midair from their team or if the teacher calls jail-break. Following are a few rules to add to the game:

- The spy cannot leave the mat.
- No one can pass over the centre line.
- Deflections with a held ball are not permitted, but thrown balls can intercept other balls in the air.
- If other players make contact with the spies or the mats, they go to jail.
- Spies can only play balls that are passed to them and caught in mid-air from their own team.

Variations of the game can include having more spies allowed on one mat, playing a ball off the wall, making deflections legal and allowing more than one teammate out of jail if the spy catches a midair pass. Your students will love this unique game of dodge ball because it is enjoyable and involves everyone. Good luck and have fun.

Chris Ohama is proud to have been born and raised in Calgary, Alberta, and to currently teach at Woodman Junior High School in Calgary. He loves to be active in the outdoors and to explore the beauty of nature. Along with being involved with coaching and playing volleyball for 13 years, he has been known to break it down as a B-boy. As he continues his journey of life, he lives by the saying, "Impossible is nothing" (Reebok).

Fitness Dodge Ball

Woodman Junior High School Staff

History of the Game

Circumstances—small single badminton court, lower gym, 30 students, nowhere else to go, lots of energy and a desire to have fun.

Solution—throw balls at each other to force the other team to work out.

Result—a game that is forever in my arsenal for warm-ups or full-class activities.

This is a simple game to set up and gives students a quick and entertaining workout. We often use it as a warm-up or a finishing exercise. Be creative and change it to suit your needs. Before you give any rules, have your students brainstorm some body weight exercises that can be done with no equipment (or minimal equipment that is easily transported, such as towels, tubing and mats).

Rules of Engagement

- When students are hit the first time, they will do one of the exercises you choose for the round; for example, jumping jacks.
- With each additional hit they sustain, they will double the number of repetitions of the exercise.
- You must decide if head shots are allowed. Please see introduction for ideas.

I usually change the exercise as soon as a student completes 32 or 64 repetitions and start over. I had a student go all the way up to 128 and was so proud that he made it. I have had to do 128 pushups, so carefully choose when to participate because you will be a target.

Example

First hit = 1 rep
Second hit = 2 reps
Third hit = 4 reps
Fourth hit = 8 reps
Fifth hit = 16 reps
Sixth hit = 32 reps
Seventh hit = 64 reps

The students in the pictures have played for two years. It is important to go over the basics of cricket catching, batting and bowling. But even if your students are new to the game, they can experiment. Batting is the key, and they should not swing like baseball. In the winter slow down when running by lowering the centre of gravity and taking short steps, running head forward and not looking back. We play a myriad of tag games to keep this fresh in students' minds. We had great weather as you can see by the shorts, but we enforce winter dress code to prevent students from having negative cold weather experiences. Thanks again to my classes who played hard on this fantastic day in April.

If you have modified a game that you are proud of and that your students love to play, please submit photos and a write-up so that we can all benefit from your brilliance! Remember that in order to identify the students, their guardians must sign permission letters.

The cricket pitch.

Bowler, two batsman and wicket keeper.

Winter chair wickets.

A big thank you goes to a fabulous physical education team who is willing to jump in and have fun when the opportunity arises to make lasting memories for our Woodman Junior High School students.

Snow Cricket

How do you design a year plan that works with the weather in this province? You don't. You adapt and make it work. I created and set up this game in one hour prior to my first class on a snowy day in April. Thanks go to my students, who entertain my modification whims and bring so much energy and enthusiasm to the game. Cricket has been a staple unit for five years at Woodman, and I was not willing to lose even one day. This game was designed to get the batters out more easily and to keep the rotation moving to minimize standing.

Concept

To create a game that closely resembles cricket that can be safely played in the snow.

Equipment for Four Games of Up to Six Payers

- One good snow shovel to clear off the pitch
- Four chairs rigged up with cardboard backs for the wickets (you will never pound them into frozen ground and the plastic wickets break)
- Eight cricket bats
- Six tennis balls wrapped with electrical tape or duct tape (deadens the bounce and waterproofs them)
- Sixteen small cones (triangular are best in winter) to mark the batting box
- Four large cones to mark the bowlers' release line

Pitch

As you can see in the photos, the pitch is shovelled to the grass and makes a perfect bowling and running surface. Width of the pitch is three shovel widths (enough for two batsmen to pass each other safely). The batsman boxes are approximately 1.8 by 1.2 metres and are anywhere from 7 to 12 metres apart. I also shovelled an area behind the bowler's cone so they can get out of the way or do a short run up to their release. Two small cones mark the front of each batsman's box and the large bowler's release cone is in the centre front of the secondary batting box. Pitches are minimum10 metres from each other all with the same orientation.

Rotation

After a batsman is out, fielder becomes bowler, bowler becomes wicket keeper, wicket keeper becomes batter, batter becomes fielder (usually you want a minimum of two fielders). I always play that every batsman that gets out receives a huge round of applause. It is a game of etiquette after all.

Bowler

As in standard cricket, the bowler always bowls from the same end of the pitch. They must release the ball with a straight arm and the ball must bounce before hitting the wicket (cardboard on the chair).

Batsmen

- Batsmen must run on any hit ball.
  - Batsmen switch ends as they run and can run as long as they think they can make it safely to the next batter's box. If one goes, the other must also go. The goal is to get as many runs as possible.
- The ball must be hit forward (primarily due to smaller numbers of players on each pitch).
- Two batsmen are playing at the same time. The batsman by the bowler must stay in the wings of the batsman's box during the bowl (release of the ball). The primary batsman is the one hitting the ball.
- Batsmen get out one at a time, not in pairs. Although they work together, they are on their own.
- The batsmen will be out if one of the following occurs:
  1. Hit wicket: The primary batsman hits the wicket with the bat.
  2. Caught ball: A fielder, bowler or wicket keeper catches the ball on the full (in their air).
  3. Dropped bat: Either one of the batsmen drops their bat during play at any time.
  4. Bowled out: The bowler hits the wickets off a bounce (it's a much larger target).
  5. Run out: Any fielding player hits the wicket (or places the ball on the bowler's cone) before the batsman can get any part of his or her body (or bat) behind the batting box cones. (This is what increases the game speed.)

The result is a fantastic day of hard competition with a lot of laughs.

Cooperative Activities for Elementary Children: A Developmentally Appropriate Approach

Colin Saby, Clive Hickson and Stephen Berg

> Cooperative learning is a teaching method that requires children to work together in heterogeneous groups. The groups work toward a common goal while each student is accountable for his or her own contribution to the activity.
>
> *—Whistler and Williams*

Why Cooperative Games?

- They are effective for helping children learn game skills, motor skills and social skills at the same time. Students can achieve more through cooperative learning.
- Today teachers have a greater responsibility to teach interpersonal skills. Cooperative activities help students develop skills, such as how to problem solve, take turns, show respect, be active listeners and so on.
- They are excellent for including children with different strengths and needs. Cooperative activities allow us to include children with special needs meaningfully and effectively.

Tips

- Teacher should typically choose the groups. Student groups should reflect a range of abilities, personalities, gender and backgrounds.
- Students establish interdependence among the groups.
- Initially assign every group member a role; for example, leader, equipment collector, cheerleader, timekeeper, coach, speaker and so on.
- Explicitly teach how to use and appreciate effective interpersonal skills.
- Assess each student in the group individually for the contribution he or she made to the group. This ensures that no one takes a free ride.

Cooperative games are noncompetitive games with six key elements:

1. Fun—Students should leave the lesson having enjoyed themselves.
2. Cooperation—Students help one another.
3. Equality—Everyone has an equal role in the game.
4. Participation—All students are active; no one is eliminated from the game.
5. Trust—The games should require the students to rely on each other.
6. Success—Students should experience a sense of accomplishment.

What Is a Developmentally Based PE Program?

> Those which are based on knowledge of what is appropriate for the group of children served as well as information about what is individually appropriate.
>
> *—Bredekamp*

Colin Saby is a graduate student and sessional instructor in the Faculty of Education at the University of Alberta. He teaches physical education curriculum and instruction courses. His areas of interest are children's physical activity self-efficacy and successfully including children with unique learning needs.

Clive Hickson has been a teacher and school principal in both elementary and high school environments, has served on numerous education committees and has worked on provincial curriculum resource development. He is currently an associate professor at the University of Alberta preparing elementary school preservice teachers to teach physical education.

Stephen Berg is a faculty member in the Department of Physical Education at Grant MacEwan College. His research interests include effective teaching methods of physical education, physical fitness and healthy bone development in elementary-aged school children. Stephen has received two university teaching awards for excellence in undergraduate teaching, and currently teaches undergraduate courses in physical education and health education.

This session was presented at the 2007 HPEC annual conference.

It is important to remember the following:

- Children pass through a series of developmental stages according to their level of maturity and ability, rather than chronological age or grade level.
- The sensitive times for growth and development appear to be early in a child's life and certainly not after puberty.
- The elementary school physical education experiences for children can determine the limits of their future potential.

The Role of Developmentally Appropriate Cooperative Activities in PE

- Children learn to move with strength, control, agility, speed and balance in relation to an object, a target, a group member and space using creativity and problem-solving skills.
- Involvement can improve physical fitness and locomotor, nonlocomotor, manipulative and sport-specific skills.
- Emphasis and purpose of cooperative activities in the physical education program depend on the developmental level of the child.

Developmental Level I: Grades K–2

- Children tend to be egocentric, curious and enthusiastic.
- They need lots of praise and tire quickly.
- This is an important time for the acquisition of locomotor, nonlocomotor and manipulative skills.
- Children enjoy simple activities and games, such as tag, running, rolling, throwing and catching.
- Individualistic stages of children at the beginning of this level require games to be of an individual, partner or small-group nature.
- At the end of this level, activities can be a little more complicated and simple. Structured games can be introduced.
- If taught progressively, with exploratory teaching methods, games can promote positive sporting behaviour and attitude, leadership skills and creativity.
- Noticeable differences in interests and abilities in children are evident throughout this level.

Developmental Level II: Grades 3–4

- Children still enjoy simple activities and games, such as running, tag and so on.
- This is an important transition period.
- Children develop greater proficiency in their basic fundamental motor skills.
- Children are willing to practise to improve skills.
- New social and psychological needs mean that children tend to like more organized, complex and challenging team games and activities.
- Children become increasingly more interested in activities involving social interaction, group activity and success.
- Children prefer adult-led activities.

Developmental Level III: Grades 5–6

- Transition period for basic skill acquisition is almost complete.
- Simple activities and games are less important, although they can still be used as a fun or warm-up activity.
- Dominant interest for most children tends to lean toward team or group activities.
- The major emphasis is the acquisition and perfection of skills and strategies.
- Children are willing to practise for extensive periods of time.
- Children display an intense need for responsibility in the activity.

Canadian Opportunities: Winter at Its Best

Paul Marlett

A Snow Day to Remember

During our last big April snowstorm, buses were late, teachers were stuck in the snow and classes were skeletal, so we decided to have the best possible snow day at school. It started innocently with snowmen replicas of our administrators and a snow couch that seated 10 students complete with a footrest. From there it escalated into a 42-inch flat screen TV and mermaids. But, alas, the snow was being used too quickly in front of the school, so to the fields we went. Competitions started with a simple challenge: Who could roll the biggest snowball in 45 minutes? A group of Grade 7 girls conspired to roll a four-foot diameter ball of snow. This was very impressive, but the classes were not going to be out rolled. By the end of the day, seven snowballs between four and six-and-a-half feet in diameter were lined up on one end of the field, and a myriad of balls were scattered around the field. These snowballs weighed approximately 700 to 1,000 pounds a piece. It became our workout for the day. It took 10 Grade 9 boys and three physical education teachers to roll our largest ball into place with much rest, lactic burn and teamwork.

The best part of the day was walking in with the students and hearing their comments: "That was the best day. It was so much fun." "I am soaked and my hands are cold, but it was a great day!" "I know I am going to be sore tomorrow. That was way harder than I thought it would be." "Mom is not going to be pleased with how wet I got." "I can't believe I just spent 45 minutes making one snowball."

Going with the flow and honouring your inner three-year-old often leads to memorable days in physical education. We challenge all schools to top our wall. Send in pictures of your snow sculptures and monolithic structures as proof.

Woodman Junior High School students standing victorious atop the day's project of building the biggest snowball wall possible.

Left to right: Paul Marlett, Michele Michaud, Elisha Gordey and Chris Ohama from Woodman Junior High School on their student-built snow couch.

One of Woodman's master snow sculptors on his ergonomic snow lounger.

Paul Marlett is a physical education teacher at Woodman Junior High School, in Calgary, who is always looking for ways to modify games to play in our unpredictable weather.

Caterpillar—In pairs, front child stands and the back child bends at the waist and holds the ankles of the front child. On a signal, the pairs move caterpillar fashion around the gym. When teacher calls out "four," students must make a new caterpillar with four members. Teacher can call out any even number to create new caterpillars.

Parachute Games

Balloon—Working together the children inflate the parachute and take two or three steps toward the centre to create a balloon shape.

Mountain—Children form a mountain of air by quickly inflating the parachute and bringing it down to the ground. Children can kneel on the edge to keep the air in the mountain. Children can count to see how long their mountain will last. Having the children step inside the parachute as it is quickly brought down to the ground can alter activity. Children end up inside the mountain. Also, children can lie down on the ground as they bring the parachute down. The parachute is brought around the children's shoulders to keep the air in the mountain. This results in a very funny scene with all the children looking at each other with only their heads to be seen inside the mountain.

Statues—Divide children into groups of five or six. Ensure that the group members are not all standing next to each other and are spread out among the rest of the class. Call out the name of one group as the parachute is inflated. The group members must run under the parachute and create a statue in a set number of seconds. The children holding the parachute are not allowed to look at the group and must try to create a mountain of air for the group to work in. On the expiration of the set time, the parachute is raised to reveal the statue. Repeat for other groups. As students become more skilled, the class members creating the mountain of air can try to guess what the statue might be.

The Big Swap—Divide children into groups of four to six. Give each group a name. Ensure that group members are spread around the parachute and are not standing next to each other. As the whole group raises the parachute, the teacher calls out a group name, and members of the group have to run under the parachute and exchange places, give a group hug, sing a song or perform a dance, a number of exercises and so on before returning to their places safely. The rest of the class must keep the parachute inflated long enough for the group action to occur.

Group Crunches—Children sit on the floor with their legs under the parachute. Children need to pull the parachute taut. Children collectively lie back and pull the parachute tightly; they then have to try to sit up by pulling on the parachute. Repeat several times until children get the idea. Try to get the children to synchronize their sitting up. Have one side perform, then the other or have alternate children perform and so on.

Ball Roll/Throw—Using soft balls, have the children roll a ball around a parachute held at waist height. Count how many times it can be achieved. Change direction, too. See if the children can collectively throw or bounce the soft balls off the parachute. Can they throw off the yellow balls but retain the blue balls?

Resources

Barbarash, L. 1999. *Multicultural Games.* Champaign, Ill: Human Kinetics.

Glover, D, and L A Anderson. 2003. *Character Education: 43 Fitness Activities for Community Building.* Champaign, Ill: Human Kinetics.

Jones, A. 1999. *Team Building Activities for Every Group.* Richland, Wash: Rec Room.

———. 2002. *More Team Building Activities for Every Group.* Richland, Wash: Rec Room.

Kasser, S. 1995. *Inclusive Games: Movement Fun for Everyone!* Champaign, Ill: Human Kinetics.

Lichtman, B. 1999. *More Innovative Games.* Champaign, Ill: Human Kinetics.

Midura, D, and D Glover. 1992. *Team Building Through Physical Challenges.* Champaign, Ill: Human Kinetics.

———. 1995. *More Team Building Challenges.* Champaign, Ill: Human Kinetics.

PE Lesson Plan

Grade _____ Lesson/Unit: Cooperative Games Intro Date _____ Time_____

General Outcomes:			
A–Activity	**B–Benefits of Health**	**C–Cooperation**	**D–Do it Daily**
Specific Outcomes (Examples)	**Activity**—Student will perform locomotor skills through a variety of activities. (A1-1) Student will demonstrate ways to receive, retain and send an object with increasing accuracy. (A6-5)		
Specific Outcomes (Examples)	**Cooperation** Student will demonstrate etiquette and fair play. (C5-3) Student will participate cooperatively in group activities. (C4-4)		

Equipment:	**Safety considerations:**
chairs, CD player, music, beanbags, soft balls, hoops, pylons, blue gymnastics mats, tennis balls, clipboard, assessment rubrics, pen	suggest appropriate dress and footwear, discuss respect for personal space and limits, teach stop and go signals, return equipment safely

Special Needs Considerations

Discuss with students about knowing their own body, fitness and comfort level, and to respect their personal limits.

Introduction: The Nature and Benefits of Cooperative Games

Warm-Up

Beanbag Balance—Students balance beanbags on their heads. If a beanbag falls off, the student is frozen until a classmate picks the beanbag up and returns it to the frozen student's head.

Learning Activities and Teaching Strategies

Developmental Level I

Animals—Select names of three animals (for example, chicken, cat and dog) and quietly whisper each name to one-third of the class. Have the children find a place in the gym and close their eyes. Everyone makes the sound of their animal, and animals of the same type must try to find one another and link arms while keeping their eyes close.

Ball Raise—Children choose a new partner. Hand out one soft ball per pair. Challenge students to raise and balance the ball above waist height without using their hands and arms. Try to create three different ways of achieving the challenge.

Ball Balance Tag—Student pairs balance a ball between each other above the waist. Two or three pairs are chosen as it. They have to tag another pair. Once another pair is tagged, they become it, so the pairs exchange roles.

Developmental Level II

Triangle Tag—Create groups of four and have three children form a triangle by holding hands. The fourth person is it. One child in the triangle is designated as the person to be caught. The person who is it has to run around the triangle trying to tag the designated person on his or her back without reaching across the triangle. The two other children act as blockers to save their group member. Change roles frequently to give all players a chance at each role.

Alphabet Soup—Create groups of four or five. The teacher calls out letters of the alphabet that students form together with their bodies. Challenge advanced students to spell out words; for example, *fun, gym, help, run* and *share*. Spell a word of your choice (reminder: exclamation points).

Frantic—Have as many balls as possible on the gym floor. Consider the appropriateness of size—large, heavy balls not recommended. Children are given the task of keeping every ball rolling. Teacher can call out the location of a stationary ball to attract the attention of children to keep it moving. Specify whether hands or feet are to be used.

Frantic II—Have as many balls as possible on the gym floor. Divide children into two teams (or four). Each team gets one-half or one-quarter of the gym. The aim is to get as many balls on the other side of the gym. The only rule is that the ball must roll along the ground and cannot be airborne. A frantic game never results in a winner but expends a lot of energy.

Hoop Circle—Divide children into groups of six or eight. Children hold hands in a circle. Put a hoop between two children resting on their clasped hands. Children have to pass the hoop around the circle without letting go of hands. Adding a second hoop to chase the first is an added incentive. Have one larger hoop and one smaller hoop. Have the hoops passed in opposite directions so that the smaller one will have to pass through the larger one.

Hoop Tunnel—Divide children into groups of six or eight. Each group lines up in a straight line facing the teacher. Each child must place one hand between his legs and hold the free hand of the person behind. Give one hoop to the person at the front of the line. The hoop has to be passed back along the tunnel without breaking the chain of hands. Front person can also be asked to join the back of the line once he or she has successfully passed the hoop. Extra hoops can be added to increase the challenge.

Modified Musical Chairs—This is like musical chairs except no one is eliminated. Start with the whole class and about 15 chairs. When music stops, players rush to sit down. Players who do not get a seat sit on the knees of those who did get a seat (sitting players put knees together to create another place to sit). Remove one or two chairs and start music again. Continue playing until only one chair remains. Allow children to use their hands to help the other players balance.

Developmental Level III

Group Juggle—Divide children into groups of five to seven. Provide each group with a variety of soft objects, such as soft balls and beanbags, so that there are more objects than children. Each group should stand in a circle facing each other. The circle can be from three to five metres in diameter. Designate a keeper of the objects, who chooses one object and throws it to someone across the circle. The person receiving the object then throws it to another group member until everyone has caught and thrown it once. It cannot be thrown to the person next to the thrower. The object should be returned to the keeper. This sequence of throwing must be remembered and followed in all future attempts. Once everyone knows the sequence, add another object soon after the first. Eventually, as many objects as possible should be in motion. Reversing the order or creating a whole new sequence can be attempted for an additional challenge.

Team Challenge—This activity can be adjusted to whatever equipment is available to you. Divide students into teams and provide them with a selection of equipment items. Each student must move from a designated starting position to an end position without touching the floor. Each team gets a variety of equipment, such as a scooter and pylons. Hoops may be placed at intermediate distances as safe ground to stand on. Students have to decide how to get every team member as well as all of the equipment to the designated end position.

Closure and Cool-Down—Have students cool down with head-to-toe stretches, neck rolls, shoulder stretches, forward bends, runners' stretches, butterfly stretches and flexing. Review the key concepts of cooperative games and answer questions.

Assessment and Evaluation—Monitor student leadership and team cooperation through use of a rubrics and/or checklists. See examples below:

Cooperation Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently cooperates with members of the team	frequently cooperates with members of the team	occasionally cooperates with members of the team	rarely, if ever, cooperates with members of the team
consistently encourages other team members	frequently encourages other team members	occasionally encourages other team members	rarely, if ever, encourages other team members
consistently plays fairly and shows appropriate etiquette	displays a positive attitude	displays an indifferent attitude	displays a negative attitude

Leadership Checklist

Leadership	Consistently	Frequently	Occasionally	Rarely, if ever
Suggests ideas and alternatives				
Makes an effort to include all members of the group				
Willing to try new activities				
Works cooperatively with others				
Acknowledges contributions of others				
Participates with enthusiasm				

Additional Activities

Musical Hoops—Each student has his or her own hoop. At the start of the music the students must leave their hoops and travel around the gym. Teacher removes three or four hoops and stops the music. When the music stops, students must find a hoop, stand in it and cooperate by allowing others into the hoop, too. Teacher restarts the music and the children must once again move around the gym. Again the teacher removes a number of hoops and then stops the music. Teacher can continue this until the hoops are completely full and children are cooperating in accommodating others.

Hopscotch Pairs—In pairs, children hold inside hands or place arms around each other. Place hoops out in front of each pair in a normal hopscotch pattern. A beanbag is thrown into each hoop and the pair has to hop to retrieve it. On single hoops (1, 4, 7 and 10) children use inside foot; on double hoops (2, 3, 5, 6, 8 and 9) children are to use their outside feet.

Motion Machines—Place children in groups of three or four. Increase this number as cooperativeness increases. One student creates a movement; all the other group members must copy the action. A second player then creates another movement; all the members must copy this new action. Continue through the group.