

# **RUNNER**

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Volume 44, Number 2, 2009





# ***RUNNER***

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# Greetings and Reflections

## Editor's Message

**Jenn Flontek**



The dust is beginning to settle. Emerging from the fray, we hit the ground running through another busy school year along a path shaped by the wonderful children we are privileged to teach.

HPEC and *Runner* are here to help illuminate that route to the success of your health

and physical educational classes. This professional publication of the ATA has recently taken a new road.

In keeping with global green initiatives, we have moved away from the traditional hard copies of the journal and have placed the *Runner* on the ATA/HPEC website for easy viewing. One of the greatest advantages of this e-version of *Runner* is the ability to view archived issues. In order to view our new online editions, you must become a member of the Health and Physical Education Council.

HPEC was created to “foster the professional development of teachers interested in common curriculum or specialty areas. By organizing annual conferences, producing publications, maintaining websites and offering regional workshops and seminars, the Council provides its members with opportunities to share ideas and gather new information.”

HPEC membership will allow you to be connected to all of the physical education teachers in the province and will give you a forum to voice your opinions and concerns. The current online issue of *Runner*, with its links to many current PE resources, such as [www.physedsource.com](http://www.physedsource.com) or [www.everactive.org](http://www.everactive.org), is a

best-kept secret that should be shouted from the rooftops. If that isn't enough, as an added bonus you will also have discounted pricing to the HPEC conference (a definite must on your to-do list) and the drive-in workshops offered by HPEC regional representatives.

To keep relevant issues at the forefront of our journal, we have decided to have each issue follow a central theme. We encourage HPEC members to provide ideas for themes—please forward your ideas to [jenn.flontek@blackgold.ca](mailto:jenn.flontek@blackgold.ca), with *Runner* in the subject line.

We will also provide a link to TeacherTube in our “Use It on Mondays” section. This online community was created for sharing instructional videos. It originated out of the need to provide a safe educational venue for teachers, schools and home learners. This site provides anytime, anywhere professional development with teachers teaching teachers. As well, teachers can post videos designed to help students learn a concept or skill.

We encourage you to video record your favourite PE lessons (even if it is only two minutes long and has only two students) and submit them to *Runner*; we will post them to TeacherTube. The link will then be placed in our journal, and you will have the opportunity to help countless teachers throughout the province, the country and the world.

HPEC and *Runner's* foray into the twenty-first century is gaining momentum. In many ways, we are ahead of the pack. As we hurtle down that path of educational excellence, be assured that HPEC, its special projects and professional publication will be there as your support crew, ensuring that you will have time to high-five your charges along the way.

# President's Message

*Dean Rootsart*



Let me start by saying how excited I am to be this year's president of HPEC. It is indeed an honour and privilege. I would like to thank Rob Willms for doing a great job last year and also for guiding me into this year.

Thanks, too, to everyone for their hard work on Conference 2009, in Banff—it was extremely successful. I would also like to acknowledge all of the hard work being done by our 2010 conference committee in Red Deer.

As you read through this edition of *Runner*, you will notice the excellent work being done by this council. Thank you to all who are currently serving on the council and to those who have paved the way.

At this year's ATA Summer Conference there was a great deal of information about communication to our members—basically, how we connect with each other. Two years ago, former president Glenn Wilson, in his three-year plan, put in motion a plan to have an HPEC representative in every school in Alberta. We developed a tree model of communication, through the regional representatives, to track and organize the school representatives. This initiative is being completed by the HPEC regional representatives.

This year's three-year plan is to initiate communication of physical education and health on the Internet, specifically Web 2.0 applications. What is Web 2.0? Initially, websites were full of static information; communication to internet users was basically one-way—read only. Web 2.0 is two-way communication on the Internet. Common Web 2.0 applications include Facebook, Google, MySpace, YouTube and Delicious. Any type of website where users can post and share information would be considered Web 2.0.

Web 2.0 applications, when used properly, can be great connecting and communicating tools. The application of choice for social networking in Canada is Facebook. As teachers we need to closely monitor how we use Facebook. Remember that even though you post something in what we think is a secured environment, it really is a public domain.

That being said, I am proposing that we use the 2learn2gether website at [www.2learn2gether.ca](http://www.2learn2gether.ca). This site is Canadian and was designed specifically for teachers. Because the site is still in its infancy, it has many fewer users than Facebook (HPEC actually has a presence on Facebook).

How do we use 2learn2gether? Anyone can be a contributing member. All HPEC members are encouraged to join. This can be communicated through our current communication vehicles: *Runner*, the HPEC website and school reps. We can also use other social networking sites. People will join for three reasons:

1. someone has invited them.
2. There is good information there.
3. There are other members with whom they want to connect.

Three goals for this initiative are

1. that every member of the HPEC will become members of the HPEC group on the 2learn2gether website,
2. that each member will be active on the 2learn2gether website by posting relevant information and entering in relevant discussions on the site, and
3. that all members of the HPEC will promote this site to their colleagues throughout the province.

Please become involved with this new initiative as we move forward in 21st-century learning and teaching. We must continue to develop ourselves professionally.

# Past President's Message

**Rob Willms**

Another year; of learning, of growing, of applying, of developing, of reflecting. Yes, I am talking about teaching. This time of year, as hectic as it is, always has moments for us to ponder what was and what may have been.

At the end of every year, I think "If I had done it this way instead of that way it would have been better for the students." I used to think that those thoughts crept in because I was incompetent, inexperienced, impulsive. I now know that reflection is a part of growth, not a sign of weakness. It has taken me only 26 years to figure that out. (Perhaps I should be in the teacher remediation class.)

Curriculum delivery methods, discipline issues, classroom organization and student interactions are all things that I tend to reflect on each June. Some make me smile and others put a crease in my brow, but I always seem to find the time to sit and think. The result is that there is usually something different occurring in September (much to the chagrin of my department).

In teaching, stagnation is my largest fear. If I don't change anything in my practice, how do I grow? If I leave things constant, does that mean I have it perfect? (Not a chance of that, by the way!) Nothing gets better without change, and in some cases it may get worse if we do not change—remember all those ballistic stretches we use to do in the 60s? Change is inevitable in our profession and even more in our gymnasiums and schoolyards.

While I reflect, I also realize affirmations. I know that there are things that I do that are right; no matter what else happens, they are right. Keeping kids moving, avoiding lineups in class, laughing with the kids, laughing at myself and including everyone in each class are a few. Affirming that my reflections and the resulting changes from a year ago were right, or wrong, and changing again to match the new thinking is probably my most important one.

I have come across two books this year that fit right in with my June reflection. The first was brought to my attention by our HPEC ATA staff officer, Michael Podlosky. *Five Minds for the Future*, by Howard Gardner, gets me reflecting and changing my practice. The second, *SPARK*, by John Ratey, affirms that what we have advocated in physical education for so long is now proven, through research, to be a truth. What an affirmation of QDPE, DPA and K-12 physical education! It recharges the batteries for the next beginning in September and the inevitable changes.

What are your reflections? What will your changes be? What are your affirmations? I'd love to hear about them at our HPEC conference, April 30 and May 1, 2010, in Red Deer.

## References

- Gardner, H. 2007. *Five Minds for the Future*. Cambridge, Mass: Harvard University Press.
- Ratey, J. 2008. *SPARK: The Revolutionary New Science of Exercise and the Brain*. New York: Little, Brown.

# How PC Are You Really?

*Glenn Wilson*

I have worked and lived in countries where I was definitely in the minority. I was often the only Caucasian within many, many kilometres. I have been called *whitey*, *bollilo*, *cracker*, *skip* and, in the Caribbean by some not-yet-friends, *o-fay* (I still don't quite know what that one means). While lots of the jabs have been friendly and with a huge pat on the back, other comments have been well aimed and meant to cut deep, to force me to the perimeters. Or elimination.

Being excluded because of colour or country of origin is blatant abuse. However, unseen, internal cultures are far more harmful to the mental and physical well-being of our youth and, therefore, to the future backbones of society. Exclusion. Verbal lashings. Punishment disguised as physical activity.

Consider the child who tries out for a school team or, worse yet, takes a risk in class, only to be met with belittling or alienating behaviour from the coach/teacher. According to a 1993 North American study done through the University of Minnesota<sup>1</sup> by the Amateur Sports Commission and similar data compiled by the Coaching Association of Canada,<sup>2</sup> close to 45 per cent of males and females report having been yelled at, called names or insulted while participating in organized sports by their coaches and/or teachers. More than 20 per cent of the youth in this study reported having been pressured to play through an injury. Yes, there are worse abuses of position, but it is the seemingly benign acts that have alarmingly long-lasting and far-reaching effects.

At a recent swim meet, I witnessed a smiling happy swimmer exit the pool only to be reduced to a huddled mass of tears by a coach who felt that the performance was below expectations. I have heard coaches brag about their punishments for late-comers to practice: wall sits for double the amount of time of the tardiness, an inordinate number of repeats for a disqualification or foul, team humiliation, and so forth.

While such leadership behaviours have been erroneously justified in the past as being part of the crucible

wherein neophytes are motivated to rise to meet challenges head-on and elite athletes are identified and polished under the grindstone of some hardened former athlete, national coaching programs in Canada<sup>3</sup> and several other countries have moved toward inclusive practices. The emphasis now is to embrace the newcomer and use a variety of teaching methods to reach all the athletes/students, not just the elite. Does this sound like differentiated teaching/coaching to you?

Now is the time to treat all students and athletes with respect. Kindness will pave the road to success far faster than the steamroller method. Discipline need not be negative. We have learned over decades of teaching and coaching that distracting an athlete from the performance-robbing action while focusing on the positive aspects allows time for mastery to evolve. Yes, it takes effort. Yes, it takes time. But that is the point. Great coaches and teachers of physical skills *take* the time to identify, correct and reinforce in a manner that meets the student's learning styles and innate talents.

Take all injuries and complaints seriously. If an athlete comes and bellyaches about a ... belly ache, believe him or her without question. If you take athletes seriously, they in turn will take you seriously. It will always be a win-win situation. Some will take advantage of your belief in them, but, over time, they will learn from you. If they never become great athletes, fine. But perhaps they will become coaches in the future and will draw on the experience they had with you to teach the kids that are in their charge. Was your influence positive or negative?

So replace put-downs with instructions. Motivate with praise, not name-calling or sarcasm. Do not stand by and accept abusive behaviours, either from peer to peer or coach to athlete. You can be a powerful role model with only a few actions or short words. Respect each child and they will return that respect in spades.

I have been privileged to coach some of the world's best athletes, from age-groupers to Olympians. And as gratifying as those times have been, nothing compares

to the knowledge that I am part of the solution to a healthier, brighter future for all of the students who step outside of their comfort zone on a path that I have laid out. This success goes beyond the PC—political correctness—from the seventies. Success in our physical programs today now depends on your ability to be *really* PC—a positive coach.

## Endnotes

- 1 Fact Sheet: National Youth Sports Safety Foundation, Inc. 1993. Minnesota Amateur Sports Commission.
- 2 CAC Symposium by Sheila Robertson, October 11 and 12, 2007
- 3 Livingstone, S et al. 2000. Engaging New Canadians in Sport. National Coaching Certification Program Canada.

The website [physedsource.com](http://physedsource.com) is an excellent resource for anyone interested in health and physical education. The site is the brainchild of Dr David Chorney, a professor in the Department of Secondary Education in the Faculty of Education at the University of Alberta. His teaching responsibilities and research interests include curriculum and instruction in physical education, curriculum theorizing in physical education, and technology integration in physical education. Take some time to investigate the site and its links to interesting and useful information.



## Learning Disabilities in Depth—Self-Esteem

*Carol J Fuhler*

### Searching for the Right Key: Unlocking the Doors to Motivation

If one could briefly walk in someone else's shoes or see through someone else's eyes, would one choose an adolescent with learning disabilities (LD)? Perhaps not, because these particular adolescents are in a different position. Their bodies are maturing, their emotions are changing, academic demands are increasing and they are beginning to contemplate exciting but possibly frightening future vocations. In addition, these young adults do not possess the academic expertise that would enable them to maintain the same pace toward independence as their peers. Most are perceptive enough to detect the widening gap, however. This group of learners has an inordinately high need for social reinforcement and sometimes seek it in inappropriate ways. They frequently exhibit anxiety in mastery situations, fear failure at nearly every bend of the road and have a low expectancy for success based on past performances (Harter 1978). While coping with a myriad of physical and emotional fluctuations, these students are expected to be motivated learners. It is easy to see why academic motivation might not be one of their areas of strength. Is there a key educational approach that will foster motivation in adolescents with learning disabilities?

Cohen and Beattie (1984) suggested that unique teaching strategies may be required to prevent (or decrease already existing) frustration, anger and lack of motivation in the student with LD. Educators who strive to teach this population to be independent, intrinsically motivated learners might integrate the following list of practical suggestions into classroom procedures.

#### Practical Suggestions for Fostering Motivation

- Encourage choices
- Advocate ownership
- Strive for relevance
- Give positive and negative feedback
- Set high, but manageable, expectations
- Offer rewards—consumables, praise, or a handshake
- Push students' boundaries
- Encourage activity and interaction
- Model: Share your enthusiasm for books
- Encourage students to explore the world outside the classroom

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*Carol J Fuhler is a former assistant professor of curriculum and instruction in Iowa State University's College of Human Sciences.*

*This article is reprinted, with the kind permission of the author, from Intervention in School & Clinic 26, no 4, March 1991. It is also available online at [www.ldac-taac.ca/InDepth/self-esteem-e.asp](http://www.ldac-taac.ca/InDepth/self-esteem-e.asp) (accessed October 8, 2009). Minor adjustments have been made to spelling and punctuation in accordance with ATA style.*

### 1. **Encourage Choices**

Provide alternative ways for students to complete assignments or ask students for innovative ways to meet requirements. The element of choice gives students less opportunity to balk at adult-imposed requirements and lets them feel more in control of their learning. If spelling words need review, for example, give the students an option of writing a creative paragraph with them (Adam 1990; Hansen 1987).

Let students complete math assignments in matched ability pairs. Once the work is done, students hand in their best effort, one assignment with both names attached. Some experience a motivational boost resulting from the successful completion of their work. A bonus is that content is mastered more thoroughly as the students work through and discuss problems together. Change the pairings periodically. Not only will students learn math, they will also master the art of human relations (Johnson and Johnson 1985; Slavin 1987).

### 2. **Advocate Ownership**

Children can be asked to assess their own progress from time to time, for they can be most critical in their judgments. Ask students to grade themselves at midterm and semester's end, sharing both the grade and their rationale with the teacher. Their insights and honesty can be counted upon (Goodman, Goodman and Hood 1989). Following completion of a group project, request both individual and collective grades based upon the group's evaluation of members' contributions.

### 3. **Strive for Relevance**

Topics to be studied should be of interest to students and arouse their curiosity (Goodman *et al* 1989; McCombs 1984). The content should be related to students' own experiences and tied to their lives in a meaningful fashion whenever possible. Students are liable to take a greater interest in knowledge that they view as being pertinent to them (Bruner 1960). Glasser (in Gough 1987) stated that at least half of today's students are making little or no effort to learn because they don't think schools are meeting their needs.

Move beyond the textbook in reading, letting students choose a novel or nonfiction book that appeals to them, subject to teacher approval. Children will read what they are interested in (Atwell 1987; Hansen 1987; Newman 1985). Offer several enticing titles of paperbacks to students based on their own interests. Read a lively excerpt aloud or talk about books enthusiastically in an effort to match reading ability, interest and reader. These efforts are bound to perk up flagging motivation. Be certain that suggested titles have true-to-life characters to whom young readers can relate (Schlager 1978). The connection formed between realistic characters and real readers ensures that the book will be finished rather than relegated to the ranks of never-completed books. *The Shadow Club* (Shusterman 1988), *Stonewords* (Conrad 1990), or *A View from the Cherry Tree* (Roberts 1975) might serve as motivators.

When writing assignments are given, teachers can guide writers into areas in which they may be "experts" and let them shine. Don't forget the popular Writers' Workshop, which encourages students to use their peers for sounding boards as they write.

### 4. **Give Positive and Negative Feedback**

Don't just red-ink an answer that is wrong: explain why an answer is incorrect. Focus on learners' actions in a constructive way, providing information to students about their accomplishments. Remember that vulnerable adolescent ego. Children do enough self-disparaging when they fail; adolescents don't need educators telling them (or even implying) that they are not good enough (Deci and Chandler 1986; Good and Brophy 1984).

### 5. **Set Goals**

Set high, but manageable, expectations and provide opportunities for students to stretch and tone their minds (Good and Brophy 1984). Small groups working cooperatively offer a safe and supportive arena for tentative limbering-up exercises as students practise problem solving together. Students who are urged on by their peers tend to be more motivated than students who are in competition with each other. There seems to be more strength in a group celebration of success

than in more individual celebrations (Johnson and Johnson 1985).

Teach adolescents to set goals that are current, specific and moderately challenging. Show the students through modelling that both amount and quality of effort are essential for high-calibre learning. Maintain student portfolios using manila folders, dating work as it is completed. This enables student and teacher to compare progress toward an established goal by looking at previous work rather than by promoting competition by comparisons with peers (Brophy 1987; Goodman et al 1989; Valencia 1990).

6. **Offer Rewards**

For good improved performance or for a student's personal best, offer rewards. Consumables, sincere teacher praise, a warm handshake, a small, personally lettered certificate of success or a thank-you note from the teacher can work wonders. Even the typical bulletin board display of noteworthy work, coupled with positive peer interaction, is an appropriate type of reward. Everyone deserves a pat on the back once in a while. The gesture conveys the message that the child's efforts are genuinely appreciated. The usual effect is to spur one on to greater endeavours.

7. **Push Their Boundaries**

Strive for higher-level thinking skills by having learners apply, analyze, synthesize or evaluate materials as they relate them to their prior knowledge and experience (Artwell 1987; Brophy 1987; Carnegie Council on Adolescent Development 1989). The key here is to ask the students *why* and expect coherent responses. Teach the steps to follow in developing these skills by showing how one would tackle this type of answer. Provide plenty of opportunities to practise thinking skills, coaching students along the way.

8. **Encourage Activity and Interaction**

Lecture and teacher chalk-and-talk can be deadly in large doses. Relinquish a little control. As Glasser (in Gough 1987) suggests, don't put yourself in the role of a worker "who must sand, polish, and paint students into educated 'objects'" (p 659). Step out of the role of manager, move into the mode of facilitator and put the responsibility for

learning back on the shoulders of the students. Allow for activity, vary group size, move the desks and change peer interaction in the classroom to add variety to the daily routine. It is worth noting that the quietest classroom is not always the most productive (Carnegie Council on Adolescent Development 1989).

9. **Model, Model, Model**

Students scrutinize their teachers carefully. Share your interest and enthusiasm for books, national events or the subjects you teach. Discuss a current news event and value student responses. Always make time to read aloud to adolescents in all content areas; it is an excellent way to expand students' horizons and show them the fascinating worlds within the covers of books (Atwell 1987; Hansen 1987; Trelease 1985). The levity of laughter can be a motivator, as it lifts one's spirits and moves learners forward with a lighter step. Chuckle together through poetry, using a *Light in the Attic* (Silverstein 1981), *New Kid on the Block* (Prelutsky 1984) or one of *Dahl's Revolting Rhymes* (1982). Share the wily wolf's version of what really happened to the three little pigs in *The True Story of the Three Little Pigs* (Scieszka 1989). Everyone will be better for the interlude.

10. **Encourage Students to Explore the World Outside of the Classroom**

Encourage students to build strengths in athletics, band, chorus, drama club, art and other activities that interest them and afford them a chance to excel. Support efforts to write an article for the school newspaper or to take candid photos for the yearbook. Success in these areas promotes self-acceptance, encourages intrinsic motivation and builds a sense of competence and self-esteem. Glasser (in Gough 1987) explains: "All of our lives we search for ways to satisfy our needs for love, belonging, caring, sharing and cooperation. If a student feels no sense of belonging in school, no sense of belonging involved in caring and concern, that child will pay little attention to academic needs." (p 647)

Go with that knowledge and help the hesitant adolescent with learning disabilities to join in an activity that can meet those needs for acceptance and friendship. The glow from success on the athletic field

or a solo in the band concert is carried back into the classroom the following day.

## Conclusion

In colonial American classrooms, fear of the birch rod was motivator, albeit a negative one. Fortunately, ideas regarding ways to encourage students to learn have progressed over the years. Motivating children to learn is not a new issue; it has long been on the minds of classroom teachers. The up-to-date, positive strategies discussed in the previous section have much to offer the disinclined adolescent with learning disabilities in both the mainstreamed classroom and the resource room. As is so often the case, all of the keys must be tried before there is a fit. Strategies can be mixed and matched to meet individual needs in an effort to bolster intrinsic motivation, a characteristic frequently lacking in this particular population.

As emphasis shifts from the commonly employed and often ineffective extrinsic reinforcement, properly guided learners will gradually assume responsibility for their own behaviours. They will be less likely to blame failures on someone else, a very common

occurrence among children with learning difficulties. Accomplishing realistic goals, set within personal limits, will facilitate a newfound pride in personal academic accomplishments. As this complex motivation issue is tackled for each student, intersperse a chuckle or two, offer a supportive hand, and let the improvement begin!

## Children's Books: A Selected List

- Conrad, P. 1990. *Stonewords: A Ghost Story*. New York: HarperCollins.
- Dahl, R. 1982. *Revolting Rhymes*. New York: Atheneum.
- Prelutsky, J. 1984. *The New Kid on the Block*. New York: Greenwillow.
- Roberts, W D. 1975. *The View from the Cherry Tree*. New York: Atheneum.
- Scieszka, J. 1989. *The True Story of the Three Little Pigs*. New York: Viking-Penguin.
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# Common Interest Articles

## School Health and Youth Health Promotion

### Effective School Health Programs

An effective school health program can be one of the most cost-effective investments a nation can make to simultaneously improve education and health. WHO promotes school health programs as a strategic means to prevent important health risks among youth and to engage the education sector in efforts to change the educational, social, economic and political conditions that affect risk.

### WHO Global School Health Initiative Strategies

WHO's Global School Health Initiative seeks to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. For additional information, go to [www.who.int/school\\_youth\\_health/gshi/en/index.html](http://www.who.int/school_youth_health/gshi/en/index.html).



*HIV education in a school in Africa*

### Facts

Worldwide, 5 per cent of all deaths of young people between the ages of 15 and 29 are attributable to alcohol use. In some countries, up to 60 per cent of all new HIV infections occur among 15- to 24-year-olds. For additional information, go to [www.who.int/school\\_youth\\_health/facts/en/index.html](http://www.who.int/school_youth_health/facts/en/index.html).

### Preventing Leading Causes of Premature Death, Disease and Disability

Many of today's and tomorrow's leading causes of death, disease and disability (cardiovascular disease, cancer, chronic lung diseases, depression, violence, substance abuse, injuries, nutritional deficiencies, HIV/AIDS/STI and helminth infections) can be significantly reduced by preventing six interrelated categories of behaviour that are initiated during youth and fostered by social and political policies and conditions:

- Tobacco use
- Behaviour that results in injury and violence
- Alcohol and substance use
- Dietary and hygienic practices that cause disease
- Sedentary lifestyle
- Sexual behaviour that causes unintended pregnancy and disease

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*Reprinted from the website of the World Health Organization. The article can be found online at [www.who.int/school\\_youth\\_health/en/](http://www.who.int/school_youth_health/en/). Minor changes have been made to conform to ATA style.*

# Active Kids Score Higher: More Activity Time Adds Up to Better Learning

Here's good news for parents, teachers and legislators who want to help kids learn and excel: it's easy as child's play.

The 2009 *Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth*, released in collaboration with ParticipACTION and the Children's Hospital of Eastern Ontario Research Institute—Healthy Active Living and Obesity Research Group (CHEO-HALO), reveals that children who are more physically active are also more academically fit, resulting in better scores in math and reading, higher grades, greater perceptual skill and overall academic readiness.

"Being active feeds the brain, giving active kids an academic advantage over their peers who are more sedentary," says Dr Mark Tremblay, chief scientific officer of Active Healthy Kids Canada. "We've always known that physical activity is essential for kids' health and their long-term well-being. Now we know that it also improves school performance. A workout for your body is a workout for your brain."

Unfortunately, this year's report card gives most Canadian children a failing grade for physical activity levels: only 13 per cent of Canadian kids get the recommended 90 minutes of physical activity a day. The report card also assigns an F for screen time, because 90 per cent of Canadian children are still spending too much time in front of television, computer and video screens. Also distressing are the grades for active transportation (a D, because most families live close enough to walk or bike to school, but do not) and for school physical education and school policy, which rate a mediocre C- and C, respectively.

"Unfortunately, in our eagerness to ensure academic success, we've cut out time for activity in the school day and devoted it to sedentary study," says Tremblay.

"But research shows that reducing physical activity does not improve academic ability or test scores. Kids need to get up and move more to enhance physical and intellectual health and success at school."

The report card does note that there is some reason for optimism, even with the overall failing grade. The number of Canadian children who are active is on the rise—up to 13 per cent, from 9 per cent in 2006. It also offers solid recommendations for how our society can do better.

## Teamwork the Answer to Making Time and Space for Play

School schedules are packed with heavy curriculum expectations, parents have intense work demands that eat away at family free time, and governments, as well as individuals, are feeling the pinch of today's economy.

All true, agrees Michelle Brownrigg, chief executive officer of Active Healthy Kids Canada. But there are solutions.

"Improving opportunities to be active is not an either-or proposition. It's an investment with direct benefits that are immediate and lasting," she says. "Helping the 87 per cent of Canadian kids who aren't getting enough daily activity will take a concerted, joint effort."

"Schools don't sacrifice academic results when they devote time to phys ed. The kids do as well or better than they did when all their work was at their desks. Most busy household schedules can find time for activity by simply turning off the TV or computer and going outside. Municipalities can and should invest money in parks and sport—but they also need to consider policies and by-laws that act as barriers to play in their communities."

Look around, says Brownrigg. See what you can do.

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*Reprinted with permission from Active Healthy Kids Canada, [www.activehealthykids.ca](http://www.activehealthykids.ca). Minor changes have been made to conform to ATA style.*

## School

Recognize the importance of physical activity. Treat physical education classes as any other subject, with devoted time, skilled instructors, and assistance for children who need extra encouragement or teaching. Offer an assortment of activities, from traditional team sports to individual activities like yoga or martial arts. Team up with children's home supports and local community groups to ensure that the message of physical activity is communicated, just as the importance of homework completion is emphasized.

## Home

Parents can inquire about the activity policy in their children's schools and insist that physical activity be integrated into the curriculum and overall school programming. For example, school fundraisers can promote movement with dance-a-thons or laps around the school.

You can also lead the way at home through modeling active behaviour and by scheduling time for play. Though families are feeling the time pinch, TV and computer time in most Canadian households far exceeds the recommended limit of two hours per day. For a better academic outcome for your child, replace screen time with active play.

Get children ready to learn by having them walk or bike to school each day. If your schedule doesn't allow you to supervise the route twice a day, team up with neighbours to form a "walking school bus" or choose a daycare that uses active transportation. You can also emphasize the routine of daily play by packing a skipping rope or ball glove in your child's knapsack, increasing the possibility that recess will be an active time.

## Communities and Governments

Communities are vital partners in increasing the opportunities for active play and for creating bridges between school physical activity and family activity. Supervising school and public play spaces in the hours

after school can make investments in park infrastructure go further by increasing community use, helping kids and parents feel safe and encouraged to go out and play.

It's great when municipalities can support active play in their communities through investment in sport infrastructure, but removing barriers to play can be just as important to improving kids' health. Eliminating by-laws that restrict ball playing, road hockey and skateboarding in public areas means that physical activity becomes an easy addition to day-to-day living and part of a community's culture and self-perception. The results? Safer streets, knowing your neighbours, higher test scores in your area and an increase in community commitment from kids and all residents.

Governments can also provide leadership in the area of physical play by putting activity on the public and political agendas. Active Healthy Kids Canada applauds the provincial ministers of sport, physical activity and recreation in Canada, who have collectively set a target of increasing the number of active Canadian children to 20 per cent by 2015, and looks forward to noting their progress toward that goal.

## Active Play the Essential Ingredient in Better Performance

"When you add up better health today, decreased health care costs in the future, and increased mental focus and academic results, it's clear that being active is not an extra—it's an essential ingredient in raising healthy, intelligent children who will be able to guide our society in years to come," says Dr Art Quinney, chair of Active Healthy Kids Canada. "We all know that Canada needs people with good minds. And good minds grow in active, healthy kids."

The *Active Healthy Kids Canada Report Card* is made possible through financial support from the Public Health Agency of Canada, the Lawson Foundation, Kellogg's and the Heart and Stroke Foundation.

For more information or to download this year's report card, visit [www.activehealthykids.ca](http://www.activehealthykids.ca).

# Moving Mountains with 21st Century School Tennis for the gym and school yard, no conventional tennis courts required, every school already has many 'Mini Tennis' courts...

Discover the new PE paradigm of ...

... Eclectic School Tennis\* Active Living for Life for K-12...,

... much more than gym based tennis,

...very exciting stuff for the PE teacher, students, school board,

...for an extra 6,000 to 12,000+ pedometer steps a day!!!



Eclectic School Tennis\*...  
Active Living for Life  
for K-12...

## What is Eclectic School Tennis\* (gym based)?

This is an umbrella term embracing several different tennis/racket sport pathway best practices consistent with Teaching Games for Understanding methodology, developed in different niches of School Tennis from around the globe, cherry picked from the International Tennis Federation, US, Australia, Europe, and Canada.

Eclectic School Tennis\*, requires no conventional tennis courts, and includes

Shadow Strokes, Cardio Tennis, Micro Tennis, Quick Start Progressive Mini Tennis, Tennis Dance.

All of these aspects can be developed along Teaching Games for Understanding (TGfU) methodology and recognizes that all schools, K-12, have many micro courts and mini tennis courts already at existing gym, cafeteria and outdoor school yards.

## A/Tennis Shadow Strokes...

See brief video clip here...

<http://www.youtube.com/watch?v=2wOiEy5f5Gw>

Shadow Strokes, without racket and ball, can be used as Daily Physical Activity in Classroom or school yard, or in more conventional Daily Physical Education, with rackets.

## B/Cardio Tennis for Schools...

<http://partners.cardiotennis.com/>

The Cardio Tennis category is primarily concerned with fun fitness, quickly



getting heart rate into the desired zone, and daily step count into the desired zone (an extra 6,000 to 12,000 daily steps), and shadow strokes in PE teacher school context. It is primarily fitness and cardio, not so concerned with tennis technique.

Cardio Tennis can involve collaboration with a tennis pro and the PE teacher, for Cardio Tennis in the gym and/or school yard, on Mini Tennis courts (badminton courts).

With this focus, the kids get their extra 6,000 (30 min) to 12,000 (60 min) steps per day.

Below is taken from Compendium of Physical Activities Reference Guide

***“One hour of Cardio Tennis is equivalent to walking over six miles”***

***“One hour of Cardio Tennis is equivalent to over 12,000 steps”***

(1min) Tennis – 212 steps

(15min) Tennis – 3,182 steps

**(30min) Tennis – 6,364 steps**

**(60min) Tennis - 12,727 steps**

*(Sourced from Compendium of Physical Activities Reference guide)*

Canadian School Boards and Health Agencies and PE Teachers are generally very keen to get students daily average step counts up from current low average levels of 12,000 steps a day, up another 6,000+ steps a day, ideally to 18,000 to 24,000 daily steps, done in sustainable ways for active living lifestyle. These tennis step counts, shown above, show how tennis can be a great vehicle to achieve the daily step counts

If pedometers are available that is ideal to incorporate, in order to keep the kids motivated, have step count contests, and monitor the greatly enhanced step counts. The kids get their cardio aerobic workout, they get a sense of racket sport fundamentals, combined with up tempo music, chosen by teachers and/or students.

So now we have racket sport fundamental body movement, quick footwork and high step counts, cardio aerobics, and/or dance footwork!

Jive or swing or salsa basics can easily be intermixed alternatively into the cardio tennis, at the teachers discretion, and the kids may barely even know they are doing dance steps. A great way to get dance into the PE agenda if they don't like the idea of dance class.

Many areas of the world are adopting Cardio Tennis in schools, in gym, in the school yard, in the cafeteria, through shadow strokes, and through mini tennis (on the badminton court with foam balls).

In Ontario, a grant for \$250,000 was provided recently for Tennis Ontario to provide gym based Cardio Tennis in collaboration with PE teachers in selected school districts, and the PE teachers and the kids love it, and that is happening in many parts of the world. Here are the links for the Ontario Cardio Tennis program in action in collaboration with PE teachers and school boards.

<http://www.tennisontario.com/GTS/home.html>

<http://www.tennisontario.com/GTS/testimonials.html>

### **C/Quick Start Progressive Mini Tennis...**

#### **What is Quick Start Progressive Mini Tennis?**

In a School Tennis context, it is tennis scaled down onto badminton size courts, in gym and/or in school yards, using tennis industry foam balls, portable nets and lines, which all works splendidly in a PE curriculum.

This is a revolutionary new paradigm which is a complete epiphany for the PE teacher, and has been created by the tennis industry in just the last several years, and many countries are doing this in their PE schools program, for 21st Century School Tennis

Below are brief video clips, well worth watching, teaching little kids, everything they are doing here can be done just as easily in your gym, cafeteria, or paved school yard or softball infield, throughout the K-12 spectrum.

[http://www.youtube.com/watch?v=IThRULU6s\\_g](http://www.youtube.com/watch?v=IThRULU6s_g)  
3 minute video clip

**Pat McEnroe**

<http://partners.quickstarttennis.com/>  
1 minute video clip

**Martina Navratilova**

[http://www.youtube.com/watch?v=T\\_rAEHQmbc](http://www.youtube.com/watch?v=T_rAEHQmbc)  
1 minute video clip

### **Brief background overview how QuickStart Progressive Mini Tennis came about...**



After several years of consultations by the International Tennis Federation in the 1995 to 2002 time frame, (ITF is the global body of tennis in which all national tennis governing bodies are under, including School Tennis programs ) ITF designed and launched the Play and Stay Mini Tennis global program in Feb of 2002. (4 min ITF video follows for Play and Stay Mini Court overview, with world's top tennis celebrities)

<http://www.tennisplayandstay.com/videos/promotional-video.html>

This formally and globally institutionalized the 'Mini Tennis' court size as the natural starting place for children and youth, (and even big kids and adults at the novice stage), foam balls, small rackets, small nets, portable lines, with the full size mini court (36 ft length) being essentially identical to a gym badminton court, and with small purchase of equipment allows PE teachers to convert unlined surfaces such as cafeterias, paved schoolyards, softball infields, into Mini Tennis courts for racket sport development.

The epiphany for a PE teacher and school board, is the recognition that every single school already has the space for a large number of indoor mini tennis courts in the gym and cafeteria and multi purpose rooms. Every single school has a great many 'Mini Tennis' courts on their paved school yard area, and on the 'in fields' on their softball diamonds (similar to 'European clay' mini tennis courts), and most students have a little 'Mini Tennis' or 'Micro Tennis' court on their home driveways, just like road hockey. Any students engaged in this are doing roughly 6,000 steps in 30 minutes, or 12,000+ steps in 60 minutes.

An average school has more indoor and outdoor 'Mini Tennis courts' (square footage capability indoor and outdoor) than the most elite posh clubs in Alberta (think Glencoe Club in Calgary, Glenora Club in Edmonton etc has full size tennis courts).

In aggregate, in Alberta schools today, with relatively tiny expenditures on portable mini tennis equipment (portable tennis nets, portable tennis lines, rackets and foam balls), there are well over 20,000 indoor and outdoor Mini Tennis courts at all the schools in Alberta. That is an enormous latent potential to get the daily step counts (and aerobic zones) of a great many students up from the current levels of 12,000 per day range (which Canadian Public Health Authorities say is at least 4,000 to 6,000 steps too little) to 18,000 to 24,000 step counts per day range, by way of 30 to 60 minutes of Cardio Tennis and Mini Tennis, which is what the federal and provincial health agencies in Alberta and Canada are urgently seeking to counter the frightening obesity trends amongst our children, youth and families.

Some call this Moving Mountains, with Mini Tennis and greatly elevated daily step counts .

The ITF has been focused primarily on the hard core tennis industry, and a Schools initiative, but some parts of the world have caught on to this Mini Tennis and 'gym based' and school yard based tennis in the schools in a very big way. The United States Tennis Association has a tremendous School Tennis program working with and through PE teachers, and is the easiest general model for Canadian PE teachers to follow. It is designed by PE teachers, for PE teachers, so its easy for PE teachers to work with it in a school context, and does not try to turn PE teachers into tennis pros.

Here is a short video clip of the USTA Schools program with and through PE teachers...

<http://www.usta.com/VideoPlayer.aspx?assetid={E6BE28F7-0EB3-4C12-B735-EF1736196E5B}>

3.5 minute video clip

Via the advent of 'Quick Start Progressive Mini Tennis', with all schools having so many of these courts indoors and outdoors, having Mini Tennis as a pathway to all racket sports and tennis in particular ought to be in the core curriculum K-12 perhaps in Alberta? It is in many first world countries in the world, and Alberta schools have many indoor and outdoor Mini Tennis courts at every single school, why not put Mini Tennis and or Cardio Tennis in the K-12 core curriculum?

#### **D/The Tennis Dance...**

[http://www.youtube.com/watch?v=\\_T9mjyC5560&NR=1](http://www.youtube.com/watch?v=_T9mjyC5560&NR=1)

2 minute video clip

Combining dance music with fun tennis footwork which emulates world class tennis footwork, looks just like the athletic footwork you see on TV at Grand Slam tennis events. It is fun for the teachers and the students to mix footwork with music with fundamental movement principles of tennis and racket sports.



#### **E/Scalable Flexible TGfU Micro and Mini Tennis...**

For PE Teachers keen on using Teaching Games for Understanding methodology, Quickstart Progressive Mini Tennis is well suited for TGfU approach in schools.

Here are a few quick points to have in mind...

1/ It is a tennis/racket sport/ fitness hybrid for children and teens.

2/ Universal racket sport fundamental body movements, coordinating lower body and upper body and hand eye coordination, and footwork.

3/ Cardio fitness, with Cardio Tennis for Kids and Teens, the new hot trend.

4/ Foam tennis balls that bounce like regular tennis balls but are 100% safe in gym and very much easier to learn with than regulation pressurized tennis balls.

5/ Very much smaller courts than conventional tennis (one or several micro/mini tennis courts instantly set up on a single gym badminton court)

6/ Played in a gym or cafeteria indoors through the winter, or school-yard pavement or softball diamond infield.

7/ It is played, with TGfU style in mind, with bare hand, or winter glove, or any kind of racket (tennis or table tennis or badminton or racquetball or pickle ball).

8/ Universal sports footwork common to all racket sports and most other sports.

9/ There is 'up tempo' cardio/fitness industry music, which brings musicality and body rhythm (think music from hip hop, or jive, or salsa music, students or teachers choose music).

10/ Court boundaries, for unmarked indoor or out-

door surfaces, defined by ropes, or hula hoops, or portable lines .

11/ 'Nets' vary, (in spirit of TGfU), from no net, to school or gym wall, to gym mats folded into mini nets, to portable tennis industry mini nets ( 3' or 6' or 10' or 18' wide) which set up in 1-2 minutes, permitting several to many micro/mini tennis courts in a single gym or cafeteria or school yard or baseball diamond infield, with maximum students participating on a large number of Micro or Mini courts

12/ Many PE teachers are enthused that this naturally fits within TGfU methodologies footnote following being a tennis/racket sport paper by Tim Hopper.

<http://www.educ.uvic.ca/Faculty/thopper/WEB/Cahperd/Hopper%20TGfU%202007.pdf>



This **Eclectic School Tennis\*** mixture , with a range of tennis/racket sport/cardio/fitness genres, indoors and/ or outdoors is a perfect fit within the TGfU PE teaching paradigm, and whatever version is selected for anywhere on the K-12 spectrum, gets the kids foot-work up an extra 6,000 to 12,000 steps a day , and isn't that exactly the goal of DPA and DPE!?!

Better yet, when children and youth and families get hooked on the joy of tennis/racket sports, it tends to be highly sustainable throughout life into old age, as an Active Living for Life recreational lifestyle.

Once a student is touched by one or more aspects of **Eclectic School Tennis\*** Program, the kids can do this during recess or lunch or on their driveway at home or in the school yard after hours, no conventional tennis court required.

Within the PE school based eclectic tennis mixture, there are different sub sections for the school board or PE teacher to mix and match.

In the context of non PE teacher and PE teacher alike, DPA, Daily Physical Activity, right in the class room, without gym or cafeteria, without balls or rackets, as a DPA option, kids can do in the class room ...

Alberta PE teachers, can request workshops for 2 hour to half day or full day training, to get up to speed on teaching fundamentals for these programs, and guidance on either working creatively with existing PE equipment, or purchasing gym based specific tennis equipment where budget is available. The only absolute 'must buy' are the foam tennis balls (the ones that bounce similar to regular tennis balls, depending on the age bracket), all the rest can be done pretty creatively, if need be, in accord with TGfU principles, although it would be ideal if tennis/racket sport specific equipment could be acquired, budget permitting.

If you like what you have read here, send me an email, tell me what grade levels you are working with, and if you have a budget to work with for equipment and potentially instigate getting a group of PE teachers together during a professional development day or regional conference for PE teachers Eclectic School Tennis Workshop.

I am happy to do workshops for PE teachers, consulting for school boards, consulting to order the right equipment from the right place specialty vendors, so cardio tennis and or mini tennis becomes part of your PE program, as a great new sport, and an absolutely awesome fun way for your kids to get their daily step counts up an extra 5,000 to 10,000 steps daily, in a way that tends to be sustainable for life, as long as they are hooked on racket sports as fun lifestyle, tennis or squash or racquetball or badminton are all such fun sustainable sports right into middle and old age, and ought to be part of the Moving Mountains theme as recently advanced at the PHE National Conference in Banff.

If the Alberta PE teachers are keen on this article, further articles can discuss school council fundraising through Eclectic School Tennis event fundraisers, Mini Tennis Leagues (house leagues and intramural) 'No Cut' School Tennis teams year round, and the Emotional and Character building qualities which round out the fitness benefits of youth tennis

### **F/The physical and emotional benefits of school tennis...**

Tennis for the Health of It, by Dr. Jack Groppe, is very prominent in the leadership of School Tennis in the US, see link below for the summary physical and psychological benefits for students involved in tennis

<http://www.tennisweek.com/uspta/fullstory.sps?inewsid=545054>



## Writer's Bio



Kevin Gardner is an Internationally Certified Tennis Educator, certified by the Professional Tennis Registry, and Tennis Canada, residing in Calgary. Kevin has taught many thousands of children, youth and adults in a variety of countries over 3 decades, in school, community grassroots , resort, and television contexts, and has a passion for collaborating with school boards and PE teachers, to pass along the fitness and lifestyle benefits of tennis our children, youth, families, and teachers.

For tennis workshops, tennis program designs, tennis equipment consultations, and all things to do with developing one or more aspects of Eclectic School Tennis \* in the schools, contact him at [TennisProKevin@gmail.com](mailto:TennisProKevin@gmail.com), in Calgary.



## Eclectic School Tennis



# Feeling OK? Stop the Flu Bug

As much as possible, the university continues to follow the recommendations provided by Alberta Health and Wellness and the Public Health Agency of Canada (PHAC).

For an excellent source of information about H1N1 influenza, including symptoms and treatment, visit Alberta Health and Wellness Pandemic H1N1 Influenza Virus—Common Questions. [Alberta Health's website is [www.health.alberta.ca](http://www.health.alberta.ca).]

Visit the World Health Organization for the global perspective on the pandemic. For travel advisories, visit Foreign Affairs and International Trade Canada.

## Measures to Minimize the Risk of Infection

- Stay home from work or school for seven days after your symptoms begin or until you are feeling well enough to resume normal activities, whichever is shorter.
- Clean hands frequently, especially after coughing, sneezing or blowing your nose.
- Wash your hands with soap and water, or use an alcohol-based hand sanitizer. When done correctly, this is the single most effective way to reduce the spread of infections.
- Cough and sneeze into your arm, not your hand.
- Do not touch your eyes, nose or mouth after shaking hands or touching hard surfaces like counters and door handles or other surfaces that may harbour influenza and other viruses.
- Keep common surfaces clean and disinfected.
- Stay at least two metres (six feet) away from people who are experiencing influenza-like symptoms. This is called social distancing and includes staying away from crowds when influenza is circulating in the community.

- Other steps to keep yourself healthy include healthy eating, maintaining an active lifestyle, and getting enough rest and sleep.

## Symptoms

According to Alberta Health and Wellness, most people with H1N1 influenza have the following symptoms:

- A fever
  - The fever is often 38°C or higher.
  - The fever starts suddenly.
  - It usually goes down in 3–5 days.
- A dry cough
  - The cough can last for a few weeks.
- An aching body
  - People have aches and pains—for example, in their head, legs and lower back.
- Very weak and tired
  - People feel too weak to do anything.
  - They don't want to get out of bed.
- Sometimes adults have other symptoms too—for example,
  - The chills
  - A sore throat
  - A runny nose
  - No appetite
- Some people with H1N1 influenza have more symptoms:
  - Nausea
  - Vomiting
  - Diarrhea

## If You Think You Have the Flu

Alberta Health and Wellness says practise self-care and stay home from work or school for seven days from the start of your symptoms or until you are able to resume daily activities, whichever is shorter.

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*This material is reprinted with permission from the University of Alberta's H1N1 information site, [www.h1n1.ualberta.ca](http://www.h1n1.ualberta.ca). The site is updated as information becomes available and includes links to other reliable sources of information. Minor amendments have been made to punctuation and spelling to conform to ATA style.*



# Centre for Active Living

Alberta Centre for  
**Active Living**  
Celebrating 20 years

{ This website highlights evidence-based information for professionals who promote physical activity in their work. }

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### Featured this month:

Oct./09 WellSpring: [Supporting the Physical Activity Needs of Women of Low Socio-economic Status](#)

NEW! [Preventing Falls Through Physical Activity: A Guide for People Working with Older Adults](#). If you are interested in using physical activity to help older adults to stay independent and lower their risk of falling, this guide is for you.

The Alberta Centre for Active Living [celebrates 20 years!](#)

Sept./09 Research Update: [Body Satisfaction Among Middle-Aged, Overweight and Obese Adults Over a 16-Week Walking or Fitness Centre Program](#) and [The Impact of Physical Inactivity on Canadian Health Care](#)

[Pedometer Tool Kit for Loan](#): The Alberta Centre for Active Living has three different pedometer tool kits available for loan to practitioners.

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# Differentiated Physical Education

## Differentiation in Disguise

*Tracy Lockwood*

Engaging students in activities that meet their needs is at the heart of differentiated instruction. Many of our students have varied skill sets, levels of confidence and interests; therefore, the one-size-fits-all approach to teaching does not suffice. The challenge for us as educators is to engage all of our students and motivate them to participate.

Key elements of differentiation include building a positive and inclusive learning environment; fostering mutual respect for all learners; encouraging, supporting and getting to know our students; and recognizing their unique strengths and weaknesses (Ever Active Schools 2009). These elements are at the core of what we do every day as physical education and health teachers to ensure success for our students. The differentiated instruction model encourages teachers to modify their instruction based on student readiness, interest level and learning profile (Tomlinson 2001). In this way, students are placed at the centre of learning and can work at their own pace or level based on past performance, preassessment, interest surveys or individual choice.

There are three main strategies to creating an environment with differentiated learning in which students feel empowered and comfortable participating. By making small changes in current teaching practice and applying one, two or all three of these strategies, teach-

ers will see differentiation taking form in their physical education and/or health classes.

Success is [more easily] achieved when a student has experience in an activity. Some of our students, however, lack these experiences and are not ready for the skills being taught. By adopting the first strategy—modifying the activity/offering different levels (SPARK 2009)—we allow our students to improve at their own pace. The challenge is to create activities that will help us assess our students' skill levels to assist in discovering whether a student is ready for an activity or not. For instance, in an invasion/territory game (for example, team handball, basketball, flag football or lacrosse), students need locomotor, sending and receiving skills. The teacher can create a circuit with stations that use these skills and range in degree of difficulty. This is called *tiering*. Students then choose their starting point in the circuit. As students master the skill at each station, they move to the next level of difficulty. Here differentiation is in disguise, because each student works on developing the same basic skill, but at a varied level of difficulty—for example, cradling in lacrosse. The first station may involve cradling while travelling in a straight line, the second may involve cradling between pylons and the third may be cradling while manoeuvring around a defender. Varying the levels of difficulty promotes inclusiveness, engages all

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*Tracy Lockwood is education coordinator for Ever Active Schools. More information about the program is available at [www.everactive.org/the-program](http://www.everactive.org/the-program).*

students and creates a positive attitude to the activity. Teachers can also try having students choose sides in a lacrosse game or decide between the easy-going, middle-of-the-road or gung-ho version of an activity.

The second strategy involves teachers using varied groupings of students. There are many ways that students can be grouped. Everyone has talents and abilities, and when we group according to *ability* a less intimidating environment is created. Alternatively, we can place students in *mixed-ability* groups and have beginning, average and expert skill-level students in the same group. Students can be grouped based on their *interest* in a certain activity. To find out what students are interested in, teachers can have conversations with them and conduct interest surveys and inventories. Having students assist each other with specific needs is a way to give them responsibility for their learning. In this way, students teach each other a skill and get individualized instruction from each other. To organize this *peer-to-peer* grouping quickly, students can find a partner close to them, stand beside someone with the same colour of hair or eyes, height, socks, birth month, first initial, and so forth. Students can also find a partner with whom they feel they can communicate effectively. When creating *cooperative learning* groups, the students in each group are given a specific task and the group comes to a consensus on a common goal. Both individual and group accountability are built in as an important part of the experience. Experts in cooperative group learning recommend that groups be structured heterogeneously (that is, group students with varying ability so that each student may take a role in an area of strength that adds to the knowledge of the whole group). In a create-a-game activity, for example, each student in the group has a task—one student reads the task, one gets the equipment, another acts as the recorder and the remaining group member explains the game to everyone after it is created.

The third strategy in creating a differentiated learning environment is giving choice of equipment. This strategy can be used for individual students or groups. Students might choose a piece of equipment that they

are more comfortable with (for example, a beach ball instead of a volleyball) or that interests them (for example, a football, Frisbee, rubber chicken or bean bag). It is not necessary to have equipment to choose from for every activity, but providing alternatives for students may help them feel more comfortable and able to do the skill. For the game Ultimate Frisbee, foam and plastic Frisbees could be offered. A shorter badminton or tennis racquet could be used for students just learning the skills. The key is to address individual students and think about how student success can be achieved.

The students in a differentiated classroom are engaged and active. One would say that the differentiated classroom is *alive*! When planning a new activity in the gymnasium, consider the following questions: What assessment tool will I use to determine the readiness level of my students? Can my students be divided into three or four distinct ability groupings? What drills or stations will I create to provide an appropriate challenge for students in each of the groupings? When will my students move to the next level of challenge? How will the structure of the activity promote cooperation, mutual respect and inclusiveness? When will it be important to have students of similar ability work together? When will it be important for students of diverse abilities to work together? (Walsh 2008). Get to know your students and find out their skill level, interests and background, and motivate them to participate and improve their chance of success by differentiating the learning.

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# Distinguished Wisdom: Calculated Improvisation

*Glenn Wilson*

You can make any child eat something once. But unless the food satisfies the developing palate and creates a lasting memory of something that made the child feel good, that child is unlikely to partake of that food again—let alone trust the hand that fed it.

Appetites have evolved. What were once simple choices in food and activity based on survival have now become complex and increasingly demanding. To meet the future needs of today's students, one must be prepared to change the flavour of one's lessons. In an age of increasingly lethargic lifestyles, it may well be the wisdom of the physical education teacher that will lead students to healthy lifestyles by virtue of gratifying their own differentiated appetite for activity.

Differentiated learning styles were first described as right-brained and left-brained thinking. To teach a right-brained thinker something in the physical realm, one might appeal to the creative discovery of a movement or game. A linear progression toward an activity—a historically preferred method of teaching—appealed to the left-brained thinker.

Identifying these two types of learners and then teaching to that learning style in a physical education environment was challenging in the early 1950s, when the theory became popular (Sperry 1951). Many educators still adhere to these generic principles.

What Howard Gardner proposed in 1983 was a quantum leap in understanding and brought into question the teaching practices of the day (Gardner 1983; Armstrong 1994). The theory of multiple intelligences proposes a major transformation in the way physical education classes are run. The sooner we can eschew the narrow view of how students learn, the sooner we gain the perspective necessary to have a lasting effect on the broad-based health of the population we teach.

In the past, students who did not learn linguistically or through linear-logical modalities could be erroneously labelled as learning disabled, or simply as underachievers. While their unique ways of thinking have

been previously ignored, the wise teacher seeks alternative ways to capitalize on their distinctive learning style or styles.

The eight kinds of intelligence identified by Gardner and expounded upon by Armstrong are

- linguistic (word smart),
- logical–mathematical (number / reasoning smart),
- visual–spatial (picture smart),
- bodily–kinesthetic (body smart),
- musical (music smart),
- interpersonal (people smart),
- intrapersonal (self smart) and
- naturalist (nature smart).

Even at a glance, it is readily apparent that people who spontaneously pursue active living, sports and athletic pursuits possess far more than just the bodily–kinesthetic intelligence listed above. In fact, there are examples of each type of learning in the physical pursuits of the school population.

Consider the student who is glued to instructions written on the white board and who comes alive when an activity is enthusiastically described by an impassioned physical educator. It is this student with word smarts who is also great at describing the activity to another student.

The traditional learner, the one that education systems have lauded for decades, also has a place in physical education. Linear–logical thinkers are great with the critical thinking skills necessary in the discovery of new games and activities. Pure sports that rely on strict measurements and simple, concrete rules (running, swimming, jumping, throwing), not on judgments or interpretations of actions, appeal to such students.

Visual–spatial learners respond to visual analogies, or learn from seeing an activity performed up close. These are the students who seem contemplative and captivated by the actions of others. They may be slower to master the whole physical skill, but will respond with repeated visual stimulation.

The quintessential physical education student is one that learns by doing. These are the bodily–kinesthetic learners. In the classroom, they may be the fidgeters. In the gym, they are all too quick to jump into an activity, often before the instructions are even finished.

While the dance unit is often a sticking point in physical education, when the musical learners are engaged, they can bring the whole class along with them. These students respond to patterns and can be heard humming or tapping in time to instructions.

For problem resolution or cooperative game play, look for the interpersonally intelligent students to step into the limelight. Often the social butterflies of the class, if tapped into properly, they can be moulded into peer teachers or cross-age mentors for difficult physical ventures. Look for these students to excel at organizing intramural activities.

In every class, there is at least one student who seems to blend into the shadows. If left to their own devices, these intrapersonally intelligent students could very well be denied the joys of active living. Though quickly alienated by elimination games (Williams 1994), these students are great candidates for endurance athletics or logging class performances. Giving these students individual projects can light a flame that could burn forever.

The naturalistic learners excel in outdoor activities. From snowshoeing to capture-the-flag, they are more likely to stand out when given an environment where the elements of nature are prominent. Even playground equipment can be the stimulus for parallel activities with this group of students.

Rarely is there only one type of intelligence evident in a student. Therefore, it behooves the progressive physical education teacher to be ready to approach any lesson from a variety of angles to maximize success.

Having an intimate knowledge of learning styles is like having a pantry full of herbs and spices. Although it is unreasonable to think that one can teach each class from all angles, adding a bit of zest from your

shelf of knowledge can go a long way to ensuring that more students leave class wanting more. Even picking units for your long-range plans that cover the full range of intelligences can go a long way to keeping active living forefront in everyone's mind.

The days of natural selection are behind us. We are morally obligated to look beyond the survival-of-the-fittest mantra of our physical education predecessors. In fact, by seeking out the learning styles of each student in our care, we are taking a huge step toward ensuring a higher quality of life for all of them.

Wise physical educators are made, not born. Imparting physical wisdom to the full spectrum of students is a moral skill that is acquired only by the continual acquisition of knowledge. By adjusting one's lessons to meet the divergent learning styles of a class, the body of understanding flourishes—within the physical educator. Through that growth comes the enthusiasm of a physically empowered group of students.

Moral *skill* comes from the knowledge of the learning styles of the students. Moral *will* then, is the power to put this skill into action. But underlining the truly great physical education teacher is the ability to engage moral *improvisation* in the process.

Profoundly effective physical education teachers have the ability to consistently move themselves and others to action because they understand the invisible forces that shape lives. They are the teachers with a full gamut of flavours at their disposal—making an active life palatable for all.

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# K–12 Wellness Education

## K–12 Wellness Programs of Study Revision

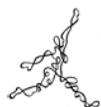
*Alberta Education*

### Revision of K–12 Wellness-Related Programs of Study

Alberta Education is examining its wellness-related programs of study (K–12 Physical Education, Career and Life Management, K–9 Health and Life Skills) and has released the *Draft Framework for Kindergarten to Grade 12 Wellness Education*. This framework outlines the fundamental concepts and inherent values of wellness education and provides guidance for the future development and implementation of K–12 wellness programs of study in Alberta.

Stakeholders were provided with opportunities to give feedback, through face-to-face meetings and by completing an online questionnaire. Responses have been reviewed, and results of the feedback have been considered in the development of the final framework.

The planned revisions to the wellness programs of study will begin with a focus on senior high school programming. Learning outcomes in wellness education will focus on five dimensions of wellness—physical, social, emotional, spiritual and intellectual—and may include inquiry-based learning and a project-based approach. The possibility of using extracurricular and community recreation activities to meet course requirements is being considered.



### Supports for Daily Physical Activity (DPA)

*Take Action!* is a DPA tip booklet that features promising practices, equipment and facility usage tips, scheduling ideas, funding information, mentoring tips,

and other current research. *Take Action!* was published and distributed by Ever Active Schools to Grades 1–9 schools in the province twice last school year through a grant from Alberta Education. Look for the next two publications during the 2009/10 school year.

### *Safety Guidelines for Physical Activity in Alberta Schools*

This resource offers safety guidelines for the delivery of physical activities in schools, to assist Alberta school authorities in establishing their own site-specific guidelines. The resource includes safety information related to equipment and facilities, transportation, accidents, and instruction. It also includes specific safety-related information for more than 70 physical activities. This resource can be found at the Learning Resource Centre ([www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)).

### Alberta Healthy School Community Wellness Fund—Investing in Healthy School Communities

Since 2007, the Alberta Healthy School Community Wellness Fund has supported school communities that show a commitment to healthy choices. The wellness fund was established by Alberta Health and Wellness in partnership with the University of Alberta School of Public Health and the Alberta Coalition for Healthy School Communities. The fund provides financial support to school communities that demonstrate a collaborative, coordinated response to promoting physical activity, healthy eating and positive social

environments. As of June 2009, 57 projects (involving 339 schools and 372 community collaborators) have received funding. For information on the successful projects, go to [www.achsc.org/wellness\\_fund.htm](http://www.achsc.org/wellness_fund.htm).

## Healthy Alberta School Communities Award

The Healthy School Communities Award was launched in September 2006, as part of an \$18 million provincial program to promote better health for children and youth. On May 27, 2009, ten awards were presented to individuals and organizations from across the province to reward and celebrate people and programs that encourage healthy lifestyles among children and youth. Recipients of the Health School Communities Award are selected from three categories:

- **Individual Champions** who have made outstanding contributions to improve the health of children and youth in the school community
- **Champion Groups** of parents, teachers and/or students within a school environment that have made an outstanding collaborative contribution to improving the health of children and youth in the school community
- **Champion Partnerships** that demonstrate collaboration between members from the education and/or health sectors as well as other local/municipal businesses, associations and/or organizations that have made a tremendous commitment in support of healthy school communities.

This year's winners were announced on May 27, 2009; information on the recipients can be found at [www.healthyalberta.com/AboutHealthyU/517.htm](http://www.healthyalberta.com/AboutHealthyU/517.htm).

# Response to the Draft Framework for Kindergarten to Grade 12 Wellness Education

*Nancy Melnychuk, on behalf of the Alberta Teacher Educators of Physical and Health Education (ATEPHE)*

Although there has been some postsecondary representation on the Wellness External Advisory Committee and thus a voice, we wish to reiterate some key concerns through our united *group* voice. The impact of wellness education on teacher education programs at the universities and colleges throughout the province is considerable. We were very disappointed in the paucity of references used in the report and, more specifically, the narrow focus of research quoted. We would question the validity of the decision to make such a significant change in the high school curriculum without more breadth in the literature used to support such a major change. Moreover, we would hope to have seen *physical education* literature quoted when decisions were made about physical education, rather than literature about population health and physical activity. A more critical review of the wellness framework, using an evidence-based approach with significant depth in the literature used to guide the framework, is needed.

As teacher educators, we are preparing the future teachers who will ultimately have to implement the proposed changes. Who are the intended teacher educators of the teachers for this wellness program? Is

wellness education intended to be part of physical education or some other subject area? If another area, will those teachers be required to have substantial teacher education in physical education?

We agree with a wellness framework, but *not* at the expense of physical education. We have significant concerns with *physical activity* as opposed to *physical education*. The five dimensions of wellness do include physical wellness, but not physical education, and the priority outcomes that have been focussed upon in both verbal and written communication over the last several months continuously refer to physical activity, healthy eating and mental well-being, not physical education. Most important, we question the replacement of Physical Education 10 with Wellness 10, as set out in the proposal for high school.

Presently, some Alberta institutions are undergoing teacher preparation program (BEd) reviews, including reviews of combined degree BPE/BEd and after-degree BPE/BEd. The wellness framework has major implications for program reform. Thus, specific information and insights, as well as an intended timeline, are crucial considerations in making decisions regarding teacher education.

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*Nancy Melnychuk, PhD, is an assistant professor in the Department of Secondary Education in the Faculty of Education at the University of Alberta, in Edmonton, and president of ATEPHE.*



# From the *Runner* Vault

*Compiled by Paul Marlett*

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*Ultimate Frisbee has been one of my favourite games to play, teach, and watch since it was introduced to me in the 90s. Much of its allure comes from the character of the game: self-officiated, team-driven, dedicated sportsmanship. The other key for me was that it was taught to me in such an easy-to-follow progression. Throw the disc ... Now run and catch the disc, but don't run after you catch it ... Try not to drop the disc ... No contact ... Catch it behind the line to score ...*

*This month's article is a reminder about the importance of progressions—more important, appropriate progressions for our students. David Bean provides a unique approach to how we select rules in our classes, a perspective that I connected with as I sat on the floor at the U of C library reading.*

*From eight flights of stairs closer to the clouds, in the archives, still seeking wisdom where I can,  
Paul*

## **A Fresh Look at Games Teaching—Who Needs Rules?**

***David Bean***

Do we need rules? The major sport governing body definitely believes we do; they prove their point by providing thick handbooks for each sport. The solicitor general believes we do, judging by the raft of laws the Motor Vehicle Division provides us with the moment we ease the Ferrari down the driveway. The legal system gives us all kinds of rules to shape every aspect of our lives; lawyers' bookshelves are groaning under the weight of legislation!

Why are rules needed? Our society is moulded by rules that have evolved and become established over time; some are unique, whereas others are held in common with other societies. Put simply, we need rules so that groups or individuals can work harmoniously with others towards goals. Rules ensure that individual gain is not at the expense of another.

Games, it is said, can be viewed as a microcosm of life. Objectives are sought, skills are employed and relationships are established as a way to solve problems. The main objective is ascendance over an opponent. All of this takes place within an established framework that seeks to define acceptable behaviour. Games differ from life, however. Games are essentially trivial because their problems and solutions are arbitrary, produced by and through an artificially created environment designed to provide the chance for play.

The solutions to problems within a game may not always be the most effective. For example, it might be simpler to catch a high cross in soccer and throw the ball into the goal rather than to head it. Of course, the arbitrarily established handling rule prevents this and

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*This article originally appeared in HPEC Runner, Volume 17, Number 3, Fall 1989. Minor changes have been made to spelling and punctuation to fit current ATA style.*

helps create the essential character of soccer and makes it different from team handball.

Most of the pleasure, satisfaction and excitement we find in playing games is derived from this problem-solving process. Rules, arbitrary though they may be, provide a structure that makes satisfaction and pleasure possible game after game. Rules identify and delineate problems and ensure that individuals and teams meet on an equal basis. Philosophically, one could argue that rules provide a contract that opposing players acknowledge on beginning the game. If a player ignores a rule that contributes to the very essence of the game, not only is the contract broken but the players are simply not playing the game.

In teaching children, the concept of *primary*, or essential, and *secondary*, or discretionary, rules is significant, particularly at the beginning level, since it allows us to prioritize rules according to experience and skill. Consider the following:

### **Primary (Essential) Rules**

Primary rules are necessary to identify a game and to ensure that the problems players try to solve remain the same from game to game. Rules establish how the game is to be played and how to win. Because primary rules define the way in which the game is to be played, they supply the game with its essential character. If primary rules were ignored, the result would be an entirely different game. Soccer, for example, would no longer look or feel like soccer if the handling rule were ignored; basketball would not resemble basketball if clear limits upon travelling were not observed.

Only a tiny portion of the complete official rules of a given game is related to primary rules, but it is important that these be identified in an early game unit and applied as soon as skill levels allow an adequate level of activity and involvement. Occasionally, the introduction of a primary rule has to be delayed because of the difficulties inherent in a basic skill (for example, the substitution, in the early stages of teaching volleyball, of catching/throwing for the complex skill of volleying). Generally, however, there are few problems, either conceptually or practically. If a beginning class knows, for example, that the ball may not be handled, that no physical contact is allowed and that the objective of the game is to score through the

opponents' goal, then a game will result that has the essentials of soccer and is the base for further development. *No further rules may be needed at this stage.*

### **Secondary (Discretionary) Rules**

Secondary rules may be omitted or modified without altering the fundamental nature of the game. The great majority of rules contained in the various official game manuals are, in fact, secondary. They are only necessary and appropriate as the skill and sophistication of players increase. Introducing secondary rules in the early stages could complicate the game and could confuse the player without adding to the quality of the activity. The beginning soccer player does not need to know or need to apply rules for off-sides, goal kicks, corner kicks or throw-ins in order to participate in an exciting game that has the essence of soccer. Simpler and more appropriate alternatives may be introduced if there is a need for any rule at all in these situations.

Ideally, secondary rules should be introduced as the players' skill and sophistication increase. Thus, as the beginning soccer players' ability to control a dropping ball increases, a regulation throw-in from the sideline might be more appropriate than the inside foot pass modification used previously. Also, secondary rules may be introduced, modified or created as a means of conditioning the game to emphasize a particular skill or tactic. For example, if the inside foot pass has been introduced, an appropriate secondary rule would be one that requires all out-of-bounds plays, in addition to scoring attempts, to be made with an inside foot kick.

When we introduce games to beginners, and to youngsters in particular, it is easy to over-complicate the game. Rules provide a game's problems, challenges and excitement, but to the beginner, the whole rule book is more than a meal—it's indigestible! The key to using rules lies first in introducing only what is absolutely necessary to capture the essence of the game and, subsequently, what is appropriate to evolving skill and understanding.

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# Active Living

## Just for the Health of It! What Does It Take to Be a Great Health Teacher?

**Karen Potts**

Belief, knowledge and desire equal one great health teacher!

One must believe that health is a subject of utmost importance. You are responsible for instilling values in children that will affect their lives long after they have exited your classroom. Not long ago, Dr Mark Tremblay, then dean of kinesiology at the University of Saskatchewan, made an incredibly bold statement in an address at the University of Alberta. Although this is not verbatim, the essence of the statement has huge implications for our role as educators: he said that if our children continue on the current pathway of poor nutrition and inadequate exercise, for the first time in history children might not outlive their parents. Certainly this lends urgency to our responsibilities to educate in the areas of physical and health literacy—guard your health block!

Knowledge is easily gained by obtaining a copy of the *Health and Life Skills Guide*, if you are teaching grades K–9, or the *Career and Life Management* booklet, if teaching high school. Both are available from the Learning Resources Centre, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca), or 780-427-2767.

- *Health and Life Skills K–9 Guide to Implementation*  
Product #475964  
List price \$26.95
- *Career and Life Management (CALM): Guide to Implementation*  
Product #475972  
List price \$11.60

The guide to implementation is a wealth of information that outlines the program of studies, strategies to implement comprehensive school health (CSH) and ideas on how to get community partners involved in enhancing your program. A word of caution: when using any community program, be sure that the program aligns with the outcomes of the health curriculum. Special-interest groups have their own agendas. Although these agendas are relevant and worthwhile, you will not have time to cover all of the required outcomes if you are not selective in your materials. Remember—you want to enhance the health and life skills programs, not replace them.

Teachers are given ideas on how to choose instructional frameworks to best meet the needs of their students. The following three are covered in detail: brain research, Howard Gardner's theory of multiple intelligences and Bloom's taxonomy. Instructional strategies, illustrative examples for each outcome, and assessment, evaluation and reporting strategies are all included in this guide. Knowledge is at your fingertips!

Aspire to be that healthy role model. As in most things, actions speak louder than words. Ask yourself: Does my lifestyle reflect the three general outcomes of wellness, relationships and life learning? Being an educator is both a privilege and a responsibility. Sometimes the feedback we receive is immediate, such as when we observe a positive change in the health habits of our students. Often, however, we do not truly know the impact we have made until we receive that heart-warming phone call ... years later!



# Use It on Monday

## Omnikin Ball Kin-Ball Sports



**Its Goal:** Encourage people to practise physical activities regularly.

**Its Values:** Health, cooperation and sportsmanship

**Its Rules:** Promote fair play and teamwork.

**The Sport:** An easy-to-learn activity, due to the giant size and light weight of the ball

### Game Outline

- Three teams of three different colours (pink, grey and black)
- Four players of each team playing simultaneously
- Players of the defensive team form a square around the ball. This same square constantly follows the moving of the ball. Each player is responsible of a corner of the court and is placed at about 10-12 ft from the ball (square formation). The four players have to maintain the team's square formation.
- The server has to say "Omnikin" and the colour of an opposite team, of his choice, before hitting the ball.
- The team called out has to catch the ball before it touches the floor.
- If the called team succeeds, it is its turn to serve the ball to one of the two opposite teams.
- If the called team fails, the other two teams get one point each, and the faulted team puts the ball back into play and serves back to one of the two opposite team.
- This is a time-regulated game—three periods of 15 minutes. If there is a tie at the end of the game, continue until there is a winner.

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*This article is reprinted from Omnikin, [www.omnikin.com](http://www.omnikin.com). Minor changes have been made to conform to ATA style.*

## Some Advanced Strategies

### The fake hitter

Three players hold the ball. The fake server is about to hit the ball. While running towards the ball, he shouts “Omnikin” and the colour, and fakes his hit when he touches the ball; the true server hits.

### The feint

- Change hitting techniques.
- Change hitting trajectory.

### The pass

Just like running with the ball, passing from teammate to teammate allows a team to choose a strategic offensive position. Usually, the player who passed the ball to his teammates will be the one hitting.



## KIN-BALL Sport Basic Rules

### The hit (serve)

- A player cannot hit twice in a row.
- The hitter must say “Omnikin” and the colour of an opposite team before hitting the ball.
- The ball must be hit at a minimum of six feet in distance.
- The ball must have an outward or upward slope, never a downward slope.
- Three members of the same team have to be in contact underneath the ball before the serve.
- Once your team has had three contacts with the ball, the server has only five seconds to hit.

### The court limits

- The walls
- The ceiling
- All fixed objects (like basketball hoop)

### Scoring

- Whenever a team commits a fault (like letting slip the ball), the other two teams get one point each.

### Voluntary obstruction

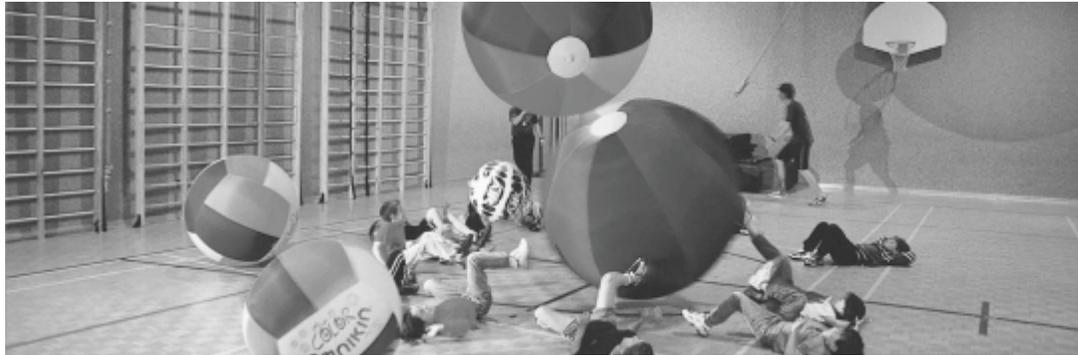
- A point is given to the other teams if a player blocks another player intentionally.

### Involuntary obstruction

- No points are given; the team who has hit must hit again.

Training-session (seminar) and educational manuals (rules book, instruction manual, instruction video and CD-ROM) are available to help you introduce the activity in your physical education class. For more information, visit [www.kin-ball.ca](http://www.kin-ball.ca), send e-mail to [fqkb@kin-ball.qc.ca](mailto:fqkb@kin-ball.qc.ca) or telephone 1-800-636-3052.

## Omnikin Cooperative Games



### Tag Ball

- Players pair up and must hold hands (or ring) or hook elbows.
- To start, two pairs are each given a ball and then push or hit the ball along the ground with their hands to try to tag other pairs with the ball.
- Pairs in possession of the ball do not have to stay together. When a pair is tagged or let go of each other, it becomes their turn to tag the others.

### Tag Circle

- A group of players form a circle around three other players.
- Players push or hit the ball along the ground with their hands in an attempt to tag a player in the middle of the circle.
- If a player tags someone in the centre, he or she takes that person's place.
- Players in the centre of the circle try to avoid being tagged.

### Double Circle

A group forms two concentric circles, the players that make up the inside ring facing those who form the outside circle.

1. Have the players pass the ball between the two circles as many times as possible within a certain time.
2. Position a player between the two circles who runs to touch the ball while it is being passed around.
3. Have the group use the ball to try to tag a player running between the circles.
4. Have the group form two sets of concentric circles, each with its own ball. The groups race to see which one can do a set number of laps in the shortest time.

### Between the Lines

1. Players form two lines facing each other. Each line is given several balls. Four players then try to run the length of the two lines without being tagged by the balls being thrown at them. Balls must not leave the ground.
2. Give each player a number, place two balls between the lines and call out two numbers at a time. The players whose numbers are called run for the ball, then race back to their line with the ball between them, hoping to be the fastest team.

### Cooperative Corridors

- Have the group form four lines in order to create two corridors.
- Players from each team move the ball from one end of their corridor to the other, in different positions—standing up, seated, lying down, back to back, or using different methods—with the hands or the feet, rolling the ball, in the air or dribbling.

## No Hands

- Four to six players practise handling the giant ball, preventing it from touching the ground without using their arms or hands.
- Techniques can include use of the head, the back, the chest or the feet, or the use of positions such as the wheelbarrow, stretcher, horseback, etc.

## Moon Walk

- A group of four to six players cooperate to help a teammate, crouched on hands and knees on top of the ball, to roll it backwards.
- Another player walks facing the teammate who is on top of the ball to help the player stay on the ball.
- The others position themselves around the ball, helping the moonwalker to stay balanced on the ball while it is in motion.

The *OMNIKIN Cooperative Games Manual* presents 25 games with pictures, objectives and further descriptions. Go to [www.omnikin.com](http://www.omnikin.com), send e-mail to [service@kin-ball.com](mailto:service@kin-ball.com) or telephone 1-800-706-6645.

## OMNIKIN Super Games



### Omnikin Basketball

1. Points are scored when a ball is thrown through a hoop being held by a player moving around in the basketball key.
2. For another game, points are scored when a player catches a ball thrown by a teammate on the rebound from the opposing team's wall or backboard.
3. In another option, points are scored by throwing a ball that hits the wall above the shoulders of the three goalies guarding the opposing team's wall.

### Omnikin Air Volleyball

- Four square volleyball with four teams, or add a fifth to replace the team who does not catch the ball.
- With the teams facing each other, players form two rows seated. Three players from each team stand behind the seated rows. Seated players kick the ball over the seated rows in front of them and must try to prevent standing players from catching it.

### Omnikin Super Ball (Football)

1. To start, a player passes the ball between his legs to a second player, who holds the ball for a third player to kick it. The receiving team must pass the ball to each one of its players before passing to the other side of the

line of scrimmage in an effort to score. Passes may be intercepted, but you cannot take the ball from someone who is not running with it. If a player is running with the ball, and an opposing player pulls off this player's flag, the ball is awarded to the opposing team. A kick-off takes place after a point is scored.

2. For another game, each team has a ball and three players make continual kick-offs. Each time the ball is caught in the air, the opposing team gets 1 point, 2 points if the ball is caught off a bounce.

## **Omnikin Six: 6 Balls—6 Colours—6 Teams**

Form six teams, each with its own ball and unique coloured pinnies.

### **Sport Circles**

Positioned in a circle, participants pass the ball around as long as possible using the techniques of sports like volleyball (touch, forearm), soccer (head, feet), ping-pong (hand, one bounce), basketball (dribble, pass) or hacky-sack (feet in the air).

### **Six Challenges**

Teams rotate through six challenges:

- Passing the ball from mat to mat
- Moving forward by bouncing seated on the ball
- Using sticks to handle the ball
- Playing handball against a wall
- Kicking the ball through a hoop
- Using hockey or lacrosse to travel the ball.

Teams win points at each station.

### **Score in Six Hoops**

- Position six hoops on the ground.
- A goalie for each team guards the hoops.
- The first team to catch its ball in all the other team's hoops wins.
- You could add one defence per team to intercept.

### **Kick and Pass**

- A player begins by kicking the ball to his teammate, who must then make six additional passes, each to a different player, before returning the ball to where it was first kicked from.
- The game then continues with another kicker.
- First team that every players kick, wins the game.

### **Tag Colour**

- A player positioned in a hoop on the ground tries to tag other players by hitting them with a ball of any colour.
- Tagged players must sit down but can be freed if a teammate passes a ball with the team's colours to the sitting player.

The *Omnikin Super Games Manual* presents 25 games with pictures, objectives and further descriptions. Go to [www.omnikin.com](http://www.omnikin.com), send e-mail to [service@kin-ball.com](mailto:service@kin-ball.com) or telephone 1-800-706-6645.



# Instant Inspiration: Quotations for Display

The ones whom you should try to get even with are the ones who have helped you.

—*Anonymous*

As a general rule, teachers teach more by what they are than by what they say.

—*Anonymous*

In youth we learn; in age we understand.

—*Marie von Ebner-Eschenbach*

The goal of education is to replace an empty mind with an open mind.

—*Malcolm Forbes*

One man practising sportsmanship is far better than a hundred teaching it.

—*Knute Rockne*

Develop a passion for learning. If you do, you'll never cease to grow

—*Anthony J D'Angelo*

It is not the answer that enlightens, but the question.

—*Eugene Ionesco*

A teacher is one who makes himself progressively unnecessary.

—*Thomas Carruthers*

He who dares to teach must never cease to learn.

—*Anonymous*

I touch the future. I teach.

—*Christa McAuliffe*

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove ... but the world maybe different because I was important in the life of a child.

—*Kathy Davis*

In the middle of difficulty lies opportunity.

—*Albert Einstein*

It must be remembered that the purpose of education is not to fill the minds of students with facts ... it is to teach them to think, if that is possible, and always to think for themselves.

—*Robert Hutchins*

Learning is a lifetime process, but there comes a time when we must stop adding and start updating.

—*Robert Brault*

They may forget what you said, but they will never forget how you made them feel.

—*Mother Teresa*

Luck is when preparation meets opportunity.

—*Anonymous*

The trouble with opportunity is that it always comes disguised as hard work.

—*Anonymous*

Defeat doesn't finish a man—quit does. A man is not finished when he's defeated. He's finished when he quits.

—*Richard Nixon*

Do what you can, with what you have, where you are.

—*Theodore Roosevelt*

You may trod me in the very dirt. But still, like dust, I'll rise.

—*Maya Angelou*

Each man can do only what he can do. But if he does that each day, he can sleep at night and do it again the next day.

—*Albert Schweitzer*

Consider the postage stamp—its usefulness consists on the ability to stick to one thing till it gets there.

—*Josh Billings*

Each man is the architect of his own destiny.

—*Appius Claudius Caecus*

# 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.



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](mailto: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

# 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.



- 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.

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



# 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 on 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](mailto:jenn.flontek@blackgold.ca).

## Copyright Transfer Agreement

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