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Runner

HPEC
Health & Physical Education Council
The Alberta Teachers' Association

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

#active365

Teaching Spectrum-Style

Treaty 7 Sport Initiative

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The Alberta Teachers' Association

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Editor's Message

Runner: A Most Cherished Resource

Brent Bradford

Welcome to the winter 2018 issue of *Runner*!

I am so grateful to have the opportunity to be the new editor of *Runner*. I spent 10 years as a physical educator in Edmonton, and I am now a teacher educator at Concordia University of Edmonton. I am still constantly reminded of my roots as a teacher, and I have many fond memories of my time in the classroom and the gymnasium. (This might partly be due to having two young children and a wife who is a Grade 2 teacher.)

Since I began my teaching career in 2000, *Runner* has been one of my most cherished educational resources. In fact, I regularly revisit past issues to rediscover the many ideas and thoughts that have been shared across our community, and I remember how I took those ideas into the gymnasium with me. *Runner* helped shape me as a physical educator. Throughout my term as editor, I wish to continue this legacy. I want to help disseminate important knowledge, thoughts and ideas to everyone working with students in our schools today. It will be quite the challenge to do as well as the previous editors of *Runner* have done, but I look forward to carrying the torch.

I extend an invitation for all readers to become contributors to Runner.

When I began teaching (without a cellphone—remember those days?), there was no common access to social media, and the Internet was only just beginning its exponential growth as a repository of all manner of resources, tools and ideas. Instead, I relied on professional development workshops, conferences, district consultants, textbooks and journals. Times have changed, but PD opportunities and conferences remain keystones for educators. Here in Alberta, *Runner* continues to be an important resource for many teachers in the health and physical education community.

My intention with this issue of *Runner* is to provide ideas and possibilities from a variety of sources: teacher practitioners, provincial organization representatives and teacher education researchers. The pages that follow include thoughts from Alberta and beyond. I hope that the range of topics will be stimulating and will help you with your next units of learning or ideas about how to approach teaching. Future issues of *Runner* will include local, national and international flavour while viewing questions in a global context and broadening horizons of thought and possibilities.

I extend an invitation for all readers to become contributors to *Runner*. Your thoughts can help us all become better educators. I welcome your contributions and would enjoy seeing them in the next issue. This is your journal! I wish, as editor, to make it as influential in your career as it has been in mine.

Enjoy reading!

President's Message

Elisha O'Lain

It is with great gratitude for the opportunity to serve Health and Physical Education Council (HPEC) members that I am writing this message. Being able to promote quality health and physical education (HPE) and to work with others who share this passion truly is an honour and a privilege. I thank you for the opportunity to serve as the 2016–18 HPEC president.

Technology has transformed the connectedness of our HPE community. Twitter, blogs, YouTube, podcasts, webinars and #PEChat—just to name a few tools—are allowing HPE professionals to share and collaborate on a global scale. This availability of flexible PD aided in the formation of my session "Purposeful Physical Education" at the ATA's Beginning Teachers' Conference in Calgary in October. I thought the content of this session would be a great fit for this issue of *Runner,* which highlights teaching models, physical literacy, fundamental movement skills, assessment and inclusion.

As I have moved through my teaching career, I have tried many new things, taken risks, made mistakes, had great victories and fallen on my face. And, from all of this, I have learned a great deal. Here are the top 10 topics that have had an impact on my understanding of physical education and influenced the evolution of my teaching practice:

1. **Teaching with a purpose.** A purposefully planned program, with intentional and specific learning goals, is a powerful tool in providing quality health and physical education. For me, teaching with a purpose includes an outcomes-based focus; the creation of targeted learning tasks and progressions; and meaningful assessment that is communicated before, during and after learning.
2. **Physical literacy.** We aim to help create competent, confident and motivated young people who have the ability to be active in a variety of environments and who will enjoy, value and appreciate physical activity throughout their lifetime.
3. **Movement education.** Understanding the concepts of movement education assists in the understanding of movement competence within physical literacy. In Alberta, movement education concepts are key in almost half of the Grades 4–12 basic skills (activity) outcomes in Alberta's physical education program of studies.
4. **Fundamental movement skills.** As the Coach.ca website states,

   > Fundamental movement skills are very important in the physical development of a child. When a child is confident and competent with these skills, they can develop sport-specific and complex movement skills that allow them to enjoy sport and physical activity. Most importantly, having a firm grasp of the fundamental movement skills and being physically literate leads a child to enjoy a long life of physical activity.[1]

5. **Inquiry-based learning.** The Ophea website states,

   > Students engaged in inquiry-based learning develop higher-order thinking skills such as analysing, synthesizing, evaluating, and reflecting, and they become more independent as they take responsibility for their own learning. As students pose their own questions their curiosity is piqued and as a result they are more engaged in the learning process. Throughout the inquiry process students also learn and practise collaboration and communication skills.[2]

6. **Mashing up models.** The impact of using a variety of teaching models and matching the model that best fits the intended learning outcome, the students and

the activity is immense. For example, a Teaching Games for Understanding (TGfU) or Game Sense model is well suited for teaching in games situations. A cooperative learning or Sport Education model is well suited for leadership and followership, or assuming various roles in physical activity. A Teaching Personal and Social Responsibility model targets the cooperation learning outcomes in Alberta's physical education program of studies.

7. **Growth mindset.** Change your thoughts, change your world! This statement is a great reminder for our own mindset, as well as for how we provide feedback or praise to our students. Understanding the characteristics of growth and fixed mindsets brought a new level of awareness to how I communicate with students, and how I encourage them to communicate with themselves and with others.
8. **Task-based versus ego-based motivation.** I was struggling with what I was observing in a student Fitness Challenge Day. The challenge consisted of a race between classes to discover which class could complete a series of exercises first. What hurt my HPE heart was that not everyone would feel successful in the activity. Also, the students were demonstrating poor technique and, as a result, reducing the benefit of the activity. A simple change made all the difference. Rather than racing to finish first, students were awarded a point for every time they demonstrated quality technique or effort that pushed their personal limits. The points were tallied up after the fitness challenge was complete. The change in student motivation and engagement was huge. Everyone had the opportunity to be successful. This was a great example of goal orientation (task-based motivation) versus ego-based motivation.
9. **Professional development.** Lifelong learning—period! The opportunities and platforms for PD in the area of physical education have exploded: workshops, webinars, podcasts, blogs and more. PD offers a base of knowledge and understanding so that we can provide a more informed and effective teaching practice. Excitement can be found in learning and implementing something new. If I leave a PD session with even one useful item, it is considered a success. As a bonus, my fellow HPEC members are amazing to learn alongside.
10. Well, it's just a top 9 for now! In the words of Michelangelo, "Ancora imparo" ("I'm still learning").

To do my part in adding to our HPE community of sharing and collaboration, I direct you to the many resources related to the above topics posted on my website (https://sites.google.com/view/msolain/).

I wish the best to you in your own teaching evolution, and I hope that HPEC can provide you with a point of connection to our Alberta HPE community. Thank you, HPEC members, for all that you do to promote quality health and physical education programs for our Alberta students.

Notes

1. See http://coach.ca/fundamental-movement-skills-s16736 (accessed October 11, 2017).

2. See https://teachingtools.ophea.net/supplements/inquiry-based-learning/understanding-inquiry-health-and-physical-education (accessed October 11, 2017).

IMPORTANT REMINDER

All HPEC members are encouraged to sign up for the HPEC mailing list.

With the introduction of Canada's anti-spam legislation (CASL), this mailing list has become HPEC's electronic tool for communicating with its membership, and it is important to HPEC that we are able to connect and share with you.

To sign up, go to the HPEC website (www.hpec.ab.ca) and click the HPEC Mailing List Sign-Up button (located in the top right corner).

Collaboration Is Key to Success

Elisha O'Lain and Brian Torrance

Within the education and health promotion sectors, we have a crowded space with many well-intentioned related organizations. Most have volunteers, and all are very busy. The ability to lift our heads and to see the big picture of working together is difficult, but it is essential to making a difference. This article is about recognizing the importance of working together while building a truly collaborative structure.

If You Want to Go Far, Go Together

We could also say that if we want to make a difference, go together. The Health and Physical Education Council (HPEC) and Ever Active Schools have been working together for 17 years, and they have built trust and a collaborative relationship that can help move Alberta forward with healthy students in healthy school communities.

Some key structural pieces enable this working relationship to occur and, as always in positive working relationships, people make it happen. Ever Active Schools started as, and still very much is, a special project of HPEC. HPEC and the Alberta Teachers' Association (ATA) provide countless hours of support, guidance and friendship to Ever Active Schools. Ever Active Schools has a representative on the HPEC executive, and HPEC is represented on the Ever Active Schools steering committee. Having a voice at each other's decision-making table allows for early collaborative efforts and avoids duplication of time and resources. Structure is important, but the people and the relationships are the keys to making collaboration happen. A strong foundation and a history of leaders in our field have instilled the norm of working together and always acting in a manner that is best for schools, teachers and students.

Authentic and Inclusive Engagement

In true collaboration, organizations help each other identify ways to solve systemic problems. This is a long-term enterprise that requires organizations to put aside their organizational interests and give priority to the common good of the larger community. If successful, collaborative efforts allow people from different groups to accomplish larger goals together.[1]

After years of working together for a common goal, HPEC and Ever Active Schools have reached a level of insightful conversations and successful collaboration that has allowed for the system to move forward. Our immediate organizational needs are primarily in the areas of program development and teacher support, but the trusting relationship developed throughout the years between HPEC and Ever Active Schools has afforded system-level dialogue, which is the catalyst for population-level change.

To be authentic, collaboration must be more than words.

To be authentic, collaboration must be more than words. We are proud of the people and the vision that have embedded a spirit and structure of collaboration in both our organizations. We always see a bigger vision and understand that to get there, we need to go together.

Elisha O'Lain (BKin, BEd) is the health and physical education learning leader at Marshall Springs School, in Calgary, and president of HPEC. Elisha has been involved with the HPEC executive since 2006. She is passionate about the benefits of physical activity and is an advocate for physical and health education. It is her belief that everyone can enjoy physical activity and its benefits when given the opportunity to participate in a developmentally appropriate, supportive and positive environment.

Brian Torrance (BPE, MSc) is the director of Ever Active Schools. Brian works with associated government ministries, connects with partners, is in charge of fund development, provides a vision, and initiates new projects that support health and wellness in Alberta children and youth. He firmly believes that improving the health and wellness of children and youth in Alberta requires a collaborative, partnership-based approach. He has a bachelor of physical education degree from the Faculty of Physical Education and Recreation and a master of science degree from the Faculty of Medicine and Dentistry (University of Alberta).

Note

1. For more information on collaboration, see http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main (accessed January 15, 2018).

Sport as a Platform for Resilience:

Treaty 7 Sport Initiative

Margaux McWatt and Brian Torrance

Sport and physical activity opportunities contribute to a thriving, healthy community. Sport facilitates camaraderie, a sense of belonging, inclusion, personal motivation, overall health and well-being, and so much more. In Alberta, Indigenous communities have connected to sport opportunities not only for competition but also to support student attendance, wellness and community engagement. Sport is a place of joy and strength.

As the Resilient Schools website states,

> Indigenous communities throughout Canada experience the lasting effects of colonization, with many oppressive structures, including Indian Residential Schools, enacted through the education system. This legacy includes a higher risk of diabetes, heart disease, malnutrition, obesity, and other health issues, as well as clear negative effects on suicide rates, graduation rates, and overall quality of life.[1]

Sport and physical activity are part of the journey to reconciliation. In an effort to foster positivity and resilience in Indigenous school communities, Ever Active Schools has spent time working alongside communities, implementing initiatives, listening and collaborating, as well as addressing specific needs to create sustainable impact.

Collaborating with diverse partners—the Makadiff Foundation and the Alberta Schools' Athletic Association—to use sport as a vehicle for the enhancement of student attendance and overall well-being and resilience, Ever Active Schools helped create the Treaty 7 Sport Initiative. The project's purpose is to integrate sport in First Nations communities to help increase attendance, while eventually improving graduation rates and addressing self-empowerment, student motivation, social engagement, development of character and more.

This initiative has allowed for collaboration between elders, youth leaders, school administrators and recreation coordinators, among others, and has resulted in an increased capacity to address the power of sport. Since the inception of the Treaty 7 Sport Initiative, 28 coaches have been trained, strong partnerships and relationships have been formed, youth leaders have actively participated, and the community is enthusiastically preparing to host a provincial basketball championship tournament in the spring of 2018. Creating a space for sport is a strengths-based approach and allows for resiliency to grow.

According to Andrea Fox, a coach and teacher at Tatsikiisaapo'p Middle School,

> When you're involved in sport, you develop more than just athletic ability. You develop a sense of self. You develop a sense of working together with others, resolving conflict and being resilient. When life throws different challenges your way, if you're involved with sports or you're physically active, you can lean on those physical strengths to help you emotionally and spiritually.[2]

The people and leadership of the participating communities in the Treaty 7 Sport Initiative have helped build capacity for sport and physical activity opportunities, which directly foster a sense of belonging and well-being. To learn more about the work of Ever Active Schools and the Treaty 7 Sport Initiative, please visit the Resilient Schools website (https://resilientschools.ca).

Margaux McWatt is the communications coordinator for Ever Active Schools. Her main role is serving as the editor of the Healthy Schools Alberta *magazine, and she handles content, creative writing, graphic design and layout creation, as well as content and layout management for the Ever Active Schools websites. She has a diploma in journalism from MacEwan University, which has allowed her to work with not only several forms of writing but also graphic design, photography, interviewing, social media management, and critical and analytical thinking.*

Brian Torrance is the director of Ever Active Schools. In this role, he works with associated government ministries, connects with partners, is in charge of fund development, provides a vision, and initiates new projects that support health and wellness in Alberta children and youth. He firmly believes that improving the health and wellness of children and youth requires a collaborative, partnership-based approach. Brian has a bachelor of physical education degree from the Faculty of Physical Education and Recreation and a master of science degree from the Faculty of Medicine and Dentistry (University of Alberta).

Notes

1. See www.resilientschools.ca/where-we-work/ (accessed January 16, 2018).

2. Ever Active Schools, "Treaty 7 School Sport Initiative," October 13, 2016, YouTube video, 8:57, https://youtu.be/2yRBfa074QM (accessed January 16, 2018).

Research-Informed Tips for Teaching Physical and Health Education

Lauren Sulz, Danny Balderson, Douglas Gleddie, Clive Hickson, David Chorney and Shannon Kell

Despite efforts by practitioners and scholars, the gap between research knowledge and practical application still exists. Each year, physical education scholars disseminate research containing valuable information that could help teachers optimize their practice. From an academic perspective, these scholars face institutional pressure to communicate their research findings primarily to other researchers in journals that are often inaccessible to teachers. As a result, many teachers have the perception that educational research is too focused on theoretical ideas, that it is time-consuming to access and read, and that it does not do enough to address the practical realities of the needs and contexts that constitute their daily work (Cordingley 2008).

In an effort to narrow the research–practice gap in physical education, this article has two aims. First, it aims to activate a partnership between researchers and teachers in Alberta, through an introduction to the Alberta Teacher Educators of Physical and Health Education (ATEPHE) group and its members. Second, it offers practical, research-informed teaching tips for teachers of physical and health education, written by ATEPHE members. The goal of these tips is to better enable teachers to make use of current, relevant research in their daily practice in order to enable informed, evidence-based program changes.

Introduction to ATEPHE

ATEPHE is involved with the preparation of physical and health education teachers in junior high and high schools and generalist teachers teaching physical and health education to elementary school students across Alberta. It includes professors, instructors and researchers in professional preparation programs at Alberta postsecondary institutions.

The group has been active for several decades, with significant involvement from a variety of members, especially Nancy Melnychuk, from the University of Alberta. Members take turns chairing the group. Currently, this role is held by Lauren Sulz (University of Alberta).

Historically, ATEPHE has brought expertise, experience and resources to the Health and Physical Education Council (HPEC) executive table, while taking perspectives and initiatives from HPEC back to our students, our programming and the various professional groups we engage with. A strong relationship between ATEPHE and HPEC has been critical to engaging the future of the profession. The messages that are brought back to all preservice teachers will ensure a united effort in preparing quality professionals who can promote health and physical literacy in their schools and with their students.

ATEPHE Current Active Members

MEMBER	E-MAIL	RESEARCH INTERESTS
Danny Balderson, Associate Professor, Faculty of Education, University of Lethbridge	daniel.balderson@uleth.ca	physical education teacher education (PETE); sports academies; curriculum development in PE; assessment in PE; leadership/group dynamics in youth sport

MEMBER	E-MAIL	RESEARCH INTERESTS
Brent Bradford, Assistant Professor, Faculty of Education, Concordia University of Edmonton	brent.bradford@concordia.ab.ca	effective teaching; daily physical activity (DPA) policy, dissemination and implementation; symbolism of teacher clothing; PETE (elementary school focus); role modelling; mentorship; school policy; student wellness
David Chorney, Associate Professor, Faculty of Education, University of Alberta	dchorney@ualberta.ca	PETE; physical literacy; curriculum theorizing in physical education; effective pedagogical practices and technology integration within the teaching of physical and health education
Douglas Gleddie, Associate Professor, Faculty of Education, University of Alberta	dgleddie@ualberta.ca	PETE; physical education pedagogy; physical literacy praxis; school sport; practitioner research and reflective practice; comprehensive school health (primarily qualitative research)
Clive Hickson, Professor, Faculty of Education, University of Alberta	clive.hickson@ualberta.ca	PETE (elementary school focus); international physical education curricula and programming; effective teaching; mentorship; role modelling; health and wellness; cohort programming
Shannon Kell, Assistant Professor, Faculty of Health, Community and Education, Mount Royal University	skell@mtroyal.ca	PETE; student stress and mental health; use of outdoor spaces, solo time and unplugging from technology to build resilience; physical literacy
Jason McLester, Instructor, Faculty of Science and Arts (Kinesiology and Education), Medicine Hat College	jmclester@mhc.ab.ca	PETE (elementary school focus); fundamental movements skills; activities for K–6
Aletheia Mendes, Faculty, Department of Allied Health and Human Performance, MacEwan University	mendesA2@macewan.ca	developing physical literacy in all age cohorts; promotion of physical activity (particularly in inner-city communities); examination of social determinants that contribute to low physical activity levels in Canadian youth; impact of socioeconomic status on the growing proportion of youth not engaged in physical activity
Dwayne Sheehan, Associate Professor, Faculty of Health, Community and Education, Mount Royal University	dpsheehan@mtroyal.ca	physical literacy; motor development; systematic observation; shared measurement; active gaming; recreation engagement with older adults; non-exercise activity thermogenesis (NEAT); object manipulation skills development in preadolescent girls; classroom and workplace wellness (for example, sit–stand desks)
Lauren Sulz, Assistant Professor, Faculty of Education, University of Alberta	lsulz@ualberta.ca	comprehensive school health; school sport; physical literacy; health education; physical activity and health behaviours of children and youth; student motivation in physical education; whole child education
Rob Weddell, Instructor, Faculty of Kinesiology, Red Deer College	rob.weddell@rdc.ab.ca	coaching; motor learning and skill acquisition; health and fitness; PETE; fundamental movement skills; physical literacy

Teaching Tips

Autonomy-Supportive Teachers: What They Do and Why Their Students Benefit

Reeve (2006) argues that students' classroom engagement depends, in part, on the supportive quality of the classroom climate in which they learn. According to the dialectical framework within self-determination theory, students possess inner motivational resources that classroom or gymnasium conditions can either support or frustrate. When teachers find ways to nurture these inner resources, they adopt an autonomy-supportive motivating style.

In physical education, this might mean that teachers find ways to coordinate their instruction to support student interest. For example, giving an interest inventory to students at the beginning of the school year to determine desired units or topics is an excellent way to be supportive. Using a variety of teaching models and strategies can also facilitate a greater sense of enjoyment, which leads to student motivation. Another application in the physical education setting is the use of informational, noncontrolling language. A teacher may choose to say, "Excellent job on that follow-through. Your hand position allows the ball to come off in perfect rotation and makes it much easier to catch." An autonomy-supportive approach encourages the communication of value and the provision of meaningful rationale for physical education activities. Students must understand the why of all activities they participate in. Finally, acknowledging and accepting constructive feedback can help students feel supported. Asking students about how an activity went or what they thought of a particular teaching approach gives them a voice that is important to an autonomy-supportive environment.

Danny Balderson

Characteristics of Exceptional Teachers of Physical Education

According to Corbin (1993, 86), "Expertise in the discipline is not, by itself, sufficient qualification to be considered a quality practitioner." Chorney (2005) identifies seven prominent themes that address exceptional teaching in the field of physical education:

- *Relevant experience.* Expert teachers continually draw from their experiences when forced to deal with a problem or new situation, whereas novice teachers base most of their actions on textbook responses and theories.
- *Quest for further knowledge.* Expert teachers tend to invest a great deal of time in identifying, defining and analyzing a problem before searching for a solution. This involves reflecting and identifying the essential factors with precision and proficiency.
- *Valuing of students.* Exceptional teachers of physical education have a strong commitment to all learners in their classes and are dedicated to connecting with students in every possible way.
- *Commitment to planning.* As a technical skill, expert teachers often carry out planning well in advance by thinking in the long term. Expert teachers have a greater propensity for planning progressive learning activities and contingency plans than other teachers do.
- *Classroom ecology.* Exceptional teachers create a learning environment that is relaxed, efficient, safe and caring.
- *With-it-ness.* Highly skilled teachers possess intuitiveness and astute awareness.
- *Desire for continual improvement.* Exemplary teachers are never satisfied with the status quo. Although they tend to be humble, they have a high desire to constantly improve their craft.

David Chorney

Creating a Culture of Meaningful Physical Education

Beni, Fletcher and Ní Chróinín (2017) recently published an open-access article examining 50 studies about young people's experiences of meaning in physical education and youth sport.

After an extensive review of the research since 1987, they identify five themes related to creating meaningful experiences in physical education:

- *Social interaction*. Consider how students interact with peers. Provide opportunities for individual and group learning. Pay attention to gender bias. Focus on the social needs of individual learners.
- *Fun*. Having fun is not an outcome (necessarily) but, rather, an important motivator. Pay attention to the level of fun and enjoyment in your class, but not at the expense of the other themes.
- *Challenge*. Challenge is another important motivator (see Lauren Sulz's tip) that is linked to autonomy and competence (self-determination theory, http://selfdeterminationtheory.org). Provide opportunities for students to set their own goals and self-improve. Monitor classes for appropriate levels of challenge, and modify tasks as needed.
- *Motor competence*. It's hard to find meaning when you can't play the game or complete the task. Consider skill levels, and provide opportunities to improve (see Fun and Challenge above). When students feel skilled, they are more engaged and can find meaning in movement.
- *Personally relevant learning*. Connect the learning in physical education to the student. Consider his or her past experiences (good, bad and indifferent). Get to know your students inside and outside class.

It is important to recognize that these five areas do not exist in isolation. "For example, although fun and social interaction were each identified separately as criteria that led to meaningful experiences in physical education settings, it was possible for one to either hinder or enhance the other" (Beni, Fletcher and Ní Chróinín 2017, 305). So, fun without learning or challenge can be a less meaningful experience for students. As you plan meaningful experiences for your physical education students, consider what specific teaching methods you can use and what type of culture you can create by facilitating these themes.

Douglas Gleddie

Gaining a Vital Supporter—Your Principal

Although research indicates that most parents and teachers would like to see health and physical education programs as mandatory components of the regular school day (KidsHealth 2013; Physical and Health Education Canada 2013), physical education can still be marginalized (Lounsbery et al 2011).

Research investigating the effectiveness of school learning communities suggests that the strength of a learning community is most often determined by school leadership personnel (Leidl 2007). Therefore, as principals are instructional leaders, they are vital to teaching and program excellence, and their support is critically important to physical education programming. Consequently, principals should be encouraged to champion the program.

However, how can principals do so when they are already expected to accomplish so much? Two simple and achievable ideas are as follows:

- Encourage school leaders to be active in the physical education program—to spend time in the school gymnasium, on the playing field and on the playground to observe the learning that is occurring and even participate in activities. Their presence can add a perceived level of importance to the learning environment and demonstrate to both students and families that physical education programming is a key part of the school (Hickson, Berg and Bradford 2015).
- School leaders can also assist physical education programming by ensuring that it figures prominently in a child's school experience and is embedded in a comprehensive school health (CSH) program that sends an active and healthy message to the whole school community.[1]

Physical education programs are expected to foster lifetime activity (Adams 2013). As instructional leaders, school principals are ideally placed to ensure that physical education programming is provided with the support to ensure quality experiences (Hickson, Berg and Bradford 2015). Gaining principals' support and advocacy is a vital step for physical education.

Clive Hickson

Using Solo Time to Build Life Skills

Although it can be difficult, we know that it is healthy to put away technology for a while and spend time alone with ourselves.

In a recent pilot study focused on the mental health of 180 first-year university students, participants experienced a one-hour wilderness solo, without technology or tasks (Kell and Giammarino 2017). Although roughly half of the participants reported feeling uncomfortable "unplugging" for an hour and did not value spending time alone, following the solo, 89 per cent said that they enjoyed leaving their phones behind and 91 per cent said that they realized alone time could be beneficial in their everyday lives.

Similarly, it has been found that school-aged children and youth can greatly benefit from solo time. Structured periods of silence can help students calm down, get a fresh perspective and reorder their lives. Almost 20 years ago, Kessler (2000, 36) recognized that "brief periods of silence and solitude in school can also give students a tool for cultivating rest and renewal." The foundation of all other emotional and social skills is the ability to identify feelings. Solitude can provide an opportunity for students to check in with themselves and discover their feelings and thoughts.

Teachers need not take students to the backcountry on a wilderness experience. Instead, they can implement even simple daily breathing, relaxation and stillness exercises in the classroom and gymnasium. Also important to personal identity are goal-setting and decision-making exercises, which can be achieved through periods of silent reflection. In as little as one minute (for younger students) to as much as one hour (for older students), practised solo time can go a long way in developing resiliency and life skills.

Shannon Kell

Facilitating Student Motivation in Physical Education

Considering and facilitating student levels of motivation in physical education has been associated with many positive student outcomes. These include greater physical activity levels during class time, a higher likelihood of engagement in physical activity during leisure time, and higher levels of enjoyment and interest (Taylor et al 2010; Zhang 2009). Research-informed strategies (Ennis 2017; Gibbons 2014) for structuring your learning environment in physical education to foster student motivation include the following:

- *Explaining the relevance and meaning behind learning tasks*. Provide students with meaningful rationale for why a learning activity is useful.
- *Giving students access to meaningful choices in physical education*. Provide students with options that are culturally relevant, personally valuable and contextualized to their lives.
- *Encouraging initiative taking and opportunities for self-direction*. Offer students leadership and decision-making opportunities. Implement goal setting, self-reflection and evaluation.
- *Providing optimal challenge for every student*. Create several tasks at various levels of difficulty, let students be responsible for their own activity choices and level, and maximize the time allotted for learning and practising skills.
- *Creating a community inside your physical education class*. Develop supportive and respectful relationships with students, and help students develop positive relationships with each other. A classroom community can be established by allowing students to learn from one another, focusing on fair play learning outcomes, and including cooperative games and team-building activities.

Lauren Sulz

Note

1. For more information on CSH, see https://everactive.org/comprehensive-school-health/ and www.jcsh-cces.ca/index.php/about/comprehensive-school-health/.

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What the Health?

Douglas Gleddie

As you well know, Alberta Education is revising the K–12 curriculum for all subject areas. Alberta Education's website states, "We are looking ahead to the future and working to ensure that provincial curriculum continues to give all students the best possible start in life and meet the demands of living in the 21st century." Other education systems around the world are already "placing a greater emphasis on 21st century competencies and literacy and numeracy across subjects and grades. This approach will help build an even stronger foundation for student success in a dynamic, global society and diversified economy."[1]

While literacy and numeracy are fundamental elements of any education system, another element is glaringly missing. Health. If we truly desire "student success in a dynamic, global society and diversified economy," we cannot afford to ignore the foundational role of health in today's increasingly sedentary, inactive and unhealthy society. In Alberta (and Canada), we should be long past the days of segregating education and health.

Therefore, from both a health and an education perspective, here are five reasons to reimagine the value and purpose of health and physical education in schools:

- In 2001, the United Nations stated, "Literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the 21st century."[2] What this means is that literacy is no longer limited to reading and writing. Physical literacy and health literacy are critical elements of education that help address societal challenges and teach essential life skills for effective citizenship.
- Therefore, physical literacy and health literacy are just as important to the development of contributing citizens as are traditional literacy and numeracy. While Alberta students consistently score well among developed nations in Programme for International Student Assessment (PISA) tests (second in sciences, third in reading and fourteenth in math) (Council of Ministers of Education, Canada 2016), where we're falling down is health. In a 2013 United Nations Children's Fund (UNICEF) report, Canada was ranked 17th out of 29 rich nations for overall child well-being. We need to pay more attention to health in our curriculum and give it equal priority with literacy and numeracy.
- Our children aren't healthy. The 2016 ParticipACTION report card on physical activity for children and youth found that of children aged 5–17, only 9 per cent get 60 minutes of moderate to vigorous physical activity per day, only 24 per cent meet the guidelines of no more than two hours of recreational screen time per day, and 33 per cent have trouble falling asleep. Add to this what we know about deteriorating mental health (which physical activity also addresses) and decreased nutrition for children, and we are in trouble. Big trouble. Still want to marginalize health and physical education?
- Health and education are inextricably linked. The more educated you are, the healthier you are. And the healthier you are, the more educated you'll be! Over and over again, the data says that if you add more

physical education in the day, it won't lower academic scores (Sallis et al 1999; Shephard 1996; Trudeau and Shephard 2008). As an example, girls who had physical education for 70 or more minutes per week attained significantly higher reading and mathematics scores than did girls with 35 or fewer minutes per week (Carlson et al 2008). In a budget unveiled in April 2016, Alberta surpassed the $20 billion mark—almost 40 per cent of our provincial budget—in health spending (Gerein 2016). Now more than ever, we need to invest in our future—a healthy future. Investing now in healthy schools, including prioritizing health and physical education, can save millions in future health costs (Tran et al 2014).

- We want to educate the whole child. In health and physical education, we teach students to understand and take care of their own bodies, to make informed decisions and to lead healthy, active lives. This knowledge and its application are essential to becoming contributing citizens of Alberta and the world. In physical education, we teach students to move with confidence and competence in a variety of environments. Movement is essential to who we are as human beings; it is absolutely critical to growth and development across the lifespan. The health and academic benefits of physical education are important, but they are truly just an extension of how movement is part of our human identity and helps us negotiate the diverse terrain of life. Therefore, education should not be considered whole child education unless it includes education of the physical. As Blankenship and Ayers (2010, 171) state, "Physical education is important because movement is joyful, pleasurable, provides intrinsic satisfaction, and can be personally meaningful and central to the human experience."

As we continue down the road of curriculum redesign, let's challenge our leaders to follow the evidence and prioritize health.

As we continue down the road of curriculum redesign, let's challenge our leaders to follow the evidence and prioritize health. Implementation of a quality health and physical education curriculum is the best way to ensure that all students have the opportunity to be well: now and for the future.

Douglas Gleddie (PhD) is an associate professor in the Faculty of Education at the University of Alberta. He teaches physical education curriculum and pedagogy to undergraduate and graduate students, and researches narratives of physical education, school sport, physical literacy, meaningful physical education and teacher education. Most important, he is a husband to Andrea, a father to Isaiah and Megan, a mediocre hockey player, and a decent mountain biker.

Notes

This article was originally published on April 7, 2017, on the author's blog (www.purposefulmovement.net) as an open letter to the premier of Alberta and the ministers of health and education about the importance of health in our redesigned curriculum. It has been slightly revised for *Runner*. Hopefully, you can use the content to advocate for health in your own context.

1. See https://education.alberta.ca/curriculum-development/why-change-curriculum/ (accessed April 1, 2017).

2. United Nations General Assembly, Resolution 56/116, United Nations Literacy Decade: Education for All, A/RES/56/116 (December 19, 2001), www.un-documents.net/a56r116.htm2002 (accessed January 17, 2018).

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The Prize of Perseverance

Amanda Stanec

A couple years ago, my partner and I beamed with pride when our oldest was told to skip Level 1 at swimming lessons because she could already float on her own, among other things. We beamed even more when only weeks later she accomplished all the required tasks for Level 2 and was told to move to Level 3. And then came (insert suspenseful music) Level 3.

It took five (maybe six) sessions for our daughter to complete Level 3. Each session has 10–12 lessons. You can do the math. Needless to say, for quite a few lessons she was told that she hadn't demonstrated enough competence to proceed to Level 4. The reasons are plentiful, and while some are related to her starting the level so young and needing to develop physically, others were related to her having to learn how to give her best effort for 30 full minutes and to apply the skill cues taught.

Why Swimming?

Some of you may be wondering why we put our daughter in swimming. Well, our family spends a lot of time near water, and my partner and I both believe that swimming is a necessary fundamental movement skill. Not only can swimming save her life, but if she has competence in swimming, she will be more likely to sign up for a local triathlon when she's older—for example. This idea is illustrated nicely in Figure 1.

The physical literacy journey cannot be optimized without competence and confidence in a wide variety of environments—such as land, snow, ice and, yes, water.[1] So, we try to ensure that our three children develop some level of competence in each environment, so that they will be more likely to tell us that, yes, they would like to come skating or swimming with us on the weekends.

Striving for Proficiency

A few weeks ago, my partner asked our daughter if she would like some tips for her freestyle stroke. She replied, "That would be great!" We purposefully hold back on giving too many tips, given our sporting backgrounds and my profession, as we don't want to turn her off sports and physical activity. Thus, our approach is to ask her if she would like feedback from us, which she actually loves receiving, so it is working out quite well. She applied what her dad told her, and everything finally clicked.

Money cannot buy this sense of accomplishment.

For months (and months), we have been driving her to lessons; taking sessions off so that she won't get bored with swimming; and encouraging her to keep a good attitude, meet friends and thank her coaches. Last night, she finally saw all tasks marked as being accomplished on her report card. She is moving on to Level 4!

Pure joy!

Our daughter's elation when she read her report card is what prompted this article. I have never seen her so happy. Not even on Christmas morning. Not even when we brought home our rescue pups, Bill and Ted, whom she had longed for. For the first time in her young life, our daughter has experienced how total commitment, persistence and a good attitude can result in a sense of accomplishment that one cannot get otherwise. Money cannot buy this sense of accomplishment, and parents cannot gift it to their children—not directly, at least. It was an awesome reminder

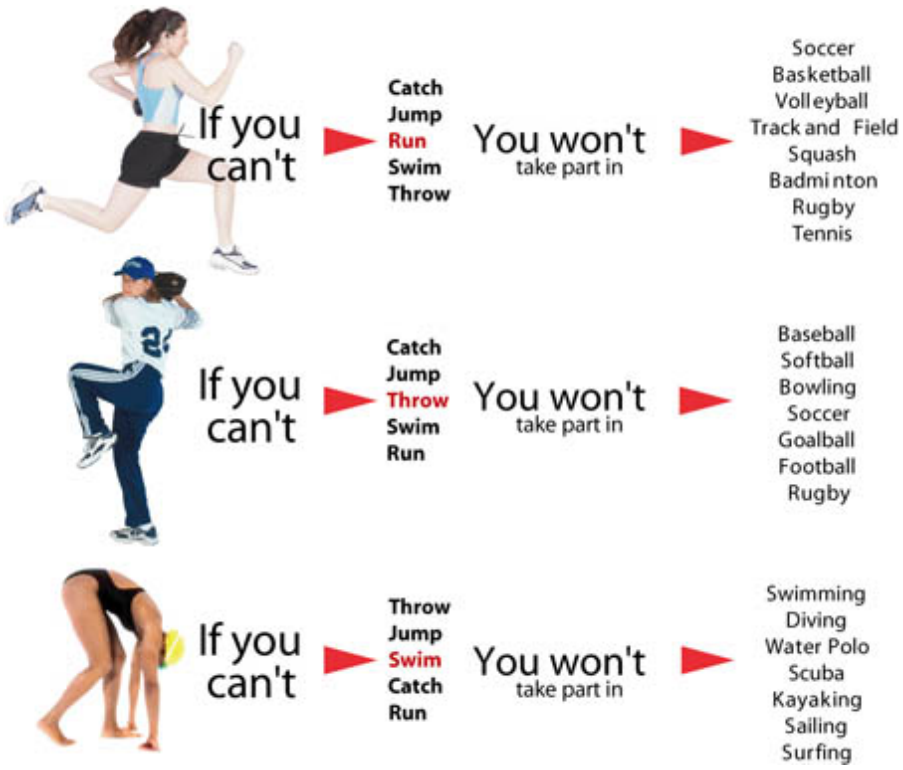

FIGURE 1. Importance of fundamental movement skills. (Used with permission from Sport for Life, http://sportforlife.ca/qualitysport/s4l-for/.)

for us, as parents, to remember that these are the experiences we need to try to support our children with. The goal should not be that our children make a certain team or participate at a certain level but, rather, that they learn how to strive toward short-term goals as part of their longer-term physical literacy journey.

I told my daughter that she was feeling the same way her daddy felt when he became a D1 All-American, and the way I did when I qualified for the Boston Marathon. I told her that she is an athlete because she knows that the best feelings are felt when she gives her best effort and accomplishes a personal goal and because she did not quit when it was challenging.

Every child—not just those who live in a certain neighbourhood—deserves to gain valuable life skills through experiences in sport and other physical activity.

Outcomes-Based Curriculum in Physical Education

As a physical education professional, I am grateful for the outcomes-based report card our daughter receives at her swimming lessons. While a great effort was necessary for her to demonstrate proficiency in Level 3, she could not move on to Level 4 before demonstrating proficiency in those skills.

This is a not-so-subtle reminder to physical education teachers that providing a grade for attitude or effort does not support learning and is an antiquated and misguided practice that remains common in our profession. Yet a positive attitude and a noble effort ought to be expectations and necessary for achieving the high standards we set for all students.

Creating Physical Activity Opportunities for All

Of course, given my line of work, I am left with mixed feelings. While I'm happy about my family's experience, I find myself unsettled. So many children and youth miss

out on developing skills from experiences such as this because of the cost of swimming lessons, or because their parents' work schedules don't accommodate the times the lessons are offered. It left me wondering where the children and youth who need access to adapted swimming or para-swimming go to develop their swimming competence. These same concerns apply to any other type of formalized youth sport activity.

I am motivated to continue my work in shifting current physical inactivity norms. Every child—not just those who live in a certain neighbourhood—deserves to gain valuable life skills through experiences in sport and other physical activity. Their future, and the future of society, depends on it. It is time that parents, physical education champions and school divisions do their part to change current physical inactivity norms.

Amanda Stanec (PhD) is a former physical education teacher and tenure-track assistant professor of physical education. She currently runs Move Live Learn, where she designs curriculum and training; conducts research; and leads workshops for the education, health and sport sectors.

Notes

This article was slightly modified from a blog post shared May 19, 2016, on the Move Live Learn blog (http://movelivelearn.com/blog/).

1. See www.phecanada.ca/programs/physical-literacy/what-physical-literacy/ (accessed January 17, 2018).

Physical Literacy Assessment Around the World

Dwayne Sheehan

In 2015, the Aspen Institute released a report entitled *Physical Literacy: A Global Environmental Scan* (Spengler 2015). The report summarizes the successes of 10 countries that have adopted physical literacy policies and programs. Based on this report and information that has emerged in the two years since, the following summary of physical literacy assessment is presented. This summary is not meant to promote one form of assessment over another; it is simply a statement of what is available and what is being used in various countries.

Recent commentary exists in the literature stating concerns regarding the measurement and, thereby, the quantification of physical literacy (Robinson and Randall 2017). These authors suggest that, often, an assessment of physical competence is used as a proxy for physical literacy to the exclusion of its other dimensions—namely, the social, emotional and cognitive aspects.

Canada is exceptionally active in physical literacy assessment, both formative and summative. Several public and private organizations have taken up the challenge to measure physical literacy in various capacities. Physical and Health Education (PHE) Canada is a nationally recognized professional organization for physical and health educators, school administrators and university professors involved with the training of preservice teachers and research. PHE Canada developed Passport for Life (http://passportforlife.ca) as a formative assessment tool designed to improve student learning, assist in goal setting, set standards that promote learning and positive attitudes, and act as a resource. This tool is neither an evaluation tool used for report cards nor a comprehensive evaluation of physical literacy. The information gathered from Passport for Life is to be used to guide learning and physical education progress in schools (Physical and Health Education Canada, nd).

Sport for Life is the creator of Canada's Long-Term Athlete Development (LTAD) framework. All national sport organizations (NSOs) seeking funding from the federal government must have a sport-specific LTAD framework that incorporates components of physical literacy. To measure physical literacy over time, Sport for Life developed the Physical Literacy Assessment for Youth (PLAY) tools, intended for children aged 7–12—the early stages where motor proficiency develops readily.

Six short tools (10–20 minutes) constitute the PLAY suite:

- PLAYfun
- PLAYbasic
- PLAYself
- PLAYparent
- PLAYcoach
- PLAYinventory

Each tool is intended for a different purpose. PLAYfun is used by trained professionals to test 18 fundamental movement skills. PLAYbasic is also for trained professionals; however, it is a short version of PLAYfun and provides only a snapshot of a child's fundamental movement skills. PLAYself is used by children and youth to assess their own physical literacy. PLAYparent is intended for use by parents to assess their school-aged children's physical literacy. PLAYcoach is used by coaches, physiotherapists, athletic therapists and exercise/recreational professionals to understand a child's physical literacy. Last, PLAYinventory is a form used to track children's leisure-time activities throughout one year. PLAYself, PLAYparent and PLAYcoach are not skills assessments; they are supplements to PLAYfun and PLAYbasic.[1]

The Canadian Assessment of Physical Literacy (CAPL) has been in development since 2008 through the Healthy Active Living and Obesity (HALO) Research Group. It is a comprehensive research-grade protocol that measures physical activity skills, daily behaviours, motivation and confidence, and knowledge and understanding—all factors that contribute to physical literacy.[2] A nationwide, large-scale study in conjunction with the Royal Bank of Canada (RBC) Learn to Play Project was recently completed, and publications will surface in late 2017 or early 2018.

Other Canadian assessment tools are in development or in early implementation. The Physical Literacy

Environmental Assessment (PLEA) Tool is a program evaluation tool to measure how well programs are supporting the development of physical literacy. The PLEA Tool is designed for program self-evaluation and improvement, the sharing of what works and what does not, and the creation of collaboration across multiple sectors. It is being developed for physical educators, coaches, recreation staff and physical activity leaders. The Physical Literacy Observation Tool (PLOT) is intended for child care practitioners and parents to assess basic movement skills. The goal is to raise awareness of physical literacy in infancy and early childhood.

Wales, through a government-supported mandate stating that physical literacy is as important as numeracy, has introduced physical literacy programs in school sport and physical education settings, as well as organized sport and active play. The intent of the model in Wales is that everyone should be "hooked on sport." The mandate of the initiative clearly exemplifies a holistic view of physical literacy that focuses on the affective, cognitive and physical components.

Sport Wales (2015b) uses the School Sport Survey, a national inventory of young people's participation in sport. In 2015, over 116,000 student opinions of sport were captured, making it the largest sport survey in the United Kingdom. This tool has been used as a proxy for physical literacy measurement. Since 1987, Sport Wales has also been assessing sport participation in adults using the Active Adults Survey. In 2014, over 8,000 adults (over the age of 15) participated in the study (Sport Wales 2014). Additionally, Sport Wales conducts surveys for university and college students (Sport Wales 2015a). All three of the Sport Wales surveys collect information on participation, enjoyment, confidence and importance.

In the United Kingdom, Youth Sport Trust has developed an app to help physical education teachers measure the fundamental movement skills of children through the Start to Move program.[3] The goal of Start to Move is to increase the confidence of primary school teachers in the area of physical literacy. By tracking fundamental movement skills over time, teachers can create an enhanced learning environment that allows children to become more competent and confident movers and remain physically active throughout their lives.

Another UK initiative aimed at primary school children, Change4Life, uses a program evaluation model that incorporates many of the physical literacy tenets, including the following statements: "I look forward to playing games," "I feel happy after playing games," "I like to be active," "I think I am good at playing games" and "When I play games, I like learning new skills" (Centre for Sport, Physical Education and Activity Research 2015).

Although Canada is leading the world in the area of physical literacy evaluation, we can learn much from understanding how other nations approach this difficult task.

In 2016, Sport Northern Ireland released the *Young People and Sport in Northern Ireland* publication, which reported on the 2015 Young Life and Times (YLT) and Kids Life and Times (KLT) surveys. These surveys solicited opinions from youth on their sport enjoyment, their reasons to participate and their feelings about competence, among other concepts directly aligned with physical literacy, although not stated explicitly.

Education Scotland (nd) has developed the Better Movers and Thinkers program, which is aimed at using physical education to promote the development of executive functioning. The program has a built-in individual formative evaluation, intended to identify appropriate next steps for continued participation in physical education, physical activity and sport.

The Society of Health and Physical Educators (SHAPE) America has a membership of health and physical education professionals, primarily in the United States. Its aim is to support leadership, professional development and advocacy in the areas of health and physical education. SHAPE America (2013) has published *Grade-Level Outcomes for K–12 Physical Education*. While not an evaluation protocol, it does list the expected outcomes for children based on the definition of *physical literacy* that physical education teachers are expected to assess over the school year.

Many other assessments of motor skills are used as proxies for physical literacy, including the Bruininks-Oseretsky Test of Motor Proficiency (BOT-2; Bruininks and Bruininks 2005), the Test of Gross Motor Development (TGMD-2; Ulrich 2000) and the Movement Assessment Battery for Children (Johnston and Watter 2006). Although physical literacy encompasses much more than just fundamental movement skills, this is an ongoing practice.

This summary is not intended to be an exhaustive list of physical literacy assessment. Although Canada is leading the world in the area of physical literacy evaluation, we can learn much from understanding how other nations approach this difficult task.

After 19 years of teaching physical education in the K–12 public education system, Dwayne Sheehan (PhD) joined the Department of Health and Physical Education at Mount Royal University in 2008. Dwayne is passionate about assisting young physical educators in their pursuit of a teaching credential. His pedagogical approach to instructing is grounded in his past experiences and ongoing commitment to professional development. He is always looking for linkages between his research and teaching to enhance the learner experience.

Notes

1. See https://play.physicalliteracy.ca/FAQ/ (accessed January 18, 2018).
2. See www.capl-ecsfp.ca/about/ (accessed January 18, 2018).
3. See www.youthsporttrust.org/developing-fundamental-movement-skills/ (accessed January 18, 2018).

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Teaching Spectrum-Style—Part 1

Mark Byra

This article is the first of a series of three articles on the Spectrum of Teaching Styles (the Spectrum). The primary purpose of this series is to help you expand your tool box of instructional strategies to include Spectrum teaching styles in order to meet the diverse needs of your students and the multiple outcomes associated with teaching physical education.

In Part 1, I introduce the Spectrum and then present Styles A and B. In Part 2, I will present Styles C, D and E, and in Part 3, Styles F, G and H, in addition to providing a summary of the Spectrum. Each Spectrum teaching style is presented through an example scenario that includes practical suggestions for implementation. In addition, I discuss how the Alberta K–12 physical education learning outcomes (Alberta Learning 2000) align with each Spectrum style.

About the Spectrum

The Spectrum of Teaching Styles is widely known and used by physical education teachers as an instructional framework for teaching K–12 physical education (Cothran et al 2005; Jaakkola and Watt 2011; Kulinna and Cothran 2003; Syrmpas, Digelidis and Watt 2016). The Spectrum, formally introduced by Muska Mosston in 1966 and further refined over the next half-century by Mosston and Sara Ashworth, has been used by physical educators as a paradigm to organize their instructional practices (Mosston 1966, 1981; Mosston and Ashworth 1986, 1994, 2002, 2008).

Those of you reading this article may have some familiarity with the Spectrum that dates back to your days as an undergraduate student. I was introduced to the Spectrum in the late 1970s, when I was studying to be a physical education teacher at the University of Victoria. In the 1980s, I used the Spectrum to guide me in constructing lessons for my junior high students in physical education classes. Since the late 1980s, I have used the Spectrum for two other reasons: to organize and design a series of courses for our physical education teacher education (PETE) students at the University of Wyoming, and to drive my own Spectrum research program. In a nutshell, for me, the Spectrum has served as a compass to direct me in delivering physical education lessons to K–12 students, in designing an undergraduate teacher preparation program (Byra 2000) and in conducting research specific to the Spectrum (Byra and Jenkins 1999; Byra and Marks 1993; Kirby et al 2015; Sanchez, Byra and Wallhead 2012).

So, what is the Spectrum? The Spectrum is a series of 11 interconnected teaching styles, each of which reflects a unique pattern of teacher and learner decision making (Mosston and Ashworth 2008). The continuum of teaching styles runs from Style A to Style K. In Style A (Command), all decisions are made by the teacher; in Style K (Self-Teaching), all decisions are made by the learner. Between Styles A and K are nine teaching styles that differ according to the systematic shifting of decisions between the teacher and the learner (see Figure 1).

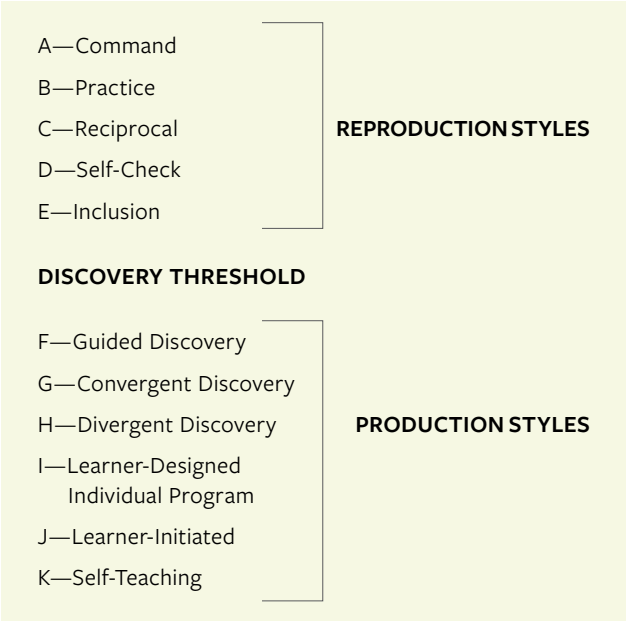

FIGURE 1. The Spectrum of Teaching Styles (A–K).

The Spectrum is a series of 11 interconnected teaching styles, each of which reflects a unique pattern of teacher and learner decision making.

According to Mosston and Ashworth (2008), different learning objectives are met based on the arrangement of decisions made by the teacher and the learner. These sets of learning objectives, in turn, differentiate one teaching style from another. Mosston and Ashworth emphasize that no one teaching style is better than another; rather, each teaching style should be used based on the particular learning objectives you want students to achieve.

The Spectrum is also framed around the belief that learners have the capacity to reproduce (replicate) and produce (discover or create) movements and knowledge (Mosston and Ashworth 2008). In Styles A–E (the reproduction cluster), learners are asked to reproduce known knowledge (for example, reproducing a movement or information demonstrated by the teacher); in Styles F–K (the production cluster), they are asked to produce new knowledge (for example, producing a movement or information that is unfamiliar to them through a question or problem presented by the teacher). In the literature, the term *direct instruction* is commonly used to describe the instructional options found in the reproduction cluster of teaching styles, whereas the term *indirect instruction* is used to describe the instructional options found in the production cluster of teaching styles (Metzler 2000; Rink 2014). Research clearly indicates that teachers use styles from the reproduction cluster more frequently than styles from the production cluster when teaching physical education (Cothran et al 2005; Jaakkola and Watt 2011; Kulinna and Cothran 2003; Syrmpas, Digelidis and Watt 2016).

The decisions teachers and learners make in any teaching style can be organized into three decision sets, based on the purpose they serve (Mosston and Ashworth 2008). First, there are preimpact decisions, which define the intent of an episode. These are the planning and decisions made prior to any teacher–learner interaction. Second, there are impact decisions, which define the initial actions of an episode. This involves the implementation of the preimpact decisions—decisions related to task performance made during the initial stages of an episode (what, how, when and where). Third, there are postimpact decisions, which define the level of student performance during practice time. This involves decisions about offering feedback and assessing what was learned during the episode. These three decision sets constitute the anatomy of any teaching style (Mosston and Ashworth 2008).

When implementing a new instructional strategy, such as a Style C episode, remember the phrase "repetition, repetition, repetition." Your level of success with the Style C episode will likely be marginal during the first few attempts, because it is new to you and likely new to your students. With additional practice, however, the rate of successfully implementing the new teaching style will increase dramatically. Joyce, Weil and Showers (1992) report that teachers continue to feel a certain level of discomfort with a new teaching strategy until they have tried it 10 or more times. Just as it takes a Grade 3 student many repetitions to execute an overhand throw at the utilization level of skill proficiency (Graham, Holt/Hale and Parker 2013), it will take you (and your students) repeated Style C episodes to reach the level of success you want to achieve. Keep this in mind!

In the rest of this article, I present example scenarios for Styles A and B and include practical suggestions for implementation. For more information about all aspects of the Spectrum, I direct you to the Spectrum of Teaching Styles website at www.spectrumofteachingstyles.org.

Style A—Command

In Style A, students learn to perform a task accurately and quickly when and as presented by the teacher (Mosston and Ashworth 2008). There is but one standard of performance to be met—that which is being demonstrated. In this style, the teacher provides the command signal for the movement, and the learners move according to the signal or cue provided. Students "follow the leader." All decisions in Style A are made by the teacher.

Following is a Style A scenario that includes two episodes (warm-up exercises and overhand throw against a wall). An episode is defined as the time period in which the learner and teacher are engaged in the same teaching style for a given task (Mosston and Ashworth 2008).

Style A Scenario

Episode 1

Ms Novak's Grade 2 students enter the gymnasium and immediately proceed to their designated spots to start their physical education lesson. Following the leader (Ms Novak), the students begin their warm-up exercises. Situated at the front of the class, where all students can clearly see her, Ms Novak says, "Ready? Begin!" As the teacher performs three sets of 10 trials of each muscular endurance exercise (for example, modified push-ups, resistance exercises using bands, medicine ball exercises), the students follow her lead in completing each exercise as modelled and at the pace she sets.

While performing each exercise, Ms Novak calls out the critical skill cues that she wants the students to attend to (for example, in a modified push-up, "back straight, elbows 90 degrees, straighten arms"). During the 10-second rest time between sets of trials, Ms Novak provides encouraging statements to the students about how hard they are working, to positively reinforce their efforts. Most of this interaction is directed at the class, not at individual students. Following eight minutes of moderate to vigorous physical activity, Ms Novak calls the students over to where class skill demonstrations are presented.

Episode 2

"Today, we will start class by reviewing the critical skill cues we practised last class when throwing overhand. I will be using the follow-the-leader teaching style for this task, just like we did during our exercises at the beginning of class. Mary, what do you need to do in follow-the-leader?"

"We need to watch and listen to your signals (words), so that we are all throwing at the same time while showing you the skill cues," Mary states.

"Very good, Mary! For the first activity, you will be throwing the foam ball against the wall. On each throw, I want to see the following skill cues demonstrated on each trial: side to target (ready position), elbow back, step to target, follow through across body."

Ms Novak demonstrates the throw against the wall for the students using "ready, elbow back, step, follow through" as the cues to lead them through each throw. After three demonstrations, she asks the students if they have any questions. Then she tells them to go to their designated spots, located approximately 10 feet from the wall, where each student picks up a ball and gets into the ready position to throw (side to target).

On Ms Novak's cues ("ready, elbow back, step, follow through"), all of the students throw their balls against the wall at the same time and then collect their rebounds and set up for the next trial. As soon as all of the students have collected their balls and are ready to execute their second trials, Ms Novak once again says, "Ready, elbow back, step, follow through." This continues for a total of 10 trials. Between trials, Ms Novak provides at least one specific positive or specific corrective feedback statement to the students so that all can hear (for example, "I like how you are all stepping toward the target with your target foot—be sure to follow through across your body"). All feedback is specific to the skill cues identified during the demonstration.

After 10 trials, Ms Novak instructs the students to move to the spot (spot on the floor) located five feet further back from the wall (to increase distance between the wall and them). She then has them throw the ball, each time on her cues ("ready, elbow back, step, follow through") for another 10 trials. At the end of this set of 10 trials, Ms Novak directs the students to return to their designated meeting spots and asks each student to verbally share two of the four skill cues for throwing with the student sitting next to them.

Practical Suggestions for Implementation of Style A

When is a Style A episode useful to employ?

Style A episodes are great to use when introducing a new skill or task or reviewing skills or tasks previously practised. These types of episodes tend to be short in duration, just long enough to determine whether most students have the basic movement pattern being demonstrated (for example, to determine which students have it and which do not, information to be filed away for later use). Style A is also useful to employ where safety is an issue in the movement environment, which may increase the length of time the students remain within the episode. For example, when teaching archery or striking with a bat, safety is paramount, which may influence your decision to use Style A. Style A is also useful to

employ when teaching content that requires synchronized movement, such as with dance, aerobics, gymnastics, martial arts, or group exercise and calisthenics. These are but a few good examples of when it is most appropriate to employ a Style A episode in your teaching.

How long should a Style A episode last?

When introducing or reviewing a skill, a Style A episode should end once the teacher verifies that most of the students (about 70 per cent or more) are demonstrating the skill cues as modelled. In most cases, this is generally a fairly short period of time (one to four minutes, or after the completion of four or five trials of a task). Student off-task behaviour will result when spending too long a period of time in this type of Style A episode. When Style A is used for purposes of safety or with content that requires synchronization (such as dance or aerobics), an episode can last for a much longer period of time.

What teaching style could you use next in the lesson?

Once your students have shown you that they are meeting the movement objective aligned with the Style A episode (that is, performing the skill cues of the movement as modelled), it's time to move on to the next episode of your lesson. Frequently, physical educators will choose to shift to a Style B episode, where students continue to practise the same task but at their own pace. In Style B, students are given the opportunity to refine the movement through extended practice. I expand on the concept of episodic teaching (shifting from one teaching style to another, and then another) in the Style B scenario.

How does the structure of Style A affect the type of feedback teachers can offer students?

Some factors associated with Style A limit the type of feedback that the teacher can give to the students and when it can be given in a Style A episode. Because the teacher is cueing the students during each skill or task attempt, task-related feedback can be given only after the completion of a trial or, more realistically, after the completion of a set of trials. In addition, because all students are performing the task at the same time, the teacher will tend to scan a group of students and thus direct feedback to a group of students or the class. The logistics of Style A make it very difficult to give students individual feedback.

What about the manner in which you organize the learning environment for practice?

Think carefully about how you organize your students during practice time in Style A. To facilitate an effective teacher observation point, have the students organized in lines, so that you can stand at the end of one of the lines and observe multiple students attempting a given task trial. This is critical when introducing and reviewing skills because your goal is to determine as quickly as possible who can and who cannot perform the task such that you can move on to the next episode. Knowing who can and who cannot perform the task will help determine who requires more of your attention during the subsequent episode, which could be a Style B episode (see Style B Scenario).

Style A and the Alberta Physical Education K–12 Learning Outcomes

The psychomotor learning domain is of primary emphasis in Style A, while specific elements related to the affective educational learning domain are of secondary emphasis and achieved through involvement in the movement activities that students perform under the conditions of teaching Style A. In terms of the General Outcomes found in Alberta's physical education program of studies (Alberta Learning 2000), General Outcomes A, C and D align with Style A. Style A clearly connects with General Outcome A, which states, "Students will acquire skills through a variety of developmentally appropriate movement activities" (p 6). A critical factor in acquiring motor skills is amount and quality of practice time. A well-designed Style A episode will maximize time allotted to student practice across grade levels (K–12) and in all dimensions of activity (dance, games, types of gymnastics, individual activities, alternative environment activities).

A secondary emphasis of Style A relates to students demonstrating a set of social behaviour skills, specifically those associated with communicating and giving effort. Following a set of decisions that are made by the teacher to help students give maximum effort during practice is at the root of Style A. General Outcome C, which states, "Students will interact positively with others" (p 22), and General Outcome D, which states, "Students will assume a responsibility to lead an active way of life" (p 26), seem to capture the essence of Style A, that being "reproducing a predicted performance on cue" (Mosston and Ashworth 2008, 76).

Style B—Practice

As is the case in teaching Style A, in Style B the students learn to perform a skill or task as presented by the teacher (Mosston and Ashworth 2008). The task demonstration represents the standard of performance to be met by the

students. This is the one and only similarity between Styles A and B. Once the students have observed the task demonstration in Style B, they are given time to practise the demonstrated task independently and privately. Students are allowed to make the following in-class decisions:

- Where to locate in the gymnasium and with whom if the task requires a partner
- At what pace to perform the task
- When to start and stop the task and move on to the next task
- How to posture themselves for the task
- When to ask questions about the task

These decisions are all made within parameters set by the teacher. When these decisions are shifted to the learner, the students experience the beginnings of independence (responsibility). While the students are practising the task independently and privately (at least, as privately as possible within the open setting), the teacher is free to move from student to student to offer individual feedback about how they are performing. As stated, in Style B, there continues to be one standard of performance (that is, performing the task as modelled). However, the students practise to meet this standard of performance within the context of the decisions they are asked to make.

Following is a Style B scenario that includes two episodes (overhand throw to a partner who is a short distance away and overhand throw to a partner who is further away). I have purposefully created this scenario to serve as a continuation of the Style A scenario.

Style B Scenario

Episode 1

"Students, come on in to our meeting place. Excellent! I like how quickly you all came in and sat down ready to listen! Now that you have shown me that you can perform the four overhand throwing skill cues—side to target, elbow back, step to target, and follow through across body—while following my commands [as Ms Novak is verbalizing the cues, she is also demonstrating the overhand throw against the wall in front of the students], you now need some time to practise the overhand throw without my commands, on your own. For the next five minutes, we are going to be working in practice style. In practice style, you independently work to improve upon a movement task. Here is what you will be doing. Let me demonstrate. Rabab, please be my partner. You need to stand on this line, Rabab. I will stand on this other line [about 15 feet distance between partners]. Rabab, our task is to throw the ball back and forth while attempting to perform the four skill cues on each throw. Rabab, do you have any questions?" No questions are asked. "OK, let's begin." Rabab and Ms Novak throw the ball back and forth three times. Before each throw, she starts with her side to target before executing the throw (and makes sure Rabab does, as well). "Students, when you are practising, you are working at your own pace. This means that you are throwing the ball when you are ready to do so—when you have positioned yourself side to target. Do you have any questions about the task you will be doing—show with your hand up? Yes, Joe, what is your question?" Joe asks, "Do we get to choose a partner?" Ms Novak replies, "I will let you know in a moment, Joe. Other questions? None ... OK. Now, this is what I need you to do. First, stand up. Now, on my signal (hand up) and without any talking, stand back-to-back with who you want to practice with." Hand up. "Five, four, three, two, one. Excellent, I like how quickly you chose your partner. Remember the rule about choosing your own partner? If you show me that you are able to work responsibly with your partner, you stay with your partner. If not, I will step in to make the decision about who your partner will be. Now, on my signal, one of you needs to position yourself on this line [teacher walks the line to show them] and the other on this line [teacher walks the line to show them] across from one another." Hand up. "Five, four, three, two, one. Excellent job of choosing your location! Now, on my signal, those of you on this line [points], please go to the ball bin to pick up a ball. Once you have picked up a ball and returned to your line, begin the task as demonstrated. Continue throwing the ball back and forth until I instruct you to stop."

Style B Scenario

Episode 2

"Freeze! Stay where you are. Malcolm, I really like how you have been throwing back and forth with your partner at a pace that has allowed you to focus on the four skill cues. Brandon, please tell me one of the skill cues. Step to target. Excellent, Brandon! Shawn, another cue? Ready position [shows side to target]. Yes! Raj, another cue? Follow through. Great, Raj! And the fourth cue, the one you need to execute before stepping? Elbow back. Awesome, Austin! Now, on my signal, I need each of you to take one large step back from your line." Hand up. "Excellent, Arthur and Lily! Now, on my signal, throw the ball back and forth to your partner until I tell you to stop." Hand up.

Once the students are throwing their balls back and forth, the teacher moves from pair to pair to provide specific positive or specific corrective feedback. This continues for about two minutes (time to execute 10 to 20 trials). "Freeze! Now, on my signal, I need each of you to take another large step back from your current position. Once you have done so, continue throwing the ball back and forth to your partner." Hand up. For the next two minutes or so, the students throw the ball back and forth with their partner, while the teacher continues to circulate to provide specific positive and specific corrective feedback to individual students. "Freeze! Please return to your meeting spot. Five, four, three, two, one. Great job students! First, on my signal, turn to your neighbour and tell them as many of the four throwing cues as you can remember." Hand up. After 10 seconds, Ms Novak gets them to return their attention to her. "Excellent, it sounded like most of you remembered at least three of the throwing cues. Also, I really like how you all worked at your own pace today, a pace that allowed you to focus on executing the four throwing cues correctly. Remember, in the practice style, you decide the pace at which to practise. Next lesson, we will continue to practise throwing overhand, but you will be moving to a new spot in the gymnasium after each throw. This means that you will have to pay close attention to your use of self-space in general space. Please stand up. Walk to the door and form your line." Once students complete this task, the teacher opens the gymnasium door for the students to return to their classroom.

Practical Suggestions for Implementation of Style B

When is a Style B episode useful to employ?

Style B episodes are great to use whenever you wish to provide students with practice time to improve upon the quality of task performance, be it an individual motor or sport skill (refinement), a combination of sport skills (extension) or a game tactic (application; Rink 2014). As the saying goes, to improve performance (learn), one needs time to practise. In a well-implemented Style B episode, students spend a considerable amount of time in quality practice.

What does practising at your own pace really mean?

Practising at your own pace means practising at a rate (speed) that allows you to pay close attention to the details (skill cues) of the movement. In each class, you will have some learners who have had a lot of experience, some who will have had some experience and others who will have had little to no experience with the movement task to be performed. Students who have had a lot or even some previous experience at performing a motor task are likely able to practise the task correctly at a quicker pace or rate than students who have had little experience. Style B is designed to allow students to practise at the pace that best fits their experience or skill level. Hence, in Style B, it is critical that your students understand this concept.

What teaching style could you use next in a lesson?

A Style B episode frequently fits well right after having introduced a task to students in Style A. In Style A, you want the students to learn the general movement pattern of a task quickly. You do so by providing them with the skill cues of the movement while they are performing the movement. Once the students have acquired the general movement pattern for the task, move on to a Style B episode, where you give the students time to practise the task at their own pace. This represents one example of how different styles can be incorporated effectively in the same lesson (that is, episodic teaching). Other teaching style combinations will be presented in the next two articles in this series.

How does the structure of Style B affect the type of feedback teachers can offer students?

In Style B, teachers are provided with the opportunity to observe students practising a given task (which allows them to gather information about an individual learner's performance) and then offer them individual feedback. Specific feedback, positive and corrective, that is directed at an individual is a powerful variable in the learning process. Student learning is clearly enhanced through the combination of student opportunity to practise and teacher opportunity to offer feedback. This is why physical educators use Style B so frequently in the instructional environment.

What about the manner in which you organize the learning environment for practice?

The learning environment can be organized in many different ways in Style B. The environment can be organized such that students are practising a task by themselves or practising a task with a partner or two who serve in support roles (for example, the person catching the ball in a throwing task). All students can be practising the same task at their own pace during practice time, or could be rotating through a series of stations where they are practising different tasks at different stations at their own pace. These are but a few examples. As you arrange the learning environment, think carefully about the following two questions:

- How can I arrange the environment to maximize opportunity for practice?
- How can I arrange the environment to maximize opportunity to offer individual specific feedback?

What is the impact of giving students the opportunity to make decisions during the impact phase of a Style B episode?

In Style B, students decide where to locate during practice time, at what pace to perform, when to start and stop and move on when asked to perform multiple tasks, how to posture themselves for the task, and when to ask questions about the task. These decisions are all made within the parameters (limitations) set by the teacher. Most students like it when they are asked to make decisions. Inviting students to be decision-makers will allow them to experience the beginning of independence. Understand that it takes time and repetition to become an effective decision-maker, just like it takes time and repetition to perform a motor task competently or proficiently.

Why should you give the teaching style you are using a specific name or title and inform the students of this name?

When you name your teaching style, and make this name public to the students, you will no longer have to explain the style to the students each time you implement that teaching style. For example, once your students have experienced a Style A episode that you name follow-the-leader, all you will have to say to them in subsequent Style A episodes is, "We are going to use follow-the-leader style in our next task." This name will immediately cue the students as to what their role is (follow the leader when practising) and what the teacher's role is (lead the students in practice). You will no longer need to use valuable class time to re-explain a teaching style to the students.

Style B and the Alberta Physical Education K–12 Learning Outcomes

The psychomotor learning domain, as is the case for Style A, is of primary emphasis in Style B, while specific elements related to the affective educational learning domain are of secondary emphasis and achieved through involvement in the movement activities that students perform under the conditions of teaching Style B. In terms of the general outcomes found in Alberta's physical education program of studies (Alberta Learning 2000), General Outcomes A and D align well with Style B. Style B clearly connects with General Outcome A (p 6). A critical factor in acquiring motor skills is the amount and quality of practice time. Making decisions that will increase the level of task engagement in physical activity is at the root of Style B (for example, practise at a pace that matches level of experience or skill, move from one task to the next when the student has achieved the goal of the first task). A well-designed Style B episode, where students practise at a pace that matches their level of experience or skill, will maximize time allotted to student practice across grade levels (K–12) and in all dimensions of activity (dance, games, types of gymnastics, individual activities, alternative environment activities).

A secondary emphasis of Style B relates to students having to make decisions for the purpose of developing self-responsibility and independence (Mosston and Ashworth 2008). Empowering students to make decisions in the instructional setting should guide them to become more responsible citizens. General Outcome D, "Students will assume responsibility to lead an active way of life" (Alberta Learning 2000, 30), is at the crux of Style B. Specific outcomes related

to effort, safety, and goal setting or personal challenge can be achieved in Style B episodes.

Summary

In this article, I have introduced you to the general framework of the Spectrum (Mosston and Ashworth 2008) and described two Spectrum styles, Styles A and B, in some detail through scenarios and suggestions for implementation. In addition, I have presented how Alberta's general and specific outcomes of physical education (Alberta Learning 2000) align with Styles A and B. My hope is that I have provided you with enough information to tempt you to incorporate some Style A and B episodes in your daily teaching of physical education. Feel free to direct questions my way regarding your successes (and failures) with these two Spectrum styles (byra@uwyo.edu). I look forward to hearing from you.

Stay tuned for Teaching Spectrum-Style—Part 2 in the next issue of *Runner*. The Reciprocal (Style C), Self-Check (Style D) and Inclusion (Style E) Spectrum teaching styles will be presented.

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The Game Sense Approach: Developing Thinking Players

Shane Pill

The Game Sense teaching and coaching approach is a game-based and player-centred sport teaching pedagogy that foregrounds the development of "thinking players" (Australian Sports Commission 1996; den Duyn 1997). Unlike the Teaching Games for Understanding (TGfU) model (Figure 1), which involves a linear, six-step tactical-to-technical process (Bunker and Thorpe 1982; Thorpe, Bunker and Almond 1984), the Game Sense approach is more flexible and typical of a nonlinear pedagogy.

FIGURE 1. TGfU model.

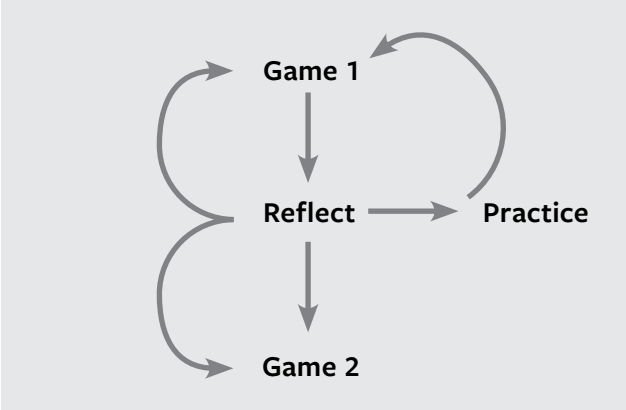


FIGURE 2. The flexible, nonlinear pathways of the Game Sense approach.

Figure 2 illustrates the more flexible nature of the Game Sense approach (Light 2013) and why it has been likened to a tool kit rather than a model (Pill 2013a, 2013b; SueSee, Pill and Edwards 2016). In contrast, the historically common physical education and sport coaching pedagogy looks like drills preceding games during practice sessions. It is a linear technical-to-tactical model emphasizing replication of predetermined motor responses before the introduction of tactical game concepts. Kirk (2010) described this as sport-as-sport techniques.

Like the TGfU model, the Game Sense approach has the realistic context of a game or game form as the focus and starting point of practical lessons or sessions (Australian Sports Commission 1996). The Game Sense approach is, therefore, described as game based. However, as Figure 2 illustrates, it is not a game-only approach. Following the initial game (Game 1) is player reflection on the performance. Following this reflection, three things may occur:

- Players withdrawn from the play for a reflective time out conversation return to the play with a tactical or technical development focus.

- Players withdrawn from the play for a reflective time out conversation move to a practice task to isolate practice of a specific performance aspect of the game. After a practice period, players return to the game to see if the practice has led to a performance improvement.
- Players withdrawn from the play for a reflective time out conversation progress to a more challenging game form (Game 2) that advances the tactical focus introduced in Game 1.

This cycle may have multiple iterations in a lesson or coaching session, based on the time available.

When it was initially introduced, the Game Sense approach for sport teaching and coaching was well illustrated as "game sense" games for the development of "fundamental" or "essential" sport skills (Australian Sports Commission 1999, 2005). While many of the games could be scaled down in complexity for developmentally appropriate teaching in elementary school settings and scaled up in complexity for more advanced performance development, in practice in youth (secondary school students) and adult sport, the approach usually looked different from physical education settings with regard to the placement of "practice" activities. This is because of the move toward personalized training approaches to athlete development at more advanced levels of game development. In some sports, this is sometimes known as working on your playing craft. This difference is shown in Figure 3. The practice tasks replacing the traditional warm-down period will often occur with players and their line coaches or specialist coaches.

At this point, it is worth explaining the definition of *skill* within a Game Sense teaching and coaching approach. The Game Sense approach equation for skill is as follows: Technique + Game Context = Skill (den Duyn 1997). Skill is, therefore, the expression of the complementary relationship between the tactical and the technical components of the game. In other words, skill is the application of a technique suitable to the performance outcome required of the moment (see Figure 4; Pill 2013b).

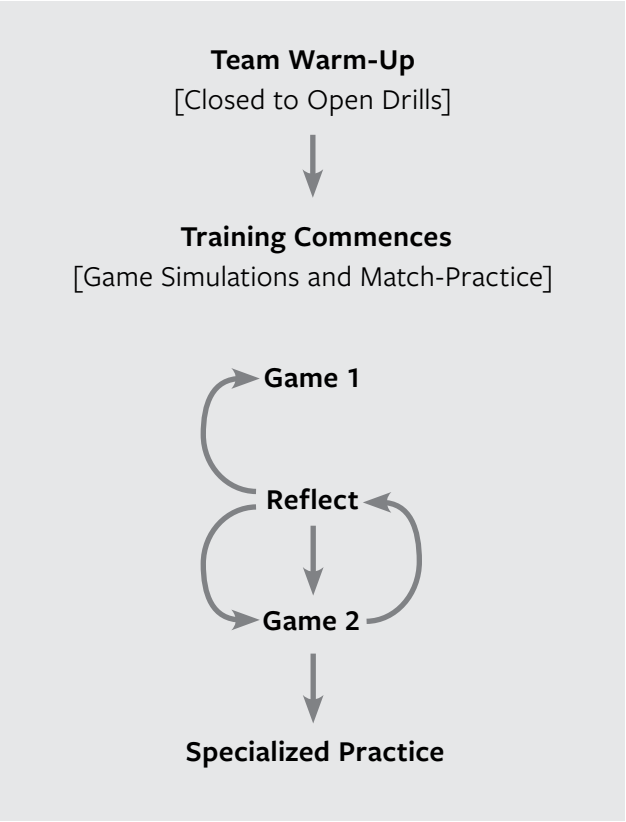


FIGURE 3. The Game Sense approach for youth and adult sport.

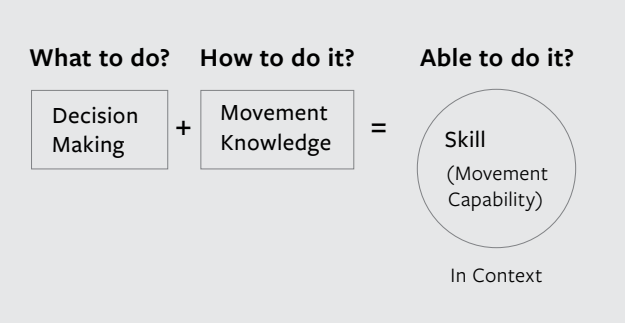


FIGURE 4. The Game Sense approach equation for skill.

Developing Thinking Players: Play with Purpose

Sport teachers and coaches have used games as learning contexts for a long time. Small-sided and modified games can package tactical, technical and fitness training components into one practice task (Charlesworth 1994). Designer games and match simulations can be used to teach the principles of play upon which team tactics and associated strategies are derived (Mahlo 1974; Wade 1967; Wein 1973; Worthington 1974). However, assumptions that skill learning will occur in a productive or meaningful way from simply "playing the right game," with limited or no scaffolding of expectations and competency, are unfounded. While unguided or minimally guided "game as teacher" expectations may be appealing, research suggests that minimal guidance is likely to be ineffective and possibly even negative. The idea that players will learn with greater understanding from personal discovery rather than guided thinking is not substantiated (Pill 2017). In the Game Sense approach, a key pedagogical action of the teacher is to develop thinking players by scaffolding, guiding and navigating the players' learning process by employing well-considered questioning techniques. Game design, therefore, forms the dynamics of play by permitting and constraining the behaviour of players. This assists the scaffolding of the perception–action coupling that occurs in player decision making, which is shaped and focused in the reflective activity of players. This in turn is guided by teacher or coach questioning techniques.

In the Game Sense approach, a key pedagogical action of the teacher is to develop thinking players by scaffolding, guiding and navigating the players' learning process by employing well-considered questioning techniques.

In summary, the Game Sense approach aligns well with constructivist learning theory; learning occurs by a process of continual testing of our cognitive frameworks. Specifically, the game acts as an advanced organizer representing information that players and teachers or coaches can use deliberately to help players learn, perceive and retrieve information from the game. The game does this by purposeful design as an instructional space that will provide the emergence of a cognizing moment. The teacher or coach will capture the meaning of the moment and explore that meaning to enhance players' game thinking and movement behaviour, and then that meaning will be inserted back into context (the game). The principles of play that provide the logic of games common to a game category (invasion, net/court, striking/fielding, target) provide a unifying concept (or metaphor) through which to communicate understanding of the conceptual tactical dimension of games. In other words, the principles of play act as an information organizer. For example, the principle of play in striking or fielding games of "hit the ball to space" provides a unifying concept related to the need of the batter to place the ball (placement) in the field away from defenders (space) in order to make a safe run (time). When beginning lesson or session planning using a Game Sense approach, a principle of play (tactical concept) focuses the lesson or session (soccer—maintain possession) and the strategies (on the ball—passing on the 45/off the ball—setting up passing triads) that will emerge and be engaged through the game design and reflective activity.

What Does This Look Like?

An example of what this might look like as part of a lesson plan for basketball in physical education is shown in Table 1. The plan follows the game–reflect–practise (if necessary)–game cycle flow typical of the Game Sense approach (Pill 2010).

THE GAME SENSE APPROACH: A PHYSICAL EDUCATION EXAMPLE (BASKETBALL)	
Tactical concept	Off-the-ball support for the player with the ball
Strategies	Off-the-ball: Be open; create passing lanes. On-the-ball: Choose and execute good passing options.
Game 1	3v3 Grid Ball
Focus questions	What are we trying to do as a team? (Maintain possession.) How can players without the ball help the player with the ball? (Move to space or signal open to receive a pass.) What happens to the space when you move? (It creates space for someone else to move to.) How can you indicate that you are open to receive the pass? (Call for the ball; look at the player with the ball; signal to the player with the ball.) What happens if you do not move? (Defender can easily guard us.) What does the player look for to know a teammate is open and in a good position to receive a pass? (Teammate is in front of the defender; teammate is leading into empty or unguarded space.)
Practice task	3v1 Play Practice
Game 2	3v3 Grid Ball with scoring attempt available after 10 seconds of continuous possession
Conclusion	Tactical talk: What game strategies did you use to successfully keep possession of the ball? What strategy worked best for you? Which one do we (team) or you (individual) need to get better at?

TABLE 1

In terms of more advanced sport teaching or coaching contexts, the Game Sense approach is more likely to look like the example outlined for an invasion game (see Table 2), where the lesson or session commences with a warm-up (which in sport settings is usually run by the fitness coach before training with the game coaches commences).

THE GAME SENSE APPROACH: AN ADVANCED PLANNING DESIGN	
Warm-up	Off-the-line closed drills: Slow pace running and passing the ball Moderate pace running and passing the ball, including dynamic mobility activities (for example, heel flicks, high knees, high hops, lunges) Moderate pace running and passing the ball, including acceleration and deceleration efforts, and changes in direction Open drill: 3v2 Possession Passing
Game 1	End Ball—Target Player: 5v5
Reflection	Tactical talk: What game strategies did you use to successfully keep possession of the ball? What strategy worked best for you? Which one do we (team) or you (individual) need to get better at?
Game 2	End Ball—Target Player: 5 defenders v 7 offensive players—offensive team clean out from the defensive end
Reflection	Tactical talk: What game strategies did you use to successfully keep possession of the ball? What strategy worked best for you? Which one do we (team) or you (individual) need to get better at?
Craft work	Players with allocated specialist coach

TABLE 2

In Table 3, I show an example of the Game Sense approach applied to a junior high school physical education lesson where the sport focus is basketball. It illustrates a learning context that deliberately encourages players to assemble functional movements that meet an identified task demand. However, far from simply engaging in game play, deliberate scaffolding occurs to link specific information sources within game play with the player (Chow et al 2007). To assist in managing the perceptual information load, the game is modified to focus learning on a specific component of the game-play system and to allow the players to play with the purpose of refining their decision making and actions relative to the identified task demand.

THE GAME SENSE APPROACH: A JUNIOR HIGH SCHOOL PHYSICAL EDUCATION EXAMPLE (BASKETBALL)

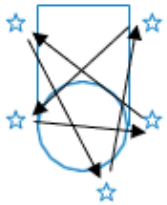
Tactical problem	Set up to attack the basket	
Shooting cues	Press–extend–follow through (PEF)	
Game	5v5 Half Court	
Rules	No contact Starts and restarts from midcourt line Continuous dribble when moving with the ball (Dribble-stop—cannot start dribbling again)	The ball must pass through each team member's hands before the team can attack the basket Scoring 1 point hits the target box on the backboard 2 points for a basket
Reflect	Questions: What off-the-ball movements assist your team to maintain possession of the ball? Where is the best place to shoot from to maximize the chance of a score? What does your team need to work on to improve the chance of scoring?	How does "squaring" to the basket enhance the likelihood of a successful shot? How does a "motion offence" help the team maintain possession? How does a motion offence help the team set up an attack?
Practice tasks (if needed)	Star Shape Passing Drill	
Rules	Move (must dribble while moving) and then pass to a teammate. Go to another position (not the one you passed to). Pass = → 	
Progression	Before passing, the player must do a ball fake or body fake. Add defenders in the key.	
Reflect	Questions: How does the practice transfer to the 5v5? If you wanted to spread the defence to open up an attack of the basket inside the key, how would you change the positions to spread the defence?	
Return to game	5v5 Half Court	
Reflect	Questions: How does the practice transfer to the 5v5? If you wanted to spread the defence to open up an attack of the basket inside the key, how would you change the positions to spread the defence?	
Conclusion	Individual Student Exit Pass: What three things did we learn today about setting up to attack? What two questions do I have about what we learned today? What is one thing I can practise to improve before next lesson?	

TABLE 3

The traditional demonstrate–explain–practise teaching or coaching method (Tinning 2010) of the technical-to-tactical model relies heavily on directive teacher or coach instruction and feedback, as well as drill-based practice pedagogy. The Game Sense approach focuses on guiding player understanding of functional movement response through well-considered game design and use of questions. Rather than the mostly extrinsic (external to the player) augmented feedback provided by the teacher or coach, the Game Sense approach shifts the focus to player intrinsic feedback that arises from the consequence of the movement performance in context. To develop player reflective ability, it is important that the teacher or coach not provide feedback too frequently during practice tasks as this can stifle players learning to think for themselves (Pill and Younie 2015). A process of "fading out" the amount of augmented feedback in favour of convergent and divergent discovery pedagogy (Mosston and Ashworth 2002) is encouraged by the Game Sense approach. The right amount of augmented feedback seems determined by whether players have the experience to draw on intrinsic feedback mechanisms, and whether players have previously been encouraged to become active problem solvers during practice (Williams and Hodges 2005).

Conclusion

The Game Sense approach has been identified with quality physical education and sport teaching (Light 2014; Light, Curry and Mooney 2014; Pill 2011). It is an active and reflective approach necessitating play with purpose. This is achieved through deliberate game design, the use of games to maximize engagement in contextual skill learning, thinking about skills through the lens of concepts and principles of play, and foregrounding a player-centred emphasis by preferentially employing well-considered questioning as an instructional process (Pill 2013a). The CHANGE IT formula (Schembri 2005), in Table 4, helps with understanding the process of modifying constraints by eliminating, refining or adding to game rules and playing conditions (for example, field size) to focus attention on specific tactical or technical game understanding.

CHANGE IT FORMULA

C	Coaching style
H	How scoring occurs or the scoring system
A	Area or dimensions of the play space
N	Number of players
G	Game rules
E	Equipment
I	Inclusion by modifying activities for learning needs
T	Time of the game or time allowed in possession

TABLE 4

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Cultivating Inclusion in Physical Education: We Are *All* in This Together

Erinn Jacula and Hayley Morrison

Mr Erikson was the positive and patient physical education teacher at J M Elementary School.[1] *He was confident that his students would exceed his expectations and that, by the end of the year, they would all achieve their personal learning goals. The teachers in the school wondered how Mr Erikson had so much energy and how he was so sure his students would progress in his class. They wondered how he could be so confident with the diverse and complex learning needs his students possessed. Well, Mr Erikson focused on three things to cultivate an inclusive class in order to ensure student success—attitude, student needs and a positive learning environment. First, Mr Erikson valued physical education and tried out new, unfamiliar activities to become confident in his teaching. Second, he believed in all of his students' abilities and embraced their unique differences—he viewed teaching students with diverse learning needs not as a problem but as an opportunity to consider differentiation. Third, Mr Erikson viewed his class as a whole. Each student was an integral part of the class, and through a student-centred approach, including cooperative learning activities, that supported the range of diverse learning needs, the class would become a community of students helping students reach success.*

Teacher attitudes and behaviours undoubtedly influence each and every student. Teachers are central to transforming students' lives, and they have the potential to affect what their students learn and how they interact with one another while becoming educated, engaged and ethical citizens. This is particularly crucial when teaching classes with a range of diverse student learning needs (cultural, physical, cognitive) (see pp 48–49). Teachers have a responsibility to cultivate learning environments that are accepting, resilient and cohesive. This is undeniably a challenging task with the diverse skills and needs present in today's classrooms. Creating an inclusive learning environment, however, is vital to overcoming learning obstacles in school. Overall, inclusion is an attitude and approach for all students to flourish and succeed.

Inclusion cannot resonate in your class without the following: a student-centred approach, cooperative learning opportunities, and the use of differentiated instruction and various teaching styles to guide the facilitation of inclusive physical education.

Elementary School Physical Education—It's About Attitude and Approach

As an elementary school generalist teacher, you will most likely find yourself teaching your own class's physical education program. Have you ever felt like you are not sure what to do in physical education to make it inclusive? It is no secret that establishing an inclusive learning environment requires extra planning and resources. Even more prevalent is how difficult it can be for generalist teachers with limited experience teaching physical education to transfer inclusive practices from the classroom to the gymnasium or outdoors. It is hoped that, in this short article, we are able to inspire you to transform your planning and pedagogy to create an inclusive learning environment in your physical education lessons—like Mr Erikson does to benefit *all* students. We will further provide you with some tips and practical examples to demonstrate how this can be implemented in your physical education lessons. Remember that inclusion is an attitude; it begins with you and getting to know your students. Further, it is an approach. Inclusion cannot resonate in your class without the following: a student-centred approach (Washburn, Richards and Sinelnikov 2016; Richards and Levesque-Bristol 2014); cooperative learning opportunities (Bradford,

Hickson and Evaniew 2014); and the use of differentiated instruction and various teaching styles (Bradford and Hickson 2014; Griggs and Medcalf 2015; Mosston and Ashworth 2008) to guide the facilitation of inclusive physical education.

It Starts with You: Teacher Attitude

Creating an inclusive learning environment begins with you and your attitude. In physical education, teacher attitude is tremendously influential for *all* students and, specific to this article, students with diverse learning needs.

Having a positive attitude toward physical education and toward your students might be the most substantial influence when it comes to transforming your students' learning experiences (Block and Obrusnikova 2007). Bloemen et al (2015) found that when students with diverse learning needs had negative experiences in physical education, it was often attributed to their teachers' negative attitude toward the subject area and a lack of adaptations to accommodate for student differences. When a teacher possesses a positive attitude and shows enthusiasm toward physical education (for example, through getting involved in the activities instead of sitting on the sidelines), often the students also get excited, which can increase their engagement and participation in class. On the contrary, when a teacher has a negative attitude, such as using physical activity as punishment (for example, making students run laps for poor behaviour) or limiting student opportunities to participate (for example, not including daily physical education in their schedule), students get the impression that physical education is not a valuable or important subject area. However, if a teacher approaches physical education with a willingness to include students with diverse learning needs, and is open to modifying activities in a variety of ways, it can greatly influence student experiences.

Therefore, modifications will always have to be made for students, but being open to differentiating assessment, viewing each student's abilities individually rather than against a standard or average, and encouraging students to challenge themselves in various ways and to be creative will help foster positive learning experiences.

Take Action to Show You Care

Just reading this article demonstrates that you have made inclusion a priority. Having good intentions and the determination to create an inclusive learning environment in physical education is an excellent starting point. The primary question is, How do you demonstrate your positive attitude and initiative to establish an inclusive learning environment?

There are things you can do to help show that you care about inclusion and that you are taking initiative to cultivate an inclusive learning environment. First, educate yourself and get to know your students. It is important to have a high level of perceived competence, as that is a significant predictor of positive attitudes for teachers toward inclusive learning environments (Goodwin, Gustafson and Hamilton 2007). *Perceived competence* can be described as an individual's self-perception of their capabilities and abilities. Teachers with high levels of perceived competence have great confidence in their abilities to effectively include students with diverse learning needs (Goodwin, Gustafson and Hamilton 2007). Therefore, you do not have to believe that you are the best at volleyball, soccer, dance or hiking to teach physical education effectively; to have a high level of perceived competence in physical education means that you are open and willing to try new activities or incorporate unfamiliar activities in your program to suit student needs and abilities. Also, having a high level of perceived competence toward the implementation of an inclusive physical education learning environment means that you have demonstrated a desire to learn about your students' diverse learning needs.

Seek Professional Development

Whether you are a new or a well-seasoned teacher, it is imperative that you advocate for yourself to ensure that you are provided with appropriate and ample professional development opportunities. It is suggested that you take the time to learn about your students' interests, needs, health considerations and supports (UNESCO 2015). When provided with the option, register for professional development sessions with adapted education specialists, and grow your knowledge by searching for adapted physical education activities online. Try some new movement experiences yourself, such as playing on the playground to observe what your students can or should be able to do, which may help you plan for diversity. Engaging in activities yourself will help you develop confidence in a variety of movement skills, so that your overall attitude when teaching physical education will be nothing short of positive.

An exceptional inclusive physical education teacher is one who exudes a positive attitude toward the subject and is "thoughtful, considerate, fair, and willing to 'have a laugh.'"

Use Available Resources

Ensure that you discuss inclusion and the available supports for physical education with your administration team and colleagues (Block and Obrusnikova 2007). Find out if there is a budget for new equipment or teaching resources such as Ever Active Schools activity cards. Seek out other resources from your colleagues and discuss what you do in physical education. Do they have ideas about how to use equipment in a nontraditional way? What kinds of activities are you all doing for each dimension of activity? Can you get a physical education consultant to come in for the day to observe your classes? If you have an educational assistant, develop a plan together to use each other's knowledge and skills to the highest degree.

Role Model

Model the way; be the teacher who cares about the dignity of all students (Blinde and McCallister 1998). This means that your actions and attitude toward your students and colleagues should be respectful. You should be open to new ideas and should regularly check in with your students and inclusion team to ensure that everyone is working together in a positive manner. An exceptional inclusive physical education teacher is one who exudes a positive attitude toward the subject and is "thoughtful, considerate, fair, and willing to 'have a laugh'" (Fitzgerald 2005). These qualities help to facilitate an inclusive learning environment, where students with diverse learning needs have a sense of belonging and are able to participate in planned activities. Your drive to create this type of learning environment, and your initiative to try new things, will have a positive effect on your students and the entire school community.

What Does Mr Erikson Do?

As Mr Erikson gets to know his students to increase his perceived level of competence, he asks all of his students what they are comfortable doing and what makes them feel included in class. He also makes it clear that there will be a variety of activities throughout the year and, at times, students will work individually, in pairs or in groups, just like in language arts and math class. Mr Erikson also makes sure to connect with parents regularly. On the class website, he posts weekly updates about the activities his class does, so parents become aware of the meaningful skills being taught and innovative practices being implemented. This also helps Mr Erikson advocate for physical education; he's hopeful that parents will consider engaging in the activities with their children at home.

Mr Erikson reaches out to people from the community to present in his class. For example, a yoga instructor, a student from a local dance studio and a number of preservice teachers have been invited to his class to teach adapted physical activities and games, such as goalball. Reaching out for support has helped Mr Erikson develop a program that is diverse, developmentally appropriate and meaningful for each student. Another strategy that helps Mr Erikson demonstrate his positive attitude and show that he cares about inclusive physical education is seeking support from the school board consultants. Mr Erikson does not know every detail about his students' diverse learning needs; he regularly calls upon the expertise of others (such as consultants). Further, Mr Erikson attends professional development sessions (on topics such as inclusive education) at teachers' convention and the annual HPEC conference to learn more about physical, cognitive and other diverse learning needs. Overall, Mr Erikson understands that creating an inclusive physical education learning environment is not easy and that it takes time. However, he enthusiastically tries out new things each year, maintains a positive outlook and seeks support, which has made it a lot easier for him to include all students in his class.

What Can You Do: Teacher Approach

Employ a Student-Centred Approach

To create an inclusive physical education learning environment, it is essential to have a student-centred approach where students are at the core of the learning environment (Washburn, Richards and Sinelnikov 2016). In this approach, students' distinctive needs, interests and abilities are recognized and considered in an effort to encourage meaningful engagement (Penney et al 2009). This is vital, as inclusive learning environments require students to be meaningfully engaged (for example, not subjected to the sidelines but engaged in activities with everyone to support growth and development) (Washburn, Richards and Sinelnikov 2016). Intrinsically motivated and empowered students are more engaged in the learning process, resulting in positive physical education experiences (Richards and Levesque-Bristol 2014). To realistically accomplish this, it is imperative that you develop relationships with your students; you must *know* them. Your students will inevitably require you to meet all their learning needs; it is, therefore, essential for you to acknowledge and celebrate student differences.

Blinde and McCallister (1998) recommend that you ask yourself, *Have my students described their needs, desires and experiences in physical education?* These conversations with your students will provide you with the information required to strategically develop lessons aimed at encouraging meaningful engagement. Meaningful engagement could come from pairing up students with similar interests or needs, creating groups that afford student leadership opportunities or planning activities you know your students engage in outside of school (high student interest). Your planning will inevitably be more varied, to serve the interests of *all* students. Additionally, this approach will help to improve your own knowledge and perceived level of competence; it will help you develop a more thorough understanding of your students and class as a whole. As you have learned so far, your attitude will be more positive when you attain elevated levels of knowledge, confidence and support in order to include *all* students.

What Does Mr Erikson Do?

Mr Erikson knows that to be a student-centred teacher, he must first develop relationships with his students to provide the critical insights into their personalities, preferences, strengths and weaknesses. He knows that, although this takes time, it will help him create varied lesson plans that effectively incorporate all of his students' diverse learning needs and interests. For example, Mr Erikson includes a variety of Paralympic games and traditional Indigenous games to represent his diverse group of students. Mr Erikson recognizes that this helps to facilitate intrinsic motivation and meaningful engagement.

Mr Erikson also takes formal measures to determine his students' distinct needs, interests and abilities. At the beginning of the year, he creates a survey (using Google Surveys) that helps him better understand his students' preferences and experiences. In the survey, he asks questions to determine their favourite sports, whether they participate in activities outside of school (such as dance or skiing) and the forms of physical activity they would like to try out for the first time. Further, he asks them to describe their favourite past physical education experiences. He continues to go back to this information as he plans throughout the year. The result is a physical education program that includes breadth and a variety of activities that meet all of his students' learning needs and interests.

Provide Cooperative Learning Opportunities

Providing cooperative learning opportunities is an effective strategy for creating inclusive physical education learning environments. Students with diverse learning needs have mentioned that social isolation and negative peer interactions are significant barriers to their participation in physical education (Haegele and Sutherland 2015). Cooperative learning approaches will help you combat these barriers, as small, heterogeneous groups work together cooperatively to achieve goals (Bradford,

Hickson and Evaniew 2014). With activities that require teamwork to achieve a goal (such as capture the flag), there is an emphasis on positive interdependence; each group member needs to do his or her part for the group to successfully achieve the group goal. In short, your students will "sink or swim" together. Although there are diverse student roles in this game, the roles are equally important and require interdependence. You can imagine how quickly groups learn how important teamwork, collaboration and communication are to achieve the common goal or to capture the flag.

Cooperative learning opportunities will also help your students foster their social skills (Bradford, Hickson and Evanview 2014), which is essential to combat the social isolation that too frequently prevents students with diverse learning needs from participating (Goodwin, Gustafson and Hamilton 2007). Because success in cooperative learning opportunities requires collaboration and teamwork, an inevitable result is improved understanding, interactions and relations among classmates (Dyson 2002). For example, Dyson contends that students tend to appreciate and understand each other's differences from engaging in cooperative learning tasks. Students start to respect, support and motivate each other as they work together toward a common goal. Thus, cooperative learning could change students' prior negative attitudes and perceptions toward their peers with diverse learning needs (such as physical disabilities). Goodwin and Watkinson (2000) explained that students with diverse learning needs more often have positive experiences in physical education when they have a sense of belonging and are active participants. By creating cooperative learning activities in your physical education class, you are essentially working toward improving your students' understanding of, appreciation of and respect for each other. Further, you are facilitating a greater sense of belonging for *all* students, while cultivating an inclusive learning environment among your students.

What Does Mr Erikson Do?

Mr Erikson understands that student peer relationships are integral to the positive and inclusive learning environment he strives to cultivate. He knows that cooperative learning environments help to facilitate positive student relationships, which is why he begins each year with a cooperative games unit. This gives his students multiple opportunities to learn about each other and to appreciate each other's interests, abilities, strengths and challenges as they discover how to effectively work together. He realizes that these cooperative learning opportunities at the beginning of the year are a catalyst for meaningful engagement and participation; his students become more comfortable and confident in the inclusive physical education learning environment.

Although Mr Erikson's cooperative games unit emphasizes collaboration, problem solving and fundamental movement skill development, he employs several of the following instructional strategies to make the games more cooperative:

- *Everybody must touch the object before shooting on the target.*
- *Everybody must score during the time frame of the game.*
- *Play continues until the teams reach a tie or a predetermined collective score.*

These simple modifications can make any game cooperative without compromising the development of fundamental movement and sport skills. Finally, Mr Erikson would tell you that not encouraging cooperation among your students could encourage peer-led exclusion, which will further prevent students with diverse learning needs from meaningfully participating in physical education (Fitzgerald 2005).

Use a Variety of Teaching Styles: Differentiated Instruction

Another strategy to encourage inclusive physical education learning environments is to use differentiated instruction (Griggs and Medcalf 2015). Teaching styles can vary dramatically, depending on the level of control (structure) a teacher chooses to maintain (Bradford and Hickson 2014). By employing various teaching styles, you can effectively acknowledge the individual needs of all learners, which is pertinent because your students have diverse abilities, experiences and learning styles. Differentiated instruction is based on the premise of providing curriculum and instruction that meet the needs of groups of learners by recognizing each student's different learning styles and maximizing each student's capacity for learning (van Garderen and Whittaker 2006). Teaching to student learning styles and providing a variety of instructional methods in your physical education program ensures that you are acting in a student-centred way and requires that you *know* your students (Ellis, Lieberman and LeRoux 2009). Differentiated instruction not only caters to students by incorporating visuals, auditory cues and kinesthetic movements, but it is also about employing different curriculum models (such as Teaching Games for Understanding, Sport Education) and teaching on a continuum—Spectrum-style (Mosston and Ashworth 2002, 2008). Teaching on a continuum for learners means that, at times, you will employ direct instruction by modelling the movements, describing the activities and monitoring your students while they perform the activities, while in other classes, you may set up stations where students go to explore and engage in guided discovery with different equipment to practise skills (that is, indirect instruction) (Alberta Education 2005; Mosston and Ashworth 2002, 2008). Hence, differentiated instruction is important as it provides variety and choice for your students—meeting the needs of *all* students.

Differentiated instruction is important as it provides variety and choice for your students—meeting the needs of all *students.*

What Does Mr Erikson Do?

Mr Erikson uses the entire gymnasium to ensure that he reaches all of his students' different learning styles. During each lesson, he places an agenda, with time frames, on the board. Displaying the activities and times helps his students cope with anxiety, attention challenges and cognitive difficulties to know what is planned and to expect what is coming next. He also displays on the walls pictures of his students stretching, along with task cards for different activities. In addition to choosing direct instruction at times, Mr Erikson allows time for exploration. For example, stations are employed for various skills required for games and fitness activities. He also uses task cards to explain the activities to his students; they then split up into pairs or small groups to complete the tasks. This allows Mr Erikson to monitor, rotate and support students throughout the learning process. He recognizes that differentiated instruction adds to his planning time. But, in the end, he knows that he is able to reach all students.

Concluding Thoughts

We are hopeful that you benefited from reading this article, not only through learning a few strategies to help you establish an inclusive physical education learning environment but also by being inspired to embrace diversity. Inclusive teaching practices in physical education can play a significant role in cultivating a well-connected, cohesive and resilient society. Inclusion does not help only students with diverse learning needs; inclusive practices can provide positive learning experiences for *all* students (Fitzgerald 2005). UNESCO (2015, 6) states, "Inclusive quality physical education is a platform for inclusion in wider society, particularly in terms of challenging stigma and overcoming stereotypes." These possibilities can become a reality. Establishing a positive and inclusive physical education learning environment is a fantastic way to start.

You have the potential to transform your learning environment and to facilitate positive experiences in physical education.

Your attitude is significant, and getting to know your students will improve your confidence and prepare you for this influential role. The student-centred approach you employ will help your students become intrinsically motivated to meaningfully participate (Washburn, Richards and Sinelnikov 2016). Finally, providing cooperative learning opportunities (Bradford, Hickson and Evanview 2014) and using differentiated instruction and various teaching styles will help you cultivate an inclusive learning environment and positive experiences in physical education. When in doubt, simply ask yourself, *What would Mr Erikson do?*

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Note

1. Not the real name of the teacher or the school.

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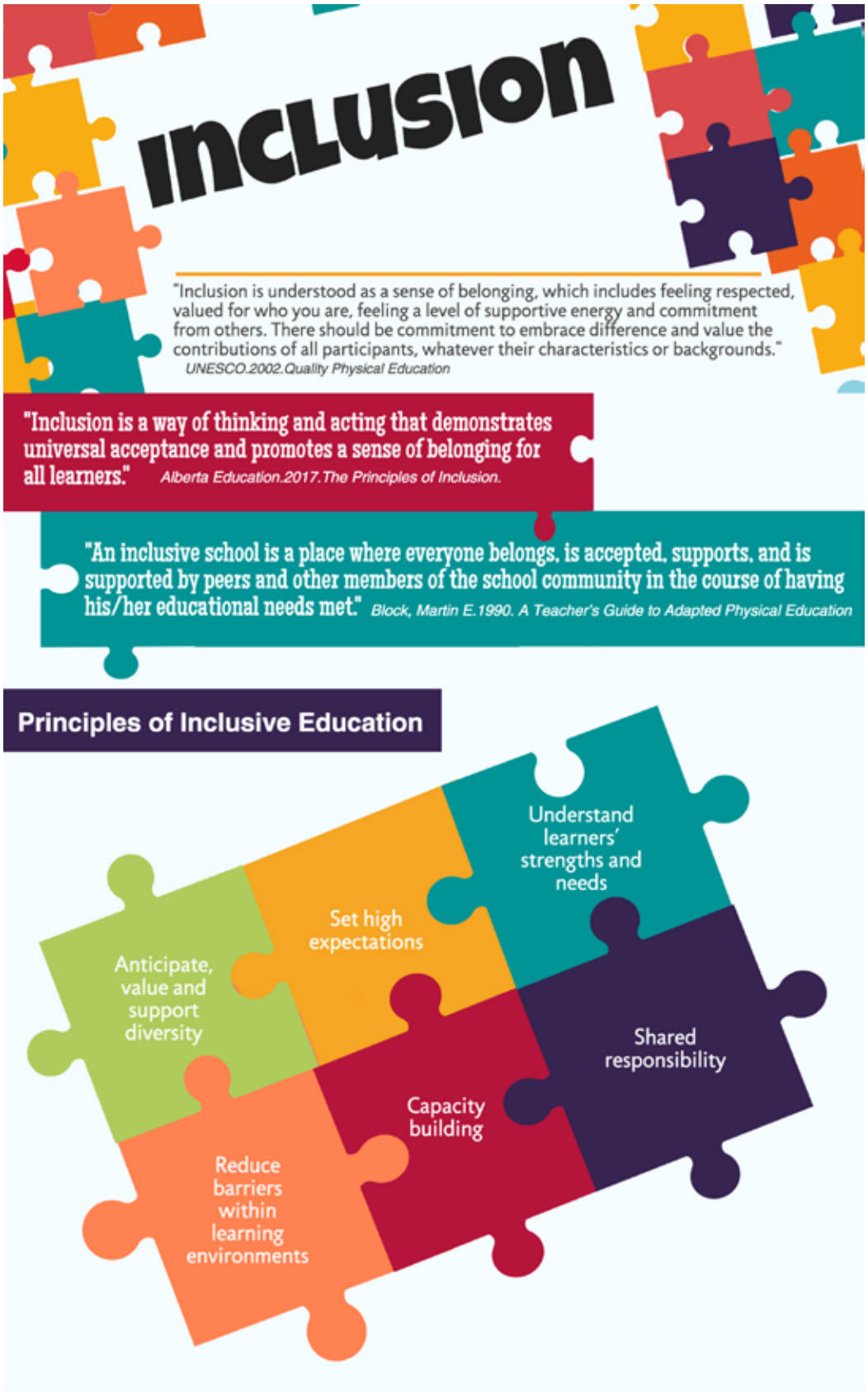
INCLUSION
"Inclusion is understood as a sense of belonging, which includes feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others. There should be commitment to embrace difference and value the contributions of all participants, whatever their characteristics or backgrounds."
UNESCO.2002.Quality Physical Education
"Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners." Alberta Education.2017.The Principles of Inclusion.
"An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by peers and other members of the school community in the course of having his/her educational needs met." Block, Martin E.1990. A Teacher's Guide to Adapted Physical Education
Principles of Inclusive Education
Understand learners' strengths and needs
Set high expectations
Anticipate, value and support diversity
Shared responsibility
Capacity building
Reduce barriers within learning environments


Anticipate, value and support diversity
Set high expectations
Understand learners' strengths and needs
Reduce barriers within learning environments
Capacity building
Shared responsibility
Safe learning environments and a sense of belonging
Every learner can be successful
Evidence based
Identify and increase access
Professional development
Collaboration among all educational partners
Inclusion supports students of different race and cultures, religious beliefs, colour, gender, gender identity, gender expression, physical and mental abilities, family status, sexual orientation, or any other factors to have access to meaningful and relevant learning experiences.
Adapted from Alberta Education.2017.Inclusive Education Policy
Students, parents and school communities have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self.
Alberta Education.2017. Welcoming, Caring, Respectful & Safe Schools
Dimensions of Inclusive Schools
Five Dimensions of Inclusive Schools
Establish inclusive values and principles
Build inclusive learning environments
Provide supports for success
Organize learning and instruction
Engage with parents and the community
Alberta Education.2013.Indicators of Inclusive Schools
HPEC
Health & Physical Education Council
The Alberta Teachers' Association
Ever Active Schools
Supporting Healthy School Communities in Alberta

How Many Phys Ed Teachers Does It Take to Teach a Phys Ed Class?

Brian Lewis, Lee Schaefer and Sean Lessard

> In Phys. Ed. there's just one teacher. But now in the program, there's five teachers, six teachers, seven teachers sometimes. (Colin, field text, April 2016)

Over the past four years, we have worked alongside Indigenous youth in an after-school wellness program entitled Growing Young Movers (GYM). The intention of establishing the GYM program was to engage youth in positive movement and wellness opportunities while connecting us, as researchers, with Indigenous youth and the community. The program is loosely structured around Hellison's (2011) model of Teaching Personal and Social Responsibility (TPSR) that focuses on building personal and social responsibility. We use developmental movement opportunities to engage the youth, which we believe brings about opportunities to build a relational space within the gymnasium. An integral component of the program is an intergenerational approach. This approach includes youth aged 6 to 12 working together with high school and university students, First Nations elders and researchers. For one and a half hours each Wednesday after school, from September to June, we come together in an elementary school gymnasium to engage in developmental movement opportunities that become the vehicle to connect with youth. The opening field text from Colin, a high school youth, serves as a reminder of the strength of this intergenerational approach.[1] Colin's words—"there's five teachers, six teachers, seven teachers sometimes"—frame this particular article as we continue to consider who is the teacher in this small elementary school gymnasium.

We use developmental movement opportunities to engage the youth, which we believe brings about opportunities to build a relational space within the gymnasium.

Literature

From our review of the literature, five threads surfaced with respect to after-school programming for Indigenous youth:

- Rationale of programming
- Extension of school
- Approaches
- Effective programming
- Program models

What became apparent as we considered these threads was that a theme of positioning Indigenous youth as being in deficit emerged. The positioning (or starting point, if you will) placed youth connected to after-school programs as being at risk or in need. Programs looked to enhance perceived shortfalls of youth—in particular, academic performance and social development (Kugler 2001; Fashola 2002). After-school programs were seen as being an intervention on youth seeming to be in need of support from outsiders. To briefly summarize, programs were often extensions of school, led by adults who were implementing models designed to improve the academic or social performance of youth. Put bluntly, the programs were implemented to fix youth, not to learn from them. As narrative inquirers interested in lived experience (Clandinin and Connelly 2000), we believed that positioning youth as being in deficit bumped with our commitments, as it discounted the experiences and knowledge of the youth. Dewey's (1938) pragmatic view of experience, the underpinning of Clandinin and Connelly's narrative view of experience, is transactional in that "representations arise from experience and must return to that experience for their validation" (Clandinin and Rosiek 2007, 39). It is with this lens that we choose to view experience, which positions the youth connected to GYM as knowledge holders, not as being at risk.

Methods

While we collected a number of field texts, including conversations, digital stories, observations and program evaluations, this article focuses on a narrative inquiry with three Indigenous youth mentors who have been part of the GYM program for two years or more. The remainder of the article shares findings from the first author (Brian Lewis) who was part of the larger study previously discussed. The first author engaged in ongoing conversations with Candice, Clary and Colin, which were documented through both audio and written journalling.

Along with ongoing conversations and observations, I (Brian) undertook five narrative inquiry research conversations with each participant. In doing so, I asked questions that explored (personal) feelings, hopes and dispositions; the social (that is, what was happening around them); temporality (that is, how their experiences were bound in time); and, finally, place, "which attends to the specific concrete physical and topological boundaries of inquiry landscapes" (Clandinin and Connelly 2000, 51). Inquiring further alongside the youth, we co-created a narrative account, allowing us to give "a representation of the unfolding lives of both participants and researchers" (Clandinin 2013, 132). From these three narrative accounts, we were able to pull common threads. Inquiring into these threads allowed us to animate further the youths' experiences in this particular knowledge landscape. In the remainder of the article, we use the field texts from Colin to illustrate the shifting conception of who was positioned as the teacher.

School and Education

"They are different." Colin was seeing that what counted in schools differed from what counted in life. It was clear to Colin that there were things learned in school that were important and that would allow one to be successful in school; however, there was also education. Education was the learning that happened outside school—"real-life stuff," as he would put it. "Education is a part of our life. We start learning the day we're born." As I listened to Colin talk about how he saw education, I was reminded of an experience that happened mere moments earlier as we made our way to my office. Arriving at the top of the stairs, we approached a set of doors seconds prior to a group of three coming down from the third floor. Seeing that converging parties were making their way to the same doorway, Colin scooted ahead quickly to open and hold the door. I asked Colin who taught him to open doors for others. "My grandma.

She really helped me understand manners and everything." His Grandma Jean, I would come to learn, was a tremendous influence on Colin and how he treated others. Colin had knowledge passed on to him from family, knowledge gained outside of school, knowledge that he passed on to others in the after-school program.

I continued to think about Colin's notion of education and school being different. I was beginning to see that Colin felt he had knowledge that came more from an education. Education occurred, in his eyes, on multiple landscapes, which in turn allowed Colin to see himself as a knowledge holder. This realization surfaced in one of our conversations about Colin's physical education experiences in elementary school. The gymnasium that hosts the after-school program was the same gymnasium in which Colin experienced physical education as an elementary school student. I asked him if the space seemed different now from when he was a student. He responded, "In Phys. Ed. there's just one teacher. But now in the program, there's five teachers, six teachers, seven teachers sometimes." I asked, "Would you consider yourself one of the teachers?" Colin's one-word response— "Yeah"—brought a smile to both our faces; we both knew that knowledge gained from other places counted. The knowledge from a multitude of landscapes—family, community, school, the program—all counted.

The words "five teachers, six teachers, seven teachers sometimes" show how Colin saw himself and others as teachers in the after-school program. Considering what I had come to know about Colin, how he had come to explain education and school as being different, I saw a connection to how he had self-identified as teacher. This self-designation was quite telling as it spoke to how he positioned himself as knowledge holder. We continued to unpack what *teacher* meant to Colin.

Who Is the Teacher?

First Author. What is the common story of who the teacher is?

Colin. The people that get all the attention.

First Author. OK. In the classroom, in the school, who is the teacher?

Colin. The person standing in the front, most likely.

First Author. Do you feel like you're a teacher when you're in school?

Colin. No.

First Author. Ever?

Colin. Not really.

First Author. But you feel like a teacher when you come to the program?

Colin. Yeah.

First Author. I wonder why you never feel like a teacher in school?

Colin. I'm the one taking notes and listening.

Knowing now how Colin saw himself as teacher within the program but not at school, I was curious how he thought the youth perceived him. "Probably as a teacher or an elder, or maybe an older brother, older sister," he responded. He went on to explain:

> A lot of these kids, they don't have older brothers. Or, if they do, they don't really interact with them. Everyone looks up to someone or something. When we're playing with these kids, we're helping them. By doing that, it gives us the figure of that older brother or older sister.

The words *teacher, elder, brother* and *sister* were synonymous to Colin. For Colin, *teacher* and *older brother* carried the same meaning. This implied that learning also happened in the family, outside of school. Colin's conceptualization of *teacher* went beyond the common narrative of the adult standing in front of the classroom. This notion of *teacher* is perhaps different from the dominant story of school, where youth are, more often than not, positioned as not having knowledge. We have come to understand, through being in relation with youth in the GYM program, that everyone is a teacher. An intergenerational approach opens opportunities that we, as adults, may not even be capable of achieving, given that our experiences may be extremely different from our students' experiences. This notion of opening opportunities became more apparent as we came to understand experiences of the youth.

Colin was placed in foster care at the age of two years old. For a number of years, he would move from home to home. One home, in particular, was not a healthy situation for Colin. "It wasn't a good experience. . . . It wasn't nice. It was scary." These life lessons, as Colin named them, were much greater lessons in his eyes than anything that was taught in school. Perhaps it was these life lessons that allowed Colin to view school differently and, when given the space, to be a mentor for many younger students going through similar situations. As Colin so eloquently put it, "Anyone can teach you one plus one, but can anyone really teach you what generosity means?" His words reminded us that teaching goes beyond mandated curriculum in schools.

We came to see that Colin, and the other mentors, held knowledge that most certainly counted. This knowledge enabled them to connect with youth in patient, respectful ways. He had physical knowledge that allowed him to demonstrate a variety of developmental movement skills to youth, and emotional knowledge that enabled him to meet the youth where they were, and empathize with their lives outside school. While we would love to say that our GYM program taught him these things, this was simply not the case. At best, we offered Colin a space to display the knowledge and skills he had gained along the way from out-of-school places. These life lessons were part of his identity; lessons Colin shared each week in a small elementary school gymnasium alongside a number of younger children who saw him as a role model.

Implications in the Field: (Re)Conceptualizing Physical Education

"In Phys. Ed. there's just one teacher."

In physical education, the norm is to have students grouped into grades. Similarly, when we see organized sporting options, we see students grouped by age. The common structures of school and sport often do not allow for younger students to work with older students. This makes sense if your goal is physical development at the cost of many other aspects that could be focused upon. So, what might happen if we allowed older students to interact more with younger students in gymnasium spaces?

From our experiences, we came to understand that the youth mentors arrived each week to the gymnasium with

a wealth of knowledge that we, as researchers, did not have. The younger students identified with the youth mentors and connected with them in ways that, as outsiders, we could have never connected. In this way, the youth mentors were able to tell us things about the students that allowed us to shift programming and helped us to plan different off-campus experiences that better met the needs of the students.

While not everyone has time to run an after-school program, are there other practical implications? For example, could high school programs attempt to connect with neighbouring elementary schools to create an ongoing intergenerational physical education program? Could older students in an elementary school (such as Grade 6) work alongside the younger students in purposeful ways? Consider the cooperative learning, the leadership, and the coaching development that comes from positioning older elementary or high school physical education students as teachers. What could be gained beyond the physical? In past work, we have noted that this intergenerational approach helps to build community (Lewis, Lessard and Schaefer 2013), and that once this community becomes established, the physical development often focused on in physical education can much more successfully be incorporated. Perhaps more important, the intergenerational community creates an environment that positions everyone as a learner and everyone as a teacher, which means that everyone is included in the learning process.

For additional information about Growing Young Movers (GYM) Youth Development, please visit our website at www.growingyoungmovers.com.

Brian Lewis (MEd) is a doctoral candidate at the University of Regina and cofounder of Growing Young Movers (GYM) Youth Development. Brian is the program director with GYM, consultant, workshop facilitator, and resource developer in the area of physical education and physical literacy. Currently, he sits on the board of directors for Physical and Health Education (PHE) Canada. His interests revolve around the connections between the holistic well-being of youth and its impact on their physical literacy journey. Brian's doctoral research is a narrative inquiry into the experiences of urban Indigenous youth in an after-school wellness program.

Lee Schaefer (PhD) is an assistant professor at McGill University in the Department of Kinesiology and Physical Education. Lee is also the outgoing president of the Physical and Health Education Canada Research Council. His research is focused on teacher education (specifically, physical education teacher education), youth development through wellness and physical activity, the impact of the outdoors on youth physical activity levels, and narrative inquiry. He has been recognized at the national and international levels for both his research and his writing, and has been invited to speak at local, national and international conferences. His passion for physical education and for providing youth with purposeful, developmental movement opportunities continues to drive his research, teaching and service commitments.

Sean Lessard (PhD) is from Montreal Lake Cree Nation Treaty 6 territory. Sean is an associate professor in Indigenous Education and Teacher Education at the University of Alberta and cofounder of Growing Young Movers (GYM) Youth Development. He is an award-winning speaker, writer and researcher who works closely with communities on a national level. Sean's areas of interest include youth mentorship, leadership, high school completion and transition to postsecondary/workforce strategies. Sean is the Pat Clifford Award Winner for Emerging Educational Research (2015), as well as the Myer Horowitz Outstanding Dissertation Award Winner (2015).

Note

1. All student names are negotiated pseudonyms of the research participants.

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The #active365 Program: A Pilot Study

Lisa Taylor

Throughout my seven years of teaching high school, I have noticed that students love to engage with their smartphones. Like many educators, I initially made every effort to dismiss phone use in my class, as it provided a distraction to students' learning and attentiveness in class. However, in September 2016, I reconsidered my previous bias toward smartphones in my classroom and considered how smartphone technology could purposefully engage my students in my class. I often witnessed students immersed in their phones while mingling in the hallways, sneaking peeks during class time and even checking their phones when taking water breaks during their school sports practices. Out of curiosity, I started asking my students what so intently captured their attention on their phones. Many students replied that they enjoyed communicating online via social media—they messaged friends, commented on photos or posted selfies. Given the degree to which my students were enveloped by this technology, I decided to search for ways to incorporate smartphones into my physical education classes, with a focus on the pedagogical benefits. My first idea was to have all students take pictures of themselves being physically active outside of class time.

#active365 Program: An Introduction

My first step in actualizing a plan to assign grades to students for documentation of physical activity outside of the class through selfies (what became known as the #active365 program) was to search the curriculum for specific outcomes that supported this intention. Where student grades are concerned, it is imperative that outcomes are supported within the provincial physical education (PE) program of studies. Within the PE 10 Alberta curriculum, I found specific outcome D10-1, which states that students will "demonstrate a commitment to an active lifestyle through participation in and out of class" (Alberta Learning 2000, 29). Additionally, within the PE 20 and 30 program of studies, specific outcomes D20-1 and D30-1 state that students will "model an active lifestyle" (p 29). Through student demonstration of preparation and organization for class, understanding of rules and guidelines, and appropriate behaviour in an activity, my students would be evaluated in a department rubric with regard to these outcomes. For example, if a student attended a badminton class in a timely fashion, came prepared with appropriate clothing and footwear to be active in, demonstrated the ability to start a game with a peer, correctly alternated sides within the match, accurately kept score, demonstrated sport-specific movements and shook hands at the end of the match, we would determine that the student would likely be successful in attempting to play badminton outside of class as one opportunity to demonstrate an active lifestyle. However, it is difficult to determine whether a student will actually take the opportunity to be physically active on their own time, as PE teachers infrequently witness student behaviour outside of class. Yet if students were to partake in an opportunity or challenge to capture images of themselves being physically active outside of class time, this would allow me to better evaluate them with regard to learning outcomes D10-1, D20-1 and D30-1 in PE 10, PE 20 and PE 30, respectively; it would help me see what my students were actually choosing to do during their out-of-school time.

#active365 Program: Not Mandatory

I decided to not make participation in the #active365 program mandatory for a number of reasons.

First, each student was already expected to be physically active during each 90-minute block of PE offered five days a week (Monday–Friday). The time students spend physically active in class satisfies the Canadian recommendation that children and youth ages 5–17 spend 60 minutes or more being physically active per day (Canadian Society for Exercise Physiology 2011). While PE 20 and PE 30 courses are optional in Alberta, PE 10 is a required course in order to earn a high school diploma. As a result, there are a variety of student interests and opinions with regard to daily physical activity: some believe they receive more than enough exercise during class, while others enjoy engaging in more physical activity.

The second reason I decided to make the challenge optional was that many students already had other extracurricular commitments, such as fine arts practices and rehearsals. I did not want to add additional stress to them, as they were already meeting their recommended amount of physical activity during PE classes.

Third, I wanted to find out how many students would engage in the challenge with a positive incentive only; I did not want students to participate in the opportunity only because they wanted to avoid losing marks.

Last, if any students did not own a smartphone or other wireless mobile device (WMD) with picture-taking ability, I did not want to pressure them to acquire one. Primarily, I wanted to further engage students by having them use the WMD and social media applications that many of them seemed to already have, love and use consistently—a benefit for the students who were interested and at no cost to the students who were not interested.

#active365 Program: Assessment

Once I identified the curricular support for the opportunity, I looked to the assessment rubric that guided my PE department in evaluation. Our program involved one teacher teaching the same group of students throughout a semester, alternating different activities and units weekly. At the time, assessment for each unit was split up into four sections: attitude and effort, knowledge, skill, and personal and social responsibility. For each submission or selfie that I received, a student received a 5 per cent mark boost in their attitude and effort grade, to a maximum of a 25 per cent boost per unit, or one submission per day. The students' efforts outside of class time and positive attitudes toward physical activity as part of a healthy, active lifestyle fit within our rubric guidelines, justifying the grade improvement. Students could decide for themselves what they would like to engage in for their additional physical activity, which can empower and motivate students to be active by fostering feelings of independence and control (Sibley and McKethan 2012). For example, during a football unit, a student might choose to submit two selfies of being physically active in a dance class on two different days of the week. When entering their grades into the system, I would make a note in my digital grade book to indicate that the student received a 10 per cent boost for the physical activity outside of class time on top of the existing attitude and effort grade for the football unit. This would allow for clarity between the student, parent and teacher where one would just subtract 10 per cent from the student's attitude and effort mark to calculate the original football attitude and effort grade for that student during the unit.

Students could decide for themselves what they would like to engage in for their additional physical activity, which can empower and motivate students to be active by fostering feelings of independence and control.

#active365 Program: Assisting in Healthy, Physically Active Lifestyles

After determining the support in the curriculum, as well as deciding how to integrate the grades into the students' quantitative assessment, I turned this idea into a reality. With the approval of the school administration, I began using my Twitter account to engage students, and started regularly posting my own #active365 submissions. I decided that if I could demonstrate daily physical activity by engaging in the program myself, I could be a better role model for my students, as well as give them a better idea as to what their #active365 submissions might look like.

Next, I drafted an assignment and introduced the #active365 program to my PE 10 and PE 30 classes.

Taking turns surfing and walking with the little one on the beach in Tofino! #active365

Requirements of a submission for the #active365 program included the following:

- Following me on Twitter.
- Submitting a selfie depicting physical activity and a short description of the activity if it was not otherwise obvious in the photo.
- Including "#active365" in the description of the post.
- According to the honour system, being active for 20 minutes or more.

I asked students to follow me on Twitter, so that they would be alerted to my daily posts. I would congratulate students on their posts, all of which were displayed on a Twitter feed or blog. Twenty minutes was the requirement for physical activity because the Canadian guidelines indicate that people 18 and older should engage in at least 150 minutes of physical activity per week (ParticipACTION 2016). Hence, 150 minutes divided by seven days per week is approximately 20 minutes per day. Many adults struggle to achieve the recommendations for daily physical activity, making it important to encourage students to find time to be active in their daily lives (Cowdery et al 2015). Once their PE course was completed, I was hopeful that students would understand what is expected of them with regard to living healthy, physically active lifestyles throughout their lives.

#active365 Program: Piloting the Program

I tried the #active365 program in three separate semesters with five different classes. In the first semester, I received a total of 18 #active365 posts, where four of my PE 30 students (12 per cent) and six of my PE 10 students (25 per cent) engaged in the social media challenge and received improved grades. My hope was to engage more students moving forward, so I started asking students their opinions regarding how I might do this. According to Botterill, Bredin and Dun (2015), the younger generation indicates where technology is headed in the future. Keeping this in mind, I asked my students to inform me about which social media applications I could employ to best engage students in the #active365 program. In the form of casual conversation, the main student feedback was that some of them had no interest in using Twitter and would prefer employing other social media applications, such as Instagram and Snapchat, to engage in the challenge.

In February 2016, with a new PE 10 class of 24 students, I signed up on Instagram and Snapchat. I made two changes to the original #active365 program assignment. First, I limited the number of possible submissions for one activity type to 10, meaning that if a student played high-level hockey every day after school, for example, the student would receive bonus marks for only a maximum of 10 hockey-related submissions. This change was made to encourage students to discover more ways to be physically active on their own time, to show me what they might do on their days off or what they do to stay active during their off-season. Second, I indicated to my students that I would take screenshots of all submissions to hold them accountable for their work as well as for assessment purposes. While photos on Instagram and Twitter stay in a messaging stream or are present as part of one's online profile, photos on Snapchat are only visible the first time someone looks at the photo, after which point they are automatically deleted. By the end of the semester, I had received 81 submissions from 12 of 24 students (50 per cent) in the class, with the majority of submissions received through Snapchat. Again, I asked the students who did not participate in the challenge why they chose not to participate. I heard a number of reasons, including the following:

- They did not own a wireless mobile device (WMD).
- They did not like social media.

- They only had a Facebook account, which was not offered in the #active365 program.
- They believed they engaged in more than enough physical activity during PE classes.

With regard to the students who opted to not engage in the #active365 program, Van Kessel, Kavanagh and Maher (2016) note that students may also be reluctant to be leaders or to demonstrate leadership among their peers, as it may be perceived as "uncool" to do so.

In September 2016, I attempted the #active365 program for only two months (prior to a maternity leave) with a new group of students, specifically two PE classes. There is reason to believe that something like the #active365 program may find the most momentum at the beginning of a semester. As Van Kessel, Kavanagh and Maher (2016, 7) note, the "novelty wears off." The only change made to the challenge was the addition of a Facebook account, based on previous student feedback. Additionally, in reflection of the previous semester, while introducing the challenge to the class, I placed more emphasis on posting with peers and encouraged students to borrow a WMD from the library, if they did not own one themselves, and to e-mail submissions to me if they were uncomfortable using social media. In two months, I received 90 submissions from 10 of 59 (17 per cent) students. I received the most submissions through Snapchat and private messaging on Instagram. Interestingly, no submissions were received through Facebook.

#active365 Program: Teacher Benefits

I found that I benefited from the #active365 program in a number of ways. First, it allowed me to get to know my students better as individuals. I learned what they like to do for physical activity and whom they enjoy being physically active with—pets included. Second, by learning more about my students and having more to talk about with them, I developed stronger teacher–student relationships. Third, it helped inform my practice. I added additional days to the units that students expressed interest in based on their submissions. For example, I changed a three-day unit on lacrosse into a five-day unit, based on two students who sent me lacrosse-related submissions. Further encouraging this move, those two students chose to volunteer to teach two of those five lessons to their peers, lessons that we organized together, helping to illustrate the trust and respect that we developed and shared. Fourth, it made report card comments much easier to write, as I was able to more effectively define what my students did well and more easily identify areas of opportunity for improvement. Last, it held me accountable as a role model for my students through my own #active365 posts, demonstrating the physical activity that I spend so much effort advocating for as an educator.

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#active365 Program: Further Research

As I work to complete my master of physical education degree, I plan to make the #active365 program the focus of my thesis work. Moving forward with formal research, or for any other educators attempting a similar program, I would advise teachers to keep in mind a few key points. First, I would encourage teachers to ensure that they employ social media profiles that are public and student friendly. Creating a new profile may be the best option, depending on the content of the existing profile. Second, I would stress the importance of having a conversation with students to remind them that although the #active365 program is online and can be accessed outside of school and class time, the program is for educational purposes—therefore, submissions must reflect respect for the school code of conduct. Third, I would encourage teachers to remind students that although connecting online may involve a "friend" or "follower" status, or approving a photo may involve a "like" or a heart symbol, the teacher–student relationship is no different online than it is in class. Last, I would encourage teachers to remind students that teachers will store all submitted photos to ensure that only photos deemed appropriate are posted—helping to avoid any disciplinary issues.

#active365 Program: Concluding Thoughts

Through the #active365 program, teachers have an opportunity to learn more about whether or not students

desire to use WMDs and social media applications in a PE context. Also, the #active365 program helps teachers better identify their students' out-of-school physical activity choices—which may lead to stronger teacher–student rapport. I think it is important that we as teachers continue to learn what engages our students' minds, and that we develop along with them in their education. Education is a never-ending journey that should be shared between teachers and students. I look forward to discovering how the teachers in my research study will experience the #active365 program with their own classes. Although I am uncertain as to exactly where this research will take me in the future, I am willing to bet on three things:

- Technology will only continue to develop in ability and capacity.
- Teachers will need to work continuously on integrating newly developed technology to engage students.
- Students will always require positive role modelling and encouragement by their teachers to lead healthy, physically active lifestyles.

If you would like to learn more about this line of research, do not hesitate to contact me at lisamptaylor@gmail.com.

Lisa Taylor (BKin, BEd) is a high school physical education teacher in Calgary. As a wife and a mother of one, she enjoys being physically active with her family as part of a healthy, active lifestyle. Lisa has been teaching high school for seven years, and is currently working to complete a thesis-based master of physical education (MPE) degree through Memorial University of Newfoundland. She was recently awarded an HPEC Certificate of Commendation for the work detailed in this article.

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TeachResiliency.ca: A New Resource for Teachers

Susan Rodger, Patti Leschied and Robyn Masters

Today's classroom is very different from the one that existed when most teacher education programs were established. Teachers are working in increasingly diverse classrooms with specialized learning and support needs in an environment where, generally, support resources have not increased and, at times, have even declined. Few teachers learn about mental health in initial teacher education (Rodger, Hibbert and Leschied 2014), and nearly 90 per cent of teachers in a national Canadian survey reported feeling underprepared to respond to mental health needs in their classrooms (Froese-Germain and Riel 2012).

School mental health is not just about students; teachers need support to navigate the demands of schools, students, parents, and personal and professional wellness.

Mental health is a major topic of conversation and research in Canadian schools. Our most up-to-date evidence suggests that up to 20 per cent of all children, youth and adults will experience mental illness (Polanczyk et al 2015; Statistics Canada 2016). To put these numbers in context, more than 5,000,000 children and youth attend Canadian public schools, and about 400,000 teachers are employed in our K–12 classrooms (Statistics Canada 2016).

Teachers also face tremendous demands both within and outside the classroom. There are daily pressures for implementing changing curriculum and maintaining administrative practices and standards, as well as for both understanding and advocating for students with a wide range of needs. Not surprisingly, research tells us that the level of stress and burnout among teachers is considerable. School mental health is not just about students; teachers need support to navigate the demands of schools, students, parents, and personal and professional wellness. Many teachers have the sense of being stretched too thin. So, TeachResiliency.ca was born.

Developed by a team of teachers, researchers and mental health professionals, with the support and partnership of Physical and Health Education (PHE) Canada, TeachResiliency.ca was created to help teachers quickly find and download practical resources related to mental health (see Figure 1). All the podcasts, videos, articles, tip sheets and program recommendations have been carefully chosen based on research evidence and usefulness at school. The website can be accessed from any computing device, including smartphones, and is flexible and searchable. Teachers have access to tools for classroom practice, seeking assistance, locating support, and advocating for themselves and their students. The focus is on mental health and resilience from a teacher's perspective, so many of the resources available on TeachResiliency.ca are brief and downloadable. Here you will find teacher-to-teacher stories and resources that connect, encourage and build. The goals of TeachResiliency.ca are to give teachers access to

- relevant and practical information quickly, along with more in-depth material when needed;
- evidence-based resources for use in the classroom and workplace that can be shared with colleagues and school teams; and
- vocabulary of common language and perspective through information that is professional and useful when talking with students, families, school teams and other professionals.

Let's look at a couple examples of how teachers can use TeachResiliency.ca. Here is a case study from Patti, a classroom teacher.

FIGURE 1. TeachResiliency.ca.

Case Study 1: Student Needs

Throughout the first term, it became obvious that one student, whom we will call C, could not connect to the kindergarten classroom. Every day, C cried for the first hour, was reluctant to join in activities, and spent most of the day watching or crying quietly in the corner. C refused to talk to her teachers. Communication with the home revealed that C's parents were very concerned, as they saw her behaviour change at home, as well. The teaching team was at a loss as to how we could help C, as our typical strategies to engage children and put them at ease were unsuccessful.

I went to the TeachResiliency.ca website during my few minutes at recess and, using the search engine, entered the word *anxiety*, which seemed to be a good description of what we were seeing in C's behaviour. I used the Refine Search button to indicate that I was looking for resources for supporting and working with students and to limit the results to kindergarten through Grade 3.

I applied the filter, and 20 resources came up. I did a quick visual scan and saw that some of them were of the "deep dive" variety—books, online course options and other websites. Looking for resources that were relevant, quick and useful, immediately I saw two tip sheets, each of them available in both French and English. These tip sheets (for example, "10 Classroom Strategies for Anxious Students") were one page long, downloadable and printable, with simple and easy-to-use strategies for the classroom. Excellent! I had only a few minutes to read something quickly before recess was over, but I might have more time tomorrow during my prep period to look more deeply. I made a copy for C's portfolio and shared it with the other team members. We could use it to guide a quick discussion about what we saw as potentially useful for working with C and where we wanted to focus. There are many people involved in our classroom and with C, so this could help us plan and track our common goals and communicate clearly. At the end of a week or two, we could refer back to it, share it with the parents, and take some notes to a team meeting to describe some of the strategies we used and our progress to date. In a collaborative team environment with other professionals, the resource provides a way to share what has been happening.

I found that the tip sheets were practical, the language was appropriate to use (not diagnostic) and the focus was on observable classroom behaviours. This "shallow dive" was welcome, because I am often pressed for time and looking for good resources that I can use right away. It gave me confidence to know that these strategies are grounded in evidence; there is research to back them up.

Once we reviewed the strategies, we came up with more of our own. Through the comments section, the TeachResiliency.ca team was able to review them and check for research support. Once this cycle was complete, the resource was expanded to include these additional tips from teachers. The community of practice expanded

the resource, allowing teachers to contribute to their peers and less experienced teachers to learn from those with more, and relevant, experience.

Case Study 2: Teacher Stress

They said it would get easier. It's a few months into my third year of teaching, and I have been waking up with a growing sense of dread each morning. I feel as though I cannot keep up with changing curriculum and behavioural expectations. I have a few students in my class who I really worry about—their home life is not great, and I find myself up late at night thinking about them. Am I doing enough? Am I doing the right things? To top it all off, I have started coaching the girls' volleyball team—the last coach left suddenly for health reasons. While I enjoy it, coaching takes up a lot of time after school, and I am dreading having to plan an upcoming tournament. I just do not know where to find the time.

I spoke to a respected friend and colleague about feeling overwhelmed. She told me, "I get it. Every day is hard. It took me a while to get over it, but self-discipline is the key. You cannot make excuses for yourself. We are all working long hours." All weekend, I felt enormous dread about the upcoming week. After berating myself for my lack of discipline and feeling terrified that this was how it would always be, I found myself online looking for any other teachers who may have experienced this. Was it just me?

On TeachResiliency.ca, I typed in "stress" and found 74 resources. Too many for a Sunday night—I still had dishes and prep to do! I refined the search to only videos, and I found one of a teacher, Maggie, who looked about my age. I put it on while I prepped lunches for the week. Maggie talked candidly about the challenges she faced in her third year of teaching and what she did about it. I am flooded with relief knowing I am not alone. Maggie talked about what she did to handle the stress. I made some mental notes and even felt encouraged to leave a comment for others who might watch the video. Next, I chose the category "self-care for teachers," and found two tip sheets: "What You Wish You Knew as a New Teacher" and "Teacher-Focused Wellness Tips." These were colourful, simple and great reminders that we, as teachers, need to take time to care for ourselves. So, I printed them out and put them in my bag for the bulletin board in the teachers' lounge. Everyone can use a reminder, right?

Now more than ever, the role of today's teachers includes being an integral and effective part of school mental health teams. Some teachers have established their place at these tables, sharing common language and professional relationships. For others, it may lead to a need to develop expertise in the way mental health affects behaviour and learning, have evidence-based knowledge about mental health, and know where to find the tools to advocate for both students and oneself. TeachResiliency.ca is aimed at bringing teachers into these conversations, building from their perspective and experience, and providing resources that are timely, relevant and accessible. We invite you to check us out!

Susan Rodger (PhD, CPsych) is a psychologist and associate professor in the Faculty of Education at Western University in London, Ontario. Susan currently teaches at the bachelor of education and graduate levels, and is committed to research and practice that listens and responds to the needs of teachers, students and families, and supports them in achieving their goals.

Patti Leschied (BA, OCT) is a recently retired elementary school teacher who worked for the Thames Valley District School Board in London, Ontario, for over 28 years. Patti taught in a developmental classroom and then primary and junior grades for much of her career. She spent her final five years involved in the introduction of Ontario's new full-day kindergarten program at her school.

Robyn Masters (MA) is a PhD candidate in School and Child Psychology at Western University. Robyn is passionate about the role of families and schools in systems of care. Her research explores the ways in which we can build mental health capacity in the important adults in children's lives.

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Key Benchmarks for Basketball Success (Grades 7–12)

Danny Balderson

As coaches, we are always looking to help players progress and achieve their potential. I am often asked by young basketball players, "What do I need to be able to do at a certain age?" During the basketball season, they ask (as do their parents) questions such as, "Why am I struggling?" and "How can I improve?"

Key Fundamental Basketball Skills

Our basketball program put together a list of key fundamental basketball skills to help players understand where they should be as they progress from Grade 7 to Grade 12. As coaches, we hope to help each player reach the next level before the following season begins. These benchmarks can be shared at parent meetings, applied to support in-season or off-season workouts, and used to coordinate coaches' expectations.

These benchmarks can be shared at parent meetings, applied to support in-season or off-season workouts, and used to coordinate coaches' expectations.

Key Benchmarks for Basketball Success

GRADE 8	YES	NO
Layups: Right-handed—80 per cent success rate; left-handed—50 per cent success rate (without defence)		
Dribble with both hands (full-speed drive right or left, four dribbles)		
Intermediate defensive positioning (proper defence, stance, shuffle feet, low centre of gravity, hands in proper position, help defence knowledge, proper boxout)		
Able to set a proper screen and roll on and off the ball		
Proper mechanics when shooting off the dribble		

GRADE 9	YES	NO
Layups: Right-handed—80 per cent success rate; left-handed—50 per cent success rate (contested)		
Make a jump stop layup: 80 per cent success rate (with defenders going by)		
Triple threat to multiple offensive moves		
Ball entries (fake a pass, make a pass)		
Advanced defence skills (understand rotations—help side in all situations)		
Pick and roll (hedging, switching and fighting screens)		
Two-ball dribbling (without pressure)		

JUNIOR VARSITY	YES	NO
Dribbling full court with both hands (full pressure)		
Fast-break layup		
Anticipate defences in full-court pressure (reading the defence)		
Able to defend individual players' strengths and weaknesses		
Foul shooting: 70 per cent success rate		
Communication		
Zone defence and offence knowledge (how to play it, how to score against it)		

VARSITY	YES	NO
Executing layup based on the situation		
Ball-handling with full-court pressure, and in offensive set		
Foul shooting: 80 per cent success rate		
Shooting around the key: 75 per cent success rate (without defence)		
Shooting around the three-pointers: 50 per cent success rate (without defence)		
Off the dribble: around the key 50 per cent success rate		

Danny Balderson (PhD), an associate professor in the Faculty of Education at the University of Lethbridge, is a former member of the Canadian National Basketball program and was the Canadian Interuniversity Sport (CIS) Most Valuable Player in his final year. Danny earned a PhD from the University of Nevada-Las Vegas in the area of physical education teacher education (PETE). His current research is looking at sport academies in western Canada, as well as the assessment practices of physical education teachers. He coaches high school basketball and is the head coach of the Magrath Zeniths, in Magrath, Alberta.

The articles in this section were originally submitted to the HPEC blog (http://albertahpec.blogspot.ca) by HPEC members who received council grants. Tonita Craig, Alicia Kudryk, Timmery Welsh and Kathleen Zalasky received conference grants; Mitch Wainman received a membership grant.

For more information on the HPEC blog, contact Collin Dillon (CollinDillon@gpcsd.ca).

Conference Reflection: HPEC/GEOEC 2017

Tonita Craig

A version of this article was posted to the HPEC blog on July 22, 2017 (http://albertahpec.blogspot.ca/2017/07/conference-grant-recipient-tonita-craig.html).

I don't know who had the clever idea to combine the HPEC conference with the Global, Environmental and Outdoor Education Council (GEOEC) conference, but whoever it was needs to be praised. As a new member of both councils, and a first-time conference goer, I was thoroughly impressed. Now, some may argue that, as a first-timer, I could very well be easily impressed. That's possible. Others may suggest that any conference held in the striking Rocky Mountains is bound to be inspirational based solely on the merits of the setting. Also possible. In fact, very much so. Still, location in itself is not enough to make a fantastic conference. Add great organization, a wide-ranging selection of sessions presented by knowledgeable and passionate educators, and an atmosphere humming with positive energy and, well, what you get is No Limits.

The conference slogan—"No Limits—Education for Everyone, Everywhere"—was aptly chosen, and the theme resonated in every aspect of the weekend. It began with an early morning mountain bike excursion guided by Palisades Education coordinator Paul Langevin. A brisk ride on a variety of trails in the crisp mountain air with a diverse group of riders set the tone for the day—take risks and get outside, as the effort will be rewarded.

The benefits of risky play, joy and nature-based learning were reinforced by an inspirational keynote presentation from Douglas Gleddie. In a society focused on the elimination of risk, his views on risk assessment and management were refreshing. He maintains that by engaging with the outdoors, children develop critical skills, learn to assess their own risks, challenge themselves and develop resiliency in ways not always possible in the classroom or the gymnasium. As a Division II physical education teacher, I found myself reflecting on the outdoor classes I have led that were successful examples of student engagement, teamwork and problem solving. This keynote not only gave me cause to reflect on those engaging lessons that our class enjoyed but also inspired me to continue to take learning outside and expand the experiential learning opportunities for my students.

So, I have taken my class outside. Now what? The conference offered many different sessions to equip

There are no limits for anyone—student, teacher, young, old, experienced, novice, recreational, elite. We all have similar goals when it comes to health and physical education.

educators with practical games to engage large and small classes in a variety of environments, including the outdoors and the gymnasium. Presenters Andy Raithby, Dawn Watkins and Craig Jones offered sessions on circle games and games for large groups, with resources for physical education teachers of all grades. These highly engaging games were simple, with minimal equipment and set-up—vital criteria for physical education teachers with large classes of young students (or presenters with large groups of adult educators). Literally, these games could be played by everyone, everywhere.

As anyone who teaches in a K–12 rural Alberta school can tell you, we tend to wear many hats. You may teach many different age groups and classes, coach multiple sports, and fill a variety of school roles. Thus, the diversity of the conference sessions was invaluable. One of the final sessions of the conference, "Loose but Intense: Stress Management for Athletic Achievement," addressed student athletes and competitive sport in schools. Vincent Mireau, a high school football coach and school counsellor, recognized the unavoidable existence of stress in our students' lives, its role as both a motivator and a hindrance, and the importance of enabling students to manage their anxiety by taking risks and learning from failure. As a senior high school coach, I thought it seemed to be an appropriate session to attend, even if it was a departure in theme from the previous sessions I had experienced. In this opinion, I was mistaken. Rather than a departure from my previous sessions, which embraced the themes of positive relationships, resilience, risk taking and mindfulness, this final session helped to reinforce those themes in a different context.

HPEC/GEOEC 2017: "No Limits—Education for Everyone, Everywhere" lived up to its promise. There are no limits for anyone—student, teacher, young, old, experienced, novice, recreational, elite. We all have similar goals when it comes to health and physical education. There are no limits for where and when we can experience mindful learning opportunities—mountains, wetlands, playgrounds, gymnasiums, fields and classrooms. The conference slogan, "No Limits—Education for Everyone, Everywhere," was aptly chosen, and that theme resonated in every aspect of this fantastic and educational weekend.

Reverse Football

Alicia Kudryk

A version of this article was posted to the HPEC blog on July 22, 2017 (http://albertahpec.blogspot.ca/2017/07/conference-grant-recipient-alicia-kudryk.html).

Objective

To be the first team with all players in the end zone. Players get into the end zone by throwing a football to a teammate in the end zone, who successfully catches the ball. The objective of this game is similar to benchball. However, reverse football provides further development of throwing to a moving target and being able to coordinate passing patterns. This is a great game for large physical education classes (40 or more).

Grade Level

Grades 7–12. At the junior high school level, have students throw the short length of the gymnasium to develop their coordination and strength. At the high school level, use the long length of the gymnasium.

Adaptations of the centre line to shorten the throwing distance can be made for any grade if students are continually experiencing difficulty throwing into the end zone.

Equipment

- One football for every five players (for example, eight footballs for 40 players)
- Indoor gymnasium with lines to identify the end zone and centre line
- One set of pinnies to help distinguish teams (not always necessary)

FIGURE 1. Set-up.

Set-Up

See Figure 1 for the junior high school set-up. (At the high school level, and for advanced throwers, rotate the layout.)

The number of players varies depending on class size (35 or more players is an ideal situation).

Rules

- Place half of the footballs on each side of the playing area, and blow the whistle to begin.
- Players must throw the ball from their half to the target in the end zone.
- If a ball is caught by the target, the player who threw the ball must go over to the end zone (players cannot throw for teammates).
- Players are allowed to block thrown passes as long as they do not enter the other team's end zone.
- After a ball is caught, it must be put down for the other team (players in the end zone cannot throw the ball back to their team).
- The throw counts as a catch if it does not hit the floor, walls or roof before getting to the target.
- Balls caught after hitting or bouncing off of other players count as successful catches.
- Players in the end zone must keep their feet behind the line (if feet are touching the line when the ball is caught, then that catch is unsuccessful).
- The team with all players in the end zone first wins the game.

Ensure that adaptations are made when required (ensuring an all-inclusive learning environment).

Safety

- Starting the game with footballs on each side reduces collisions at the centre line.
- All benches and equipment should be clear from the playing area, especially the end zone.
- A lesson on awareness and keeping heads up during play is mandatory (students are vulnerable to getting hit with the flying footballs and by other people).
- Teaching students how to use the phrase *heads up* goes nicely with this game.

Learning Outcomes

Students will

- develop basic and advanced throwing and catching techniques;
- develop spatial awareness;
- develop an understanding of roles that contribute to team strategies;
- develop coordination, strength and endurance;
- develop an understanding of varying abilities in sport;
- practise sportsmanship in a competitive game; and
- so much more.

Note

The author thanks Scott Staples for teaching her this game.

Lights Out

Timmery Welsh

A version of this article was posted to the HPEC blog on May 4, 2017 (http://albertahpec.blogspot.ca/2017/05/conference-grant-recipient-timmery.html).

Objective

To avoid being tagged or hit with a ball; to be the last student standing. The theme is similar to a zombie apocalypse, where there are zombies who come out only in the dark, but there are also zombies who come out only in the light. The objective, therefore, is not to be tagged by a zombie at any time.

Materials

- Pinnies (two sets of different colours)
- Two dodgeballs
- Four large mats

Age Levels

Any age level, but most appropriate for Grades 4–7 (who can manage activities in the dark).

Roles

Daytime Zombies

Two students are "it" and tag civilians during the day. In this case, these are the two students who are running around with the lights on, striving to tag civilians by hitting them with a dodgeball. These two zombies need to have the same colour of pinny. During the night, these zombies cannot tag anyone. However, they should be sneaking around in the hiding spots to surprise the civilians when daytime is back!

Nighttime Zombies

Two students are "it" and tag civilians during the night. In this case, these are the two students who are running around with the lights off, striving to tag civilians with their hands. These two zombies need to have the same colour of pinny. During the day, these zombies cannot tag anyone. However, they should be sneaking around in the hiding spots to surprise the civilians when nighttime is back!

Civilians

All other students (participants) are civilians.

Instructions

- Choose four people to be "it." Two of them have one colour of pinny on (for example, red), and the other two have a different colour on (for example, blue). Decide which zombies are the Daytime Zombies and which two are the Nighttime Zombies. Let's say blue is lights-on (daytime) and red is lights-off (nighttime).
- In the four corners of the gymnasium, there need to be mats standing up (about one or two metres away from the corner). This is an area for the players who are "it." No one can touch these mats during the game or they are "out" automatically.
- Start with the lights on. The red zombies are hiding behind the mats in the corner. When the teacher calls out, "Run!" everyone needs to avoid being tagged by a zombie (in this situation, Daytime Zombies). To be tagged, these zombies can only tag civilians by throwing a dodgeball. They cannot tag civilians with their body parts or even with a ball; they can only throw the ball to tag civilians in order to get them out.
- The teacher then turns the lights off at any time. As soon as the lights go off, the Daytime Zombies hide behind any mats they choose. Then the Nighttime Zombies come out and strive to tag civilians with their hands.

- The teacher decides when to turn the lights on, off, on and so on until all civilians are out!

Modifications

- Instead of everyone sitting "out" when they are tagged, they become zombies, too (that is, the same colour as the zombie that tagged them).
- Revival #1: When a civilian gets "out," the civilian needs to go to the side of the gymnasium where the teacher is and do a physical activity of the teacher's choice (for example, jumping jacks or push-ups). Civilians may have to do a certain number of the exercise to be "revived" and be able to rejoin the game.
- Revival #2: At any time, the teacher may choose to revive those who are out (for example, if the game is taking too long) by calling out "Revival!" for all to hear.
- Revival #3: The teacher can choose a student to be the medic (that is, a player who cannot be tagged by a zombie and who can save the students who get tagged by a zombie). A medic can drag tagged civilians to safety with a roller cart, give them a high-five or do whatever the teacher chooses to revive them (to rejoin the game).
- To make being the zombie more difficult, have zombies drag an item, such as a toy hoop, so they cannot tag civilians as easily.

When the lights go off, I *always* leave one or two lights on somewhere in the gymnasium (equipment room, storage room, door to the hallway) as a safety precaution.

Note

This piece was written with assistance from Jade Taylor and Trinity Bellerose.

Sink the Ship (Grades 2–6)

Kathleen Zalasky

A version of this article was posted to the HPEC blog on May 2, 2017 (http://albertahpec.blogspot.ca/2017/05/conference-grant-winner-kathleen.html).

Equipment

- Eight wooden skittles or bowling pins
- Four scooters
- Dodgeballs (class set)
- Two milk crates

Set-Up

- Divide the class into two teams.
- Make two large, opposing rectangular playing areas using the skittles or bowling pins as corners.
- Place two scooters beside each rectangle (two per team).
- Place half of the dodgeballs in one rectangle and half in the other.
- Place two milk crates randomly in the "open sea."

Objective

To be the first team to knock down all four of the opposing team's skittles in order to sink their ship.

Rules

- The teams will begin inside their respective rectangles.
- Two players from each team will be chosen to drive the lifeboats (scooters).
- Only the players on the lifeboats may leave their playing area to retrieve the dodgeballs and bring them to their teammates on the ship.
- Players may not leave their rectangular playing area at any time without a lifeboat (if they step out of the area at any time, they must do 10 push-ups before returning to the game).
- Players will throw dodgeballs at the opposing team's skittles in an attempt to knock down all four.
- Once a skittle has been knocked down, it must stay down (no guarding of the skittles allowed).
- The only way to revive a knocked-down skittle is by successfully throwing a dodgeball into one of the treasure chests (milk crates).
- The players on the lifeboat may not throw the dodgeballs into a treasure chest.
- The team that had its own four skittles knocked down first must complete 10 push-ups (each player); the game will begin again.

Extensions

- Players can hit opposing players with a dodgeball to get them out.
- The player who is hit by a dodgeball then completes 10 push-ups before returning to the game.

Squirrel Tag

Mitch Wainman

A version of this article was posted to the HPEC blog on April 9, 2017 (http://albertahpec.blogspot.ca/2017/04/hpecgeoc-membership-grant-recipient.html).

I am the very lucky recipient of the HPEC/GEOEC Membership Grant for the 2017 conference. I teach Physical Education 9 and 10, Outdoor Education 9, and Wildlife 10 at J A Williams High School (JAWS) in Lac La Biche. Most of you do not know me. However, many of you would have seen JAWS through various media outlets when the Fort McMurray wildfire evacuation was happening. The JAWS gymnasium was the spot for all the evacuees to gather up donated items that came in from across Alberta.

This is my third full-time year of teaching; all years, including my practicum, have been at JAWS. I have been teaching physical education throughout my career, and have found that high school students can be, at the best of times, nearly impossible to motivate. I am sure I am not the only one who has figured this out. My response to this is to ensure that my students have an appropriate warm-up before we go into our lesson. One of my favourite games to play (and now the students look forward to it) is called Squirrel Tag.

Squirrel Tag is a game I learned while going to the University of Maine. Although we would use this game for elementary school children, I find that it also works really well with my Grade 9 students. You only need a few sets of pinnies (jerseys)—each student needs two. I typically use half a basketball court, or I mark out an area with pylons if we are outside. The area should be large enough so your students can move around, but not large enough that they can go and stand in a corner to avoid playing. They take the pinnies and tuck them into their pockets or waistbands so that they hang down like a tail. Once everyone has two pinnies hanging out of their pockets, it is time to start. My main rule is that you cannot run out of pinnies; if you lose both, someone who has more than two has to give you one, so you can continue playing. I find that this forces our "non-participators" to make sure they always have at least one.

My main rule is that you cannot run out of pinnies.

Generally, I run the game three times at five minutes each. This seems to be long enough to warm up the students and short enough for the students to not become bored of the game.

Contributions to *Runner*

Runner: The Journal of the Health and Physical Education Council of the Alberta Teachers' Association is a professional journal for physical education teachers in Alberta. Authors are encouraged to submit articles of relevance in either a peer review or editorial review process. Topics may include, but are not limited to, personal explorations of significant classroom experiences; descriptions of innovative classroom and school practices; reviews or evaluations of instructional and curricular methods, programs or materials; discussions of trends, issues or policies; and scientific research.

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Send manuscripts for future issues to Brent Bradford at brent.bradford@concordia.ca.

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HPEC Mission Statement

The Health and Physical Education Council (HPEC), as a professional organization of teachers, advocates for quality health and physical education programs and provides opportunities for professional growth and development of its members. HPEC is committed to providing leadership in creating healthy, active school communities.

HPEC Vision Statement

Alberta teachers will provide quality instruction and programs in health and physical education to promote the development of healthy, active lifestyles in students.

Objectives

The objectives of HPEC shall be to

- improve curriculum, instruction and assessment in health and physical education through increased knowledge, skills and understanding;
- develop, study and propose professional resources and responses to health and physical education issues;
- ensure that teachers have access to meaningful professional development opportunities that meet their needs throughout all stages of their career;
- enhance the expertise of members by promoting an understanding of current research to inform professional practice;
- liaise with other organizations that seek to promote healthy, active lifestyles within school communities;
- further the continuous development and evaluation of standards and guidelines within the profession for personnel, programs and facilities in health and physical education; and
- facilitate broad-based, skilful participation in the planning and implementation of effective, collaborative, ongoing professional development.

Beliefs

HPEC believes that

- a well-delivered health and physical education curriculum supported by quality instruction can change health behaviours of children and youth in K–12;
- health and physical education play a valued and vital role in providing a quality, balanced education for all children and youth in Alberta schools;
- all students in all grades in Alberta schools should have the right and opportunity to experience sustained, vigorous physical activity through participation in quality daily physical education programs;
- wellness is an outcome of quality health and physical education programs that develop the knowledge, skills and attitudes to assist students to make appropriate choices to live active, healthy lives; and
- comprehensive school health is the framework for the delivery of quality health and physical education programs to promote and develop wellness in Alberta's children and youth.

From the Executive Handbook of the Health and Physical Education Council (*2016*).

HPEC Health & Physical Education Council
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