

CONTENTS

Greetings and Reflections

- Editorial
Maureen Napier-Ross
- President's Message
Vince Spila

Active Living

- Be a Champion for Daily Physical Activity:
Six Questions to Ask for Success
Shelley Barthel

CAHPERD Column

- What Is the Relationship Between Physical
Education and Physical Activity?
Graham J Fishburne and Clive Hickson

Teaching PE

- The Junior High Track-and-Field Meet:
One School's New Perspective on an
Old-School Activity
Daniel B Robinson

Can I Use It on Monday?

- PE Central: Lesson Plans for Physical Education 17
- Spice Up That Warm Up: Activities That
Rev Up Your Class!
*Hans van der Mars, Paul Darst and
Barbara Cusimano* 18
- Outside This Winter, It's Cool
Pete Hanson and Scott Melville 21

Feature Teacher, Feature School

- Certificate of Commendation Award Winners 24
- Robert Routledge Address
Phil Meagher 29
- QDPE RAP Award Winners 31
- Young Professional Award
Maureen Napier-Ross 32
- Physical Education Teacher of the Year Award
Vicky Bisson 33

Conference Update

- 2005 HPEC Conference
Brian Mullally 34

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Greetings and Reflections



Be a Runner Contributor

Editorial

Maureen Napier-Ross

I am in an interesting position right now. I don't teach in a school anymore. My physical education class has only three children in it: a kind-hearted, energetic, Barbie-loving, playground-loving six-year-old daughter; an energetic, intelligent, train-loving and challenging three-and-a-half year old son; and a keen, happy-with-anything and active one-year-old baby boy. I also consider myself a teacher to my weekend-warrior husband, who lives and breathes his work, enabling me to stay at home and raise our children. My house is childproofed, we eat relatively healthy six days of the week and we try to hit the recreation centre at least once a week. I am constantly aware of modelling an active and healthy lifestyle to these four impressionable sponges, and yet some days I see what a battle I am fighting! We strive for balance everyday, but on a few days it is a lost cause.

Yet, I continue to plug away, not only because it is my nature to want to be the best parent and role model for my children but also because I am still involved with HPEC. My dear husband often asks me why I still volunteer—after all, I could be learning how to make sushi or how to plant a garden that Martha Stewart would envy. I did leave for a brief period when I was pregnant with Samuel, but now that he's here and thriving, and my sleep patterns have returned to semi-normal, I feel quite comfortable slipping back into the role of editor of *Runner*.

So, why come back to HPEC? I get to work with a talented group of teachers who survive and thrive in the gym, the field, the pools and beyond. Every month, I meet with teachers who are working on the 2006

conference, to be hosted in Calgary, and I see how passionate they are about physical education. Almost everyday, I correspond with someone who is on the frontlines with our students, teaching them the benefits and the joys of physical education. I get to live vicariously through the energy of these educators and feed off their enthusiasm for teaching the importance of an active lifestyle.

Besides, being on the sidelines as a parent is not as much fun as I thought it would be. I am constantly advocating for quality physical education in our schools, and lately it's become personal—my daughter Emma is now in school. She has a phenomenal teacher and I want to make sure that he and the rest of the teachers have all the resources, equipment and inservices they need to teach the message of healthy, active living. I'm not afraid to speak up at our school council meetings because I know that HPEC stands behind what I am saying as a parent, as well as what I believed and did when I was a teacher. I am concerned about where our education funding is allocated, especially now that daily physical activity (DPA) has been implemented in our schools. I haven't heard much from our government lately about DPA, so it is my hope that schools have embraced the new initiative and have already spent the money on resources and teacher training.

Let's see what is happening in your school! I am interested in what you did with your DPA funding. Write to me at mnapierross@shaw.ca and let me know how DPA dollars were spent or are going to be spent by the end of the school year. Every school jurisdiction

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

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

Manuscripts on other themes will also be considered for publication.

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

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

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

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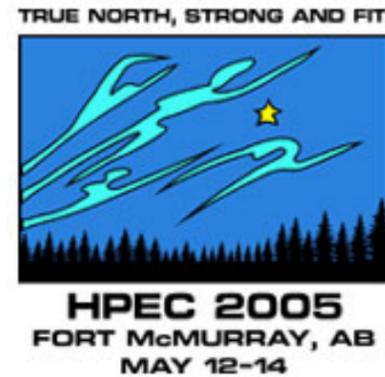
Conference Update

2005 HPEC Conference

Brian Mullally

The 2005 HPEC conference, held in Fort McMurray from May 12-14, was a tremendous success. Over 350 delegates gathered from around the province to listen to words of inspiration from keynote speaker Silken Laumann and to participate in more than 80 sessions presented by physical education experts from all corners of Alberta.

The active living sessions (including a golf tournament, a canoe trip and dodge ball) and the afternoon trip to see the oil sands were well-received. Delegates rounded out their "True North, Strong and Fit" experience with a Polynesian social and with comedy from stand-up comic Gerry Dee, a former physical education teacher. Thanks to everyone who ventured up to Fort McMurray to experience northern hospitality at its best!



Silken Laumann with the three conference cochairs:
L-r: Doug Nish, Silken Laumann, Brian Mullally and Michael Chaisson
(photo courtesy of Brenda Bower)

received an increase in base funding of approximately \$1,000 for each school to support the implementation of DPA. Did your entire staff get an inservice on DPA? Were your teachers consulted about equipment or resources that would augment your DPA program? How creative were you with your money? Let's share some ideas with the rest of Alberta's health and physical

education teachers. Perhaps if the provincial government sees how our spending positively influenced teaching and learning in physical education, it might allocate more funding to our health and physical education departments in the near future.

Have a wonderful winter! I will see everyone at the 2006 conference in Calgary!



President's Message

Vince Spila

When I graduated from the University of Alberta, I began my search for a job in the teaching profession. I was hired on at Assumption Junior Senior High School in the town of Grand Centre (now called the city of Cold Lake) to take over for the physical education teacher who became principal at the same school. I thought, "Great. I'll teach here for two or three years, get my certification and then move on to bigger and better places." Well, 17 years later, I am still at Assumption Junior Senior High School. I fell in love with the staff, students, school and community. Over the years, I have taught physical education to Grades 7-12, junior high health, career and life management (CALM) and religious studies, and started the band program. I have always had a passion for the outdoors, so when the opportunity to have an outdoor education class came up, I was ecstatic. Over the years, I have organized, implemented and participated in numerous outdoor education camping trips, ski trips to the local hill and to the mountains, an annual canoe trip with the physical education 20 class, mountain and road cycling trips in the mountains with the physical education 10 class, and rafting and climbing trips with the physical education 30 class. One of the highlights came early on when I decided to rock climb at our school. Well, facilities were few in small-town Alberta, so I convinced some of my staff to help me build a climbing wall in our school. It was a great experience and the wall is well-used to this day. My job description changed slightly over the past few years; I still teach high school physical education (10, 20 and 30), but I am also the half-time guidance counsellor.

I am honoured to be your HPEC president this year and I am looking forward to working with the executive. According to the HPEC handbook, HPEC "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." As president, I am committed to the objectives of this council, which are to

- improve curriculum and instruction in health and physical education through increased knowledge and understanding;
- develop, study and propose professional resources and responses to health and physical education issues;
- provide opportunities for teachers to improve professional practice;
- promote the importance of health and physical education programs within the school community;
- liaise with other organizations that seek to promote healthy, active lifestyles within school communities; and
- further the continuous development and evaluation of standards and guidelines within the profession for personnel, programs and facilities in health and physical education.

HPEC plays a vital role in the implementation of daily physical activity (DPA). We are here to support teachers in any way that we can. Our 11 district representatives throughout the province support DPA programs by hosting drive-in workshops and presenting numerous sessions locally and at conventions and conferences.

HPEC also works with the regional consortia, the convention associations and local professional development committees to ensure that teachers across the province are getting the information and training required to implement DPA. HPEC supports teachers in other ways as well, such as the Schools Come Alive project, Ever Active Schools, the *Active* newsletter, the *Runner* journal and the annual HPEC conference.

How will DPA transpire at your school? Will you be able to support a minimum of 30 minutes of continuous activity? Will you have to juggle classes around and be creative? This mandatory implementation could not have come at a better time. This summer, Statistics Canada released results from its first comprehensive

Physical Education Teacher of the Year Award

Vicky Bisson

The call for nominations for the 2005/06 Physical Education Teacher of the Year Award has gone out. Once again, the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) requires your assistance in promoting the award in your province. We would like as many nominations as possible in every province to recognize the outstanding achievement of our physical education teachers, and we need your support to do so. Last year we had a great response and received numerous nominations from across the country.

To help get the word out, put information about the award on your website, in your journals, in your newsletters and in conference delegate kits, and post or display it where it will reach teachers. You can find

more information about the award on our website, www.cahperd.ca/eng/awards/peteacher.cfm.

Please note, the application deadline for the award has been moved to March 15, 2006. Because there is no national conference in 2006, the three national finalists will receive free travel, accommodation and registration to the 2007 conference in Moncton, New Brunswick.

You will find attached both the English and French call for nominations flyer. I encourage you to distribute the flyer within your networks. Feel free to contact me at vicky@cahperd.ca if you require any other information about the award.

Thanks again for your support. Let's get those nominations in for our outstanding physical education teachers!

Young Professional Award

Maureen Napier-Ross

Tammy Greidanus has had many different careers and experiences in the health and physical education field.

For 10 years she has been a professional figure skating coach with the Figure 8 skating club, drawing on her knowledge of inclusion and making activities fun, learned through her university education. Her students love her. She organizes and choreographs carnivals and theme days, and has been instrumental in gathering resources and teaching aids to help make the learning experience fun and rewarding.

Recently retired from 10 years of performing, Tammy continues to be a member of the Cheremosh Ukrainian Dance Ensemble. During this time she has held various volunteer board positions, including promotions director and vice-president. She is also involved in organizing and promoting their upcoming tour of Western Canada and Western USA. This experience has enabled her to help share her culture and love of dance with thousands of spectators worldwide.

After completing her diploma in accounting at the Northern Alberta Institute of Technology, Tammy attended the University of Alberta, where she earned a bachelor of physical education with a concentration in the socio-managerial aspects of sport and leisure.

Though currently on maternity leave, she has worked for the Alberta Association for Recreation, Family and Sport (FunTeam Alberta) for six years.

As the executive director of FunTeam Alberta, Tammy has helped facilitate low cost, family-oriented sport throughout Alberta. One of her most recent and successful undertakings with FunTeam Alberta is the Ultimate Recreation and Sport Initiative (U R IT!) program she developed. In this program, high school volunteers become youth leaders in junior high and elementary schools where they facilitate intramural activities during lunch and after school. The youth leaders attend a leader retreat where they learn valuable skills, such as safety, classroom control, developmental issues and, especially, making games fair and fun by using creative substitutions like rubber chickens instead of basketballs, crab walking instead of running and adding extra balls and pucks to games.

More recently while on maternity leave, Tammy has begun to work for the Strathcona County, running a Fit for Families program aimed at getting families to be active together. She will be extending the U R IT! training to the county to help prepare more youth leaders to run their own programs.

Through her work with FunTeam Alberta, Tammy is involved with the Alberta Sport, Recreation, Parks and Wildlife Foundation, and with the Alberta Recreation and Parks Association, developing joint programs, attending conferences and continuously sharing ideas and resources.

Congratulations, Tammy. Your work with physical activity and recreation is to be commended and emulated.

nutrition survey in 30 years. A quarter century ago, only 3 per cent of Canadian children were obese. In the past generation that number has more than doubled to 8 per cent, or half a million children aged 12–17. In total, just over a quarter of all children in this age group are overweight.

This is an exciting time to be involved in physical education. First of all, 2005 was declared the International Year of Sport and Physical Education by the United Nations. This was a chance to showcase physical education programs and be a part of history. To help celebrate the year, the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) launched a campaign called “Keep the Physical in Education,” which consisted of exciting events, programs and initiatives. Second, this September was the 25th anniversary of the Terry Fox Run in support of cancer research. Third, the mandatory implementation of DPA took place in September for Grades 1–9 and will take place in 2006 for Grades 10–12.

The following is from HPEC’s draft handbook *Guiding Principals and Statement of Beliefs*:

- HPEC believes that physical education plays a valued and vital role in providing a quality, balanced education for all children and youth in Alberta schools.
- HPEC believes that all students in Alberta schools in every grade should have the right and opportunity to experience sustained, vigorous physical activity and to participate in quality daily physical education programs.

This is a great time to develop and sustain a quality daily physical education program in your school.

Finally, 2005 was Alberta’s 100th birthday. What better way to have celebrated the centennial than by celebrating and implementing quality, daily physical education programs in our schools, and by making it HPEC’s year to celebrate you, the health and physical educators of Alberta!

Happy birthday, Alberta! Be active, be healthy and be happy!



Be a Champion for Daily Physical Activity: Six Questions to Ask for Success

Shelley Barthel, Schools Come Alive

Grades 1–9 students across the province are participating in a minimum of 30 minutes of physical activity every day. Alberta Education has mandated the implementation of daily physical activity (DPA) to address the increasing rates of obesity and physical inactivity among children and youth. HPEC, among others, has long advocated and continues to advocate for quality daily physical education (QDPE) programs for all students. So, why be a champion for DPA?

There is often confusion among professionals, the public and the media about the similarities and differences between physical activity and physical education. Graham Fishburne and Clive Hickson indicate in their article “What Is the Relationship Between Physical Education and Physical Activity?” (CAHPERD 2005) that “Often the terms [physical activity and physical education] are used interchangeably, however they are not the same. The implications of this have the potential to negatively impact the way physical education is viewed and delivered in Canada.” Although it is possible to participate in physical activity without any meaningful physical education, that is, without student learning and assessment—it is unlikely that students can have meaningful physical education without participating in physical activity.

Physical educators can promote DPA as a positive first step toward the implementation of QDPE. The six questions that follow are intended to increase awareness of the importance of

- engaging staff, students, parents and the community in a shared responsibility for the creation of healthy, active school communities; and

- developing the knowledge, skills and attitudes of students necessary to lead an active, healthy lifestyle (Alberta Education 2000).

1. When DPA is implemented effectively, what does it look like?

The widely accepted “backward design” teaching process (Wiggins and McTighe 1998) suggests starting with the end in mind when planning quality learning experiences. What is the end for your school community when it comes to the DPA initiative? What does quality implementation look like? Create a vision as a school community and jurisdiction. The vision can guide all future decisions and actions. DPA allows schools to reflect on how physical education classes are scheduled, who is teaching physical education classes and how to promote healthy, active lifestyles throughout the school community. If the vision includes QDPE as an integral part of a healthy, active school community, what positive steps can be taken toward that end?

2. How is your district spending the increase in base funding to support the implementation of DPA?

Alberta Education has provided a variety of resources to support the implementation of DPA. The *Daily Physical Activity School Handbook*, *Creating a Desire to Participate* awareness video, and posters of the health and life skills and physical education programs were sent to all Alberta schools in June 2005. At the start of the 2005/06 school year, every school jurisdiction received an increase in base funding of approximately \$1,000 per school to support the implementation of DPA.

QDPE RAP Award Winners

The Quality Daily Physical Education (QDPE) Recognition Award Program (RAP) identifies, recognizes and encourages excellence in school physical education programs. Schools that are committed to the QDPE philosophy and who meet the official QDPE standards and criteria are eligible for this prestigious award. RAP winning schools receive national recognition for their QDPE programs and earn the official title of QDPE School or QPE (Quality Physical Education) School. In addition, all QDPE and QPE schools will receive an award banner, a letter from the Prime Minister of Canada, and a free, one-year CAHPERD membership.

The QDPE RAP requires schools to assess their physical education programs based on the criteria identified in the RAP application form. Any Canadian K–12 school can apply for either of the RAP awards.

Elementary/Junior High School Recognition Award

Diamond Award

The Diamond Award is the highest QDPE award presented to schools. Diamond Award schools provide all students with an exceptional program of physical education instruction every day of the school week for the entire school year. Diamond Award schools provide a minimum of 150 minutes of class instruction each week and meet all of the criteria set out in the award application form.

Platinum Award

The Platinum Award is presented to schools that provide all students with a well-planned program of physical education instruction three or four times a week for the entire school year. Platinum Award schools provide a minimum of 150 minutes of class instruction

each week and meet all of the criteria set out in the award application form.

Gold Award

The Gold Award recognizes the same level of quality programs as the Diamond and Platinum Award, but students receive less than the CAHPERD-recommended physical education class time (150 minutes per week). Gold Award schools provide a minimum of 100 minutes, three times a week for the entire school year and meet all of the criteria set out in the award application form. The Gold Award is considered a stepping stone to the Platinum and Diamond Award.

Secondary School Award

The Secondary School Award has been developed to address the curricular and scheduling requirements at the secondary school level. This award is presented to schools that offer compulsory physical education courses that are exceptional and enhanced by intramural activities. Schools must meet their provincial curriculum for physical education, as well as the criteria established by CAHPERD.

The RAP application provides detailed information on award criteria, applications fees, prizes and other important information.

This year, 223 Alberta schools received a Platinum, Diamond or Gold Award. These award-winning schools may be just around the corner from your own. If you would like more information on implementing QDPE programs, contact one of the physical education teachers from an award-winning school, Schools Come Alive, HPEC President Vince Spila or your Alberta CAHPERD representative, Wayne Meadows. You may be surprised at how easy it is to implement this program.

needs some type of constant, something they know they can turn to after a hard day. This can be anything from a companion or friend to a hobby or activity.

It has been said that in order to lead people you need to be appropriately afraid. If any of you have ever stood at the starting line of a marathon and known that your training was not what it should have been, then you understand what it means to be appropriately afraid. When I took those boys winter camping in 1989, I learned what it was like to be appropriately afraid. Good physical education teachers have all had this happen at one time or another—it comes with the profession.

Running has also taught me to be a risk taker. You hear about the importance of pacing and staying within your heart rate, and these things do have their place. However, when you are defending your title in a marathon and you realize that you have to go at the same pace as the leaders or stay within striking distance, you have to risk that your body can handle the pace. Good physical education teachers take risks every day when they get students to do an activity that might end in an injury, such as wrestling or floor hockey—sports in which you never know what might happen. During my career as a high school wrestling coach, we had five broken bones and two dislocations—shoulder and hip. Floor hockey produced 323 stitches from various games. Those students wore each of those stitches like a badge of honour.

Here, then, are my 10 ways to be the best you can be and to experience the best the world has to give back:

- Have a best friend (mine is Sherri, my wife of 20-plus years)
- Be appropriately afraid (it helps)
- Reflect every day
- Dream (dream big)
- Steal ideas (go to the HPEC conference every year)
- Be innovative (be the first to try something)
- Never be afraid to change
- If you have suffered in life, use it as a springboard, not an excuse
- Be a risk-taker
- Always have control of the things you do (be your own boss)
- Trust others by first trusting yourself
- Choose to be happy, not necessarily right (this is the secret behind a great marriage)
- Always forgive
- Remember that you are the leader, and great leaders make habits of doing things that others do not like to do

Yes, I know there are 14 items on this list, not 10. But remember, I'm in administration now—physical educators would never lose count!

Thanks for having me, and, again, I am honoured to be asked to do this address. Have a great HPEC conference here in Fort McMurray.

Jurisdictions have chosen to use the annualized funding in a variety of ways, including allocating \$1,000 to each school, dividing the funds among schools based on student population, offering release time for teachers to attend professional development opportunities, and purchasing equipment for classrooms to promote varied and inclusive physical activities. Is your district's use of the increase in funding meeting the needs of your school and the schools within your jurisdiction? What changes, if any, need to be made to the funding structure for future years?

3. How is your district offering professional development opportunities?

As a result of the implementation of the DPA initiative, a growing number of teachers are accountable for leading students in physical activity opportunities. Do the teachers in your school and jurisdiction have access to the support and resources they need to ensure that all students participate and engage in quality physical activity? Whether the format is sharing ideas at staff meetings, facilitating a mentorship program or attending a workshop, professional development allows for learning, sharing and collaboration to positively influence student learning. The Alberta Regional Professional Development Consortium (ARPD) in collaboration with Schools Come Alive is offering professional development opportunities throughout the province. Every jurisdiction can access one free day of professional development from Schools Come Alive during the 2005/06 school year. The executive director of each regional consortium informed their districts about this opportunity earlier this year, including supplying them with a description of and request forms for the workshops offered. Some jurisdictions have chosen to offer a Schools Come Alive workshop on a district professional development day and others have invited Schools Come Alive to attend planning meetings with a lead teacher from each school to share resources. It's not too late to request a district day from Schools Come Alive—complete the request form, call (780) 454-4745 or visit www.schoolscomealive.org. Each of the six regional consortia in the province is offering professional development opportunities to support the implementation of DPA. Visit www.arpdc.ab.ca to learn more. The 2006 HPEC conference is being held in Calgary on May 4–6 at Mount Royal College. Encourage staff involved in the

delivery of DPA opportunities to attend the conference. To register, visit www.hpec.ab.ca/hpec2006.

4. How does your school community promote healthy active lifestyles?

A guiding principle of the DPA initiative states that schools have the responsibility of creating and nurturing a learning environment for students that supports the development of a lifelong habit of daily physical activity and a healthy lifestyle (Alberta Education 2005). When students leave physical education and health classes, how does the school environment support the information they have learned? Schools that adopt a comprehensive approach to creating a healthy, active school environment have been successful at improving children's diets and decreasing the number of overweight children by 59 per cent and the number of obese children by 72 per cent (Veugelers and Fitzgerald 2005). These schools have scheduled more physical education, offered healthy lunches, eliminated the sale of soft drinks, provided health and nutrition education, involved parents and community members in school activities and offered training for staff. In Alberta, a number of school jurisdictions have partnered with health regions to create healthy, active school environments. Ever Active Schools is the provincial program designed to foster social and physical environments that support healthy, active lifestyles. Visit www.everactive.org or call (780) 454-4745 to learn more.

5. How effective is the implementation of DPA in your school and how do you know?

Starting with the end in mind allows schools to create a vision—a target for what the effective implementation of DPA and QDPE will look like. When the target has been hit, what evidence will there be for students, staff and community members of the effect of DPA and QDPE? Although Alberta Education will complete an evaluation of the DPA initiative in a few selected schools from across the province, school jurisdictions are accountable for monitoring the implementation of DPA and ensuring that all students are active every day. Evidence that schools may choose to collect to measure the effect of DPA and QDPE include tracking levels of absenteeism of both staff and students, tracking the number of times students are sent to the office for inappropriate behaviour, and monitoring the number and types of students participating in intramural programs.

6. How are you communicating your work and success?

An important step in moving toward having QDPE as an integral part of a healthy, active school community is communicating your school's work with a variety of stakeholders. It's important to educate staff, students, parents, community members, local officials and the media about your school's vision and direction. Profiling your experiences in the community, at the district level and in the media will allow more stakeholders to understand the importance of QDPE and advocate for the creation of healthy, active school communities. Consider submitting an article detailing your school's experience to local, provincial and national publications, and inviting stakeholders to be a part of your school's activities.

The mandate of a minimum of 30 minutes of daily physical activity can assist moving your school toward having QDPE as an integral part of a healthy, active school community. Asking these six questions will

allow your school to create a vision beyond DPA, be aware of and access available support, evaluate the process and communicate its experience, all of which are crucial in addressing childhood obesity and physical inactivity.

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Robert Routledge Address

Phil Meagher

Good morning and welcome to the "True North, Strong and Fit" conference. I was surprised and very much honoured when asked to do the Robert Routledge address. This is one of those once-in-a-lifetime honours that allows one to celebrate a life that was so exciting and promising yet cut short by an evil act. If Robert Routledge was alive today, I am sure he would be celebrating the centennial along with us and participating in the Terry Fox Run. He would be heading up some initiatives that we have not even thought of, and perhaps the daily physical activity initiative would be celebrating its 25th anniversary instead of just getting off the ground. Yes, Robert Routledge's death was a great loss to everyone who knew him and to the millions of students who did not get the chance to benefit from his visions of and dreams for a healthier future.

I read a book last year called *The Other 90%* (Three Rivers 2002), and there is a phrase in there that I put up on my office wall: "Give the world the best you have and the best will come back to you." The author of that book is Robert Cooper, a man who travelled the world and listened to many people along the way. However, the person he listened to most was his grandfather, who told him not to listen to people who put limits on you, but rather to dare to follow your dreams. Most of us in this room are physical education teachers or were at one time. What I have for you today are 10 ways you can give your best and be prepared for the best to come back to you. I have taken these from the experiences I have had as a runner and physical education teacher.

Please let me give you my background first. I am a father of five—three girls and two boys—and a husband of one! In just over a year, I will be a father of three teenage girls and I am really looking forward to that! I have been an educator for 22 years, a city councillor for

10 years, a Grade 2 Sunday school teacher for 21 years (that is about as far as my theology allows me to teach) and a competitive runner for the past 30 years.

I was a physical education teacher for 12-and-a-half years, 11 of those at the high school level and the rest at a K-8 school. During those years, I coached every sport the school offered at one time or another—yes, even golf. If you've ever seen me golf, you would wonder how, but that's the beauty of school sports—sometimes you learn more than the students. I remember one of my students wanting to visit Nevada Bob's when we were in Lethbridge and I didn't even know that it was a golf store. My specialty was outdoor education, especially winter outdoor, and what a better place to teach it than in Fort McMurray. A few of my claims to fame as a physical education teacher and coach are working with Sonja Frank, a cross-country gold-medal winner who went on to become a great tri-athlete; coaching the provincial silver-medal-winning girls volleyball team; and surviving a winter camping trip at -37 degrees Celsius with a wind chill of -60 degrees Celsius with 33 outdoor education students. Their families had given us up for dead when Highway 63 was closed. All the boys wanted to stay another night, but the RCMP arrived with a bus that morning.

My other life as a runner has been one of great mountain-peak and valley-low experiences. I owe a lot of my current success to running and what I have learned from both the highs and lows.

First, running has been a constant in my life while other things have come and gone. I guess, being a child of the '60s and a product of the running boom in the '70s, it was meant to be. Like the hippies who refuse to give up their dreams and beliefs, I hang on to my running. I believe that every physical education teacher

Phil Meagher is the principal of Fort McMurray Composite High School and a former district representative for the Athabasca district.



What Is the Relationship Between Physical Education and Physical Activity?

Graham J Fishburne and Clive Hickson

The Benefits of Physical Education

Quality physical education programs will enhance physical activity opportunities and benefit student health.

Many children and youth in Canada today lead inactive lifestyles and follow poor dietary eating habits. As a result, they put themselves at risk for many serious illnesses associated with physical inactivity, including diabetes and heart disease.

To help guard against these diseases and other illnesses associated with physical inactivity, it is essential that children and youth engage in active, healthy lifestyles. We need to ensure that Canadian children and youth develop the skills, knowledge and attitudes necessary for participating in active, healthy living. This is the role of school physical education. Children and youth need to be physically educated so they will be physically active throughout their lives.

There is often confusion among professionals in the field, as well as by media and the general public, regarding the similarities, differences and interplay between physical education and physical activity. Often the terms are used interchangeably; however, they are not the same. The implications of this have the potential to

negatively impact the way physical education is viewed and delivered in Canada. This resource was developed to identify the similarities and real differences between physical education and physical activity. It provides an understanding of why quality daily physical education should be experienced by all children in Canadian schools.

What Is a Physically Educated Person?

The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) defines physically educated people as those who

- acquire skills to enable them to perform a variety of physical activities,
- acquire skills that help them to become physically fit,
- participate regularly in physical activity because it is enjoyable and exhilarating,
- understand and value physical activity,
- understand that physical activity can support self-expression and provide for social interaction with others,

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South West

Dee Dee Delbello (Catholic Central High School, Lethbridge)

Dee Dee Delbello is an HPEC committee member who has been responsible for organizing physical education sessions for drive-in workshops and annual local ATA conferences. She has been significant in the development of her school and continues to be a member of the School Renovations Committee. As part of the organization, she helped lead the development of the health and wellness wing of the school. Dee Dee's knowledge of the curriculum and passion for health and fitness allowed the committee to put in place a first-class facility that is helping young athletes develop personal fitness.

The physical education program at this school has become an exceptional one due to Dee Dee's leadership. She developed a physical education program that meets all of the demands of the curriculum and of the future needs of kids.

Dee Dee was the first teacher south of Calgary to put in place a sports medicine program. She basically had to develop this course from scratch because very few schools offered the program.

Dee Dee's dedication, respect for students and passion for health, physical education and fitness have led her to be one of the best teachers in the province of Alberta.

Dean Hawkins (Dorothy Dalgliesh School, Picture Butte)

Dean Hawkins is principal and a physical education teacher at Dorothy Dalgliesh School. He is an HPEC member and was a past conference chairman. He is the current district physical education facilitator and has organized two professional development sessions in the past year for the new DPA initiative.

Dean has coached basketball, soccer, volleyball and badminton for many years. His team won the 1A provincial championships in 1995 and the summer games in soccer in 2001.

Dean is always willing to do whatever he can to help students and teachers achieve their potential. He is a fun-loving and family-oriented guy who has a great passion for all sports and for seeing other people succeed.

The south west zone is proud to nominate both Dean and Dee Dee for a well-deserved Certificate of Commendation.

Larry has been instrumental in the development of the Bonnyville Voyageurs football program in the Wheatland Football League. The success of this program can largely be attributable to Larry's work behind the scenes and as a coach. Larry also maintains the team's website, which includes game videos and results, and allows players and fans to stay up to date.

In addition to coaching football and wrestling, Larry is coaching basketball and throwing events in track and field. He has also been a successful volleyball coach and has led his players to provincial championships.

Larry has improved and maintained his school's physical education program by promoting school-community-use agreements. Larry is a wonderful teacher who is a great role model to his students. He is true to what he believes in and has incredible strength of character. Staff and students also enjoy Larry's sense of humour and fun nature. Larry is a wonderful husband, father, colleague, teacher and mentor, and he is most deserving of this recognition. Way to go, Larry!

South East

Sue Feeney (Medicine Hat High School, Medicine Hat)

Sue Feeney is the physical education department leader and athletic director at Medicine Hat High School. Throughout Sue's teaching career, she has been a diligent and tireless worker, never knowing when it is time to say "no." In the last few years, Sue has been involved with student council and cross-country running, and has been a huge supporter of all the school's activities.

Sue has been instrumental in the development of the school's hockey and baseball academies, and new classes in sport and nutrition, and CPR. She has also coordinated the implementation of first aid workshops for all of the Grade 10 students. In Sue's role as department leader, she has organized many athlete orientation evenings and athletic awards banquets. Sue has also organized the ASAA South Zone cross-country running competitions.

Sue is an invaluable member of the Medicine Hat High School staff and the physical education department. Congratulations!

- display responsible personal and social behaviour during physical activity and
- display an understanding of and a respect for all people during physical activity.

A physically educated person is a person who is physically literate. Similar to the need for children to become literate in mathematics and language, we also want children to develop physical literacy. These are people who have developed, through quality physical education experiences, a language of physical movement. They know how and why to move in a variety of ways, appreciate the importance of physical activity, and choose to regularly participate in physical activity endeavours.

How Do Students Become Physically Educated?

In order to become a physically educated person, students need to experience

- developmentally appropriate physical education programs that are instructionally relevant for all children,
- instruction that incorporates effective teaching practices derived from research and teaching experiences,
- programs that promote the refinement and mastery of movement skills in order to develop a level of competency that can be used in a variety of physical activity settings,
- physical education programs that guide students to lead physically active lifestyles and
- success in physical activity experiences.

Physical Education

What Is It?

Physical education is a school subject designed to help children and youth develop the skills, knowledge and attitudes necessary for participating in active, healthy living. As such, physical education programs are an integral component of the total school experience for students.

Quality physical education programs encompass a wide variety of carefully planned learning experiences, from sport skills to outdoor skills, to dance and gymnastics. Attention to developmentally appropriate curricular goals and learning outcomes will ensure that

children of all abilities and interests are able to build a foundation of movement experiences and knowledge—that is, a language of physical movement or physical literacy that lead to lifelong, active and healthy living.

What Are the Benefits?

The benefits of quality physical education include

- the development of a level of personal fitness that supports healthy living,
- a skill base that enables children and youth to successfully participate in a variety of physical activities and
- development of the habit of lifelong participation in health-enhancing activities.

What Is the Role of School Principals/Administrators?

Principals and school administrators play a crucial leadership role in the design and implementation of quality school physical education programs. They support the overall development of students in a number of ways.

1. They ensure that the implementation of quality physical education programs is taught by designated physical education teachers who can take responsibility for the overall school program.
2. They ensure that teachers are well prepared, supported and capable of achieving the learning outcomes of the physical education program.
3. They provide the necessary funding that is needed to acquire and maintain developmentally appropriate equipment to achieve the program's learning outcomes.
4. They ensure that the appropriate time within the school timetable is devoted to the teaching of the physical education program.

What Is the Role of the Teacher?

Teachers have a pivotal role to play in the delivery of quality physical education programs. Quality programs require thoughtful planning that is linked to curriculum outcomes, well-designed lessons that have the intention of student learning, and effective teaching in order to provide students with the opportunity to benefit from quality physical education.

Mighty Peace District

Brad Harrop (Glenmary High School, Peace River)

Brad Harrop has been a teacher at Glenmary High School in his hometown of Peace River since he began his career 11 years ago. In fact, Brad was elected valedictorian his graduating year, and decided to continue haunting the halls following his physical education and education degrees.

Harrop's list of involvement at the school and district level include

- venue manager for the 2004 Alberta Winter Games,
- organizer of an annual summer basketball camp,
- coach of the senior girl's basketball team,
- coach for track and field,
- divisional host for track and field,
- coach of the junior high badminton team,
- junior high/high school basketball referee,
- junior high/high school volleyball referee,
- physical education department head,
- athletic director and
- zone basketball commissioner.

Brad ("Pee-Wee"), along with his wife, Kathie, is also involved with the Peace River slo-pitch executive. They have both represented the province of Alberta on a number of occasions at the slo-pitch nationals, most recently held in Winnipeg, Manitoba. They will be competing again at the nationals in August in Langley, British Columbia.

In addition to the above accomplishments, Brad is also an avid badminton player and has competed at the provincial level. If you can't find Brad in a gymnasium, you'll find him staying "buffed" at Fitness on the Go. When Brad isn't carrying around a basketball, a badminton racquet, his ball glove or a set of dumb-bells, he'll be carrying a box of Kleenex—his biggest soft spot is his affection for the Saints girl's basketball team—many a tear has been shed among them all.

Brad has a passion for all sports and loves to help his community whenever he can find the time. If you ever need a go-getter, a person with a diverse background in sports or a sharp tournament organizer, Brad's your man.

North Central

Angela Thompson (Bellerose Composite High School, St Albert)

Angela Thompson began coaching at Bellerose Composite High School the year after she graduated high school in 1990 and has been active with kids ever since. She began teaching at Bellerose Composite High School in September 1994. She is well known in the community for her contributions to coaching the senior girls basketball and soccer teams. Angela was instrumental in making her school one of the original schools to participate in Ever Active Schools and was a leader in implementing the program at the high school level.

Angela is very active in the community, playing elite-level soccer and competing in nationals as a member of the Angels. She is quiet and unassuming, but a gifted, demanding, passionate and caring teacher. Her time commitment to the students is remarkable, and she is always willing to help a student or colleague.

Angela is an outstanding physical education teacher and the words her colleagues use to describe her contributions are kind, competitive, inspiring, innovative and committed. Her personal attributes include perseverance, desire and tenacity. Angela loves her students and is constantly seeking the most creative and fun ways to keep them active in both body and mind. Angela ensures that her students feel special and welcome in her class at all times. Her department head says she has made a career of being a leader in physical education.

Thank you, Angela, for your continual passion for teaching and your enthusiasm for students. Congratulations!

North East

Larry Godziuk (Bonnyville Centralized High School, Bonnyville)

Larry Godziuk has attended several HPEC conferences and sessions since he started teaching in 1992. Larry is an active participant in any professional development opportunity in physical education. Larry has worked as Bonnyville Centralized High School's ASAA representative.

Palliser

Karyn Mitchell (Strathcona-Tweedsmuir School, Okotoks)

Karyn Mitchell taught for 15 years in the Vancouver area before coming to Alberta to teach. While in Vancouver, she was the head of her school's physical education department and opened a new school before coming to Strathcona-Tweedsmuir School. During her 15 years, she coached senior girls basketball and assistant-coached at Simon Fraser University. Although new to Alberta, Karyn attended the 2003 HPEC Conference in Red Deer.

Karyn's positive approach to teaching means that all students feel comfortable in her classroom. She engages all learners, all the time. Even those suffering from an injury are not left on the sidelines. Karyn's sense of humour has quickly made her a student favourite. When her high school students pick options for physical education, they always want to know what Ms Mitchell is teaching so that they can be with her. Her options are always full.

Karyn continually adds fresh new ideas and approaches to her department and is a constant source of support for the program and the curriculum. Next year, Karyn will be leaving us to pursue a position in administration at an independent school in North Vancouver. She will be sadly missed in the classroom but will be a star administrator!

Sam Aiello (Holy Trinity Academy, Okotoks)

Sam Aiello has not only helped Holy Trinity Academy improve their physical education program but has also been the leader in a process of continuous improvement. His passion for physical education is not limited to the classroom, and he has been a leader for extracurricular programs in the school. He commits extensive time, effort and passion to his senior boys basketball program. His teams compete with skill, grace and class that is modelled after their coach. Sam has taught his teams to both win and lose with dignity. His involvement is not limited to coaching. He recruits every coach for every sports team in the school. He rarely misses any of his school's home games in any sport because he has a passion for the development of the students.

One of Sam's most treasured achievements in his young career is already sending many young athletes

to college and university basketball. He does more than develop athletes' skills and knowledge of the game; he helps them grow into mature, dignified and well-rounded young people. His passion for the students that graduate matches his passion for the students whom he currently works with, and it is common for his alumni to call him, visit him and return to school to watch his teams compete.

Sam is often described as a gentle giant who really cares about students. His physical education programs are second to none, and he is serious about adhering to the curriculum. His program is rigorous and challenging, and has created an overall increased passion for school sports programs in his school.

Sam is a gifted teacher and noble human being. He touches the lives of all his students in a way that is rare, and I feel blessed to have him on staff.

Greater Edmonton

Jane Legace (St Edmund Elementary/Junior High School, Edmonton)

This is Jane Legace's first year at St Edmund Elementary/Junior High School and her fourth year with the district. Jane has been instrumental in the success of Edmonton Catholic Schools' Hockey Academy at St Francis Xavier Catholic High School and now at St Edmund Elementary/Junior High School.

Jane was formerly a member of the Canadian women's hockey team and is presently a member of the Edmonton Chimos hockey club. She is a tremendous role model both on and off the ice. Jane is dedicated, hard-working and settles for nothing but the best.

Before coming to Edmonton Catholic Schools, Jane was a staff member with Elk Island Catholic Schools. She was a curriculum facilitator of the new physical education program, delivered numerous workshops for teachers within her district and was a champion at her school.

Jane lives an active lifestyle as an avid runner, cyclist, hockey player, ball hockey player and more. In between all of that, Jane recently completed her master's and may one day join the ranks in administration where, rest assured, she would advocate for physical education and health programs in our schools. Congratulations, Jane, on a well-deserved award.

What Is the Role of the Parent?

Parents work in partnership with school personnel to ensure the successful development of their children. It is critical that parents ask school educators and administrators about the quality of the physical education program being provided to their children. Questions can vary greatly depending on the learning situation. Here are some examples:

- What are the learning outcomes of the school physical education program?
- Does the physical education program support a wide variety of activities?
- How much physical education is offered to my child each week?
- Is my child's school providing the allotted physical education time as outlined in the school curriculum?
- Why is my child's physical education lesson cancelled so often?
- Why should my child miss a physical education lesson because the class has not finished other work?
- What are areas of strength for my child?
- Why is it that my child still cannot catch a ball properly?
- My child runs with an awkward style, is there anything that can be done?
- How can we help support what my child is learning in physical education?

What Is the Role of the Student?

In order to gain the benefits of physical education, students need to participate regularly in lessons that promote learning outcomes in an enjoyable atmosphere; that is, in much the same manner as they would in other school curricula. They should aim to develop the knowledge, skills and attitude to become comfortable and successful when participating in a wide variety of physical activities.

What Does a Quality Physical Education Program Look Like?

A quality physical education program is a well-planned, developmentally appropriate physical education program that is available to all children.

CAHPERD recommends that such a program require the following:

- Qualified, enthusiastic teachers
- Creative and safe use of facilities and equipment
- At least 150 minutes of class instruction per week for all students
- Well-planned lessons incorporating a wide range of activities
- Appropriate learning activities for the age and stage of development of each student
- An emphasis on safety, learning, success, fair play, self-fulfillment, enjoyment and personal health
- Activities and lessons that are gender-equitable
- A high level of participation by all students each day
- Physical activities that enhance the cardiovascular system, muscular strength, endurance and flexibility
- Teacher reflection on teaching practices to enhance student success

Physical Activity

What Is It?

Physical activity is a movement of the body that expends energy, such as participation in sports, dance and exercise. Physical activity is used in physical education programs as a medium for teaching curriculum content and for providing fun opportunities through which to practice and improve on learned skills. Therefore, physical activity is an essential component of a quality physical education program. It is the vehicle to become physically educated, just as a book is a vehicle to becoming a reader. However, similar to how a teacher still needs to teach the skills of reading, as the presence of the book does not guarantee learning, teachers still need to teach the learning outcomes of physical education. Physical activity in itself does not create a physically educated person.

What Are the Benefits?

Increased levels of participation in physical activity can lead to higher levels of personal fitness, a lifelong participation in health-enhancing activity, social inclusion and an overall sense of belonging. A physical education program that promotes the understanding and appreciation of a wide variety of physical activities encourages students to participate in physical activity beyond physical education classes, such as during recess, at home or in the community.

What Is the Role of the School Community?

The school community can contribute to the overall development of children and youth by valuing and promoting physical activity opportunities. Such opportunities can ensure that each student has the opportunity to understand and experience the value of a healthy, active lifestyle and that the school becomes an active, healthy school community.

What Is the Role of a Physical Activity Supervisor?

Recess and lunchtime-activity supervisors supervise student physical activity on playgrounds, playing fields or in gymnasiums. Their main role is to ensure the activity is safe and that it is an enjoyable experience for all. Whereas these children may engage in physical activities during these times, this is considered noninstructional time and as such does not replace physical education. Supervisors of physical activity are not expected to consult curriculum learning outcomes, plan for student learning, or evaluate and report on student learning.

What Is the Role of the Student?

Children and youth need opportunities to be playful on a daily basis—to exert independence and control over their personal activity choices. Students can choose what activities they wish to be involved in, their level of participation and their extent of involvement.

Participation can be, for a multitude of reasons, not necessarily connected with skill learning and improvement. It is the hope that, through their participation in quality physical education instruction, students will develop the desire to be physically active throughout their lives.

What Is the Link Between Quality Physical Education Programs and Quality Physical Activity Opportunities?

Physical education provides an opportunity for students to develop the knowledge, skills and attitudes to successfully participate in a wide variety of physical activities. Without quality instruction, students may not reach their full potential and may fail to develop the competencies necessary to achieve success and enjoyment in a variety of physical activities.

True Life Stories

In some schools, students do not receive quality physical education instruction from a qualified teacher. At times, teachers can lack the knowledge and confidence to teach physical education appropriately.

Last year, physical education was an unorganized time where we were often asked what we wanted to do when we got to the gymnasium, and we either sat for a long time waiting to start a new game, a different activity or our turn. We just basically played games that involved someone being eliminated and we did not learn how to do things—we were just expected to do it.

—female, aged 12

Physical education can be fun if it is taught by the right person. What I mean is, if the person keeps you active doing stuff, not sitting on the side, and knows about physical education. The person needs to know how to teach it so that I can get better.

—female, aged 14

I don't like physical education when we miss it or we just get to sit down and watch. Sometimes we only get physical education for a short time and we only get to play once and then we have to go back to class.

—female, aged 8

I don't like it when we have to wait all the time, when we watch other people for lots of the class. It gets really boring. I like doing things myself.

—male, aged 9

When students experience quality programs, they value their time spent in physical education lessons. They enjoy being active, like to be fully involved in their lessons and believe they are improving their skill levels.

I like physical education a lot! It is my favourite thing at school. It is not fair when it is cancelled because of other work or if the class is not listening. I never want to miss physical education lessons. I like it when we get to do things where we learn how to get better. I like to get better—it makes me feel good about myself.

—male, aged 10

Therese is a member of the HPEC Calgary Drive-In Workshop Committee, as well as the registration chairperson for the 2006 HPEC Conference in Calgary. Her dedication to mentoring others and her great leadership skills are well noted and appreciated by everyone who works with her. She is highly productive and has excellent organizational skills and an ability to see the big picture.

Therese is involved with promoting physical education as well as sport. She has coached all sports at the junior high level and has been instrumental in developing a new intramural program at her current school. Therese also contributes to sport in her community by coaching figure skating.

It is a pleasure to work with Therese. She is an outstanding candidate for the HPEC Calgary Certificate of Commendation.

Central East

Jayson Boyson (Charlie Killam School, Camrose)

Jayson Boyson is completing his sixth year teaching with the Battle River School Division. It wasn't long after joining Charlie Killam School that his professionalism, genuine concern and love for teaching and coaching became evident.

Jayson understands the importance of providing sound educational opportunities and maximizing the time that students are active in his classes. His dedication to physical education is transmitted to his students through his enthusiasm and delivery of his program. Jayson believes in promoting lifelong learning opportunities, and he initiated a successful after-school fitness club. He is committed to making a difference in all of his student's lives and has been instrumental in the planning and implementation of the daily physical activity (DPA) initiative at his school.

Jayson has coached the school's volleyball, badminton, and track and field teams. Despite his busy schedule he still managed to organize and run a community club badminton league. His coaching style can be described as knowledgeable, encouraging and patient, and this helps students have a positive experience.

Jayson also gives much of his volunteer time to just about all of the school committees. He has been instrumental in implementing and helping run the Ever Active Schools Program and many other schoolwide initiatives that promote healthy, active lifestyles and increase school spirit.

He demonstrates his passion for health and fitness by maintaining a healthy, active lifestyle and playing on a division 1 national ball hockey men's team. He has been a longtime member of HPEC and regularly attends the HPEC conferences. Jayson is a deserving candidate for this award.

Ryan Popowich (New Norway School, New Norway)

After teaching with Edmonton Public Schools for one year, Ryan Popowich began teaching at New Norway School in the Battle River School Division in September 2000. Ryan's teaching assignment included all of the elementary physical education, Grade 6 classes and junior high outdoor education. Further, in September 2001, Ryan enthusiastically took over the reins of the New Norway Spartans senior girls volleyball team.

In all areas, Ryan has proven to be an outstanding educator. He has earned the respect and admiration of his students, his players, the staff and the entire community. As a leader in the school's athletic program, Ryan willingly volunteers in any and all events at the school. Under his expert guidance, the senior girls volleyball team became the Alberta Schools' Athletic Association (ASAA) 1A provincial champions in 2001/02 and were awarded the Sportsmanship Award at the championships. In 2002/03 and 2003/04, Ryan coached the senior girls to silver medals at the ASAA 1A provincial volleyball championships. Ryan has also been the driving force behind the establishment of a junior and juvenile volleyball program for Camrose-and-area athletes. This program provides a valuable opportunity to many young athletes, with teams competing successfully in the Alberta Volleyball Association competitions. As well, Ryan has assisted with the coaching of elementary and junior high basketball, badminton, track and field, and volleyball. His outdoor education students have been the beneficiaries of many fascinating field trips.

Ryan has been an HPEC member from the outset of his career and regularly attends HPEC functions. Ryan continuously upgrades his coaching qualifications, providing the best possible teaching to the students and athletes entrusted to his care. Ryan's tremendous work ethic, dynamic teaching style and outstanding commitment to his school's athletic program make him a worthy recipient of this award.



Feature Teacher, Feature School

Certificate of Commendation Award Winners

Athabasca District

Tim Yakiwchuk (Dickinsfield School, Fort McMurray)

Tim Yakiwchuk is the anchor of the physical education program at Ecole Dickinsfield School. He coaches Grade 5/6 volleyball, 7/8 basketball, badminton, flag football, and track and field. Tim coaches these sports every year. His dedication to developing a program that is consistently competitive but retains a strong belief in sportsmanship and participation by all team members is commendable. His physical education classes allow all students to increase their skills in a wide variety of settings. He is also an active participant in class activities, and the students enjoy having him play in class with them. He has an excellent rapport with students, staff and parents. Many students list Tim as their favourite part about school. Tim is an advocate for all things related to physical education in our school.

Congratulations to Tim for his excellent effort in teaching physical education at our school. Everyone enjoys his classes and the time spent with him learning the physical education basics.

Margo Wilson (Greely Road School, Fort McMurray)

Margo Wilson graduated from high school in Calgary and attended the University of Calgary, where she graduated in 1977 with a bachelor's of education focused on physical education and math.

Margo spent the first 10 years of her career teaching in small northern hamlets at the elementary level. For the past 16 years she has taught in Fort McMurray, predominantly

in physical education with some math. She is currently the physical education coordinator at Greely Road School, where she teaches K-8 Physical Education and Recreation Leadership, and is the student council advisor and coach of many teams. Margo also coordinates six ski days (three elementary and three junior high). Greely Road School plans five special days throughout the year and Margo is instrumental in organizing all of them.

Margo's reason for teaching is her love of kids. She enjoys being around kids, teaching them, coaching them and watching them play high school sports after they leave Greely Road School.

In her spare time, Margo volunteers with community events. Last year she volunteered with the Arctic Winter Games and loved every minute of it.

Congratulations, Margo, on your outstanding contributions to the physical education program at Greely Road School. You certainly are a deserving candidate for this award.

Calgary

Therese Wirch (Dr Gladys M Egbert Community School, Calgary)

Therese Wirch has been teaching with the Calgary Board of Education for the past eight years and has just completed her master's in assessment and leadership through the University of Calgary. She is currently at Dr Gladys M Egbert Community School, where she is a half-time physical education teacher and half-time Alberta Initiative for School Improvement (AIS) coordinator. She is extremely involved with professional development both at a school level and through HPEC.

This year, we practise different skills before we play a game or do an activity. I feel that I am starting to learn something and I am beginning to play games and do activities properly. We also do lots of activities that are individual-based and not only team games. I am learning to know what my personal best is in a whole lot of different things. I am beginning to learn what kinds of activities I can do well in and what I like to do.

—female, aged 12

Physical education at school is varied. Some years we would just play team games like floor hockey. Other years we would learn lots of new activities. I preferred the teachers who taught me curling and how to skate and how to play badminton. I still enjoy these activities.

—female, aged 19

I like it when my teacher keeps us active—no one is left out and we have lots of fun. We do lots of different activities that keep us busy while we are learning lots of new things.

—male, aged 11

I like physical education when we are doing things each class. I like it when we have lots of equipment out and we each get something.

—female, aged 7

I really, really like physical education, it's the best! I wish we could go to physical education all day long! I like getting hot and sweaty. It is really good when I get better at stuff. Like stuff I couldn't do before.

—male, aged 6

What Are the Benefits of Quality Programs of Physical Education?

Our children and youth need to be physically educated so they will be physically active throughout their lives.

Research has shown that when children are engaged in quality physical education programs:

- students usually perform as well or better academically than those receiving more academic curriculum time and less physical education;
- students develop positive attitudes about school. This leads to improved attendance and reduced dropout rates;

- students develop lifelong, positive personal health habits and are less likely to smoke or use drugs or alcohol;
- students develop aerobic endurance and muscular strength, and exhibit fewer risk factors for cardiovascular disease;
- students can develop active lifestyles that help to address health issues, such as obesity, osteoporosis, high blood pressure and type-2 diabetes;
- students experience improved self-esteem and self-concept, and lower levels of anxiety and stress;
- physical education can be a hook for some students, motivating them to attend school and stay on task in class; and
- participation in quality daily physical education programs in childhood is positively associated with higher levels of physical activity in adulthood.

Take Action and Speak Out

We all have a role to ensure that Canadian children receive quality physical education experiences.

Whether we are students, parents or educators, the next steps that we take are critical. In order to safeguard against the diseases and illnesses associated with physical inactivity, it is essential that we take action now so that Canadian children and youth gain the knowledge, skills and attitudes necessary to participate in active, healthy lifestyles.

Children and youth must receive quality physical education programs so they can develop the competencies needed to successfully participate in a full range of physical activities.

What can I do? There are many things that we can do to help. A number of specific suggestions have already been made. Here are a few more:

Administrators Can . . .

- Ensure that quality physical education is included as a basic subject in school curricula
- Ensure that quality physical education is provided adequate time in the school schedule
- Ensure that schools have adequate resources to provide quality physical education programs—this includes equipment, facilities and support

- Ensure that the teachers responsible for teaching physical education have been properly trained and receive ongoing support and professional development opportunities
- Hold schools accountable to the time and quality mandate that is stated in provincial curricula

Educators Can . . .

- Ensure that physical education has a true value in their school
- Ensure that physical education lessons are developmentally appropriate for all children
- Ensure that achievement in physical education is addressed in teaching and commented upon in report cards
- Ensure that students are provided with the knowledge, skills, and attitudes to lead active lifestyles
- Ensure that students have the opportunity to develop skills in a variety of activities
- Provide a variety of opportunities for children to be physically active
- Make physical education part of regular conversations in schools
- Give physical education a place on meeting agendas and newsletters

Parents Can . . .

- Ensure that physical education is an integral part of their child's school experience
- Ensure that their children are receiving adequate physical education time in the school schedule
- Ensure that a qualified and enthusiastic teacher is teaching the physical education class
- Ask their children what they are learning in physical education lessons
- Ask that physical education homework be provided
- Ask their child's teacher/principal questions about the physical education program and the learning experiences that children will gain through involvement in the program
- Become a member of the school's parent council to offer support and help for the physical education program

- Ask themselves, "Does my child look forward to physical education class?" If yes, ask why. If not, find out why not.

Students Can . . .

- Become physically educated and lead active, healthy lifestyles

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relays were used. As mentioned before, I was especially vigilant about keeping my explanations and demonstrations short (under a minute was my rule) and I only used everyone-active games (no standing in lines or elimination games). Gymnastics, volleyball and basketball were scheduled around the coldest months, but soccer, hockey, football, soft-lacrosse and even softball worked well in the cold. As with the other sports, softball can be uniquely exciting in the snow; the more of it the better. I made some minor adaptations to games and equipment, such as brightly spray-painting balls and bases, and shortening court and base lengths. To promote more constant activity and involvement, my sports were normally organized as a number of simultaneously played mini-games rather than one mass-on-mass game. I didn't want 10 or 15 students standing out in the field hoping for a remote chance that the ball would come to them. I have never considered that to be educationally sound, but in the cold weather they would be literally frozen out of the action.

I discovered that teaching sports and games outside was generally safer than when done inside due to having more boundary separation between the multiple games. Also, it was possible to have more small-sided games going at once.

On cold, sunny days, a parachute provided a fun way to exercise and warm up. We would hold the parachute low, raise it quickly, and then pull it down around us, creating a dome as we sat on the inside edges. As we waited for the air to warm within the dome à la greenhouse effect, we played games, such as Askerk (everyone laughs real hard and on signal tries to be completely quiet), made Jell-O (rocked the parachute back and forth) or played graveyard by laying perfectly quiet and still.

Our favourite activity this past year was sledding. Students whooped and hollered in excitement when the sleds were brought out in early January. I had purchased them for about \$10 a piece at a local store. We took turns pushing, pulling, riding and racing with unbridled enthusiasm on the snow-covered play field. We did this until we fell to the field in exhaustion, happy and warm inside.

What the Students Said

I surveyed the students regarding how they had liked going outside in the winter and received no negative comments or complaints. Rather than giving you my interpretation of their feelings, I will let some of their written statements serve as testimonials. I must say I think some of them poetical.

- Zach (Grade 2) liked sledding because "some people might not have a sled and you get to sled at school."
- David (Grade 4): "We have more space to do stuff."
- Matt (Grade 4): "If a ball goes real high it doesn't hit anything."
- Stephanie (Grade 6) liked going outside "to where the sunshine is."

Activities Planned for Next Year

Next year, even if a giga-bond measure was passed and a new multi-everything gym was built (believe me, it will not happen), you will find my kids and me gleefully moving outside on a fairly regular basis. In addition to our usual curriculum we will be playing more Inuit games. We might have some dog sled relay races. Although you might not have heard, the next winter Olympics have been rescheduled to the grounds immediately behind my school building. I don't know yet about the ski jumping but events resembling sprint skating, the biathlon, hockey and the luge will be festively held.

Shipwreck has always been a favourite game for us. I have liked to dress up like Captain Bluebeard and order the sailors to run about the ship and to do various things like push-ups to pump the water out of the leaking ship, or to run to the centre of the ship and cover up their heads so as to avoid the sharks. This winter, who knows, I may become the Captain of the Titanic and be screaming things like iceberg or abandon ship. Or maybe I will be promoted to Admiral Byrd and we will have a winter survival experience on the arctic wasteland fending off polar bears and who knows what else.

As you can tell, I am looking forward to next year's happy hearts and happy faces, happy play in snowy places. I hope maybe you are, too.

In addition to communicating the potential benefits of the outside program, be sure to allay any fears some might have. Explain the precautions you will have in place to ensure the comfort and safety of the children.

Appropriate Clothes

It is imperative that the children are dressed appropriately. They will need three things: a warm hat, a coat and gloves. They usually bring these to school anyway on cold winter days. Younger students may wish to wear a snowsuit and snow boots. I discovered that I needed a warmer hat, gloves and coat than students because I stood still longer than them—plus, I was outside for a longer duration. I also began wearing slipover rubber galoshes over my feet. They provided additional insulation and dryness. Keep in mind the Scandinavian advantage that there is no such thing as bad weather, only inadequate clothing.

Stay In? Go Outside?

We found that 20 degrees Fahrenheit was about the coldest temperature acceptable for a half-hour physical education class outside. Below that temperature, it was hard to stay warm. Remember that children can become cold more rapidly than adults; they can lose heat faster than adults because of their greater surface-area-to-body-mass ratio.

Falling snow was always a welcome sight and added excitement to an outside class. A hard rain kept us inside.

Surfaces That Worked Well

Ask your school's grounds crew or the parks department to cut the grass on your playground short before it stops growing for the winter. I found that short-cut grass provided an excellent surface for physical education class in wet or dry conditions. Snow on top of grass was always a good, safe surface, as long as the snow wasn't slushy and wet. Snow on an asphalt playground wasn't safe because often it became compacted and injuries from falls could occur on that hard surface. Sometimes a skiff of snow on the asphalt playground could be cleared quickly with a broom. This was a good way for me to wake up in the morning and get myself warm! Ice on an asphalt surface posed a problem.

Oftentimes, spreading some de-icing agent would melt the ice. If it was too icy, or the grass playground was in poor condition, we would stay inside.

Things That Helped

Carpet squares provided insulation from the cold ground when stretching and doing callisthenics. They also helped with traction and class organization. Everyone carried his or her square from the building. I used music to energize student movement just as I was used to doing inside. My boom box withstood the cold and dampness. It did just fine blasting upbeat aerobics music and jingle-bell tunes through the tingling air. Extra cones were also an asset in that they could be used to mark off dangerously wet and slippery areas.

Warm-Ups That Worked

I found that it was imperative to immediately begin class with vigorous aerobic and anaerobic exercises. The children learned the runner's rule that vigorous exercise will make the temperature feel 20 degrees warmer. Examples of my warm-up activities were the following:

- Joining the Jumping Jack Club of America by doing 100 jumping jacks (jumping jacks, old though they may be, worked better than anything to warm all the extremities and the inner cores).
- Tripping to Palm Springs in which we held our hands straight out and brought our jogging knees up to them for a few minutes
- Rocky workout, which was a great way to get our bodies warm. We ran up stairs and embankments, jogged in place, did jumping jacks, arm circles, shadow boxed and so on.
- Torture Test, which consisted of different kinds of exercises being executed as vigorously as possible in a time limit of a minute or two. It was like your basic grass drill: go, go-go, front, back, push-ups.
- Jump-rope challenges were another super activity that could be done in non-icy conditions.

Activities That Worked and Didn't Work

I altered my curriculum very little from what I would have normally done in a gym. Except for a few slower-paced activities, the same low organization games and



Teaching PE

The Junior High Track-and-Field Meet: One School's New Perspective on an Old-School Activity

Daniel B Robinson

In light of the national attention being given to the issues associated with Canadian youth obesity and inactivity (Cameron, Craig, Coles and Cragg 2003; Craig and Cameron 2004; Health Canada 2002; and Katzmarzyk and Janssen 2004), as well as Alberta's daily physical activity (DPA) initiative (Alberta Education 2005a), it is indeed time for teachers to consider innovative ways to engage students in meaningful activities through quality programs. At Avalon Junior High School in Edmonton, Alberta—a CAHPERD QDPE recognition award program gold-level school (CAHPERD 2005) where students only participate in three 51-minute physical education classes each week—the physical education department is especially eager to involve as many students as possible in intramural activities and interschool athletics. The collective effort of the physical education leaders, teacher-coaches, and parent and community volunteers has certainly influenced the number of meaningful opportunities available to students. While only 12.4 per cent of Alberta students participate in extracurricular athletics and only 31.4 per cent participate in intramural activities (Mandigo, Thompson, Spence, Melnychuk, Schwartz, Marshall and Causgrove Dunn 2004), Avalon Junior High School manages to accommodate 64 per cent of students in extracurricular athletics and 57 per cent in intramural activities (Robinson and Kennedy 2005). Of the large number of extracurricular activities available to students, one of Avalon Junior High School's most successful programs has been its schoolwide track-and-field program.

This school program differs from more traditional ones in its high degree of individual participation (there are a minimum of seven events), results and place finishes that are not shared or celebrated with students, physical education instruction that is coupled with lunch-hour practices in the weeks prior to the meet, and assessment on the day of the meet that focuses on demonstrated participation and attitude.

It seems that as soon as the snow melts in the spring, students and physical education teachers eagerly move outside and begin a month-long, 10–12 lesson track-and-field unit. Physical education teachers use *Run, Jump, Throw . . . and Away We Go!* (Alberta Learning 2001) as a primary resource for grade-level instruction, which allows for developmentally appropriate lessons. Two teachers team-teach various locomotor and manipulative skills through a number of track-and-field events and related activities. Students are exposed to two events each day (and revisit them after all the events have been introduced), which allows them to quickly start to think about which optional lunch-hour practices they will attend.

These practices begin one week after students have been exposed to most of the track-and-field events in physical education. Students receive daily encouragement to attend lunch-hour practices as many times each week as they choose. Coaches for each event are available during three lunch hours a week, allowing for considerable opportunity for student participation. As a result, at least 20 per cent of the school population

attends these lunch-hour practices; over 100 students choose to spend their lunch hours practising events with small-group coaching.

Physical education instruction and lunch-hour practices continue until the day of the school meet. During the on-site school meet, groups of approximately 60 students travel from station to station and participate in a minimum of seven athletic events (although most students choose to participate in all nine). There are ten 25-minute stations—nine events and a nutrition-break station sponsored by the local Booster Juice. A number of adaptations are implemented to make the events more welcoming, including shorter hurdles on a shorter track, elastic high jump bars and a limit of three lanes in sprint events so that heats can be run among friends. Homeroom teachers help organize heats and events, record results and assess students' attitudes and participation.

The assessment criteria is shared with students on the day of the meet. It is adapted from the *Physical Education Guide to Implementation Kindergarten to Grade 12* (Alberta Education 2005b, 263) and only covers general outcomes C and D. The goal of the meet is to encourage participation and positive attitudes about activity. Student results and the names of place finishers in individual events are not shared, and thus competition does not become a focus for students and teachers. It is functionally for all participants a fun-filled day in which everybody is active, supported by others and supportive of others.

The entire school population participates in the school track-and-field meet as part of physical education, and 20 per cent go on to participate in the inter-school zone track-and-field meet as part of the school athletics program (chosen by their attendance, effort and performance during practice sessions rather than by their results during the school meet). Through this

noncompetitive, meaningful and quality format, more students willingly engage in activity during physical education class, lunch-hour practices, the school track-and-field meet, the zone track-and-field meet and the city finals track-and-field meet. This program succeeds in getting as many students active as possible in a variety of meaningful movement experiences.

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Outside This Winter, It's Cool

Pete Hanson and Scott Melville

The rustle of wind-blown leaves across the school grounds on a cool, crisp, late autumn day; the swirl of the first wet snowflakes accumulating on the playground; the certain slant of light on winter afternoons. Does this mean the end of outside physical education classes until spring? Not necessarily.

Two years ago I was excited to get my first physical education teaching position. The job looked great in many ways but one thing worried me—my new, old school had no gymnasium. Kindergarten through Grade 8 physical education classes had to be held either outside or in a small classroom. Because winters are long and cold in this part of the country, I frantically began studying my notes and resources for more indoor activities. Although I did come up with some good, small-space ideas, I could not see them adequately filling three or four consecutive months. As I planned my fall and spring outdoor curriculum, I found myself thinking more and more that most of my activities might be continued outside in all but the most inclement conditions. This was the case because all of my activities were of an everyone-active nature and I had learned to keep my instructional talks short. Maybe we could stay warm through near-constant movement. Ultimately I designed and then implemented a physical education curriculum based on a year-round outdoor plan. I am pleased to say I have had two terrific winters and so have my students. My overall goals and objectives were unaffected: (1) I believe my goal of leading children toward an active lifestyle of an hour of moderate and vigorous activity was more completely met; (2) my goal of changing other affective and health practices (nutrition, safety, violence, drugs) was still addressed, both in short health discussions when we were outside in cold weather and

in somewhat longer, interspersed talks on those days when we were confined to the classroom; and (3) we achieved the same goals in the acquisition of fundamental motor skills and sports-specific skills. Below I have listed a number of things I learned from my experience. I hope my adventures might help some of you escape the indoor restrictions and discover the joyous possibilities of going outside in the winter.

Communicate a Can-Do Attitude

First of all, garner the support of the principal, classroom teachers, administrative staff, parents and the children before implementing any winter outdoor activities. Send out flyers and talk it up. Your enthusiasm can be contagious. Provide everyone with upbeat, positive information about the benefits of outside physical education classes: fresh air, freedom of movement and space, invigorating exercise and a mental break from the confines of the school building. "Yes! Give me a draught of undiluted fresh air!"

I think an important message being conveyed is that exercise is not something we do only when the sun is warmly shining. Exercise needs to be integrated as a daily, self-care practice, and that means, for most people, accustoming themselves to some outdoor pursuits throughout the year. Many will not have the luxury of relying upon personal, indoor workout areas or regular visits to community spas and gyms. I am reminded of a quote made by Thomas Jefferson: "Not less than two hours a day should be devoted to exercise, and the weather should be little regarded. I speak thus from experience, having made this arrangement of my life. If the body is feeble, the mind will not be strong."

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To emphasize team safety, slow down the locomotor movement at the beginning of a tag game. For example, you could start off by having students use brisk walking, followed by jogging, which can be changed to running. Faster movements can be introduced as students demonstrate safe actions. Such challenges could include sliding, grapevines, (one-legged) hopping or backwards jogging. Given that the group as a whole is active, this would also focus students on using control when moving.

Be sure to keep the activities inclusionary. That is, if someone is tagged, he or she should be asked to do only a short task, like doing five jumping jacks or touching three different walls, before being allowed back in the game. If possible, select activities that are related to the fitness or skill-development activity for that day.

Short, crisp warm-up activities will set the tone for each lesson, so be positive and upbeat by adding variety and novel activities to your program. Make the introductory activity somewhat of a surprise, something students can look forward to. There are many additional examples for elementary school students in Pangrazi (1998) and for secondary school students in Pangrazi and Darst (1997).

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PE Central: Lesson Plans for Physical Education

These lesson ideas are from PE Central (www.pecentral.org), the premier website for health and physical education teachers, sponsored by FlagHouse (www.flaghouse.com).

Partner Match-Up

Purpose of event: To randomly pair up children by having them find their match

Suggested grade level: 2-5

Materials needed: 3 × 3 cards with items that match (laminated for durability)

Description of idea: Hand cards to children. When you tell them to start, they find their match and that is their partner for that day. They can return the cards as soon as they've found their match.

Examples of matches:

- States/capital cities
- Uppercase/lowercase
- Coloured shapes
- Math problems/answers
- Spelling words

Teaching suggestions: Have partners hand you their cards together so you can make sure they found the correct match.

Submitted by Jody Kadel in Ogden, Utah.

Warm-Up Groups

Purpose of event: The first purpose is to make your job of taking attendance easier. The second purpose is to have the students active as soon as they enter the gym.

Suggested grade level: 6-12

Materials needed: Attendance list and equipment for the warm-up activity

Description of idea: For this explanation, the chosen activity is basketball. It could be any activity, such as volleyball, badminton or so on. If you have six basketball goals in the gym and 30 students in the class, assign the first five students on your list to the first basket. Assign the second five students to the second basket. Do this for each basket. Tell the students that these are their warm-up groups. Therefore, they must go to their warm-up group and area (basket) each time they enter the gym.

Explain that the activity will be for them to play HORSE until they hear further instructions from the teacher. While the students are warming up, you take attendance. You know where each student belongs, so your task of taking attendance quickly should be easier. You can let the students choose their own warm-up groups. In this case, you will have to adjust the order of the students on your attendance list.

Submitted by Bob Wright in Holland, Pa.

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Spice Up That Warm Up: Activities That Rev Up Your Class!

Hans van der Mars, Paul Darst and Barbara Cusimano

Imagine coming home and having Brussels sprouts for dinner, every day, day in, day out. How long do you think it would take before you lost your appetite? Now picture your students coming to practice or class and being asked to do the same warm-up routine, every day, day in, day out—a series of stretches, two laps around the gym, 15 curl-ups, 15 push-ups and 20 jumping jacks. Chances are that they will soon lose their appetites for such an approach. In many ways, an active, fun and attractive warm-up or introductory activity that differs each day can be the spark that gets things off to a good start. This points to the important role that a good warm-up activity plays in any physical education class (Siedentop 1991).

Remember the following principles of good warm-up activities:

- Provide students with opportunities to be active immediately.

Initially, most students come to practice or class expecting to be active. Making students wait for attendance to be taken or having them do passive stretches does not reinforce that interest in activity. Since stretching of the muscles should really occur after the muscles have been truly warmed, this could be combined with the taking of attendance or incorporated into fitness-related activities rather than as a separate activity.

- Include activities that involve mostly the large muscle groups.

Get students to engage in skills that they can do and that are fundamental to sport and recreational activities, like walking, running, sliding, dodging and fleeing.

- Be sure that the activity requires minimal instruction.

Once students are present, the time needed to get them active should be minimal. Except for introducing the activity for the first time, you should make your directions crisp and to the point. For example, when playing a tag game and it is time to switch taggers, signal for attention, offer some feedback on the students' response to the signal and quickly pick out the new taggers. This helps develop good pace or momentum to the lesson. Remember, the more time the students are involved in activity tasks, the less opportunity there is for them to disrupt the lesson.

- The warm-up should get students ready to focus on the rest of the lesson.

It should send a message to students that "It's time to be active!" It also provides you the opportunity to get students to quickly focus on certain class-management routines, like freezing on a signal or getting into groups.

- Actively supervise the activity.

Given the emphasis on having all the students active at the same time, be sure you actively monitor them to ensure that safety is not compromised. It also affords you the chance to get a sense of the general morale in the group and/or how selected individual students are starting off in the lesson. Move in unpredictable patterns around the perimeter of the activity area. This is probably not a good time to join in the lesson as a participant.

- Keep the warm-up activity between two and three minutes.

It is meant to be the appetizer for the lesson. You do not want to go for too long, especially if the activity is vigorous, as that may become aversive for many students.

- Show enthusiasm!

It is vital, especially in those few minutes, to convey to the students that you are glad to be there and that you enjoy being there. Be sure to accentuate the positive verbally and nonverbally.

- Most important, use a variety of warm-up activities.

During any given week, students should get to do at least three different warm-up activities. Not knowing exactly what the first activity of the day will be may even help raise students' curiosity and interest levels.

Here is a sampling of various warm-up or introductory activities with brief descriptions:

Running high fives—Students start walking on the start signal and give high fives to classmates. The teacher calls out the number of high fives to be given. Students can progress to jogging, sliding and carioca. The teacher can also add low fives or alternate high and low fives to the activity.

Move, stop and pivot—Students move under control in an area (such as jogging). The teacher calls out a 90-degree right and left turn. The teacher then slowly adds 180-degree and 360-degree pivots. Students can slowly pick up the pace. These skills are used in many sports like football, soccer and basketball.

Flag grab—All students have a flag belt and are scattered around the gym. On the start signal, students try to grab the flags of others while trying to avoid getting their own flags taken. Flags that have been grabbed are immediately dropped so the student can put the flag back on and continue in the game. Vary the locomotor movements to include walk, jog, slide and carioca. Start students moving slowly and then increase the speed. Stop them often to ensure safety.

Fugitive tag—All students have a flag belt and partner. Partners decide on a fugitive and a chaser. The teacher has all of the chasers close their eyes while the fugitives scatter around the gym. On the start signal, the chasers try to track down the fugitives and grab their flags. The partners change roles and the teacher starts the activity again. The locomotor pattern can vary with each sequence.

Triangle and two—Students are in groups of five. Three students hold hands and form a triangle. One other student is the chaser and the other is a fugitive trying

to keep from being tagged. The triangle tries to help the fugitive stay untouched by moving around and blocking the chaser. Rules include not jumping over the triangle or pushing the triangle out of the way. The triangle must stay together, and the chaser must go around the triangle to tag. Students switch roles after a tag or a certain amount of time.

Marking—Students are in partners and spread throughout the activity area. One student becomes the chaser; the partner becomes the flier. On the start signal, the chaser simply tries to keep up with the partner. On the second whistle, both students are to freeze. If the chaser can still reach out and touch the partner, he or she scores a point. Each time the game is restarted, the roles are reversed. Be sure to change the locomotor movements often. Start with a fast walk and work in others such as jogging, sliding, grapevines and backward jogging.

Loose caboose—Students are in groups of two and are hooked together (such as hands on the hips or shoulders of the person in front). Two students are the loose cabooses. The cabooses try to hook onto the end of a pair. Meanwhile, the pairs attempt to keep the cabooses from hooking onto them. When a caboose does hook on, the student leading the pairs has to unhook and become a new loose caboose. With larger class sizes (24 or more), use more loose cabooses. Start with slower locomotor movements until the students get the idea behind the game.

Safety Issues During Introductory Activities

As with any other part of a lesson, students' safety is of paramount importance. Recently, it was argued that tag games should not be part of physical education classes in light of safety concerns (Williams 1994). We believe that with vigilant teacher monitoring and appropriate implementation, tag games are not only appropriate but highly desirable as introductory activities in physical activity settings, even middle school programs. Engaging in tag games affords students the opportunity to practise the very skills that get used in invasion games. The skills of dodging, fleeing, using available space and reacting to changing conditions can all be found in soccer, basketball and team handball.