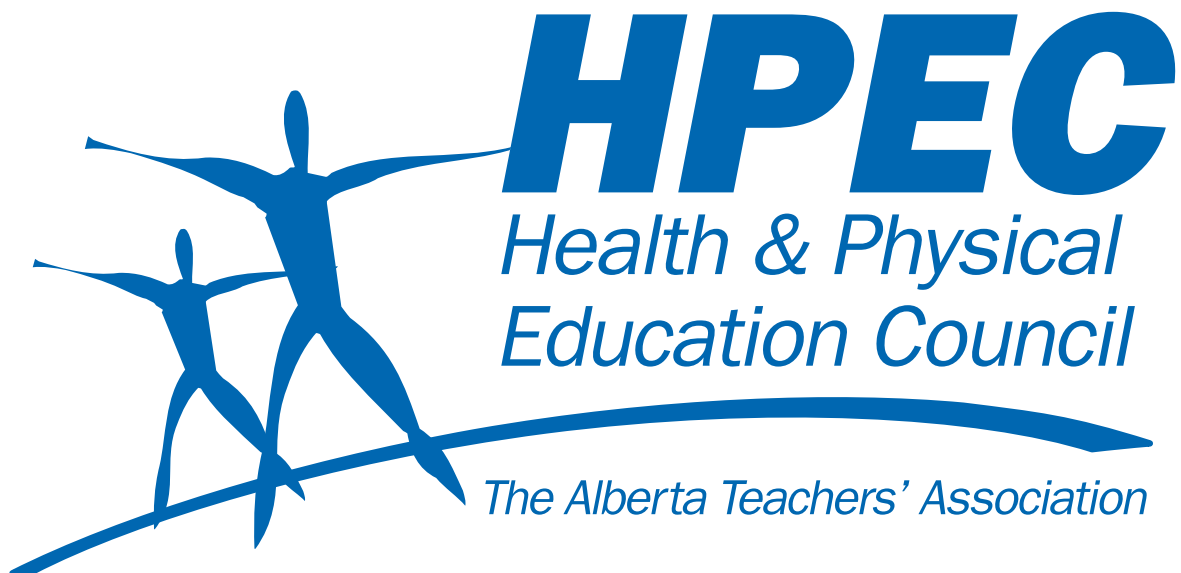


RUNNER

Volume 43, Number 1, 2008



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Greetings and Reflections

From the Vault

Reprinted from the Health and Physical Education Council Bulletin, June 1962, Volume 1, Number 1.

Editor's Comments

This publication marks another progressive step for teachers of health and physical education in the province of Alberta. The Health and Physical Education Council is your council, and the *Bulletin* is the voice of the council and a means of communication. Herein lays an opportunity for teachers to share their knowledge through articles, research reports, comments and discussion.

The first issue is designed primarily to give coverage to the inaugural conference that was held in Calgary in April. However, the issues that follow will be dependent upon the contributions of the membership. To encourage your involvement in the council's affairs, we are asking you to contribute to your *Bulletin* and/or newsletter.

We suggest that you lend this copy to a teacher who was unable to attend the inaugural conference.

Ruby O Anderson

Past Presidents



Editorial

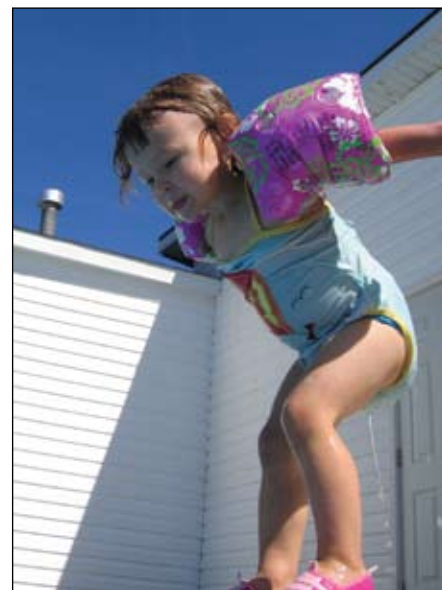
Learn to pause ... or nothing worthwhile will catch up to you.

—Doug King

For the past eight years, I have looked forward to the next Health and Physical Education Council (HPEC) conference as soon as the previous year's conference ended. Creating new connections and re-establishing old ties is what makes HPEC so strong. Conference 2007 was spectacular. I am still implementing strategies and philosophies to which I was introduced in Edmonton. Despite seeing Ryan Miller from Calgary in that blue singlet (brave move and hard to top), "A View to a Skill" reaffirmed my belief that physical educators are great people and know how to have a great time. Please encourage your colleagues to participate in HPEC through membership, attendance and presentation of those activities (new and old) at which they excel.

As Ruby Anderson mentioned in 1962, this journal is our voice in the province. Why not share your knowledge, frustrations, concerns, and outstanding ideas and activities? I have met so many exceptional people in this province who have great and innovative ideas. Please consider contributing to our goal of a locally driven journal. It is a great professional development opportunity for you or for those with whom you work. Our next issue will have an activity focus on the popular game of dodge ball.

Zoë Marlett hurdles through space.



This issue marks the last paper edition of the journal to be sent to our membership. Please stay tuned for more information.

To end my praise, rant and plea, I leave you with a thought from summer with my daughter, Zoë. I took these pictures of Zoë as she learned to leap into a pool. Seeing the intent and anticipation on her face, the preparations she instinctively made and the natural skill she possessed to launch herself into the water made me pause. The human body was truly made to move. Physical educators are blessed with the opportunity both to encourage those who thrive on movement and to inspire those who have lost the joy of physical activity to find their way back to wild abandon ... back to the root of the mind-body connection ... the joy of effort. The photo of Zoë soaring through the air reminds me of the sculptures from my history of physical education class—R Tait McKenzie, the man who brought to life the delights of exertion.

Yours in movement (and here's to those little moments of success in your classes),

Paul B Marlett

PS: I am serious about your contributions. I would love to hear from you (marlett@telus.net).

President's Message

Glenn Wilson

Quantum Leap

For the first time in history, the present generation is predicted to have a shorter lifespan than their parents. Up to now, we have evolved as a species to become stronger, fitter and better able to cope with the stresses of life. Evidence of this devolution is a shocking wake-up call to adopt healthier lifestyles.

With the plethora of misleading and blatantly false information leading people away from a life of lasting wellness, health and physical educators are faced with the daunting task of turning society around 180 degrees. This cannot be done without a support network. Enter ATA's Health and Physical Education Council, more commonly known as HPEC.

It is the mission of HPEC to advocate for quality health and physical education programs through professional growth and development of its members and the provision of leadership to create healthy school communities. HPEC's efforts in this regard help build a foundation upon which today's children can be protected from society's physical degeneration.

This summer, the ATA made a quantum leap toward the professional enhancement of every certificated

teacher in Alberta. As a result of a resolution passed at the ATA's Annual Representative Assembly, active members of the ATA have the opportunity to join a specialist council of their choice each year



Glenn on Ironman Triathlon course.

at no charge. This membership is now part of the benefits of being an ATA member.

HPEC realizes the immense importance of this initiative. It is now our goal to identify a health and physical education specialist in every school in Alberta. Armed with an HPEC membership, educators will be supported by increased professional development in a wide spectrum of formats. *Runner*, the enhanced HPEC website, drive-in workshops, the annual conference, public recognition of stellar health and physical education models, and greater access to the two special projects of HPEC: Schools Come Alive and Ever Active Schools, are some of these delivery vehicles.

District representatives of HPEC will be working tirelessly to contact each school district and eventually every school in our great province to identify one or more teachers who will carry the torch of excellence—a membership in HPEC. Professionalism in health and physical education can truly be the foundation for stemming the tide of poor health.

Creating a love for a lifetime of healthy activity and lifestyle choices, it is you teachers who can pave the way for a hardy, thriving community. You, the health and physical education teachers of Alberta, are the true heroes and heroines of society. It is you who are saving the lives of our youth, one class at a time. Let HPEC help you in your quest.



Glenn Wilson, president of HPEC, is the physical education specialist at École Leo Nickerson School in St Albert. Armed with degrees in physical education and science, Glenn has coached and taught in the US and overseas. He coaches the Gators triathlon team and stays fit by competing in triathlons himself; he has completed over 200 of every distance.



Instant Inspiration: Quotations for Displays

Exercise is my medicine.

–David Suzuki, age 71

The biggest task is not to get ahead of others, but to surpass yourself.

–Anonymous

It is better to look ahead and prepare than to look back and regret.

–Jackie Joyner-Kersey, US Olympic athlete, track and field

Sports do not build character. They reveal it.

–Heywood Hale Broun, American sportswriter and commentator

The best strategy in life is diligence.

–Chinese proverb

You have no control over what the other guy does.

You only have control over what you do.

–A J Kitt, American Olympic downhill skier

Television: A medium.

So called because it is neither rare nor well done.

–Ernie Kovacs

Leadership is action, not position.

–Donald H McGannon

Give whatever you are doing or whoever you are with the gift of your attention.

–Jim Rohn

It isn't hard being good from time to time in sports.

What's tough is being good every day.

–Willie Mays

Life was meant to be lived, and curiosity must be kept alive.

One must never, for whatever reason, turn his back on life.

–Eleanor Roosevelt



Conference Updates and Information

Conference 2007

Heather Rootsart

In September 2004, Lori Olson and I were at our annual executive thinkers meeting and agreed to co-chair conference 2007 in Edmonton. Whenever I return home from these meetings, my husband, Dean, always asks, "What did you sign up for this year?" Well, you can imagine his delight when I told him the news. Dean completed our conference chair trio, and we started work on HPEC 007: "A View to a Skill."

Who knew that four months later we would be pregnant with our first baby? Needless to say, the next two years leading up to the conference flew by with all sorts of firsts. As we rounded the home stretch in early 2007, we were expecting baby number two, so even though a cocktail or 10 would have been nice to share with our committee and others at conference, I will have to wait until next year in Grande Prairie.

We were truly fortunate to have had such a great steering committee. This dynamic, energetic, committed group of people poured everything they had into their subcommittees to help make an outstanding conference.

Some definite conference highlights included our two keynote speakers: Bruce Brown and Danielle Peers. There were a lot of laughs and even some tears. They both inspired and challenged all of us to be the best we can be.

The Friday night '70s social was also a hit, largely in part to some of the lovely outfits.

At the end of the day, our number one objective as a specialist council is to offer participants sound professional development in the areas of health and physical education, and we believe we did just that. We received lots of positive feedback from speakers and participants on everything from variety, timing and content of sessions to location and beyond.

We thought we would share some of the data we collected from our online registrations this year. Thanks go to those of you who took the extra few minutes to fill it out.

Thank you all once again for coming to Edmonton and helping to make conference 2007, "A View to a Skill," such a fabulous event.

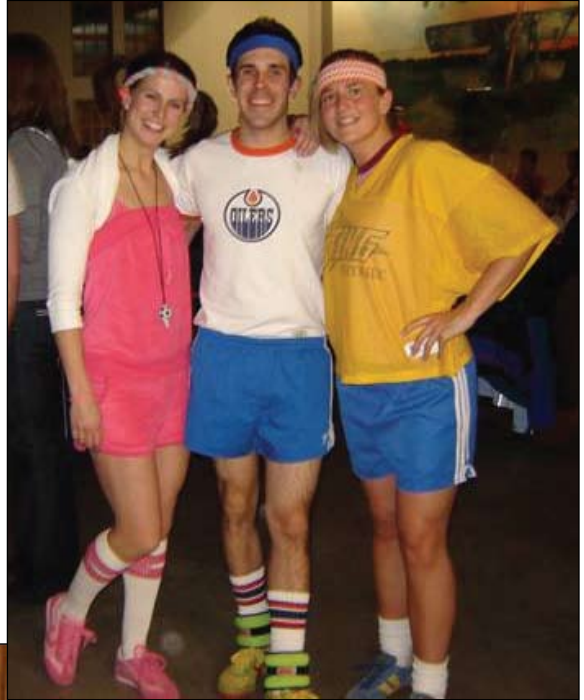
Moment of Fame: "A View to a Skill"



Ryan Miller braving the singlet.
Good luck in BC!







Introduction to the Robert Routledge Memorial Address

Glenn Wilson

Humankind has always sought heroes and heroines. From knights in shining armour and Joan of Arc to firefighters and web-slinging men in tights, we seek paragons of power who will save us from our nemeses.

Dodging accolades and spotlights, physical educators have evolved into the clandestine heroes of reality, saving the lives of our youth, one physical education class at a time. With this common bond, we have united to ensure the quality of our endeavours.

The genesis of the league of health and physical education champions had its humble beginnings in 1962 and was founded in part by a dynamic, yet ordinary, man by the name of Robert Routledge. As the second president of this specialist council, he lifted physical education teachers and youth to new heights on his broad shoulders.

His infectious influence could not be contained, and soon it became apparent that everything from gymnasiums and fields, the Alberta Schools' Athletic Association (ASAA), to CAHPERD would be sculpted into enduring archetypes of excellence by his hand.

It was while serving as vice-president of CAHPERD at an ASAA meeting in Calgary that Robert Routledge's life came to a tragic end when he was stabbed to death in a random act of violence.

The Robert Routledge Memorial Address is a foundational anchor of HPEC conferences. Each year we are encouraged by this dissertation to think of our humble past, the phenomenal leaders in whose footsteps we tread and the path we must forge to maintain his vision. It is, therefore, an exceptional honour to deliver this oration.

Armed with degrees in physical education, sports medicine and dance, and a master of arts in educational leadership, Sharin Adams has for the last 35 years been dedicated to defending the healthy honours of

those who stand among us as well as creating the pillars of tomorrow.

Originally an Edmontonian, Sharin moved to Calgary with her parents when she was in Grade 11. After her graduation from the University of Calgary, Simon Fraser University and San Diego State University, this closet Oilers and Eskimos fan returned to Calgary to teach physical education. An elementary and secondary physical education specialist, physical education consultant, intramural coordinator, elementary generalist, sports medicine teacher, vice-principal, assistant principal and principal are all roles that plump up Sharin Adams's portfolio.

She has been a member of the HPEC executive since 1982 and has filled most positions, including that of president. She has added her professional objectivity as the HPEC executive's liaison for the Schools Come Alive Project since 1995. In 1996 she received the Distinguished Service Award. Sharin also cochaired the 2000 Calgary HPEC conference, "Play-on-the-Edge." She has truly lived the life of a worthy role model.



Sharin Adams

Robert Routledge Memorial Address 2007

Sharin Adams

On Creating the Desire to Participate

Hello, fellow HPECers. I have been proud to be an HPECer for over 30 years and to serve you on the HPEC executive since 1982. I appreciate the wonderful camaraderie and the professional growth that being an HPECer has brought to my life. And I have always liked being called an HPECer. If you recall, in the mid-nineties, the health part of HPEC formed its own specialist council and then, thankfully, returned to HPEC. I was very grateful, because as much as I loved being called an HPECer, I was worried about being known as a PECer. But, hey, we've all been called worse, right? Here's to the *H* in HPECer!

Like the other 34 people who have delivered the Robert Routledge Memorial Address since 1972, I am honoured and privileged to speak to you in memory of a phenomenal leader and role model in physical education. Like many of you, I did not know Bob Routledge, but those who knew and worked with him have told me, without exception, that he was kind, caring, sensitive and compassionate. Bob had an uncanny thinking ability. He was a philosopher who encouraged others to think carefully about working with children and youth. So, today, in his honour, think deeply about the importance of physical activity for today's children and youth. As well, think about what's important in the work of health and physical education teachers in light of knowing the benefits of physical activity and the frightening consequences of physical inactivity to individuals, families and society.

When it comes to this knowledge, we truly live in interesting and paradoxical times. We have known for decades that engaging in regular physical activity is a prerequisite for achieving optimum health and quality of life. Despite this knowledge, 26 per cent of Canadian children aged 2-17 are overweight or obese today compared with 12 per cent in 1978, and the average Canadian child is sedentary three to five hours per day in front of the television alone (Parliament of Canada

2007). Did you also know that obesity costs Canada an estimated \$1.6 billion a year in direct health care and \$2.7 billion in indirect costs (Katzmarzyk and Janssen 2004)? According to an all-party Commons Commission that has been studying the obesity issue, "The committee shares the fears of many experts who predict that today's children will be the first generation for some time to have poorer health outcomes and a shorter life expectancy than their parents" (Canada House of Commons 2007). A doctor who spoke at the 2002 HPEC conference in Banff told us that he was going to invent a pill that would prevent all kinds of disease and help to keep everyone healthy, and all you have to do is walk 20 minutes before and 20 minutes after you take the pill. If only it were that simple.

So are the solutions to this health crisis the total responsibility of schools and teachers? Absolutely not. This is a complex societal and familial issue that requires complex solutions from all sectors of society. However, when we know the many positive benefits of lifelong physical activity and the startling risks associated with inactivity, and when we know that children are watching television, surfing the Internet and playing video games instead of pursuing active leisure pursuits to the extent that they will have a shorter life expectancy than their parents as a result, we realize that we have a critical role to play. Our purpose as health and physical education teachers is crystal clear. We must instill in students the desire to participate, and if we do not, then we are missing the boat.

So, we say, we know this! Our current Physical Education Program of Studies states at the top of page one, "Active living through physical education creates a desire to participate" (Alberta Learning 2000). The Daily Physical Activity Initiative has been subtitled "Creating a Desire to Participate." This province has a wonderful program of studies and outstanding physical education teachers, but are we 100 per cent focused on doing everything we can do to create the desire to participate? Bob Routledge would encourage us to think

deeply and carefully examine our practices for instilling in students a desire to participate. Bob would be proud of what health and physical educators have accomplished since his untimely death 37 years ago, but he would say that we must and can do better. Children's health is worth it.

So what must we do better to instill in students the desire for lifelong participation? Like the causes of, and the solutions to, the current obesity epidemic, creating the desire to participate is not simple. It will not occur as the result of one thing, but of many things health and physical education teachers do. Simply participating does not create the desire to participate. In the book, *Physical Education for Lifelong Fitness—Physical Best Teacher's Guide* (2004), the National Association for Sport and Physical Education suggest that for adults, knowledge about the benefits of physical activity has a powerful influence on exercise behaviours. I'm not sure about you, but it scares me to think about all of the things that could happen to me if I didn't exercise regularly, so for me knowledge works. However, children and adolescents place more importance on an activity's value and on whether or not they feel competent and satisfied during the activity. In "What Really Counts in Schools," Eisner (1991) tells us that if something excites and satisfies you, you're more likely to do it. So, how do we turn students on to an activity that makes them feel competent and satisfied enough to want to continue to participate? I asked several friends and colleagues who have been my mentors for the past 35 years. Here is the question that many of you here today were asked, and I thank you for your replies. What is the most important thing that physical education teachers can do to create the desire to participate in our students?

Six themes about creating a desire to participate emerged in the replies. Are your beliefs represented here?

1. Being a positive and passionate role model for physical activity
2. Inviting students to participate
3. Ensuring success for all through variety, choice and game adaptation
4. Making physical activity fun
5. Treating students with dignity and respect at all times

6. Providing encouragement

On the importance of being a positive role model, Glenn Wilson, this year's HPEC president-elect, stated,

I am what I want the children to be. If we want students to buy in to our pontification of healthy and fit lifestyles, we must live it ourselves. In fact, we need to be the icons that youth identify with, instead of million dollar hockey players or anorexic carved-up movie stars. Students must see us playing and having fun. They must see us in the grocery store buying good food. They must see us toeing the line at the local 5- or 10-K, or skiing at the school's ski trip. It is the key to getting students to participate for life.

Pat Brand, former HPEC president, stated, Being an authentic model of the benefits and joys of participation is most important in creating the desire to participate. It is that authenticity of words and actions that inspires and motivates the most.

Is there one thing that you can do on Monday to be a more positive and passionate role model for physical activity?

On the importance of inviting people to participate, Chuck Rose, HPEC past president, teacher and principal, relayed this story to me:

I was on the receiving end of what seemed like constant invitations from my physical education teacher, Bill Fayter. Almost daily, he invited me to things. First, it was merely to participate in class, then intramurals and so on. Then one day he talked to me about contributing and doing papers, and "the team" could be accomplished. But what really stood out and led me to my career-long beliefs about physical education was how he found something at which I could excel. He taught me how, set me up for success, invited me to participate and got me to succeed by degrees in class, intramurals, team and then various competition levels. Through it, he kept up with support and encouragement.

What can you do on Monday to invite and encourage a reluctant student to participate?

Don Williams, former HPEC president and physical education supervisor, reminds us that if you invite student participation, you must ensure that you follow through.

He called it the party. Many responses I received had to do with that party, the activities at the party in our gym classes and how we must work to ensure success for all through variety, choice and game, and skill adaptation. In CAHPERD's publication, *Physical Inactivity Is Hazardous to Your Health*, it is noted that if you watch students play at recess, lunchtime or after school, you can learn a lot. If children or youth are left to organize their own play, they inevitably make one of two choices: they play something in which everyone is active at the same time or they choose something they can do on their own. They do not organize an activity whereby everyone stands in line and watches one person do the activity. This is a good example to follow in physical education classes.

Joy Taylor, HPEC past president, teacher and principal, stated,

It is important to create a playful atmosphere of fun, to love what you are doing, and to set up your program with choices, levels and a variety of equipment so that all can feel successful at any task. Being or feeling successful is crucial to continued activity.

Merri Ann Ford, who delivered the Robert Routledge Memorial Address in Lethbridge two years ago, sent this message to me:

A desire to participate in any endeavour comes when you find success. People enjoy doing something they do well and have fun doing. If I run up and down the floor in a basketball game and never touch the ball, soon I won't bother running up and down any more. Or, if I'm athletic and able to do the simple drills covered in class, how can you challenge me? She believes we can help people succeed by having small numbers of students in games, modifying rules and providing a wide variety of activities in programs. Using assessment as a motivational tool is also important. Reward children for succeeding in improving skills. Having children set attainable goals, working to achieve them and then rewarding those successes are powerful motivators.

What can you do on Monday to help both the athlete and the nonathlete feel capable and competent?

Another idea for getting students to participate was to make physical activity fun. Marg Schwartz, former

Schools Come Alive and Ever Active Schools coordinator, puts it so well:

If we can get them to belly laugh and sweat at the same time, we are creating a positive atmosphere and a learning environment that is conducive to lifelong learning. It looks like rubber chickens and balls of all shapes and sizes. It looks like walking fast and jogging slow at a speed that you can still speak to one another. It looks like children participating vigorously with no lineups and lots of variety. It means a teacher is participating and laughing with the kids. It means the administration references how active the school is as part of the criteria of why he or she is proud of the school. It looks like EverActive and a school that has come alive.

Sonia Sheehan, an HPEC district representative, states,

I like to make physical activity fun. This way I know students look forward to coming to the gym and getting active. I add new activities, games and units. I participate with the students showing role modelling. I make activities in the gym meaningful. I relate what we are doing to what they could do outside of class, at recess, with families, with friends, on the weekends and over the holidays.

Do you know what makes physical activity fun for your students?

What stood out the most in conversations about what's important in creating a desire to participate was relationship. Students must be cared for, listened to and treated with dignity and respect. We must be honest with and apologetic toward students. We must learn about their strengths, what motivates and energizes them, and, above all, encourage and praise them at all times.

Dwayne Sheehan, former HPEC president, states, We need to listen to and learn from kids about what they like to do and what excites them. Once you figure that out, you simply need to connect the outcomes of phys ed with something they think is fun (for example, birthdays, Valentine's Day and Terry Fox runs. The best example is the teacher who recently created Quiddich, a fun game that uses lots of the skills we teach in phys ed that is linked to the popularity of Harry Potter—brilliant!

Christie Murphy, physical education teacher and administrator, stated:

I am a strong advocate for getting to know your students, taking an interest in their lives and offering encouragement to them, especially the timid and unmotivated ones. Stick around the school after the bell, attend band and drama presentations, see students in other roles and you will learn a lot about them. As well, the dignity of every child must be valued and honoured so that no child feels humiliated or disrespected. If I could impart only one teaching concept to teachers, it would be this one. We must not abuse the power we have as teachers.

Lynn Dyck, former HPEC president, teacher, physical education supervisor and principal, states,

We need to see the heart beating in every child's chest.

Are you treating your students with dignity and respect at all times?

Tony Makowski, HPEC past president, teacher and principal, told me:

The most important thing we must do in creating a desire in anyone to do anything is to be enthusiastic, encouraging and positive, positive, positive and let them have fun. PS: Did I mention that we have to be positive?

Like Tony, I feel that one of the most important things we can do to help students to feel competent and satisfied during activity is to provide encouragement. Sounds easy enough, doesn't it? However, as a principal and assistant principal, I have observed teachers working with students, I have read thousands of report cards, and I have listened to teachers talk about the students in their classrooms. I share this observation with you. Students who need the least encouragement get the most, and students who need the most encouragement seem to get the least. Good students and good athletes get encouragement and positive feedback all of the time. First, they get the personal satisfaction from their good grades and successful accomplishments, and then they get the praise and encouragement from teachers, parents, extended families and friends. It is easy to encourage those who are successful and doing well and much harder to encourage those who

are not particularly good students or good athletes. It is easy to provide encouragement when things are going well and when students are complying with our requests. But what about when things are not going so well, when students are not complying or are having difficulty with their skills or task completion? What about when they do not want to participate for a multitude of possible reasons? We must find ways to consistently and positively encourage students who need it the most. At the root of the word *encouragement* is *courage*; we must find ways to instill courage in students who need it most. Rick Stradecki, a child and youth psychologist, tells us that encouragement is not an event; rather, it is a process whereby we help children build courage, and discover and use their inner power. Encouragement is anything that you can do to make a student feel capable and competent. So when it comes to providing encouragement, I pose these questions to encourage us to examine how we can instill courage in students:

- Do you let students know that there is no such thing as failure? It's just that they haven't learned the activity yet. Do you let them know that making a mistake is not a failure? It is a learning opportunity. Alfie Kohn reminds us that children are devastated by failure. Do you focus on *what* rather than *how* the kid is doing?
- Do you model appropriateness at all times? Do you ensure that there is no place for anger or humiliation in the classroom and that there are no double standards when it comes to students and teachers? If you need to correct behaviour or have a serious chat with a student, do you do it after the emotions have subsided? Do you remember that when you are interacting with a student, 25 other pairs of eyes and ears are on you and learning from you?
- Do you accept your students exactly as they are? Are you friendly and nonjudgmental? Do you, as Vickie Tait, my physical education teaching partner and mentor suggests, ensure that you have a high level of consciousness and observation so that the instant you see something good happening, you can provide real encouragement to your students?
- Do you believe that your students are capable of changing, growing and learning, and do you continually pass that belief on to the student? Do you

look for small improvements instead of perfection? Do you use encouragement rather than praise to build confidence? Dr Harry Hohol, former HPEC president and physical education supervisor, says that, "Students are very perceptive and will quickly spot undeserved accolades, thereby earning the teacher the label of phoney." Harry also says that "we must treat all of our students as though they were our own sons and daughters." Do you treat your students the way that you would want your own children to be treated?

- Do you seek out and build on your students' strengths rather than focusing on their weaknesses? Steven Covey, author of the *Seven Habits of Highly Effective People* (1990), talks about the emotional bank account that describes the amount of trust that's been built up in a relationship. Are you consciously making deposits in your students' emotional bank accounts to build their confidence and trust so that they will take risks?
- We've talked a lot about how students must feel successful to continue to participate. Do you plan how to set up each and every student for success and how to build on that success to create the next challenge?

As Bruce Brown reminded us in the keynote address, our words are very powerful. How will you provide encouragement on Monday to those students who need it the most?

So our challenge in creating the desire to participate is to carefully examine our practices to ensure that these six important themes are happening every day in our classrooms:

- Be positive and passionate role models for physical activity
- Invite students to participate
- Ensure success for all through variety, choice and game adaptation
- Make physical activity fun
- Treat students with dignity and respect at all times
- Provide lots of encouragement

So, in honour of Bob Routledge, have I encouraged you to

- think deeply about your role in instilling a desire to participate;

- be kind, caring, sensitive and compassionate with your students;
- provide encouragement that truly instills courage;
- continually examine your practices to ensure that they are creating the desire to participate, to scrap the ones that aren't, to retain the best and to continually strive to invent better ways;
- be a positive and passionate role model for physical activity at all times;
- plan your lessons by looking at the individuals in your classes, thinking about what you know about them and what you can do to help to instill in them the desire for lifelong participation; and
- evaluate your lessons by looking at the individuals in your classes and asking yourself, "How did I help to create his or her desire to participate today?"

We believe that what teachers do every day is important. And it is. However, what is important is what we are able to get students to do. And for their health and quality of life, it's getting them to love physical activity and to participate throughout their lives—to do it daily for life! I think that Bob Routledge would agree.

Thank you for allowing me to speak to you in honour of Bob Routledge today. Thank you for honouring Bob Routledge by doing whatever you can and whatever it takes to instill the desire to participate in your students.

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Past Robert Routledge Address Presenters

The past two Robert Routledge Address presenters have not had their photos published in the journal. To honour their achievements and presentations, we would like to print their photos in this issue.



2005 presenter Phil Meagher.



2006 presenter Brian Erickson.



*A special thank you to
Mary Ann Downing,
HPEC past president 1984,
for her years of dedication
to recording the award
recipients.*

HPEC Distinguished Service Awards

Don Zabloski



Don Zabloski has worked for Edmonton Public Schools for 30 years, 18 of those years as a K-12 physical education and health consultant. Don has a lovely wife, Dianne, and two adult sons, Jordan and Ryan. They are known for being very active any opportunity they get. The family loves the mountains and all the activities they entail. Don is an avid runner and a huge fan of sport, whether cheering for his sons or any good junior high or high school game.

Don has demonstrated a career-long commitment to gender equity in physical education, sport and recreation through his philosophy and practice. He is an accomplished leader in the promotion of active and healthy lifestyles, both from personal and professional perspectives, and is a skilful mentor and innovator to both his students and contemporaries.

Don is recognized for his health and physical education curriculum expertise through his many roles in developing and implementing Alberta Education's previous and current health and physical education program documents. His leadership work in supporting curriculum resource development has been acknowledged provincewide. During the most recent curriculum change, Don represented his district on the provincial

advisory committee. The mandate of this committee was to represent the views of the field, be aware and knowledgeable of the literature related to physical education, and advise and provide direction to the development of the new program of studies. Don was an outstanding advisory committee member, often referring to current classroom practice, supporting the active living approach and influencing the committee's work in the area of assessment strategies. He provided numerous workshops on the new program and assisted in training curriculum facilitators on professional development methods to share the messages of the new program.

Don was also instrumental in the development of the guide to implementation. Although involved in approving all aspects of the guide, his major contribution was with the assessment piece. His leadership in this area will be evident in the coming year with the release of Edmonton Public Schools resource on assessment and physical education.

The current safety guidelines documents for both secondary physical education and athletics in Alberta schools can, in part, without any exaggeration, be credited to Don's expertise, leadership and commitment. His contribution and effort extended well beyond any reasonable job expectations.

Don was and remains a gifted and committed teacher, administrator and coach. For years he has assumed many diverse responsibilities with HPEC and with the Alberta Schools' Athletic Association (ASAA), and he has chaired provincial championships in several sports, such as track and field, basketball and cross-country running.

For many years Don has been involved with the City of Edmonton Joint Use Field Committee and the ASAA Board of Governors. Don has been a key member of both of these organizations and has worked tirelessly to ensure the best possible opportunities for students in sports.

Whenever Edmonton hosts a major sporting event, such as World Masters Games or the World Championships in Athletics, you can be sure Don will be on the volunteer organizing committee. He has served as a volunteer in senior positions for events such as the 1983

University Games, the 2001 World Track and Field Championships and the recent World Masters Games, World Half-Marathon Championships, the World Triathlon Championships and World Cups.

Don initiated the Active Kids Triathlon 15 years ago, which has given hundreds of students a tremendous opportunity to experience a triathlon at a young age. He has also organized numerous cross-country running events and worked on just about every youth-targeted health and wellness initiative that has taken place in Edmonton. Don is greatly involved in track and field at the junior high and high school levels and has worked at countless district and provincial meets. On top of all this, he writes an inspiring Active Kids article for *Running Room Magazine*.

Don has integrity, commitment and dedication as well as a passion for sport and assisting students. Don has always been an advocate for participation, health and welfare, and fair play. He is a mentor and a role model for students and teachers alike. He gives generously of his expertise and time, and embraces any opportunity to be involved with students. Don has calmness, patience, willingness to listen, thoughtfulness and a common-sense approach that all admire about him. Don is always seen as a soft-spoken leader, respected by his colleagues for his expertise and gentle approach to all he is involved with.

Don provides teachers with advice and assistance in all areas of physical education—curriculum, teaching strategies, programming, assessment and evaluation—and organizes athletics leagues for 56 schools. Currently, he is also supporting schools with the implementation of the mandated daily physical activity initiative.

Don has been a teacher, committee member, consultant, presenter, district and provincial leader and coach over the years. In all of these roles, whether at the district, regional or provincial level, he has provided exemplary service and leadership and has been an outstanding advocate for student learning in health and physical education. It should also be emphasized that Don has never sought or expected recognition and contributes his time and expertise unconditionally.

Don has contributed to numerous HPEC conferences and drive-in workshops over the years. Whenever asked he will always step up to present or coordinate the entire program, like he is for this 2007 conference.

He is a most deserving recipient of the HPEC Distinguished Service Award. Congratulations, Don Zabloski!

Lance Bard



Lance Bard was a physical education teacher and HPEC member for 29 years. In that time he spent countless hours coaching wrestling, organizing tournaments, leading outdoor education trips and building quality programs at any school privileged to have him on staff.

Lance was a true leader with a caring attitude and a desire to see his students become the best they could be. He used his position as a physical education teacher to introduce students to some of the things he loved in life, specifically fitness and the outdoors.

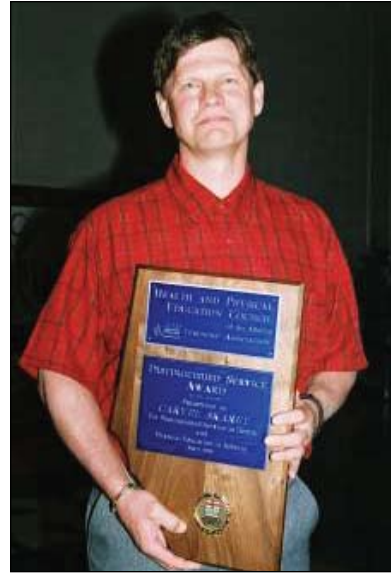
I suppose this is expected of a physical education teacher; however, Lance went above and beyond with his contribution to the junior high wrestling program, not only at Hardisty, but throughout the city and surrounding area, whether it was at one of his takedown tournaments or the renowned Candy Cane tournament, on the mat at practice or rolling up the mats at 9 PM after a tournament. Students who were on his Alberta Winter Games team or just in his class, as well as the young teachers he mentored, will never forget Lance's efforts. The parents of those students whose lives he has touched remain grateful for the positive influence he has had on their children.

Lance retired from the Edmonton Public School Board in 2006 but continues to lead Scouts and contribute to the community. He is a most deserving recipient of the HPEC Distinguished Service Award. Congratulations, Lance Bard!

Past Distinguished Service Award Winners



Brian Mullally, 2006



Carvel Skaret, 2006



Rob Williams, 2005

HPEC Certificate of Commendation Awards

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

Christina Marlett

Calgary

Christina Marlett is a leader in physical education in Calgary. She is well deserving of the HPEC Certificate of Commendation. Christina has been a physical education teacher at Mount Royal Junior High School and Lester B Pearson High School. During her time at Pearson High School she established a new part-time dance program and, through her great teaching and enthusiasm for dance, grew the dance program into a full-time teaching position. With the success of the dance program, Christina produced two dance spectacular shows each year to showcase her students' talent. In addition to her dance focus, Christina coached the junior varsity volleyball team at Pearson.

Christina's true passion lies with the dance element of physical education. She has been a dance choreographer and a dance artist doing guest teaching in various schools around Calgary. Christina has presented numerous dance sessions at Calgary HPEC drive-in workshops, Fine Arts Council conferences, Edmonton Teachers' Convention and Grande Prairie Teachers' Convention. She has taken lessons for many years in African, salsa, Latin and ballroom dance. Christina competed in a salsa dance competition in March 2007.

Christina also volunteers her time with HPEC and CAHPERD. She currently coedits *Runner* with her husband, Paul Marlett. She was recently public relations cochair for the 2006 HPEC Calgary conference and volunteered at the CAHPERD national conference in Banff.

Through committing her time and energy to physical education, Christina has demonstrated true leadership. It is an honour to present Christina with the HPEC Certificate of Commendation. Congratulations, Christina!

Paul Marlett

Calgary

Paul Marlett is a well-deserving winner of the HPEC Certificate of Commendation. Paul is a leader in the field of physical education and contributes a great deal of his extra time to these pursuits. Paul has been teaching at Woodman Junior High School, in Calgary, for the past five years and has been curriculum leader for three of those years. Paul's focus as curriculum leader has been to incorporate the principles of teaching games for understanding and leading his colleagues through a process to develop a scope and sequence for all activities at each grade level. He regularly attends the HPEC drive-in workshops in Calgary and often will present sessions at the workshops. He has coordinated Calgary Board of Education junior high volleyball and basketball leagues, and he coaches many activities including volleyball, basketball, and track and field. Paul has many connections to conferences and conventions. He most recently was the public relations and promotion chair for the 2006 HPEC Calgary conference. He was a volunteer at the CAHPERD conference in Banff. He presented sessions at the Alberta Assessment and Consortium Conference, Grande Prairie Teachers' Convention, and Edmonton Teachers' Convention. Paul also coedits the HPEC journal, *Runner*.

On a more personal note, like his wife, Christina, Paul has a passion for dancing. He has taken dance lessons for many years in African, salsa, Latin and ballroom. He presents many dance sessions for teachers and students and competed in a salsa dance competition in March 2007.

Paul is a true leader in physical education in Calgary. It is an honour to present him with the HPEC Certificate of Commendation. Congratulations, Paul!

Cheryl Van Dornick

East Central

Cheryl Van Dornick has been teaching with the Battle River School Division No 31 for 20 years. During this time, Cheryl has taught subjects in Grades 4-6 but

has spent most of her career as a Grade 5 homeroom teacher at École Sifton School. In addition to teaching all core subjects, she has also taught Grades 4 and 5 physical education.

While Cheryl's success as a homeroom teacher is recognized by her peers and the parents and students at École Sifton School, her work beyond the classroom is equally impressive. She has coached students in basketball, volleyball, cross-country running, relay, track and badminton. She has also organized intramurals, basketball tournaments, the city track meet and the annual golf scramble for Grades 5 and 6 students. Cheryl is our Ever Active Schools representative and promotes our physical education program through her positive attitude and encouragement. She also promotes participation in activities, such as parent/student games in volleyball, badminton and curling.

In addition to her teaching duties, Cheryl is an avid golfer and was recently named to the Alberta Senior Women's Golf Team. Cheryl's husband, son and daughter are all very proud of her success. In light of all her achievements, Cheryl Van Dornick is a very worthy candidate for this commendation.

Gilles Daigle

East Central

Gilles Daigle is completing his 16th year of teaching, of which the last 13 have been with Battle River School Division No 31. During the past 14 years, Gilles has taught Grades 7-12. His present assignment includes coordinating the Tofield Hockey Academy and teaching junior math, art, technology and elementary computers at Tofield School in Tofield. His genuine concern for the health and well-being of his students is witnessed in his dynamic teaching style, and his active involvement in coaching. Gilles's leadership and work ethic are demonstrated daily in his commitment to teaching.

Gilles has been involved in coaching all of the extra-curricular teams in the school. He has also developed and implemented the hockey program in the school. Gilles is our Ever Active Schools representative and has organized many schoolwide initiatives involving physical activity and health. His positive attitude and willingness to help wherever needed prove him to be an exemplary model for staff and students.

Gilles firmly believes in Quality Daily Physical Education (QDPE) and has been an advocate for the program for many years; his continued belief in QDPE has benefitted all of the students.

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

David Dunkin

Edmonton

For a teacher so early in his career, Dave Dunkin demonstrates many exceptional personal and professional qualities that all teachers should emulate. Foremost in Dave's thoughts are his students and the important role he plays on a daily basis in their health and well-being. Dave provides all students with a safe and caring environment, so that they could experience success through daily physical activity.

Many mornings, prior to classes at T D Baker Junior High School, one could find Dave with his students in the fitness room, sharing the benefits of an active lifestyle. Dave would continue his day as physical education, health and athletics department head, sharing his skills as a teacher, mentor to staff and role model for student teachers. Dave is a lifelong learner and embraces any opportunities for personal and professional development, because he knows it will make a difference with his students.

Dave has coached or assisted with various volleyball, wrestling and basketball teams. He was the creator of the TDB Bulldog Volleyball camps and cocreator of the TDB Bulldog Basketball Annual Classic.

At present, Dave is the physical education department head at J Percy Page High School. As can be expected, he has already made a significant, positive difference in the lives of students and staff. He has introduced some new opportunities in the physical education program delivery and assessment practices, and is ensuring that all students have an opportunity to achieve and be active.

One of Dave's students said, "I'm active because of Mr Dunkin. He really cares about me, and takes time with me and my classmates. He makes me feel good about myself." Clearly, Dave Dunkin is a most worthy recipient of this award.

Diane Clarke

Edmonton

Diane Clarke has taught with Edmonton Catholic Schools for many years. She spent much of her career as an elementary teacher but over the last decade has branched out extensively into the area of physical education and health.

Diane lives and breathes what she teaches. She is an avid runner and loves the outdoors. She spends her free time camping, skiing and hiking with her family. As a sports enthusiast, she can also be found cheering on one of her kids on the sidelines or in the arena.

At present, Diane is a physical education teacher at St Cecilia Junior High, where she has made many positive changes in the lives of students and staff. She is the lead teacher for both health and physical education, and at her school level, she coordinates the PE leadership team, the Ever Active project, DPA support, Edmonton Catholic's wellness project and the Active Edmonton Challenge.

Before going to St Cecilia, Diane spent over two years as the coordinator of Schools Come Alive (SCA), a special project of HPEC. At SCA, Diane was instrumental in the delivery of hundreds of workshops for teachers in and around Alberta. In addition, she helped develop various workshop packages for teachers and administrators in support of the new physical education and health programs of study, the curriculum facilitator package for the health and life skills curriculum, a PE resource package to support implementation of the PE curriculum for teachers in *Yellowknife*, *Our Schools in Action* resource manual, along with the *Run, Jump, Throw... A Playday* manual, in support of the 2001 World Track and Field Championships, held in Edmonton.

The list could go on, but the fact that Diane is also nominated for this year's Excellence in Teaching Award sums it up. Congratulations, Diane! You are a most worthy recipient of this year's HPEC Certificate of Commendation.

Scott Randall

Mighty Peace District

The Certificate of Commendation for the Mighty Peace District goes to Scott Randall. Scott, who hails from Gillam, Manitoba, arrived in the Peace Country

way back in 1993 and has spent his entire teaching career in the Mighty Peace District. Scott is currently at Good Shepherd School, in Peace River, where he is a Grade 6 homeroom teacher as well as DPA, intramural and PE coordinator. He is a lifelong learner and has taken the initiative to share his expertise with his colleagues. He has been attending HPEC conferences for over 10 years, held mini DPA sessions for staff, presented at our local division PD days as well as our district teachers' convention, set up a file of PE-related resources on the teachers' computer drive, and created a manual for the PE equipment office. In addition, he has been vocal at the parent council level by submitting several successful proposals requesting the purchase of equipment kits to supplement healthy play at recess, and DPA activities for the classroom and area pods.

Scott's passion for fitness and health was evident this past fall and winter when he planned, scheduled and coordinated with PE classes a two-day Crazy Cardio and Fusion Cardio fitness instruction that was conducted by local area experts. This opportunity was made available to all Grades 1-6 students and was very well received by staff and students alike.

In addition to being a school advocate and leader for health and PE in his school and district, Scott is also an accomplished athlete, coach and coordinator. Some of Scott's achievements and previous contributions include

- coordinating PE, intramurals, and track and field meets for Good Shepherd School and Grade 6 basketball league;
- developing under-eight soccer coaching manual and instructing coaching clinics for local area;
- competing in various Strongman competitions (2001), Northern Alberta Bodybuilding Championships (2003, 2004) and Alberta Bodybuilding Championships (2004);
- winning 2003 and 2004 transformation contests at local gym; and
- coaching junior high volleyball (Holy Family Junior High), Grade 6 basketball and volleyball, under-six community soccer, minor hockey, minor baseball in Manitoba, and junior high track and field in Manitoba.

When not at school or volunteering in the community, Scott can often be found nose deep in a book or

listening to one on his MP3 player, because he is an avid reader. He also enjoys travelling and spends many a summer evening on the highway between Peace River and Manitoba with his wife, Monique, and daughters, Aimee and Nathalie. Congratulations, Scott!

Jose Lapointe

North East

Jose Lapointe is a physical education teacher at St Dominic Elementary School, in Cold Lake, Alberta. She has taught PE to Grades 3–6 over the last five years. She also runs an after-school sports program and coaches all students who want to play on her teams. Jose elicits the help of her daughter and friends to help coach and teach the students in her after school program.

Jose is a very dedicated teacher. She gives of her time with all of her students, caring for each and every one as if they were her own. She is a true believer in and advocate of quality daily physical education, and has the CAHPERD banners to prove it.

Jose is an active HPEC member and has gone to conferences in the past. She actively participates in many sessions at local PD days and Northeast Teachers' Convention Association.

Through committing her time and energy to physical education, she has demonstrated true leadership. Congratulations, Jose, you are a most worthy recipient of this HPEC Certificate of Commendation Award for the North East!

Vince Spila

North East

Vince Spila has been a teacher for the Lakeland Catholic School Division for over 18 years. He has spent the majority of his time at Assumption Junior Senior High School teaching physical education to Grades 7–12. He was very instrumental in starting an outdoor education program at the school, which involved building a climbing wall in his gymnasium. He has coached basketball, badminton, cross-country, golf, volleyball, curling, and track and field, as well as run the intramural program at Assumption.

Vince is currently teaching Physical Education 10, 20 and 30 and is a half-time counsellor as well. He is the athletic director at Assumption, has successfully

introduced and continues to promote daily physical education (DPE) in Grades 7–9 and is working on a way to continue DPE in PE 10/20/30. He coaches senior high women's volleyball, and junior senior high track and field. He continues to run a very active outdoor education program, which includes alpine skiing, winter and summer camping, hiking, cycling, canoe tripping and climbing.

Vince is a very active HPEC member. He has been a district representative for many years and has served as HPEC president. He is currently past president. He has presented sessions at the Northeast Teachers' Convention Association, local PD institutes, as well as numerous drive-in workshops. Vince has been on numerous steering committees and has always striven to make sure that physical education is first and foremost on any of the agendas.

Congratulations, Vince, you are most deserving of this year's HPEC Certificate of Commendation Award for the North East!

Corey Van Oene

South West

Corey Van Oene has been a physical education teacher at St Francis Junior High School (SFJHS), in Lethbridge, for many years. When Corey came to SFJHS, he was instrumental in completely overhauling our physical education program.

Amazingly, Corey implemented daily physical education at SFJHS with only one small gym and 542 students. Corey also coached volleyball for many years, winning the Lethbridge Schools Athletic Association championship in 2005. Corey also runs a highly successful student leadership program at St Francis.

Corey's passion for physical education is second to none. He is very professional, a team player and a visionary. Without a doubt, Corey is a very deserving teacher for the Certificate of Commendation Award for South West. Congratulations, Corey!

Peter Rajcic

South West

Peter Rajcic has been teaching physical education to Grades 6–8 at G S Lakie Middle School, in Lethbridge, for many years. He revamped the assessment strategies

for PE curriculum Grades 6–8 as part of an AISI project for his school and district. He also coaches, officiates and runs an intramural program at the school.

Peter is an HPEC member and was on the steering committee for the “Whirlwind of Wellness” 2004 HPEC conference that was held in Lethbridge. He also presented a session at the conference and has presented at numerous drive-in workshops. Peter has also presented sessions in physical education at SWATCA for many years.

Peter’s dedication to physical education and to his students is phenomenal, and he is well deserving of the Certificate of Commendation Award for South West. Congratulations, Peter.

Tracy Lockwood **North Central**

Tracy Lockwood is a physical education specialist at Wild Rose Elementary School, in St Albert. Tracy was instrumental in bringing quality daily physical education

to the students in her school and has extended this to cross-curricular daily physical activity (DPA) initiatives that are used districtwide.

Tracy has served on several key committees locally and provincially. Involvement on these directorates has helped shape the look and delivery of quality physical education and classroom activities. She has served on the HPEC executive as the North Central district representative and conference 2007 steering committee member. Currently she is the Schools Come Alive coordinator and the professional development coordinator for the St Albert Protestant Separate School District.

Tracy has also been a popular presenter of DPA and physical education lessons. She has been instrumental in creating a progressive, engaged and physically literate learning community. Mrs Lockwood’s name is a household moniker in the community—synonymous with fun and healthy lifestyles.

Tracy is a worthy recipient of this award because of her enthusiasm, hard work and energy. Congratulations, Tracy.

Certificate of Commendation Award Recipients, 2007



Certificate of Commendation Award Recipients, 2006



Certificate of Commendation Award Recipients, 2005





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Are you interested in a more active lifestyle?**

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For more information, check out www.hpec.ab.ca
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Barry Longson
Randy Hopkins
Patti Nichol
Lance Therrien
Nicole Martens



Use It on Monday

Editor's Note: HPEC 2007 offered delegates a fabulous array of sessions, which included activities, coaching, health, dance, practical ideas and philosophical thoughts. It was difficult to highlight only a few of the sessions in this issue; however, I have tried to include a wide range of handouts that can be used on Monday. I will include several other handouts in next year's Runner. If you are inspired, have success, or would like to offer comments or further suggestions on the session handouts, I would love to hear from you. Write a letter to the editor—I am eagerly anticipating my first response. Thank you to the HPEC 2007 steering committee. If you are looking for additional handouts, they can be accessed from the HPEC website (www.hpec.ab.ca) under conferences.

Games, Games and More Games

Erik Larson

Name Train (Jon Jon Game). One person starts by choosing another person and asking, "What is your name?" The person (as well as everyone else in the line) yells his or her name, and they repeat the name five times while doing a little dance.

Four Corner Flags. This is an adaptation of the game of flags. Make four teams. Divide the area into four squares. In each corner, place a hoop and inside each hoop, place three to four flags. The teams must try to take all the other teams' flags. If they are tagged, they must drop the flag and return to their side. There are no jails; tagged players return to their side and are allowed to continue to play.

Bear, Ninja, Cowboy. This is an adaptation of Elves, Giants, Wizards. Divide the group into two teams. Designate a middle line and two end lines. Each team

picks a bear, ninja or cowboy. They meet the other team in the middle. Standing in a line, they chant, "Bear, ninja, cowboy," and then they do the actions associated with each name. Ninja's defeat cowboys, bears defeat ninjas, and cowboys defeat bears. The losing team races back to its own side and tries to avoid capture. Tagged players join the other team. The cycle repeats.

Sumo. This is a fun way to do partner challenges. Each student has a little fun by bowing, chanting or shaking hands before challenging a partner. Some of the challenges you can have them do are thumb war, knee touch, balancing, toe touch and so on.

Booger Ball. This is a simple and great game to play. Players kick, run, throw or dribble the ball to score in the opposing team's net. You need two teams, two nets

Erik Larson is a Grade 5 teacher with Leduc Estates School. He has presented many active game sessions at previous HPEC conferences and PD days. Prior to becoming a teacher, he was a camp counsellor for 15 years. He likes to focus on activities that are active and enjoyable, and require cooperation.

and a ball. Each team consists of five players and a goalie. If a player gets tagged, he or she must pass—not shoot—the ball. There is no physical contact with other players and no knocking the ball out of someone’s hand.

Raid. In this game, everyone is a bug. Pick a few people to be the exterminators. The bugs run to avoid being tagged. If they are tagged, they lie on the ground with their feet and arms up in the air. Four exterminators grab on to each limb and carry the bug to a marker. Once there, the bug is healed and can start playing again.

Steal the Bacon. Divide the group into two teams. Assign each person a name or spelling word. Put an object in the middle of the gym. When you call a number, students must race around their group and then to the middle to grab the object. The team that gets it first receives a letter to the winning word.

Have You Ever? Instruct the class to stand in a circle, take off one of their shoes and place it between their feet. One person (usually the teacher) stands in the middle and does not take a shoe off. He or she asks, “Have you ever . . .?” If some students have, they move or change places. The person who does not find a spot stands in the middle.

Everyone’s It/Hospital Tag. In this game, everyone is it and runs around tagging while trying to avoid being tagged. Those who get tagged, cover up their injury with one hand (Band-Aid). If they get tagged again, they use their other hand. They can only tag with hands, so if they are tagged again, they are frozen. If a player makes an ambulance sound, the teacher can heal him or her. This game is meant to be played for only a few minutes as a warm-up.

Hot Dog Tag. Select two or three people to be it, depending on the size of the group. The its are the hot dog makers. They try to tag everyone and turn them into hot dogs. When someone is tagged, he or she must stand and shout, “Bun me, bun me.” Two other people stand and hold hands around the tagged person. They then skip in a circle three times and free the student, who has five seconds to get away.

Slap Rover. This is an improved version of the dangerous Red Rover. In this game, players are still called over, but players are selected by slapping their hands. If the selected player gets back to his or her spot before getting tagged, both players join the slapper’s team. If the slapped player tags the slapper, that person joins the slapped player’s team.

Hoop Challenge. Have your group form a circle(s) and hold hands. Place the pair’s hands through the hoop. The goal is to have everyone in the circle pass through the hoop as quickly as possible.

Nitro. Divide the group into two teams. Each player starts with a ball. Mark off a goal line near the end of the basketball end line. Place a large ball in the middle of the gym. The object of the game is to knock the big ball across to the other team’s goal line. One player from each team stays in the middle to retrieve his or her team’s ball.

Hot Chocolate River. In this initiative task, the object is to get your team across an imaginary hot chocolate river without touching the river. To get across, players must stand on marshmallows (carpets). This is a cooperative activity in which players must have a foot or hand on a marshmallow or it will be eaten up by the chocolate piranhas (leaders).

Samurai Warrior. Get the group into a big circle. Place a hoop and a noodle in the middle of the circle. The number of required hoops and noodles depends on how many people are playing the game. One person takes a noodle, taps another person on the outside in the circle, races back to the hoop, places the noodle down and runs back to that person’s spot. This game is similar to Duck, Duck, Goose, but it uses a noodle. The person who did not make it back will have to be the person with the noodle.

The Carrot Rule. Don’t overplay a game. If you do, they will get sick of it and never want to play the game again. The less the game is played, the more they will want to play it.

For further information, contact Erik Larson at erik.larson@blackgold.ca.

FUNctional Circuit-Training Strategies

Ted Temertzoglou



Designing Musical Fitness Circuits

Circuit training can be done anywhere and with limited equipment and space; all you need is a little imagination and motivating music. By manipulating the length of the music and the pauses in between, you

can cater your circuit to fit the needs of your classes, students, athletes or clients, regardless of their athletic ability. The following can be assessed by teacher and/or student:

- Heart rate and breathing in relation to student target heart rate zone
- Participation in activity for sustained periods of time
- Safety

Minimal Amount of Equipment Needed

- Tape or CD player that is loud enough to be heard outside or in a gymnasium
- Gymnasium, hallway or open classroom. The training can also be done outside, weather permitting.
- Music with pauses incorporated (Roxio Easy CD/DVD Creator version 6 to 8)
- Mats
- For resistance all you need is one's own body
- Your imagination to create exercises

Some Simple Equipment

- Paper plates
- Towels (beach)
- Hockey sticks or dowelling
- Skipping rope, hallway or staircase

More Equipment Ideas

- Surgical tubing
- Medicine balls
- Stability balls
- Body bars
- Balance boards
- Bosu ball
- Barbells, dumbbells, bikes, treadmills, resistance machines and so on
- Reaction ball

How to Begin

- Assuming about 32 students are in the class, students pair up (16 pairs). You'll need eight stations for this class.
- Assign each pair with a group *A* or *B* designation.
- All *As* begin at a cardio station (their choice of jogging, skipping, stairs, riding, rowing and so on). All *Bs* begin at exercise station.
- Warm-up class with first song.
- After warm-up students have 15–30 seconds to get to their spots.
- The music begins and students work at their stations until the music pauses.
- When music pauses, pairs switch. *As* go to exercise stations. *Bs* go to cardio stations.
- Continue switching clockwise until circuit is completed after cool-down song (light jog or walk followed by total body stretch).

Ted Temertzoglou is a high school health and physical education teacher with the Toronto District School Board, in Ontario. He is the author of several health and physical education resources, all produced by Thompson Educational Publishing. Ted has conducted workshops across Canada, Asia and Europe promoting the importance of physical education and the vital role physical educators play in society.

General Resistance Training Guidelines for Circuit Design

Resistance Training Guidelines from the American College of Sports Medicine

Individuals	Recommended Intensity	Number of Repetitions	Number of Sets	Frequency	Duration of Program
Strength (beginner)	70-80% of 1-RM or 8-12-RM	8-12	Greater or equal to 1	3 times per week	6 weeks or more
Strength (expert)	85-100% of 1-RM or 1 to 6-RM	1-6	Greater or equal to 3	5-6 times per week	12 weeks or more
Toning	60-70% of 1-RM or 12-15-RM	12-15	Greater or equal to 1	3 times per week	6 weeks or more
Endurance	Less or equal to 60% of 1-RM or 12-20-RM	15-20	Greater or equal to 1	3 times per week	6 weeks or more
Hypertrophy (expert)	70-75% of 1-RM or 10-12-RM	10-20	Greater or equal to 3	5-6 times per week	12 weeks or more

It is recommended that older adults and children use multijoint exercise and that exercise programs for children and adolescents be supervised by qualified fitness personnel.

Exercises

Legend

BW—body weight BSB—Bosu ball
 ST—surgical tubing PP—paper plates
 SB—stability ball BB—balance board
 MB—medicine ball BBar—body bar
 T—towel

Add ST, MB, BB, BSB or SB to make all exercises more challenging.

1. Push-ups (chest, triceps, deltoids, hip flexors)
 - a) wall
 - b) modified
 - c) modified one leg
 - d) modified alternating legs
 - e) modified with upward leg thrust
 - f) standard

2. Arms and shoulders
 - a) bicep (BBar, MB, ST, T with partner)
 - b) triceps (BBar, MB, ST, T with partner)
 - c) shoulder raises (BBar, MB, ST, T with partner)
3. Sit-ups
 - a) abdominal roller (T)
 - b) McGill (BW)
 - c) chinnies (BW, MB)
 - d) rollovers (BW, MB)
 - e) HLV thrusts (BW)
 - f) stability ball
 - g) stability ball with (ST)
4. Back
 - a) one hand partner pull (T)
 - b) two hand partner pull (T- crossed)
 - c) seated row with partner (ST-crossed)
 - d) standing bent-over cross ST raises

5. Legs
 - a) squats (BW, ST, MB)
 - b) forward, side, diagonal, lunges (BW, MB)
 - c) calf raises (BW, MB)
 - d) hamstrings (MB, SB, PP)
 - e) bear crawl (T, PP)
6. Hips
 - a) hip thrusts (PP, MB, SB, ST with partner)
7. Core stability
 - a) body plank
 - b) McGill
 - c) kneeling plank-arm and opposite leg up
 - d) lateral body plank

Agility and Reaction Drills

Reaction ball—12, four-square, first bounce partner pass

Dot drill—five patterns, three patterns, varying patterns

Tennis ball drop—one ball, two ball

Safety Guidelines

To avoid injury and ensure that every student gets the most out of each circuit, be sure to keep the following in mind:

Before Exercising

Students should complete a thorough warm-up and cool-down before starting and when finishing each workout.

Equipment

Students should not use any exercise equipment that is too heavy for them or that they have not been taught to use. Check to ensure that all equipment is in proper working order. Frequently check tubing for tears; dispose of all torn tubes or dynabands.

Resistance

Allow students to increase resistance when they can perform 10 to 15 repetitions with any apparatus with perfect form and technique.

Posture

Always ensure that proper posture and form are maintained throughout the exercise(s).

Breathing

Make sure students understand how to breathe during resistance training. The general rule is to exhale slowly on exertion and to inhale during the return phase of the exercise.

Pain

Students should stop exercising if they feel any discomfort, pain or lightheadedness.

ROM

Make sure students complete the entire range of motion (ROM) during each exercise.

Space

Allow adequate space between each pit and conditioning stations.

Resources

Circuit Cards

Canadian Active Living Fitness Circuit Training Charts
www.thompsonbooks.com/hpe
 (416) 766-2763, ext 21

Websites

Sample circuits for various body parts
 Go to Bodyworks under main menu
www.netfit.co.uk/menu.htm

Bigger Faster Stronger

Downloads for Dot Drill and other fitness testing standards
www.biggerfasterstronger.com

Equipment

Pro 1 Ultimate Fitness
Pro1UltimateFitness.com
 Phone (416) 457-3488 or 416-457.FITT
 E-mail Pro1UltimateFitness@rogers.com

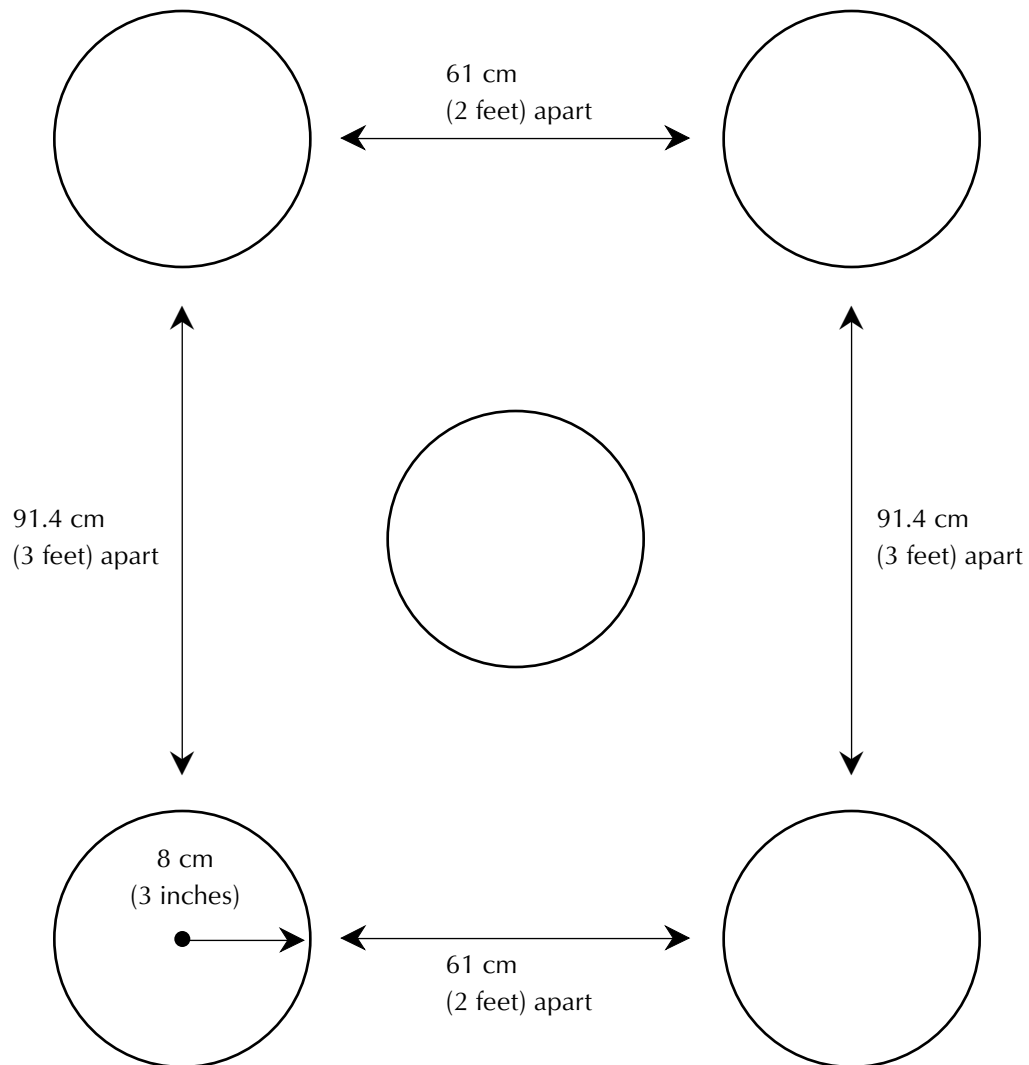
Lettuce Make Thyme

www.lettucemakethyme.com
 3B 1418 Osprey Drive, Ancaster, Ontario L9G 4V5
 Phone toll free 1-877-304-6774, (905) 304-6774,
 fax (905) 304-3054
 E-mail lynn@lettucemakethyme.com

Steps Count—Pedometers

Box 430, Deep River, Ontario K0J 1P0
 Phone toll free 1-866-342-2328, (613) 584-3148
 E-mail info@stepscount.com

Dot Drill Dimensions



Note: The dots have a 8 cm (3-inch) radius. The centre dot is located right in the middle of the other four dots.

Sequence: Five Patterns

1. Up and back
2. Right foot
3. Left foot
4. Both feet
5. Turn around

Each pattern is repeated six times. When all patterns are completed, the clock is stopped. There is a .1 second penalty for each missed dot; that is, 10 misses = 1 second penalty.

Wonderful Websites for Physical Education and Health

Colin Saby, Clive Hickson and Stephen Berg

Integrating the Internet with Physical Education and Health Education Programs

This session introduced delegates to a number of helpful websites for teaching physical and health education.

Provincial and National Documents

1. Go to www.education.gov.ab.ca/physicaleducation-online. Click on Teacher Resources and follow the link to Teaching Tools. All kinds of resources are available to help teachers teach physical education. (The Interactives section is where you can find the online version of the Guide to Implementation).
2. You can find information about the new Daily Physical Activity (DPA) initiative at www.education.gov.ab.ca/k%5F12/curriculum/bySubject/dpa.asp. Check through the description of how the DPA initiative should be implemented and the resources available to support implementation of this new program.
3. Go to www.cahperd.ca. From the Excelway sidebar, connect to the secure section, then click on the PE section link. Check through the resources available.
4. Stay at www.cahperd.ca and go into Advocacy, Conferences, Quality Daily Physical Education, and

Quality School Health. See what each of these has to offer.

5. Go to www.med.ualberta.ca/acicr/ and click on Documents and Reports on the left side bar to find the Safety Guidelines for Physical Activity in Alberta Schools document. This is an important document for all teachers to be aware of and follow.

Curriculum Ideas

1. Go to ww1.heartandstroke.ca. Click on Healthy Living in the sidebar. Scroll down to Resources for Teachers and browse through the kinds of resources available to you.
2. Go to www.kidnetic.com. At the very bottom of the page in small print it says, "What is kidnetic.com?" Click on this and read how it is set up for students, parents and professionals. Go back and try out some of the activities for children.
3. Go to www.reach.ucf.edu/~pezone/. Click on one of the focus areas and then browse through the various lesson plan topics that are listed on the sidebar.
4. Go to www.pelinks4u.org. Look toward the bottom of this page. Under PE News type in your e-mail address to register for a free monthly newsletter concerning health and physical education. After you do this, click on Elementary Physical Education at the top of the page and see what it has to offer you.

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

Clive Hickson is an associate professor at the University of Alberta. He teaches physical education curriculum and instruction courses to preservice elementary school teachers. He has been a teacher and principal at the elementary and high school levels, has served on numerous education committees and has worked on provincial curriculum resource development. His areas of interest include the investigation of teaching effectiveness and teacher preparation in physical education.

Stephen Berg is an assistant professor in the Department of Kinesiology and physical education at the University College of the Fraser Valley, in British Columbia. His research interests include effective teaching methods of physical education, physical fitness and healthy bone development in elementary-aged school children. Stephen has received two university teaching awards for excellence in undergraduate teaching, and currently teaches undergraduate courses in physical education and health education curriculum and instruction.

5. Go to www.pecentral.org. Check out the different sections available. Click on Activity Adaptations in the Adapted Physical Education section. Browse through some of the ideas put forward for consideration.
6. Stay on the www.pecentral.org site and click on Assessment Ideas. Browse through some of the ideas.
7. Go to www.thinkfirst.ca. Click on Order ThinkFirst Materials on the right sidebar. Check out the special deal for schools to order the materials package.
8. Go to www.sass.ca. Click on both the Adult Stuff and Just for Kids to see what this site offers.
9. Go to www.activ8.org. Click on Teacher Tools and see what you can download for free.
10. Go to www.pe4life.org and click on Teachers to see what the site has to offer physical educators.
11. Go to www.learning.gov.ab.ca/physicaleducation-online and click on Teacher Resources. Once there, click on Lesson Plans and then View Lesson Plan, and check out the various lessons plans. Please note that not all resources are quality ones. You need to use a critical eye; for example, check out the Slings lesson plan in the Individual Activities dimension.
12. Go to www.psap.jwssports.ca and click on Resources to find a set of teacher/coach resources to teach basic sport skills. These resources are easy to use, and many teachers find them appropriate for the elementary school setting.
13. Go to www.cbc.ca/weightoftheworld and click on Order the Film to order a free copy of the film and Downloads for the various teaching guides.

Interactive Sites

1. Go to www.sass.ca. Click on Just for Kids and browse through the activities that students can engage in.
2. Go to www.cdc.gov/powerfulbones. Click on Fun & Downloads and then Quizzes, and take the Bone Health Habit Quiz. Next, click on Games, and try a few!
3. Go to www.dole5aday.com. Click on Kids and play some of the games.
4. Go to www.kidshealth.org and click on Kids Site. Go through the icons located on the left-hand side. Some

of these may be good for topics in health or other curricular areas.

5. Go to www.icbc.com/Youth/roadsense_kids.asp, and browse through the materials for children on bicycle safety, car sense and the walk safe program.
6. Go to www.bam.gov and browse through the different sections. This is a great site for students to learn about a number of issues.
7. Go to www.lifebytes.gov.uk and browse through each of the lifebytes topics. A section for teachers is located on the left-hand side of the page. The site is from the United Kingdom, but it has some great information and activities for students.
8. Go to the Family Service Canada Anti-Bullying site at www.talk-helps.com and look at the way it describes bullying at a child's level.

Professional Development

1. Go to www.humankinetics.com. Click on Physical Education and Health on the sidebar. Human Kinetics tends to sell quality materials at reasonable prices. These resources will assist you in teaching physical education.
2. Go to www.pecentral.org. Click on Newsletter at the top of the page to register for their free monthly newsletter. (Again, it's free!)
3. Go to www.getactivestayactive.com. This site is aimed at teenagers, but if you find yourself in a junior high environment, it might be useful. Go through as a teacher to find out how you can sign up. Your students and the entire school can sign up as well.
4. Go to www.cdc.gov/healthyyouth/physicalactivity. Click on Publications on the right sidebar and access Brochures for Parents, Teachers, and Principals to Increase Physical Activity Among Youth. Once there, check the Teacher Brochure to download a free copy. Go back and browse through the rest of the site.
5. Go to www.schoolscomealive.org. See what workshops are available to help teachers know what to do when the gymnasium is not available.
6. Go to www.everactive.org. Click on Register and check out the steps required for a school to become an ever active school.

Sites to Recommend to Parents

1. Growing Healthy Canadians: A Guide for Positive Child Development at www.growinghealthykids.com focuses on positive development of children.
2. Look up the KIDSAFE site at www.capitalhealth.ca for information about health issues.
3. Go to Media Awareness Network at www.media-awareness.ca. This site is helpful to both teachers and parents. It deals with many issues concerning media awareness, Internet safety and so on.
4. Safe Kids Canada at www.safekidscanada.ca deals with information and ideas about keeping children safe and injury free.
5. Check out Stay Alert and Stay Safe at www.sass.ca. Click on Adult Stuff and browse through some of the resources.
6. Look at the Talking with Kids About Tough Issues site at www.talkingwithkids.org. This site provides some hints for parents in how to deal with tough issues.

Additional Websites Related to Physical and Health Education

Provincial Websites

Alberta Education

www.education.gov.ab.ca

British Columbia Ministry of Education

www.gov.bc.ca/bced

Manitoba Department of Education and Training

www.edu.gov.mb.ca/manet/manet.html

New Brunswick Department of Education

www.gov.nb.ca/education/default.htm

Newfoundland Department of Education

www.gov.nf.ca/edu

Northwest Territories Education, Culture and Employment

www.ece.gov.nt.ca/

Nova Scotia Department of Education

www.ednet.ns.ca

Nunavut Education

www.gov.nu.ca/education/eng/

Ontario Ministry of Education

www.edu.gov.on.ca/eng/welcome.html

Prince Edward Island Department of Education
www.gov.pe.ca/educ/

Quebec Ministère de l'Éducation

www.meq.gouv.qc.ca/GR-PUB/m_englis.htm

Saskatchewan Education

www.sasked.gov.sk.ca/k/index.html

Yukon Education

www.education.gov.yk.ca/

Health

Canadian Association for School Health

www.schoolfile.com/CASH.htm

American Association for School Health

www.aahperd.org/aahe/

Canadian Health Network

www.canadian-health-network.ca

Canadian Institute of Child Health

www.cich.ca/

Canadian Institutes for Health Information

www.secure.cihi.ca/cihiweb/splash.html

Canada's Food Guide to Healthy Eating

www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html

Growing Healthy Canadians: A Guide for Positive Child Development

www.growinghealthykids.com

Health Canada

www.hc-sc.gc.ca

Osteoporosis Society of Canada

www.osteoporosis.ca

Canadian Diabetes Association

www.diabetes.ca

Physical Activity

Active Living Alliance for Canadians with a Disability

www.ala.ca

Action Schools

www.actionschoolsbc.ca

Alberta Centre for Active Living

www.centre4activeliving.ca

Canada's Physical Activity Guide to Healthy, Active Living

www.paguide.com

Canadian Association for the Advancement of
Women in Sport
www.caaws.ca

Canadian Fitness and Lifestyle Research Institute
www.cflri.ca

Canadian Parks and Recreation Association
www.cpra.ca

Coalition of Active Living
www.activeliving.ca/

Ever Active Schools
www.everactive.org

Active Australia
www.activeaustralia.org

Go for Green—Active Living and the Environment
www.goforgreen.ca

Leisure Information Network
www.lin.ca

Lifesaving Society
www.lifesaving.ca

PEI Coalition for Active Living
www.peiactiveliving.com

Sport Fit
www.sportfitcanada.com

YMCA of Canada
www.ymca.ca

YWCA of Canada
www.ywcacanada.ca

Children and Youth

Active Healthy Kids Canada
www.activehealthykids.ca/

Child and Family Canada
www.cfc-efc.ca

Youth Voices
www.youthvoices.ca

Family Service Canada Anti-Bullying
www.talk-helps.com

Growing Healthy Canadians: A Guide for Positive
Child Development
www.growinghealthykids.com

KIDSAFE
www.capitalhealth.ca/default.htm

Kids Health and Fitness
www.kidshealthandfitness.com.au/

Media Awareness Network
www.media-awareness.ca

Prevent Alcohol and Risk-Related Trauma in Youth
www.partyprogram.com

Safe Kids Canada
www.safekidscanada.ca

Stay Alert and Stay Safe
www.sass.ca

Talking with Kids About Tough Issues
www.talkingwithkids.org

Body Ball: Versatility in Motion

Gordon King

Body Ball is a noncontact, cooperative and highly cardiovascular game that gets all students involved in working toward the same goal, though, the goal in this case is a person from one's own team. Often referred to as an alternative to dodgeball because of its non-aggressive play, Body Ball involves all participants and does not allow the more athletic kids to dominate the play.

Body Ball was developed out of necessity by Gordon King when he was teaching a junior high mixed-grade coed physical education class. He was trying to get all students involved because some of the traditional sports were dominated by a few in the class, and, as a result, not all of the students participated. In contrast, Body Ball gets all students involved by necessitating a team-work atmosphere in order for the team to succeed. The objective of Body Ball is for teammates to pass a Velcro-covered fabric ball to each other while being guarded by the opposite team and eventually throwing the ball so that it sticks onto their team's catcher, who is wearing a Velcro-covered vest. The characteristics of Body Ball that allow for all to participate regardless of skill and age include the following:

- Participants on both teams must be of equal size or ability.
- Players can only hold on to the ball for 3–5 seconds (as determined by the instructor).
- The ball does not bounce, and players are not allowed to run with the ball once they catch it.

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

Body Ball is very versatile in that both the formal game and various uses of the equipment outside of the game create a tremendous variety of activities for a class. For example, adaptations to the formal game include adding another catcher to each team, or adding another ball, or as one delegate suggested, different point values could be given to the team depending on which colour (blue or red) of the ball attached to the catcher.

Beyond the formal game, instructors use the Body Ball equipment for variations of tag games, as an assisted catching device, as a lead-in to basketball and many other team sport units where learning how to use open space is as important as throwing and catching skills. The only limit to the use of the equipment is one's imagination.

The official Body Ball rules as well as descriptions of two adaptations accompany each game set. Three different sizes of packages are available. To view teachers' comments, game applications and video clips, visit www.bodyballgame.com.

They'll Never Know They're Dancing: Creative Movement Exercises

Christina Marlett

Back to Front Activity (adapted from *Perpetual Motion* [2001], by Janice Pomer)

- Straight lines, maximum of 12 students per line, one behind the other, neutral position.
- Last person moves quickly to front and freezes in any shape at any level.
- New last person immediately runs to front once shape is made by previous student and freezes at a new level in a different shape; students hold their shapes until they are last in line and it is their turn to move to the front again.
- Process continues and students create new shapes that vary in level, quality, direction, balance and focus; students should not repeat their shapes.
- Exercise is complete when line cannot move any further, all students hold final pose; if space is limited, lines can move around periphery of room and finish on a signal.
- Lines move at same time until students are comfortable with exercise, then split into movers and audience.
- Hints for novice movers: discuss contrasting qualities such as round, straight, twisted, high, low, symmetrical and so on.

Back to Front Discussion

Goal: to help students develop ability to describe experiences both externally (what they observed) and internally (how they felt and what they thought during exercise). Encourage students to use movement terms like *balance*, *level*, *contrast* and *shapes*.

- How did you feel when you were doing the exercise?

- What did you notice when you were watching the exercise?
- Did you ever not know when it was your time to move? (If so, why? What happened?)
- Did you ever find yourself going into the same shape more than once?
- What was the shape you found most difficult to hold? How did you manage to hold it (change it, rearrange it, focus harder, use more or different muscles)?

Back to Front Variation

- Each student who runs to the front to make a shape must physically connect with person at the front.
- Connect with a different body part each time.
- Remind students not to drop their weight on anyone; demonstrate how to safely rest on someone, still maintaining responsibility for their own weight.
- Have all groups move at same time, then split into movers and audience.
- Before groups present, ask students to look for connections that surprise or impress them while they are observing each other.

Discussion after Variation

- Did you see any shapes or combination of shapes that surprised or impressed you? (Describe the shape and explain what you liked about it.)
- Was it difficult finding unique ways of connecting yourself to another?
- Was it difficult maintaining your own shape when someone attached onto you?
- How did the random factor variation change the overall look of the exercise?

After 20 years of dance training and competition, Christina Marlett ran the dance option at Lester B Pearson High School in Calgary for three years. She now spends her days dancing with her two-year-old daughter, Zoë, and running a small business teaching dance to young and old at schools and conferences around the province.

Additional Back to Front Variations

- Make frozen shapes move.
- Keep one hand on floor at all times.
- Participants face any way but front.
- Work in total silence.
- Audience travels around performers.
- Animate knees and elbows.
- Assign different speeds to performers.
- Use movement vocabulary from an everyday activity.
- Have someone recite multiplication table while others perform.

Five Times Five Activity (adapted from *Perpetual Motion*)

- Give students three to five minutes to work on their own to create five contrasting shapes they can perform quickly and hold for an unspecified length of time.
- Shapes should show great variety by exploring different levels, qualities and directions.
- Shapes can be abstract, dramatic (communicating an emotion) or action-based (illustrating activities like sweeping, throwing ball and so on).
- Ensure they assign numbers one to five for each shape.
- Find a spot in the room away from others and stand in neutral position.
- Starting slowly, call out one to five, waiting six seconds between each number; students freeze in the corresponding shape until next number is called.
- Repeat, going a little faster; repeat again, a little faster; repeat even faster, then count down backward, then mix up the numbers.
- Divide class in half; each half performs and observes.

Five Times Five Discussion

- See if class can compile a list of different qualities found in the shapes; for example, asymmetrical or symmetrical, twisted, straight, wide, tight, open, closed, balanced, askew.
- Did students create shapes that were similar to each other?
- Were some shapes surprisingly unique?

- Did students find it easy to remember their shapes?
- What did they do if they forgot a shape?
- Was it difficult to move into and out of the shapes quickly?
- How did changing the tempo affect the exercise?

Five Times Five Variation

- Ask students to animate their shapes by moving up and down; spinning; travelling forward, backward or sideways; swaying side to side; moving one individual body part.
- Give three to four minutes to animate each of their five shapes, then have them work out their animations to different types of music.
- Choose one extremely slow, suspended piece (for example, Gregorian chants) and then try working with a sharp, fast, rhythmic piece (for example, African percussion).
- Divide into two groups to present using both types of music.

Discussion after Variation

- Ask each student to describe an animated shape they saw someone else perform that impressed them. Have them explain why it impressed them.
- As a group, discuss working with the different music.
- Was one tempo or rhythm more difficult to work with than the other?
- Was it more enjoyable to watch the work performed quickly or slowly?
- Did the music add to or detract from the presentation?

Movement Through Limitation Activity

- Limitations: to impose one physical restriction while leaving the rest of the body free to move as desired.
- An excellent stimulation for eliciting unusual and unplanned movement.
- Clasp hands together; otherwise move anywhere and in any way you wish.
- Arrange both arms in a fixed position; move freely otherwise.
- Hold any body part with one hand; keep this limitation and move freely otherwise.
- With a partner, touch each other's right elbows; keep this contact no matter what you do.

- Make any joining between you and keep it while you move freely.
- Stand shoulder to shoulder and move freely otherwise; try it with entire group.

Add Water and Stir Activity (adapted from *Perpetual Motion*)

- Three to five students are invited to perform. The audience then assigns the performers three ways of moving. For example, one viewer gives a simple gesture, such as a thumbs-up, a wave, a kick or a hip wiggle and so on. Another observer suggests one way of travelling in the space, such as log rolls, nervous pacing, hopscotch and so on. A third observer teaches the performers a four-to-six beat abstract movement phrase: jump, run, turn, swing arms.
- Performers are only allowed to use these ingredients to create their movement, as well as stand still in neutral position. The dancers can mix the order in which the actions are performed; they can change the timing, repeat the movements, explore levels and directions, create longer phrases and so on.

- Give them one minute to practise and to determine their starting position, then commence the exercise. While performing, dancers may copy each other, follow each other and have conversations with each other. If dancers are still moving after two minutes, call time. In the beginning, this exercise is best performed in silence.

Discussion Questions

- Did you ever not know what to do when you were engaged in this exercise?
- How did you decide what to do next?
- What did you react to most often (another person, own idea, external rhythm)?
- Did the pieces look planned or improvised?

Music Suggestions

Circlesongs, by Bobby McFerrin, 1997.

Buddha-Bar, by Claude Challe, 2000.

Tigger Benford—Noise of Choice, 1999.

Reference

Pomer, J. 2001. *Perpetual Motion*. Leeds, UK: Human Kinetics Europe.



A Field Experience Perspective: The Practicality and Relevance of the TGFU Approach

Sheena Miller

Reflecting on my school days, I had a few great physical education teachers but had more teachers who merely taught a skills-based physical education curriculum without helping students make the connection to future sport or recreational activity. When I looked at today's current best teaching practices, I can see that many things have not changed. This article will first question current teaching practices, the Teaching Games for Understanding Model (TGFU) and strategic control factors as they relate to a typical physical education setting. Second, it will identify how these discourses shape the teacher and learner in the context of a case study of a real game setting. Finally, it will explore the practicality of the TGFU model and relevance of strategic control factors in a physical education curriculum.

How much fun are games within the physical education setting, and how many of us actually successfully participated in controlled games settings? Growing up as a skilled athlete, I watched many of my peers experience failures in the physical education setting and drop PE class. Many students associate negative feelings of physical education class to sports and health in general, and some vow to never participate in sports again. A central problem with only teaching a skills-based approach to games is that many students do not improve enough to find enjoyment in games and therefore are less likely to continue to make it a part of a healthy lifestyle (Hopper 1998). Also, not all students can

perform best under a performance-based curriculum that focuses on skill development and doesn't necessarily examine the learning process on the whole. Moreover, skilled performers only make up a small percentage of learners, and as educators we need to find a way to engage the masses while still offering challenges and adaptations to meet the needs of our highest and lowest learners.

When I was young, I found it difficult to pinpoint the exact reasons why so many students found physical education unpleasant. As I reflect now, it was clear that the physical education curriculum was designed to favour the competitive students, who have natural inherent abilities. As a junior and senior high school student, I understood something was wrong with our physical education classes, and this contributed to my desire to become a physical education teacher.

After gaining some experience as a substitute teacher and completing my teaching practicum, it is more clear to me now what teaching characteristics many physical education teachers are lacking. Though some teachers rely heavily on teaching the concrete skills of sports that allow a small percentage of students to experience success, very few educators address the conceptual understandings of skills that would allow a student to learn why they are performing a skill before they learn how to do it. "Little has been written that deals with game strategy in a general conceptual way" (Stean 1999, 11).

Sheena Miller is a BPE/BEEd-combined student at the University of Alberta. Her academic interests include student motivation and success, ethics, sociology and outdoor education.

If physical educators want to enable more students to succeed in sporting activities, then they would be better advised to connect these activities to participation in relevant and meaningful sporting and wellness pursuits in a real-life context. Consequently, educators must facilitate decision-making skills based upon tactical awareness to help students retain an interest in playing the game (Bunker and Thorpe 1982).

Educators must question what and when students should practise. Also, when planning a physical education curriculum, educators must ask, "What methodology will be most effective in achieving desired learner outcomes?" (Butler 2006, 245). Current teaching practice does not consider effective methodology; therefore, a new wave of teaching sporting and games skills must be examined.

The conceptual understanding of teaching and learning tactics before teaching and learning to perform is called the Teaching Games for Understanding Approach (TGFU). The idea is to teach progressions from tactics to skills, not tactics or skills (Hopper 2002). TGFU, which is growing in popularity, can best be taught by combining strategic control factors with the four games categories (territory/invasion, net/wall, and target and field games). A TGFU model that connects strategic control factors with the four games categories is a framework that works to help the learner transfer knowledge and understanding of the skill across a wide variety of games (Stean 1999). "At the same time, TGFU highlights associations between a particular game and its unique skills by helping students develop expertise through game playing" (Chandler 1996, 49). Also, "the combination of these two frameworks helps teachers, coaches and players to improve their understanding of the structure and strategy of games" (Stean 1999, 11).

Case Study: A Physical Education Lesson

In a recent physical education lesson that I taught, I realized that students were more likely to succeed if they were exposed to strategies and tactics first, with a later emphasis on skills that they could learn to appreciate. Therefore, in the lesson I planned, I considered the TGFU approach and began by focusing on teaching the uncertainty and space elements of strategic control factors.

I applied the knowledge of floor hockey to an unfamiliar game, pillow polo, a strategic game much like floor

hockey, but renamed and adapted for safety with a soft cushion on the end of the stick. Even before holding a stick, the students learned not only the similarities between floor hockey and pillow polo but also some advantages of understanding time, space, force, uncertainty and psychology, and how they relate to the game (Stean 1999). However, for practising these strategies (and with time constraints), I focused on teaching the time and space elements of the strategic control factors. What follows is a description of what we did:

Considering Space

Keeping in mind the TGFU approach, I explained that scoring chances are minimized when an opponent holds the ball for a long time in the defenders' high-priority space before getting a shot off (minimizing the opportunity to score). Defensive strategies include trying to deny high priority space in front of the net and putting players in a zone that maximizes coverage of the space. As opponents, we discussed the necessary skill of the quick release in front of the net. To examine this strategy further, I showed a video clip and we discussed the reactions of the offensive player and defender player and their awareness of space.

I believe it's important to help the learner form the connection of this skill and its transferability to other game-like situations before moving on to practising the skill. Taking the example of high-priority space, my students brainstormed many other sporting examples in which this tactic is comparable, thus cementing their understanding of the concept. At this time, we also collectively discussed modifications of the game and why it might be important to modify the game based on our learner group. I found this to be an excellent opportunity to highlight the necessity of restructuring the game to suit the needs of learners: some students being higher skilled, and others needing to develop skills. Last, I redefined success in terms of the practice/tactical understanding and benefits for the players instead of in terms of the score of the game (CIRA 1986).

Finally, we practised progressions of a skill before getting into a high-pressure game situation. After I explained technique, I also discussed the next steps, which were practising shooting in high-priority space with dummy-defence shadowing and trying to interfere with the offender's space. After this progression, I

facilitated the drill with a defender playing 50 per cent of his maximum. Again the offender tried to shoot under the higher pressure situation until he was shooting against a defender playing full defence. Eventually the skills learned in the practice of this strategy would transfer to shooting in a real game.

Considering Uncertainty

Since this category complements understanding and the teaching of the strategic control factor space, it was easy to facilitate the students' enhanced understanding of each of these concepts. Again, considering the example of quick shots in high-priority space, the creation of space relates to reducing players' uncertainty and maximizing uncertainty of the opposing team as the offenders draw defenders out of high-priority space. Also, during the teaching of this strategy, the students employed the tactic of a fake, thereby creating more uncertainty for the opposing side.

Through practising progressions of drills involving square passing and supporting players, students learned how creating two varied angles creates more space and more uncertainty and maximizes opportunities to move the ball around the playing surface. Because we were running out of time in the lesson, I decided to jump ahead to a games context; however, more progressions were planned similar to the ideas listed above.

Conclusion of Lesson

My lesson was by no means perfect, but I modified it and adapted it as I went, something that all physical educators need to do on a regular basis. In the first half of the lesson, I delivered the TGFU model followed by a modified game situation. By engaging the students through modified games, I could teach the tactical elements of game play in progressions that would become more challenging and lead into the actual game.

During this lesson my students and I explored the use of strategic control factors, and I employed the teaching of TGFU through the way I adapted the lesson, taught a tactical appreciation of skills before reaching skill progressions and modified the lesson to suit the needs of various ability levels, including the special needs of some athletes. During the lesson, the students performed more skilfully in practising the strategies than they had in any other lessons where they had not been

exposed to a conceptual understanding and strategic control factors. All students showed some level of success and improvement. If some students were unable to demonstrate the basic skills of dribbling, they could create space to receive a pass and create uncertainty for their team. Though these students might not have strong physical skill, they can still identify with some conceptual understanding of creating space and can feel successful. Nevertheless, most students seemed to understand the concept of high-priority space and had quick release shots in front of the net.

For any lesson, it is in the greatest interest of the educator to examine strategic control factors before continuing in game and sporting situations. Once students are aware of these factors, the teacher can use them as a means to teach from the framework of the TGFU approach. For example, while discussing pillow polo technique, the students could organize strategy development that can be applied to other games, such as soccer or hockey. They understood that uncertainty and high-priority space apply to many games. "The value of five factors, especially when linked with game categories, is substantial (Strean 1999, 13).

Physical education teachers must embrace professional development and enrich their students by integrating the elements of the TGFU approach into teaching. Students who understand why they are practising a skill are more likely to be engaged and will appreciate the joy of learning games. This leads to the desire to learn techniques that improve game performance (Hopper 1998).

"Teaching skills is essential for students to be better game players" (Hopper 2002, 48). By employing a TGFU model (combined with the two frameworks: strategic control factors and games categories) into teaching practices, students will be able to transfer their knowledge of skills across all sports and games to participate successfully. We need to encourage our students to make correct decisions based upon tactical awareness (Bunker and Thorpe 1982).

In summary, this article highlights the characteristics of a practical model of teaching physical education and examines how teachers can design their teaching practice to include a more relevant way of teaching to ensure students actually achieve the intended learner outcomes identified in the physical education curriculum. Also,

suggest that a curriculum that favours a performance-based outcome limits student success and constraints their learning. After all, should the aim of physical education not be to understand and enjoy the sport as well as to perform it? The TGFU model challenges most physical educators to go beyond facilitating the playing of games to really helping students learn and appreciate the full context.

Are we as physical educators ready for this challenge?

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