

RUNNER

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Greetings and Reflections

Editor's Message

Jennifer Flontek



Another year has passed, and I find myself reflecting. I have been pondering the ways in which I am defined: as a teacher, a wife, a colleague, an athlete, a daughter, a sister, a friend, a mentor to my students. These are the ways others see me . . . but

how do I define myself? What am I doing that truly matters in this world? What comes next?

I am a teacher. First and foremost. Teaching is my passion, my life. It is where I truly belong. Since the ripe age of four, teaching is all I can ever remember wanting to do. My dolls were my students; my bedroom, the classroom.

Now that I am all grown up, I have fulfilled my childhood dreams. I have a real classroom of my own with real, live students. I feel fulfilled and almost complete. Almost. There is always that nagging question of

what is next. What can I do better to help my students become self-directed, lifelong learners?

Along the way, we have all been taught by extraordinary people. People who have inspired us in some way—be it on the football field, in the computer lab, on the stage, during an emergency, in the library or even on TV. Someone has given us that spark to say, “Wow! I want to do *that* when I grow up!”

As educators, we have the opportunity to help shape future generations, to inspire that spark. We have the opportunity to help others find their own paths to fulfilling their dreams and shaping their futures.

As I set my resolutions for the next year, I still do not know for certain what is next, but for right now, my future lies before me in the students I teach. I am defined by the impact I have on others. Our students are the ones who will be taking care of us and our families someday. They are what truly matters in the world. They are the most important natural resource we have. They are the what-comes-next in all of our lives.

President's Message

Rob Willms



The winds of change are blowing through Alberta Education once again. This time the speed and direction are directly affecting the Health and Physical Education Council (HPEC). Alberta Education is currently reviewing the curricula for K–9 health, career

and life management (CALM) and K–12 physical education. The new focus is wellness.

What does wellness entail? How do we teach wellness? How will it be different from what we teach now? What does this mean for me as a physical education teacher and as a health teacher? Lots of questions right now; not many answers yet.

Once again we are seeing change in a positive direction. HPECers have known *forever* that providing quality daily physical education and sound health programs delivered by specialists is the most effective way to positively change students' behaviour, activities and social patterns.

With this current review, and the subsequent release of a new curriculum in a K–12 wellness framework, we, as physical and health educators, need to make sure we have our turn to speak up and voice our opinions about what is good in the current curriculum and what needs to be changed.

The HPEC regional representatives and executive members have been attending meetings around the province during the first round of review. There will be a second opportunity for input later in 2009. Do you have thoughts, directions, beliefs or changes you would like to see addressed? Contact your regional representative and share your ideas. Your rep will be happy to pass them on.

Now is the time to voice your opinion. Take advantage of the opportunity.

As I write this message, the annual HPEC conference, to be held in Banff, is quickly coming up (in late April). The conference is the council's premier showcase for professional development and for what we do well in Alberta. It is one of the best health and physical education conferences in the country; in fact, the 2009 conference is part of the 75th anniversary of Physical and Health Education (PHE) Canada (formerly known as CAHPERD). I hope you were able to make it.

Have an active day!

Past President's Message

Glenn Wilson

Clean, Recyclable Power: Knowledge

We, as physical educators, are all very knowledgeable. Graduating from high school with grades good enough to enter postsecondary institutions and then learning our craft for a subsequent four (or more) years are merely benchmarks of intellect. What content university courses should cover to prepare teachers for the growing demands of the educational system is an ongoing debate. Yet there is a consensus that the purpose of university is to teach us to think on a higher plane.

As the face of health and physical education rapidly adjusts to the cultural demographics, the ability to deliberate and reinvent our approach is the cornerstone for a program that meets the needs of *all* our students. Taking a differentiated approach to delivering the curriculum need not be a daunting task; it is merely an extension of that ability to think outside the box. It is, therefore, this elevated echelon of cognition that helps us pave the way for the healthy future of the children in our charge. The capacity to think is the power to change lives, environments and ourselves.

All too often we rely on already-produced resources in preparing our lessons. We certainly don't want to

reinvent the wheel; yet there are times when your own wisdom and experience are the greatest resources. Tried-and-true units and lessons are safe; the possibility of failure is limited. Yet it is from the minds of Alberta's great teachers that come new and exciting units and approaches to teaching the skills we seek to instill in our students.

I have become the teacher I am today by patterning my methods, skills, lessons, units and professional goals after those of other teachers who have so generously shared their knowledge. In turn, I have shared what I have learned from others and from my own experimentation.

You are the champion of your students' futures. Your knowledge has the power to lift health and physical education to new heights. And your freely shared power will illuminate all of us.

It is up to you now to share what you have gleaned from this great profession. Your ideas, lessons, skill-enhancing games, new practices and applied research are all welcome within the pages of this periodical. Yes, *you* are the power that will light the lives of many.

We eagerly await your contributions. Recycle that power.



Gender Issues in Physical Education: Female Students' Perspectives and Experiences

David W Chorney and Cameron Weitz

Something that has remained fairly constant in high schools over the last few decades is the low enrolment of female students in postcompulsory physical education courses. As physical educators, we need to gain an understanding as to why girls are choosing not to participate in physical education after it is no longer compulsory. Often, those students are less physically active after graduation and into their adult lives. If we can understand why many girls are leaving high school with negative feelings about physical education, we can implement strategies to deal with the trend accordingly.

This article is intended to provide an in-depth understanding as to why girls are opting not to take physical education beyond the compulsory levels. Also, the question of segregated or coeducational physical education classes will be discussed. The bulk of the article is dedicated to understanding why girls have negative feelings toward physical education and what we as educators can do to change their perspectives.

Background

Living in an overly obese society, we must do our best as physical educators to promote lifelong physical

activity to our students. We must do everything in our power to improve female students' perspectives on and experiences in physical education and to encourage them to pursue a healthy, physically active lifestyle.

In a study conducted in Saskatchewan, Avery, Girolami and Humbert (1998, 4) state, "In the school selected for our study, over 80% of the young women who participated in physical education when it was compulsory did not enroll in optional physical education classes." Another study focusing on participation in physical education (King and Coles 1992) determined that "young females participate less often in physical activities than young males and also consider themselves less fit and less likely to be physically active at age 20" (p 3). If girls are turned off by physical education in high school, they are much less likely to remain active as adults.

In North America, health issues related to being inactive are overwhelming. Research indicates that physical inactivity leads to obesity, cardiovascular disease and coronary heart disease (Canadian Association for Health, Physical Education and Recreation 1993). On the other end of the spectrum, those who remain

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active have decreased occurrence of depression, colon and reproductive cancers, and all other forms of hypokinetic disease (Australian Sports Commission 1993). The psychosocial benefits include improved social skills, improved leadership skills and increased self-esteem.

In a research study by the Canadian Fitness and Lifestyle Research Institute (see Craig et al 2001), 3,334 parents of school-aged children were surveyed, and only 20 per cent indicated that their child received daily physical education. The majority of parents indicated that their child received physical education one or two days per week, and 10 per cent of parents indicated that their child received no physical education at all. At the secondary level, 20 per cent of parents surveyed across Canada indicated that their adolescent child received no physical education at all, and this percentage increased as students advanced through the secondary grades.

Once physical education becomes optional, enrolment tends to decrease significantly, with the decrease more noticeable with adolescent girls than with adolescent boys (Craig and Cameron 2004; Deacon 2001; Government of Newfoundland and Labrador, Department of Education 1996; Grunbaum et al 2004; Spence et al 2001). In addition, data from the Health Behaviour in School-Aged Children Survey demonstrated that adolescent girls in Grades 6–10 spent less time than adolescent boys participating in vigorous physical activity during class time (Boyce 2004).

The physical education class should be an environment that promotes enjoyable lifelong physical activity, not one that makes female students feel ashamed, embarrassed or unworthy. The current Alberta physical education curriculum has a specific emphasis on student understanding of the benefits of health and the importance of cooperation that results from participating in physical activity, either as an individual or with others. Flintoff (1996) stresses that physical education programs are an important gateway for encouraging young people to develop the knowledge, skills and attitudes necessary for active, healthy living. The issue for many girls is that these noted benefits are rarely, if ever, realized during the high school years, since they are not enrolling in the physical education classes that are offered.

Why Are Girls Turned Off by Physical Education?

Research indicates that previous negative experiences in physical education, particularly during elementary school, are the number one reason girls dislike physical education (Avery, Girolami and Humbert 1998). Many girls have found previous physical education classes to be too competitive, and they feel that teachers show gender bias and make students engage in intense activity (such as running laps or doing push-ups) as a form of punishment. They also feel that student athletes are favoured and that teachers have minimal expectations for almost all girls.

Another concern often mentioned by girls is their not being able to participate in physical education without wearing proper gym attire. Avery, Girolami and Humbert (1998, 19) highlight the comment of one participant, who said, "We didn't bring our stuff so we just sat against the side of the gym, about ten of us. Our teacher put us there and we weren't allowed to do gym, it was a guy. He called us the vegetable garden." Many girls are discouraged by harassing comments and critical remarks from classmates about their performance. Male classmates, who often feel secure in the physical education environment, make many of these derogatory comments. They also do little to include girls in the planned activities and to create a more cohesive and friendly classroom environment (Avery, Girolami and Humbert 1998).

As physical educators, should we not be held accountable for our classroom environment, as well as for how we attempt to accomplish the outcomes of the curriculum? Who is to blame for female students' unwillingness to participate in or even register for elective physical education classes? The "old school" teachers who are too set in their ways to even realize what is going on? The unqualified physical education teachers who are oblivious to these subtle issues? Or are there more compelling sources of blame?

These are questions that we as educators (and, specifically, professionals with an interest in and passion for physical education) need to consider if we are to change the perspectives and experiences of girls in physical education. The provincial curriculum has been developed to decrease the emphasis on competition and sport-specific drill and practice, while increasing

the emphasis on cooperating, understanding the benefits of physical activity and engaging in daily physical activity for life. It is encouraging that the curriculum has taken this approach to guiding the teaching of physical education, but are physical education teachers themselves aware of this shift in curricular focus?

Segregated or Coeducational Physical Education Classes?

Most researchers believe that segregated physical education classes are much more beneficial than coeducational classes, particularly for girls and especially at the high school level.

Research by Myrick (1996) indicates that when high school students convene for physical education, the skill level of both girls and boys declines. The competitive nature of the boys subdues the girls: "the girls will avoid play while the boys control the activity" (p 6).

The research also reveals how much girls seem to prefer segregated physical education classes. The following statement from a female participant in research by Avery, Girolami and Humbert (1998, 11) emphasizes her genuine feelings of relief and enjoyment: "I'm more confident now, I don't feel like everyone is watching me." Clearly, girls gain a level of comfort when physical education classes are segregated. According to Myrick (1996), girls feel more comfortable, feel less pressure and reap more benefits from single-sex physical education classes.

Generally speaking, as students increase in age, operating a coeducational physical education class becomes increasingly difficult. The influence of peers and the media is substantial in middle schools and high schools today. According to Myrick (1996, 7), "many other issues come into play, including sexual harassment, body image, self-esteem, major physical changes, and a more severe degree of gender bias when dealing with coeducational physical education." As physical educators, we need to be aware of these concerns and deal with them accordingly.

Another reason segregation is recommended over coeducational classes is the fact that girls and boys usually like or dislike physical education for different reasons. Boys are generally interested in competing, developing skills and striving for success. Girls are generally more interested in being with friends, having

fun and participating in activities in which everyone is involved. Girls also tend to enjoy playing more recreational games that require a low skill level and are easy to learn, as researched by Vertinsky (1992). Vertinsky also states, "Girls often value the fun and friendship of sport and activity more than competition and achievements" (p 376), and notes that "a decrease in girls' activity levels is especially seen in programs emphasizing highly structured and competitive sports and physical activities as opposed to recreational or cooperative activity" (p 375). The provincial curriculum has decreased the emphasis on competition and highly structured sports, and increased the emphasis on recreational activities.

Dealing with the Issues

Physical education teachers should provide a positive learning environment that motivates *all* students to want to be present and to learn, but perhaps more concern and attention should be given to the female students in our classes.

Research indicates that punishment does not result in long-lasting changes in student behaviour, while effective reinforcement does (Downing, Keating and Bennett 2005). This is perhaps the most important consideration when teaching physical education to all students.

Promoting classroom community and establishing a safe and caring learning environment are other key components in ensuring that all students feel welcome and wanted in every physical education setting. Greeting students at the door with a friendly smile can put them in a positive frame of mind, and it also conveys that you care and that you are happy they have come to your class. It is important that you get to know all the students in your class, not just the athletically skilled students or those who participate on the school sports teams.

Perhaps the greatest way to build classroom community and motivate students to be engaged in their own learning is to ask them for their opinions many times during the semester and to make it clear that their input is valued. When students have input into the activities in which they will be participating, and when they are made to feel part of the assessment and evaluation aspects of the class, their intrinsic motivation is

increased. Provide students with choices and guide their decisions, rather than leaving it completely up to them. Aicinena (1991) states that “the prudent teacher would seem to be one who allows some input into classroom decision making, yet maintains control of the processes involved in instruction. Such actions would seem most likely to affect positive attitudes toward physical education.” Students want to know that their teacher cares and values their opinion. Letting their voices be heard gives them some ownership and responsibility.

Providing students with some choice with regard to activities is also important in increasing their motivation. Teachers can lead by example by providing students with innovative activities and by being enthusiastic, inspiring and joyful while teaching them. Budris (1993, 21) found that new activities can positively affect the atmosphere in physical education classes: “You can improve the psychological atmosphere of your classes with new activities, and you can improve the physical environment even more easily.” Girls, in particular, prefer to try new activities, rather than repeating the same activities and sports year after year. Whether in a segregated or coeducational physical education class, new activities level the playing field for everyone involved. Avery, Girolami and Humbert (1998, 25) found that “young women stressed that they wanted activities that offered most of the students in the class an equal playing field.” Girls also prefer to have units of instruction spread out throughout the semester or term, rather than concentrating on one activity, sport or skill set for a prescribed time frame (such as one or two full weeks).

Conclusion

Girls choose not to take physical education classes beyond compulsory grade levels primarily because of their past experiences in physical education. Research indicates that segregated classes are more beneficial to both genders at the high school level. Is this true in elementary and junior high school, as well? Are all schools capable of running segregated physical education classes?

As physical education teachers, we need to reflect on our teaching practices, to see if we are providing girls with positive perspectives on and experiences in

physical education. Physical activity has many benefits, including health, psychosocial and spiritual benefits, while inactivity can lead to numerous hypokinetic diseases. We may need to change our expectations, teaching practices and activities to promote positive perspectives on physical education among the female students enrolled in our mandatory physical education classes. If not, the situation will continue to compound itself, and female students will increasingly tend not to register for elective physical education classes and will, thus, miss out on the numerous benefits of physical activity.

It’s true that all students should be valued, respected and individually challenged. But when it comes to physical education, the female student population is unique, and we should remember that as we continue our planning and teaching in the days ahead.

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Common Interest Articles

Runner is always looking for submissions from the field. If you have an article that you think would be fitting for this section, please submit it to the editor at jenn.flontek@blackgold.ca.

How to Organize a Successful Floor Hockey Tournament

Chris Mistol

At École J E Lapointe School, in Beaumont, we pride ourselves on organizing quality junior high and elementary sports tournaments. Of the many tournaments that take place each year, one is our annual Grades 5/6 girls Sabre Shootout. The tournament is currently in its 13th year, and it has proven to be a great opportunity for the girls to showcase their individual and team-building skills. This past December saw our biggest turnout ever, as 16 teams competed out of two school gyms for the Sabre Shootout Cup.

Turning your school gymnasium into a miniature hockey arena may seem like a daunting task. The information that follows will tell you how to successfully organize your own floor hockey tournament.

Invitations

About two months prior to our tournament, we send out invitations by e-mail to all of the elementary school principals in our district. Invitations should include essential information such as the date, time, place, entry fee, tournament rules and regulations, and registration deadline. I would advise you to hold off on making the tournament draw for at least a week after the registration deadline—last year we had three teams ask to enter after the deadline. As well, it is a good idea to send out a final reminder e-mail before making the draw.

Scheduling

When making our tournament draw, we consider many things. Our goal is to make sure that all the teams leave feeling that they got their money's worth. However, with so many teams, we don't want the tournament to run for three days. Most coaches and parents prefer a one-day tournament. Therefore, we host a round-robin tournament with four pools of four teams each. With this system, each team is guaranteed at least three games, and some can play up to six.

Prizes

All prizes should be ordered at least a month in advance of the tournament. We decided to move away from the standard medals and trophies, which often just collect dust, and went with something more practical that the students could wear with pride. We ordered pink (first place), blue (second place) and white (third place) beanie toques for the winners and finalists. Our tournament name was embroidered on the front, and either Champions, Finalists or Third Place was on the back.

Set-Up

For our tournament, we try to transform our gymnasium into a hockey rink. We bolt L-shaped brackets

to quarter-inch sheets of plywood, forming boards that go across our gym lengthwise. We like to leave about a quarter of the gym for spectators, and the remaining three-quarters of the floor serves as the playing area.

Game Play

Our tournament games are each 20 minutes of straight time. Teams are allowed to make line changes only during whistles, and all penalties result in a penalty shot. All students are required to wear goggles, and the sticks are provided by our school. All teams must use only the sticks provided; in the past, some teams brought their own sticks, which made for an unfair advantage.

Staffing

The joy of putting on a floor hockey tournament is that there is limited staffing involved. You will need at least one ref, some concession workers and sufficient timekeepers.

The Tournament

Last year, we ran our tournament out of two school gyms, with eight teams at each venue. Eventually, the top four teams met up at our school gym for the medal rounds. From 8:00 AM until the conclusion of the gold medal game at 3:30 PM, the tournament involved 32 games of floor hockey.

Run One, Walk Two—A Success Story

Megan Bertagnolli



I've never been inclined to do cardio. Or at least that's what I thought.

A few years ago, one of my friends decided to join a gym. Like most gyms, hers

encouraged her to bring a friend to sign up. I wanted and needed change. I knew that my lifestyle was unhealthy: I was a heavy smoker, drank pots of coffee and ate too many meals at the diner next to my workplace. Tired of being tired and overweight, I signed up after a short tour of the facility. Because the gym was located a paltry four blocks from work, I could work out in the morning, before my shift started at noon. No excuses. I worked diligently with a trainer, who helped me clean up my diet and put me on an excellent workout regimen full of the strength-building exercises he used for bodybuilding. I lost 30 pounds in eight months and found that I had a waist. I no longer walked stooped. Most important, I felt good. Confident. Proud.

But I wasn't doing much cardio. I would do my five-minute warm-up on some machine like I was serving time. Or I would push myself hard on the elliptical trainer. It felt like the easiest machine, and I thought that if I did an hour-long session once or twice a week, then I could have the rest of the week off. My trainer knew what I was doing, despite my best efforts, and told me that cardio was the missing component I needed.

I returned to school, and my workout schedule took a nosedive. I did my best to maintain my improved

eating habits, but now my time was spent in the classroom, not the gym. Time management and I are not the best of friends, so I soon ceased working out altogether. I cancelled my gym membership. Slowly, I began to gain back a small amount of weight over the next year and a half, a time that saw but a handful of trips to the gym. My feelings of self-confidence and pride were being eroded, and I knew I had to do something. So I decided to take up running.

Running. Of all the things I could have chosen, I picked cardio—the bane of my existence. When you play a team sport, the game can distract you from the awareness that you are doing cardiovascular work. When you run, it is impossible to escape that awareness. But running was something I could do simply by putting on a pair of shoes and heading out the front door.

I vaguely remember my first run. I had no cardiovascular endurance, so I would run between lampposts. Run one, walk two. My breathing was ragged and laboured as I made my way through the neighbourhood. Once home, I felt satisfied that I had completed what I had set out to do, but also disappointed by the realization that this endeavour was going to be an uphill battle. I shuffled along the courses I laid out—not really running, and definitely not a runner. Encouraged by my family (my brother even bought me a pedometer for my birthday) and the new Sugoi tights I bought for the fall (I had this idea in my head that real runners wear tights), I ran through the summer and the first weeks of fall. The thought of running in the winter never occurred to me, so I then stopped until spring. I remember seeing people running in the winter and thinking, *Those people are hard-core. And crazy.*

Megan Bertagnolli was born and raised in Edmonton and is pursuing her MA in art history at the University of Alberta. She is a firm believer that anyone can achieve their goals, fitness or otherwise, despite the route they may have to take. When she's not busy with schoolwork, Megan can be found training for her third half-marathon or burning up the dance floor.

The university offers all kinds of group workout classes to its students, and another friend suggested that we do one together for the winter. She'd been watching me and the changes I'd been working on, and she confessed one afternoon that I was her inspiration. I was shocked. I was far from my ideal and felt that my efforts were sporadic at best. Feeling like I needed to live up to this honour bestowed upon me, and wanting to support my friend in her desire to institute positive changes in her own life, I found myself in a hi-lo aerobics class, bouncing around to early '90s music and laughing with my friend. Neither of us is very coordinated, but coordination is not all that important for aerobics. There were about 20 people in the class, men and women of all different shapes, sizes and abilities, feeding off each other's energy and united in fitness.

Spring came and I was back where I'd started, sucking wind and running two lampposts at a time. As it turns out, while cross-training is highly beneficial, so are sport-specific workouts in the off-season. By the end of summer, I could sustain half-hour runs split into sets of fives and ones: five minutes running, one minute walking. I felt that I could then say I ran, but in my mind I was still definitely not a runner.

In fall 2007, I decided to attempt breakdancing alongside aerobics. I worked harder in that class than I've ever worked doing exercise. The combination of strength and cardio fitness required for those moves was unbelievable—and highly effective. I lost weight and toned up, though I could never really string together more than a couple of moves before the sequence fell apart or I fell out of a freeze. I really liked the class, but I recognized that it was not something I could maintain.

I spent December thinking about my options and about how far I'd come from being the girl who weighed over 200 pounds, not much of which was muscle. It had taken some time, but anything worth doing is worth doing well. I was also at a turning point in my life. I had just completed all my degree requirements and was looking forward to spring convocation, when I would graduate with my honours BA in art history. Applications to graduate schools were being written, and the future was uncertain. I had no concrete goals and needed to refocus.

I decided I wanted to get more serious about running. I wanted to learn about proper technique and injury prevention before I hurt myself. I needed a regular running schedule and support if I was going to stick with it. So I signed up for a 10k clinic with the Running Room. In January. Did I mention that people who run outside in the winter are crazy? I had been under the impression that, given the frosty temperatures, we would be running inside. When someone asked if I was sure about that, I e-mailed the clinic leader to check. Nope. Outside.

I bundled up and, wearing my Sugoi tights, attended the first class. I was scared. These people were runners; I was not. It felt like I was trying to fool someone: maybe those who were eager to get out and run, or maybe myself for thinking I could pull this off. The Running Room runs tens and ones, and I had never done much more than five-minute intervals. We headed outside for a "short" out-and-back run of about 4.5 kilometres. I started strong, in a misguided attempt to prove that I belonged, but I was soon struck with painful side stitches and had to take a walk break. People were passing me, so I tried again. This time I didn't get very far before I was walking again. That's when I met Doug, one of the group leaders. He was sweeping the back of the pack, saw me struggling and "picked me up."

I only made it halfway, and then I had to walk the rest of the way back. Doug stayed with me and told me how he had come to running in 2002, when he was in his 40s. When he started, Doug had also been living an unhealthy lifestyle and had decided that he needed to change the direction things were headed. His story was inspiring. I recall thinking, *Here I am, only a few years older than half Doug's age, and if he can do this, so can I.* I went every Tuesday to the group runs, and most of the Sundays as well. (It's really hard to get motivated to run in -30 degrees early on a Sunday morning, when it's pitch-black outside.) I ran at the back of the pack with Doug, and that was OK. I didn't need to *be* the best, because I was out there *doing* my best. Doug would regale us with stories, which seemed to make the time go by faster and the run feel shorter. Some days I would have a bad run, and those I ran with would encourage me on, and when they were having off days, I did my best to reciprocate.

I ran my first 10k race on St Patrick's Day 2008. It surpassed breakdancing as the hardest thing I've ever done, because a long run is all about the mind games we play with ourselves. As my body became tired and my muscles sore, I found the run really dug in around the seventh kilometre. I focused on the runner ahead of me and reminded myself that no matter what the clock said, I had achieved a milestone. I had run a 10k, something I would have never thought possible. Closing in on the finish, I could hear people from my clinic cheering me on, shouting my name. I finished as strong as I could and felt a mixture of nausea and excitement.

It's an amazing feeling to set a goal that's just for you and then accomplish it. I could never have done



it without the group behind me, encouraging me and looking to me for strength of their own.

Doug was going to lead the half-marathon Moose Is Loose Trail Run clinic that was to follow the 10k clinic. I distinctly remember asking him if he thought I could do one. He asked me, "Do you think you can?" I wanted to say yes, but I wasn't sure about the distance. He told me that if I thought I could, I could. I signed up, began training that spring and ran my first half-marathon on July 16, 2008.

Running has benefited my physical and mental health more than I ever thought possible. I'm more fit now than I have ever been in my life. I feel good about myself and my accomplishments. Whenever I'm having a bad day, or when I'm stressed out and feel like I don't have time to get things done, I make a point of going for a run. It clears my head and brings me focus. My mind wanders, and I think about all kinds of things and nothing at all. Afterward, I have more energy than when I left, which is good because I'm now a grad student and need all the focus and energy I can get to make it through the readings and essays.

I met my running partner, Natasha, at that first half-marathon clinic. After we had finished the first one together, we signed up for the Okanagan half-marathon in October. It's serendipitous that we live in the same building and run at about the same pace. I'm slow to start but strong to finish, and she's the reverse, which makes us ideal partners because we pull each other along when one is struggling. While there is nothing like a long run by myself (one of my new loves), I still run with the gang from the Running Room, too. The support I've found there has been incredible.

As I write this, I'm training for my third half-marathon, scheduled for March 1, 2009. My plan is to start training for a full marathon this summer.

On one of our long runs together last fall, Natasha and I looked at each other, simultaneously struck by the realization that we had become runners. There is no way I can deny it, nor would I want to. The journey is worth the effort.

Don't Let Teaching Cripple You!

How to Avoid Back Pain in the Classroom

Matt Dean

Eighty per cent of us will suffer from back pain at some point in our lives, but despite back pain training programs, teaching remains a high-risk occupation for musculoskeletal injuries.

Why Teachers?

Three potentially risky tasks in teaching are lifting books, chairs, tables and so on; bending down to talk to pupils; and sitting at a desk. These involve possible slouching, considerable flexion (bending forward) and bad lifting techniques, all of which may lead to back complaints.

Other problems include the psychosocial risks. These are psychological responses to work and workplace conditions. Adverse affects are caused by bad working relations, high workloads and unrealistic deadlines. Musculoskeletal disorders can arise as a result of this stress because of the tension held in the muscles, or because of behavioural changes like skipping breaks to meet deadlines.

Doctor of chiropractics Timothy Jameson, of the Bayshore Chiropractic Family Wellness Center, in California, says,

As well as the physical stresses, your spine responds to chemical and emotional stress. Chemical stress involves what you eat. Put lousy foods in your body, and you have poor health. Your spine is directly related to health. Emotional health directly impacts the way you hold your body. If you suffer from depression or poor self-esteem, you will carry your body with a forward head posture and drooped shoulders. If you have severe emotional stress in your past, it can be stored within the neuromuscular network and create chronic spinal stress.

Solutions

The good news is that most cases are not serious injuries and can be relieved or avoided altogether by implementing some simple actions.

Lifting and handling require a good solid base with comfy, gripping shoes on a clean, dry floor using correct positioning. The spine and musculature are strongest under axial compression (weight directly down the spine), through a line that passes down your ear, shoulder, hip, knee and ankle.

Always lift from the legs, using a straight back, and hold the object close to your body. If you lift an object at arm's length, it feels approximately five times heavier than when it's held close to the body.

Dr Tim Hutchful, of the British Chiropractic Association, advises, "Many musculoskeletal injuries are cumulative, a bit like bending a paper clip. . . . You can bend it 49 times and nothing happens, but bend it that 50th time and it breaks! This is why getting into good practices is so important. *Do not* wait for injuries to happen; avoid them building up." It is crucial to deal with injuries early, before they become chronic. It is always easier to deal with a first-time injury than a recurring, chronic one.

Clothing has a big impact on carrying out the job efficiently, says Dr Hutchful. "Wearing trousers rather than a skirt is also sensible for constant lifting and bending. Wearing trousers enables you to position your legs better, helping to reduce strain on the back, neck and arms."

A basic but often overlooked aspect is the need for good nutrition and hydration during a long day. If you don't put the correct fuel in your body, you will run out of steam. Injuries are more common when you are

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tired, and they take longer to heal when your body is dehydrated or lacking nutrients.

Fitness is another big issue. Even though teaching is a demanding job, it is not sufficient to let the job be your only form of exercise. Carrying excess weight puts severe strain on the back, so keeping fit outside work will give you more energy for the job and help you avoid injury. Pilates is a good start!

Younger teachers can learn from experienced staff, as they may know easier ways to do a job. Ask other teachers if they have any injuries. You will then know what to look out for and be more able to deal with potential problems, or avoid them altogether, rather than learning the hard way.

Stretch Yourself

Core stability and flexibility are key aspects in keeping a healthy back. Below are several stretches that, if performed daily, can help prevent back problems.

Back Extension

Lie on your tummy, curled over a Swiss ball, and gently lift yourself up so your back is straight. Be careful not to over-arch.

Core Muscle Tension

Sitting on a chair, focus on the core muscle group, which you would tense when entering a cold sea. This forms a corset of muscle around your tummy. Tense these muscles and hold for 10 seconds, maintaining natural breathing throughout.

Flexion Stretch 1



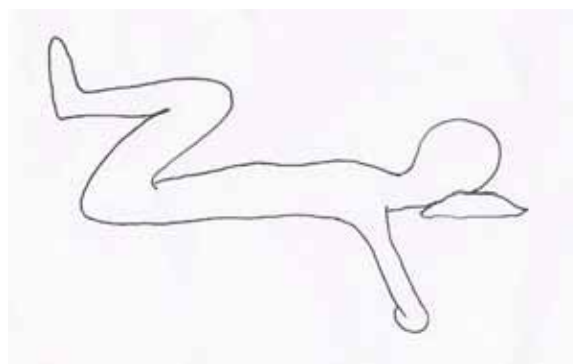
Lying on your back with your head on the floor, pull one knee back to your chest and hold for several seconds. Repeat with the other knee.

Flexion Stretch 2



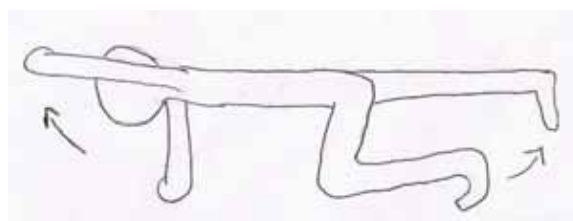
Starting on all fours, bring your buttocks down to your heels. Hold for several seconds and repeat.

Flexion Stretch 3



Lie on your back with your knees bent up, your head on a small pillow and your arms out to the side in a crucifix position. Hold this position for two minutes without allowing the lower back to arch.

Back Stabilization



Starting on all fours, stretch out your right arm and your left leg simultaneously, keeping your back and neck straight. Hold for several seconds and repeat with opposite limbs.

For further information, check out the Straighten Up exercise routine, endorsed by the World Health Organization, at www.straightenupuk.org.

Differentiation in Health and Physical Education

Joanne Walsh

There are few areas where diversity is more apparent than in a health and physical education class. Students enter classes with vastly different and varied skill sets, levels of confidence and interests. It is a challenge to engage all of these students, be it in the gym, during fitness activities or in the health classroom. Building the key elements of differentiation into planning increases the teacher's ability to engage all students in learning. For health and physical educators, focusing on differentiation does not mean an entire shift from present practice; it means continuing to strengthen our approach to teaching and learning by making small changes in current practice to enhance student learning.

Differentiation is not an initiative, a program or the latest innovative teaching strategy. Differentiation requires a shift from teaching the subject to teaching each child. It begins with placing the student at the centre of learning, respecting that students have diverse learning needs and planning lessons in response to those needs. The guiding elements of differentiation provide the framework for effective instruction "that is responsive to the learning preferences, interests and readiness of individual learners" (Ontario Ministry of Education 2007).

"While it is true that differentiated instruction is responsive to the individual learner, it does not involve individual lesson plans. Rather, it may mean a teacher offers individuals choice from a limited range of options, or clusters students according to their learning preferences and provides a few different ways to process new material" (Hume 2008). Teachers may

differentiate the process by which students learn the content of the curriculum or the product through which students demonstrate their learning. As Carol Ann Tomlinson (2001) writes, "Differentiating instruction means . . . that students have multiple options for taking in information, making sense of ideas, and expressing what they learn."

Health and Physical Education

The best place to start on the road to differentiation is building a positive and inclusive learning environment that fosters mutual respect for all learners and where students encourage and support each other. The key to differentiation is to know your students as individuals. No two people are alike or learn in exactly the same way, at exactly the same pace, so it is important to begin by acknowledging the uniqueness of each child in your class and validating that each child makes a valuable contribution to the learning process. Bruce Ferguson, director of the Community Health Systems Resource Group in the Community Health/Mental Health Program at Sick Kids, says, "Teachers who recognize the unique strengths and weaknesses of adolescents and still make them feel that they belong provide the most critical support of all."

Building a supportive learning classroom begins with the teacher modelling inclusiveness and continues as students work together to achieve their learning goals in a variety of settings. Students work in flexible groupings while engaged in respectful tasks that are designed based on student readiness and that provide appropriate challenges. When planning a new activity

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in the gymnasium, teachers should consider the following questions:

- What assessment tool will I use to determine the readiness level of my students (formative assessment)?
- Can my students be divided into three or four distinct ability groupings?
- What drills or stations will I create to provide an appropriate challenge for students in each of the groupings?
- When will my students move to the next level of challenge?
- How will the structure of the activity promote cooperation and mutual respect and inclusiveness?
- When will it be important to have students of similar ability work together?
- When will it be important for students of diverse abilities to work together?

A differentiated lesson accounts for the readiness level of each student. Prior experience with an activity gives students a firm starting point and leads to their success. However, students who lack these experiences need to be introduced to the activity in an enjoyable, engaging way to set a positive context for their learning. Beginning with modified versions of an activity or a sport promotes inclusiveness, engages all students and creates a positive attitude toward the activity.

The modified versions should also be structured so teachers can assess the skill level of each student. The teacher can then create playing opportunities and drills to address student readiness. Consider any invasion or territorial game for which students need to acquire sending, receiving and travelling skills (for example, soccer, basketball, field hockey, ball hockey). Recognizing that students have differing levels of readiness, the teacher can create a series of stations in a circuit format, each ranging in degree of difficulty. This is known as tiering. Students then choose their starting point in the circuit. As one version of the skill is mastered, students move to the next level of difficulty. The secret is that each works on developing the same basic skill (for example, dribbling). The first station may involve dribbling in a straight line, the second may involve dribbling between cones and the third may involve dribbling against a defender. In each station, the students are practising the same skill of dribbling; however, each student is

challenged to succeed based on his or her own readiness level. Tiering allows students to progress to greater levels of difficulty at their own pace.

Knowing the learning profile and interests of your students is also an essential element in planning for differentiation. Learning inventories may be used to help students understand how they prefer to process information; their intelligence preferences; whether they prefer to learn in a group setting or through independent inquiry; or their ability to learn through oral, visual or kinesthetic experiences. Additionally, a student's interest piques his or her motivation to explore ideas and concepts. Thus, the goal of differentiating lessons for different learners with varying interests is to offer a variety of choices so students may learn in ways that work best for them about topics of interest within the scope of the curriculum. The end result is an improvement in student learning.

Tools for Differentiation

A great motivational tool for students as they are provided with opportunities to explore facets of a topic of particular interest is the choice board. Choice boards connect the learning to students' own lives, allowing a sense of ownership of and commitment to what they are learning. Choice boards focus learning on a particular aspect of the content and allow students to choose the way they demonstrate their learning (written, verbal or performance tasks). Created to use Gardner's (1983) multiple intelligences, each square on the choice board requires students to explore a concept or demonstrate their learning using a different intelligence. For example, a choice board used to reinforce fitness concepts may have students create a word web for the fitness centre wall that illustrates the key concepts of health-related fitness and their relationship to personal health (verbal-linguistic intelligence), or have them design a fitness plan that focuses on improving health-related fitness (visual-spatial). A choice board may also be used to design tasks by which students demonstrate their understanding of concepts using their preferred intelligence. This lends itself particularly well to healthy living where students may create posters or mind maps; write journals, raps or poems; or perform skits to demonstrate their understanding of a health concept.

Cubing is a second powerful differentiation tool that provides a new twist on question asking and answering, and it works well in a health and physical education setting. It may be used to address readiness, activate student knowledge, review and summarize previous lessons, or assess learner preference or interest. A cube is created with a different question, task or activity on each side of it. A standard die may also be used to accompany index cards containing a numbered list of activities or questions that correspond to the number on the die. Students roll the die and answer the corresponding question, or complete the task or activity. Cubing may be used to create fitness circuits that differentiate in varying levels of intensity or challenges, to provide practice for specific skills or to review a healthy-living concept. Teachers can engage students' interest further by having them develop the questions, tasks and activities for the cube.

A third differentiation tool that provides students with a variety of options to demonstrate their understanding and learning of a big idea is a RAFT. RAFT is an acronym that stands for *role, audience, format and topic*. The teacher creates the format for various tasks that require students to adopt a specific role (for example, youth leader), select an audience to whom they will communicate (for example, a Grade 9 student), choose the format for their communication (for example, a poster) about a topic (for example, how to make healthy choices when faced with pressure to engage in unhealthy behaviours). It is important to state a key concept of differentiation here. Although the demonstration of learning—the product—may look different from student to student, the curriculum expectations (or learning goals for students with an IEP) and the criteria by which the demonstration of learning is judged must remain the same. Regardless of the way students choose to demonstrate the learning, all students must demonstrate the acquisition of the same knowledge and skills (same expectations), and the product is judged using the same assessment tool (for example, a checklist, rating scale or rubric).

Differentiation is about providing a balance of strategies. It is about knowing when and how to differentiate. In fact, “there are many, many times when whole-class instruction is appropriate and preferable—and it has been suggested that differentiation, to be effective and manageable, can be implemented approximately 20% of the time. However, it is important to differentiate when it really counts (e.g., big ideas—overall expectations, summative evaluations for culminating activities” (Hume 2008). Just as students learn in different ways, students need to be given a variety of ways to express their learning. Three essential questions for the health and physical educator to ask when considering how to differentiate are, How do I foster a positive and inclusive learning environment? What elements of the learning do I need to differentiate? How can I differentiate to be responsive to the readiness, the learner profile and the interests of my students?

Differentiation is about all students “getting the opportunities they need so they all have equal access to learning in a way that will lead to their success, as well as opportunities to demonstrate their learning that maximize their potential for success” (Ontario Ministry of Education 2007). There is no more important place for the differentiation for successful learning to occur than in health and physical education, where the goal of the curriculum is to help all students develop the comprehension, commitment and capacity to lead a healthy, active life.

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Jump2bFit School Kits

Liz Way

It's simple yet effective, and it can be done by all ages at any level of fitness. To attain and maintain cardiovascular fitness, you don't need to go outside or to the gym—just pick up a skipping rope!

Rope skipping has made a comeback (not that it ever really went anywhere). More and more athletes are using rope skipping to supplement their training routines. Schoolchildren around the world skip for fun and stay healthy in the process. Fitness clubs are using en masse rope skipping to help clients shape up. And what other piece of cardio equipment costs less than \$10 and can be taken anywhere? Price and portability are certainly boons in the current economic climate.

The benefits of rope skipping are myriad. Because there is impact with the jump, rope skipping helps build and maintain bone density. Yet rope skipping involves less impact than running, while giving similar benefits in energy expended. Rope skipping improves cardiovascular endurance through building the efficiency of the heart and lungs. Balance, rhythm, agility, speed, endurance and power all can be improved through regular rope skipping.

While jumping rope is fairly straightforward, there are a few important safety tips to remember. Wear shoes with good lateral (side-to-side) support, such as cross-trainers, aerobics shoes or basketball shoes. Make sure to warm up first: walking on the spot works well. Clear a space of about four square feet, and jump on a smooth surface (wood is best, but asphalt, low-pile carpet and tile also work). For a first-timer, the rope

should reach no higher than the armpits. As your turning motion becomes more efficient, the rope can be shortened. One key error, with the potential for injury, is jumping too high. The feet need only come an inch off the ground to clear the rope. This also minimizes impact.

To begin, simply try jumping with the rope swinging beside you, holding it in one hand. This will help you coordinate your arm action and jump. Then turn the rope overhead and jump. Begin with a goal of 10 jumps without tripping. Work up gradually to 100 jumps. Your footwork needn't be fancy. Put on your favourite music with a good beat; jumping to music helps improve rhythm and provides motivation.

Current physical activity guidelines suggest that adults should engage in at least 30 minutes daily of moderate to vigorous cardiovascular activity, and 90 minutes is recommended for kids. This cardiovascular activity can be done in 10-minute segments throughout the day. You can use a 10-minute chunk of rope skipping to add variety. Alternate 10 seconds of rope skipping with 20 seconds of marching on the spot, for a total of 10 minutes. If this is too intense, lengthen the marching intervals.

Start slowly and aim to increase the time and intensity of your jumping as your skill improves.

Most important, have fun!

For more information or to order Jump2bFit kits for your school, visit www.jumprope.com or e-mail me at liz@jumprope.com.



Ever Active Schools

Recipe Card Lesson Plans

Some of you keen HPECers may remember receiving a promotional package of four recipe card lesson plans (like the one shown here) at the 2007 HPEC conference in Edmonton. Ever Active Schools has continued to develop this concept and is pleased to announce the availability of two complete sets of recipe card lesson plans.

Sets are available for K–3 and 4–6, and were developed for elementary generalist teachers by experienced Alberta physical education specialists. Each package of double-sided, full-colour cards contains six lessons in each of the five dimensions (types of gymnastics, dance, individual activities, games and alternative environments), as well as six DPA-appropriate lessons for small spaces. Following is an overview of the contents of each set.

Division I (K–3)

- Dance: hip-hop progressions
- Types of gymnastics: locomotions, leg landings, floor supports, safety roll landings, balances and vertical rotations
- Individual activities: beanbag play and Hula Hoop play
- Games: scooter activities
- Alternative environments: orienteering
- DPA: activities for small spaces

Division II (4–6)

- Dance: hip-hop progressions
- Types of gymnastics: locomotions, leg landings, floor supports, safety roll landings, balances and vertical rotations

Frizoodle FOR GRADES 4-6

EQUIPMENT
1 disc per student • pool noodles cut in half • pinies or headbands to identify team members

RELATED RESOURCES
Physical Education Online – www.education.gov.ab.ca/physicaleducationonline
Ever Active Schools Physical Activity Tracker – www.everactive.org

Activity

Basic Skills	
Application of Basic Skills	A14-G-11

Warm It Up
Explain to students the purpose of the game & to implement team strategies to successfully push as many discs as possible across their goal line. Recognizing and making use of the different abilities of team members will be important. To begin, practice pushing and flipping an upside-down disc with a pool noodle. Remind students their ultimate goal is participation in a minimum of 90 minutes of physical activity every day, and they can log their activities on the EAS Physical Activity Tracker.

Safety First!
For safety, equipment, and supervision considerations when planning activities, see pages 12-14 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACIR), 2003.

Clues that students are achieving the outcome...
"Students will demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games." Physical Education Program of Studies, Alberta Learning, 2000.

- students work together to move discs across their goal line
- the strengths and abilities of all team members are highlighted while completing the activity

- Individual activities: badminton skills and fitness activities
- Games: scooter activities
- Alternative environments: orienteering
- DPA: activities for small spaces

Ever Active Schools thanks the contributing writers (Tracy Lockwood, Joyce Sunada, Shannon Horricks, Heather Rootsart, Kim Hordal, Del Lomnses and Glenn Wilson), as well as the editors (Shelley Barthel and Doug Gleddie).

The sets are available from Ever Active Schools. Visit www.everactive.org or call 780-454-4745 for more information.

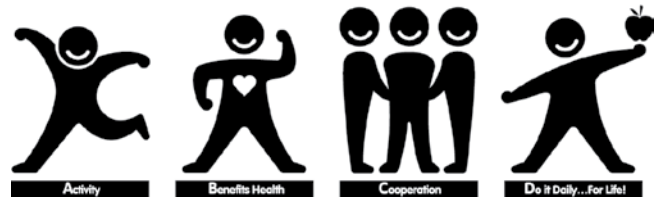
Do you have a great unit plan to share? Contact Ever Active Schools to inquire about writing lessons for the next edition of the recipe card lesson plans.

Note: Lesson 1 from the K–3 types of gymnastics unit has been included in this issue of Runner, in the Use It on Monday section.

Interactive Health Activities



ABCD's of Physical Education



Workshop Outcomes

Participants will

- demonstrate an understanding of the health curriculum for their particular grade level,
- develop an understanding of health lessons that can be taught at or modified for a certain grade level,
- participate in activities supporting the health and life skills program of studies,
- explore interactive websites that encourage student participation and
- learn how to access ongoing support and resources.

Contacts

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- Joyce Sunada, school coordinator (joyce@everactive.org)
- Shannon Horricks, project coordinator (shorricks@brsd.ab.ca)
- Doug Gleddie, director (doug@everactive.org)

Supporters

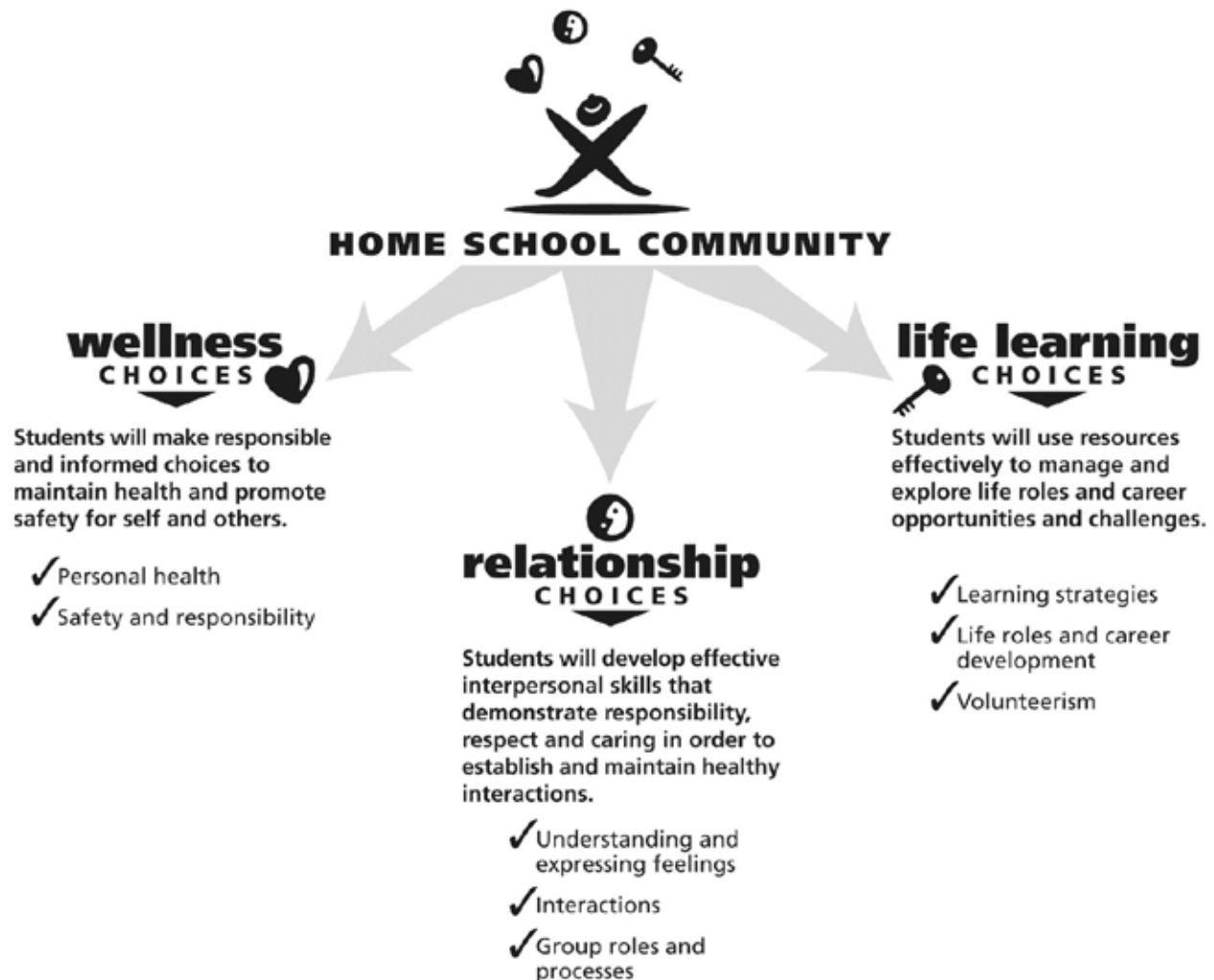
Ever Active Schools workshops are supported by



These activities have been adapted from the activity booklet given to participants in the Ever Active Schools Interactive Health workshop for K-9 health teachers. For more information on this workshop and others available from Ever Active Schools, go to www.everactive.org/workshop-offerings/, e-mail tracy@everactive.org or call 780-454-4745.

K-9 health and life skills program of studies

The aim of the Kindergarten to Grade 9 Health & Life Skills program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.

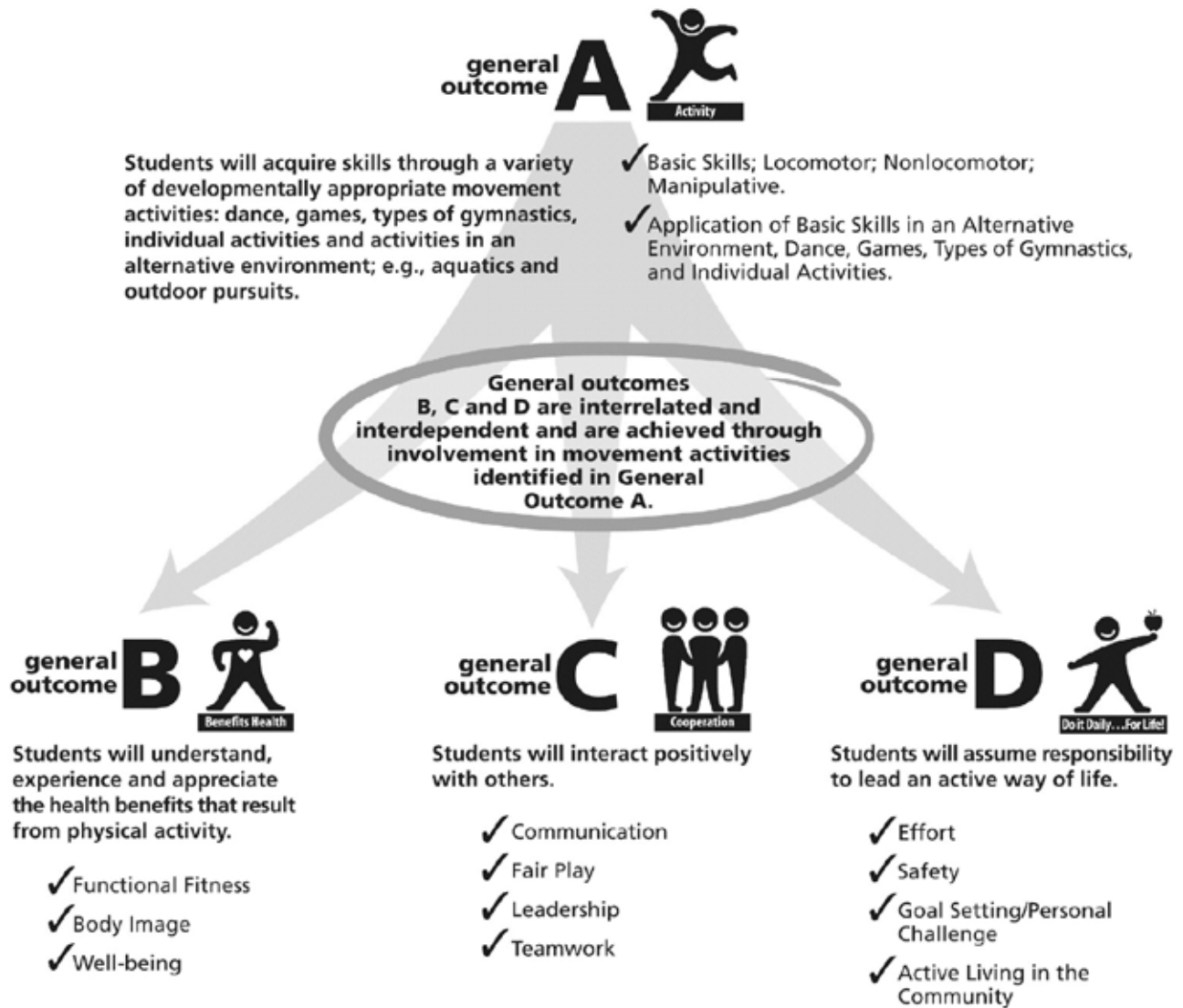


Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

Resources available to support implementation:

- Resources @ www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls
 - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation
English: LRC Product #495674, French: LRC Product #529315,
www.lrc.learning.gov.ab.ca
 - Health & Life Skills Kindergarten to Grade 9 Alberta Authorized Resource List
- Health & Life Skills Performance Assessment Tools Available as a result of collaboration between the Alberta Assessment Consortium and the Edmonton Regional Learning Consortium. www.aac.ab.ca, Assessment Materials – Public Domain

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

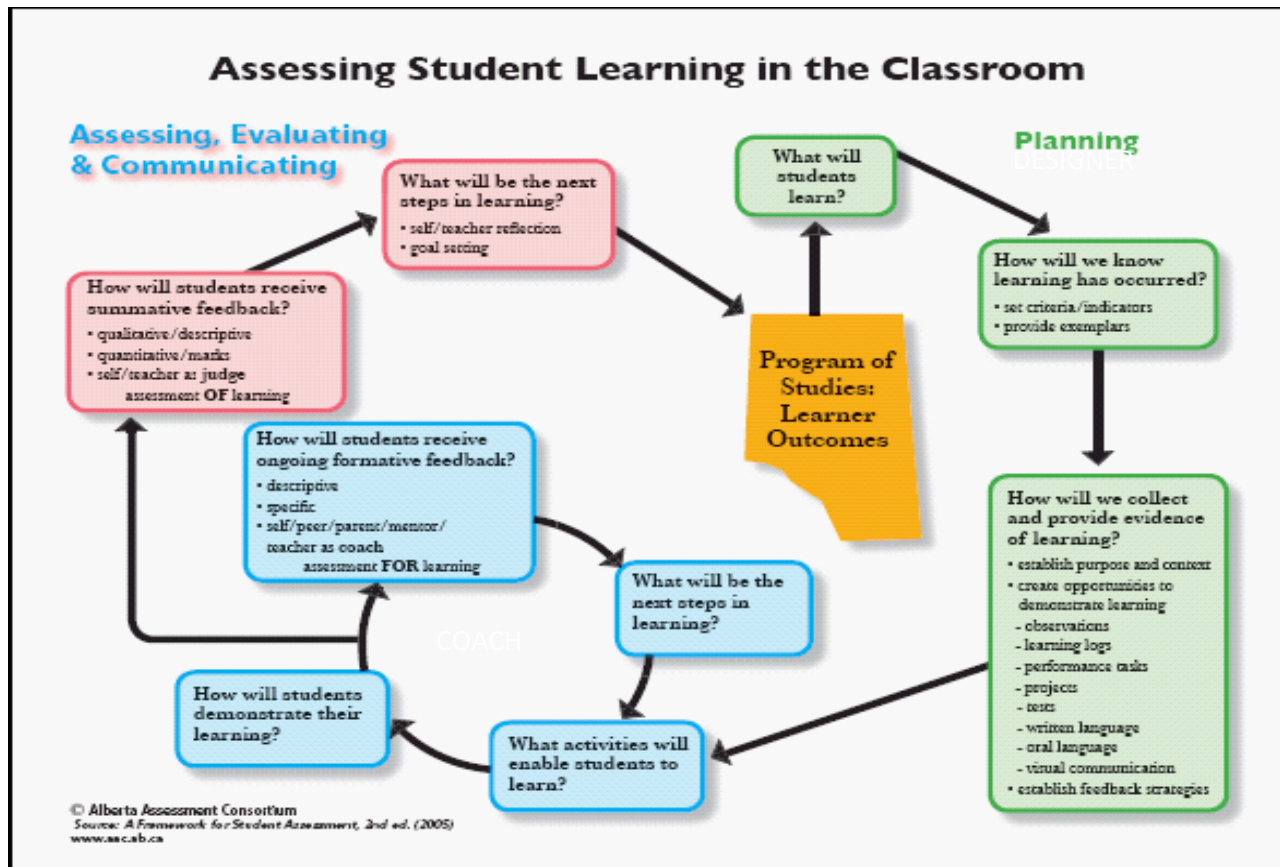
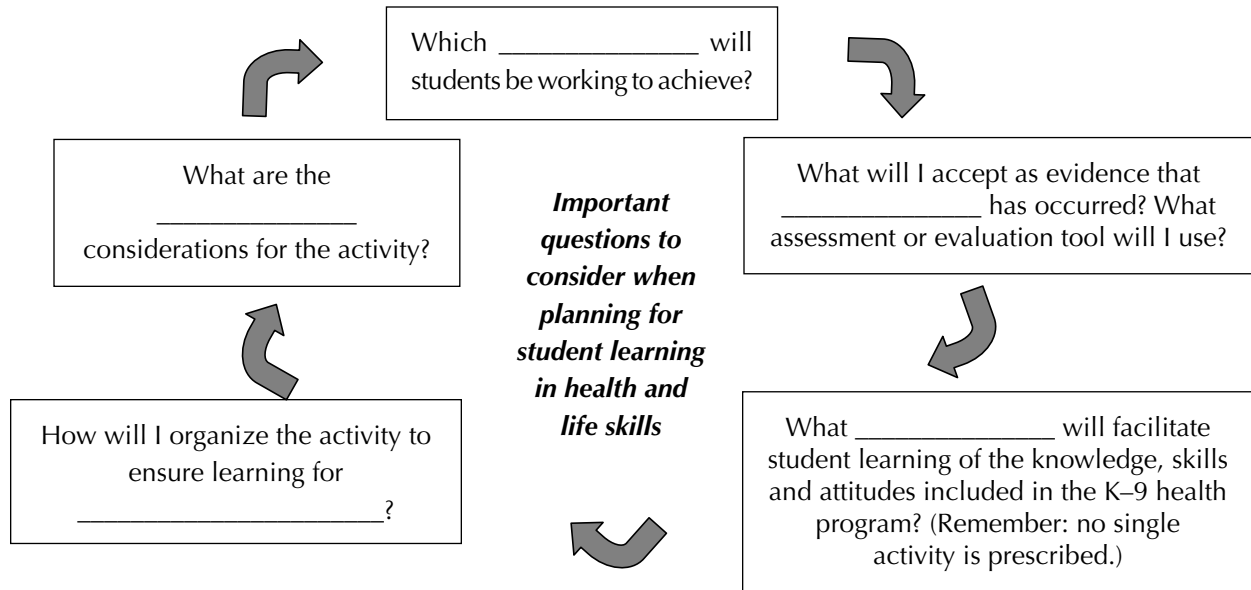


Resources available to support implementation:

- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne
- Resources © www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed
 - Physical Education Kindergarten to Grade 12 Guide to Implementation
English: LRC Product #425597, French: LRC Product #461335,
www.lrc.learning.gov.ab.ca
 - Administrator's Overview, K-12 Physical Education
 - Physical Education Resource Guide
 - Daily Physical Activity Initiative in Alberta Schools, Discussion Paper
 - Daily Physical Activity Teacher and Administrator Handbooks

Lesson Planning in Health—Starting with the End in Mind

In our planning as teachers, we know that in order to ensure that our teaching is aligned with program outcomes, best practice is to start with the end in mind (see Wiggins and McTighe 1998). The *end* is student learning and achievement of the program outcomes. Starting with the end in mind and working backward in our planning will lead to engaging and effective learning experiences for students.



Wellness Choices—Grade 2

Outcomes

General Outcome

Students will make responsible and informed choices to maintain health and to promote safety for self and others.¹

Grade 2 Specific Outcome

Students will classify foods according to Canada's Food Guide, and apply knowledge of food groups to plan for appropriate snacks and meals (W-2.5).

Materials

- Obstacle-free area
- Hula Hoops (10–15)
- A variety of plastic foods or pictures of food (on cardstock) from all of the food groups

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)
- *Eating Well with Canada's Food Guide* (Health Canada 2007)
- *Alberta Nutrition Guidelines for Children and Youth* (Alberta Health and Wellness 2008)

Warming Up to Learning

Review the four food groups as outlined in Canada's Food Guide.

Learning Activity

Food Groups

Have each student take one plastic food or one picture of food, and then ask students to stand in the obstacle-free area. The students then walk, jog, skip or gallop around the area. Call out a food group, and all students with food from that group gather together as quickly as possible and pretend to eat their food. The other students freeze in a pose that resembles the shape of their food. They hold the pose until the first group is finished "eating." Continue to call out food groups randomly, and ensure that students are joining the correct group. The children switch foods, so that eventually they will have been part of every food group.

Questions/Discussion/Activities

- Discuss what makes up a healthy snack.
- Discuss what makes up a healthy meal.
- Review Canada's Food Guide.
- Review the four food groups:
 - Meat and meat alternatives—keep muscles strong and repair them
 - Milk—keeps bones and teeth healthy and helps build them
 - Fruit and vegetables—give us vitamins and minerals
 - Grains and cereals—give us energy
- Talk about the recommended number of servings students need from each food group.
- Have students draw foods from each food group. In small groups, students can share their drawings and confirm that they are correct.

Follow-Up Activity

Snack Time or Meal Time Game

Play this game similarly to What Time Is It, Mr Wolf? Each student has a food in hand and lines up at one end of the gym or a large play area. The teacher is the designated lunchtime supervisor. The students call out, "What time is lunch, Mr/Mrs Supervisor?" and the teacher answers, for example, "Four o'clock." The students step forward four steps. This continues until the teacher says, "Snack time" or "Meal time." The students then have a predetermined amount of time (30 seconds to two minutes) to find people with complementary foods to create a healthy snack or meal. Each group then finds a Hula Hoop and places the food inside it (like food on a plate). The teacher (or another group of students) checks the plate and gives high-fives to the group members if they have created a healthy snack or meal. If a group has not created a healthy snack or meal, the teacher encourages them to keep trying. Once every group has put together a healthy snack or meal, students line up on the end line and restart the game.

Extension to Learning

Encourage students to share Canada's Food Guide, the Meal Time game and their new knowledge with their families at home.

Relationship Choices—Grade 1

Outcomes

General Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Grade 1 Specific Outcomes

Students will describe the health benefits of physical activity (W-1.1), and identify positive and negative feelings associated with stress/change (R-1.3).

Materials

- Yoga Techniques for the Classroom cards and PowerPoint (available from your local Be Fit for Life Centre, www.befitforlife.ca)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)
- Physical Education Online (<http://education.alberta.ca/physicaleducationonline/>)—click on Teacher Resources, go to General Outcome B and click on Activities

Supplemental Resources

- Yoga Techniques for the Classroom details and fee handout

Warming Up to Learning

Emotion in Motion: The Emotion Activity

Activity has an incredible impact on one's emotional state. Your students can recognize this and experience the emotional benefits of physical activity. In this activity, students will assess their emotional state and then associate it with motion.

Hand each student a piece of paper with two columns (Before and After). In the Before column, students write a phrase or draw a picture that represents how they feel at the moment (happy, sad, mad, tired, bored). Ask students to then put the paper aside for now.

Learning Activity

The Motion Activity

Use the Yoga Techniques for the Classroom cards and the 10-minute PowerPoint presentation. The presentation

starts with safety precautions and a description of the cards. A visual of each pose is shown, and then the pose is explained in more detail. To skip the descriptions, click the forward arrow and just work through the poses.

Questions/Discussion/Activities

After the yoga activity, ask students to look at their picture or phrase again, and to then fill in the After column with a new picture or phrase. Ask students the following questions:

- What is the difference between your Before and After pictures?
- Do you feel different?
- If so, why do you think you feel different?
- What could you do to make yourself feel better the next time you are feeling bad?

Follow-Up Activity

Mathematical Stress Activity

Give students a math problem to complete. Present the math problem out loud and ask students to complete it within 30 seconds. The students will feel rushed, but do not slow down. Read only the equation, not the answer. An example of an equation to read, depending on your students' knowledge, is $4 + 3 - 2 + 10 - 5 + 6 = \underline{\quad}$.

Afterward, explain to the students that you are not interested in the correct answer. Rather, you are interested in how they reacted when trying to keep up with you. Ask them what they felt as they listened to you. For example, did they notice an increase in the rate of their heartbeat, or did they tighten up their muscles or perspire? Explain that, however they reacted, they were experiencing stress. Let them know that everyone experiences stress, and sometimes the effects can be harmful to a person's body. There are both healthful and harmful ways to deal with stress. Discuss some healthful ways to deal with stress, including talking to a responsible adult or doing physical activity.

Life Learning Choices—Grade 3

Outcomes

General Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Grade 3 Specific Outcome

Students will generate alternative solutions to a problem and predict the consequences of solutions (for example, how they could affect physical, emotional and social wellness) (L-3.3).

Materials

- Obstacle-free area
- Buckets (2–4)
- Beanbags (20–30)
- Task Card A and Task Card B with activity instructions (see below)
- “Student Activity Master #28 L-3.3: IDEA Decision Maker” (Alberta Learning 2002b, Appendix C, C.29)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)

Warming Up to Learning

Identify and discuss problems or conflicts students may encounter. Ask them how they currently solve their problems. Discuss the meaning of *consequences* and what consequences might arise from their solutions.

Learning Activity

Keep It Clean

Set the stage by communicating that the overall mission of the game is to keep the play area safe and free of objects. Separate the students into two groups. Clarify that each group will have a specific objective. One group privately reads Task Card A while the other group privately reads Task Card B. Encourage the students to keep the objective on their card a secret. On a signal, both groups start the activity. Continue for three to five minutes. Have both groups come together and work through the question/discussion section below.

Task Card A

Keeping It Clean

Take the beanbags your team has been given and put them into the buckets. Set the buckets around the play area in open spaces. Spread your team members out around the play area. The object of the game is to pick up all the beanbags and place them in buckets so the entire area is clean and safe! Each player may pick up only one beanbag at a time.

Task Card B

Making It Messy

Take the beanbags your team has been given and spread them out all over the play area, away from the buckets, where they can be seen. Spread your team members out around the play area. The object of the game is to empty all the buckets and scatter all the beanbags on the floor. Each team member may carry only one beanbag at a time. When a beanbag has been placed on the floor, the team member may return to get another one.

Questions/Discussion/Activities

- Ask students to identify what the other group’s objective was in the game.
- Have students establish that the objectives were conflicting and, thus, a problem was created.
- Have students identify the problem.
- Allow students to expand on the feelings they experienced.
- Compare the game to real-life scenarios (such as littering and keeping the house/classroom clean).
- Have students brainstorm possible solutions to the problem.

Provide students with “Student Activity Master #28 L-3.3: IDEA Decision Maker.” Have students work in small groups or as individuals to complete the activity sheet. As a class, work through the activity sheet and record solutions and consequences on chart paper. Have students determine what the best solution would be.

Follow-Up Activity

Review the solutions the students have come up with. Create a similar game that incorporates the students’ solutions for working together.

Extension to Learning

Have students identify other problems they face in life, and work through the IDEA decision-making model. Challenge students to role-play or to create a game that reflects one problem and its solution.

Wellness Choices—Grade 6

Outcomes

General Outcome

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Grade 6 Specific Outcome

Students will evaluate the need for balance and variety in daily activities that promote personal health (for example, physical activity, relaxation, learning, sleep, reflection) (W-6.1).

Materials

- Obstacle-free area
- Playing cards (5 or 6 decks)
- Chart paper
- Felts
- Healthy Retreat assessment activity (www.aac.ab.ca/public/healthyretreat.pdf)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)
- “Beyond ‘One Size Fits All’ in Physical Education” handout (from Ever Active Schools, available at www.everactive.org/handouts/)

Warming Up to Learning

Discuss the following questions with students: What is balance? How important is it to have balance in your life?

Learning Activity

Deck of Fun!

Have the students assign individual activities, representing each component of fitness (cardiovascular endurance, flexibility, strength), to the suits in a deck of playing cards. For example,

- hearts = bench step-ups (cardio),
- clubs = wall sprints (cardio),
- spades = V-sit (strength) and
- diamonds = hamstring stretch (flexibility).

Give each group of four or five students half a deck of cards. On the signal to begin, the group leader deals each group member one card, and the rest of the deck is set aside. The students all turn over their cards simultaneously. They are then challenged to complete the activity on the card for the specified number of seconds (for example, the jack of spades indicates a V-sit for 11 seconds) before another group hand is dealt. Once a student has completed the required activity, he or she helps teammates complete their activities. The group challenge is to deal all the cards and complete all the activities. Aces are bonus cards: if one group member turns over an ace, none of the group members have to complete their activities. Instead, the group members travel together to touch all four walls and then deal another hand.

Have autistic students, or those with ADHD, work with only one partner, to decrease the distraction of working with a large group. Where possible, provide a picture of each activity.

Try Full House! Have groups of four or five students travel through an obstacle course, or complete laps around the field, at their own pace. With every completed lap, students receive a playing card. Group members must communicate throughout the activity as they try to build a full house: three of one card, two of another (for example, three kings, two aces).

Questions/Discussion/Activities

- How was balance created in this activity?
- What are some ways to balance what you do on a daily basis?

Follow-Up Activity

Download the teacher-developed assessment activity Healthy Retreat at www.aac.ab.ca/public/healthyretreat.pdf.

Extension to Learning

Have students go to www.bam.gov/sub_yourlife/yourlife_feelingfrazzled.html to check out 10 tips to keep them cool, calm and collected. Give students time to look at the website’s other activities related to the need to balance daily activities.

Relationship Choices—Grade 5

Outcomes

General Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Grade 5 Specific Outcome

Students will develop strategies to address personal roles and responsibilities in groups (for example, dealing with conflict in group situations) (R-5.8).

Materials

- Obstacle-free play area
- Tarps (5)
- Tennis balls
- Soft Frisbees
- “Student Activity Master #32 R-5.8: How I Can Help My Group” (Alberta Learning 2002b, Appendix C, C.33)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)

Warming Up to Learning

Brainstorm the various roles and responsibilities students are faced with daily at home, at school, on a team or in a club. Record the ideas.

Learning Activity

Tarp Challenges

Arrange students into groups of four to six. Give each group a plastic tarp. Provide instructions orally while students perform the following tasks:

- All members of the group stand on the tarp. Without stepping off the tarp, flip it over and stand on the other side.
- Group members are on the tarp. Move the tarp 10 feet in any direction (without stepping off the tarp).
- As a group, try to cover as much of the tarp as possible so that none of it is showing.

- Enclose the entire group *inside* the tarp. Be sure that no group member can be seen.
- Make an igloo with the tarp and protect yourself from the cold. No group member should be seen.
- Scatter tennis balls throughout the play area. As a group, use the tarp to collect as many tennis balls as you can (one at a time). Once you have a tennis ball on your tarp, run to a bucket and, without touching the tennis ball with your hands, put it into the bucket.
- Catch Frisbees in the tarp. One group member throws three Frisbees from a designated line; the rest of the group tries to catch them in the tarp. Group members take turns throwing the Frisbees.
- In your group, create two to four tarp challenges and try them out. If time permits, share one activity with another group or with the entire class.

Questions/Discussion/Activities

- Within their groups, have students discuss the various roles each of them played.
- Discuss the interaction between group members.
- Have students share “I liked . . .” statements (about the interaction).
- Have students share “I wish we had tried . . .” statements (about the interaction).
- Did everyone have the same role and responsibility in each activity?
- Identify the roles and responsibilities students enjoyed or found easy, and those they did not enjoy or found difficult.
- Identify what actions and attitudes are necessary in order for a group to work together cooperatively to accomplish a common goal.

Provide students with “Student Activity Master #32 R-5.8: How I Can Help My Group.” Have students complete the activity sheet individually and then share it with the group.

Follow-Up Activity

Students participate in a tarp activity created by another group. Encourage students to incorporate what they have learned about roles and responsibilities when working in a group.

Extension to Learning

Have students observe and journal about their personal roles and responsibilities.

Life Learning Choices—Grade 4

Outcomes

General Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Grade 4 Specific Outcome

Students will distinguish among, and set, different kinds of goals (for example, short-term and long-term personal goals) (L-4.4).

Materials

- Obstacle-free area
- Rope (1 per group of 5 or 6)
- Ringette rings (1 per group)
- Poly-spots (4 per group)
- “Student Activity Master #31 L-4.4: Goal Planning: Start Small” (Alberta Learning 2002b, Appendix C, C.32)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)
- Physical Education Online (<http://education.alberta.ca/physicaleducationonline/>)—click on Teacher Resources, then General Outcome C, then Activities

Warming Up to Learning

Define what goals are. Let students share their knowledge and examples of how they set goals.

Learning Activity

Swamp Walk

Students will demonstrate what achieving a group goal looks like. Divide the students into groups of five or six. Designate a line as the shoreline, and have students stand on the line. Designate another line four or five metres away as the opposite shoreline. The

area between the shorelines is the swamp. The group’s goal, and only hope of survival, is to cross the swamp while holding on to the rope (their lifeline). Provide each group with a ringette ring and four poly-spots. The group’s mission is to get all members across the swamp at the same time. If anyone falls in (touches the floor), that person gets eaten by crocodiles and the entire group must start again. If anyone lets go of the rope, that person catches a rare swamp disease and the group must start again. Create swamp hazards, such as quicksand, for students to crawl under, over and through.

Questions/Discussion/Activities

- Depending on how the students are doing in their groups, you can ask them what adjustments they can make to reach their goal.
- Is the goal realistic and reachable for them?

Follow-Up Activity

Students choose a timely personal goal they would like to achieve on their own. Remind them that even though they might share their goal with others, there is no need to compare goals since everyone has different abilities and interests. Give students the handout “Student Activity Master #31 L-4.4: Goal Planning: Start Small.” Have students work through the planning sheet individually, and then share and discuss it with a partner. Guide the process.

Extension to Learning

Students research John Goddard, the world’s greatest goal achiever, who is most famous for his amazing “life list,” created when he was 15 years old. Ask students to create their own life list of goals, and to choose one long-term goal and two or three short-term goals. Have students record their goals, using the “Goal Planning” worksheet.

Wellness Choices—Grade 7

Outcomes

General Outcome

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Grade 7 Specific Outcome

Students will analyze the messages and approaches used by the media to promote certain body images and lifestyle choices (W-7.4).

Materials

- Obstacle-free area
- Domino cards (10–15)
- Dominoes (2 or 3 sets)
- Activity choice cards (10–15)
- Handout with information on Creatine
- Daily nutrition log (<http://education.alberta.ca/PhysicalEducationOnline/TeacherResources/Health/files/dailnut.pdf>)
- Physical activity log (<http://education.alberta.ca/PhysicalEducationOnline/TeacherResources/Health/files/physlog.pdf>)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)
- Physical Education Online (<http://education.alberta.ca/physicaleducationonline/>)—click on Teacher Resources, then General Outcome B, then Activities
- *Eating Well with Canada's Food Guide* (Health Canada 2007)
- *Alberta Nutrition Guidelines for Children and Youth* (Alberta Health and Wellness 2008)

Warming Up to Learning

Provide students with magazines and articles related to substance abuse, performance-enhancing substances and the “perfect body.” Discuss the ways bodybuilders enhance their particular body type. Ask students to list the consequences or costs of using performance-enhancing drugs, and to come up with a list of ways to achieve the same results. Ask students to read the information on Creatine. Would Creatine, a performance-enhancing substance, affect their performance in the activities they regularly participate in? Discuss the pros and cons of using this product. Is it cheating to enhance performance with supplements? Would a vitamin supplement be seen as a performance-enhancing product?

What can help one achieve the same results as a performance-enhancing drug? Answer: physical

activity and healthy eating. Tell students that they are going to participate in a physical activity that includes the three components of fitness: cardiovascular endurance, muscular strength and flexibility.

Learning Activity

Dominoes Fitness

Post domino cards around the playing area, and post two activity choices under each. Place dominoes face down in the middle of the playing area. On the signal, students travel on their own or with a partner to the middle and flip one domino over. After locating that domino on the wall, students perform the activity by the domino for the number of repetitions indicated on the card. The activity continues for a set amount of time or until everyone has flipped over five to ten dominoes. Play music to motivate your students. Make this a cooperative learning activity by having students work with a partner. Activity choices can include the following:

- Running on the spot or walking the length of the play area
- Speed skipping or squats
- Knee lifts or jumping jacks
- Plank pose or push-ups
- Water break or stretch
- Curl-ups or V-sit

Questions/Discussion/Activities

- Can physical activity that combines the three components of fitness (cardio, strength and flexibility) achieve the same results as a performance-enhancing drug? Why?
- What else, besides physical activity, can help one achieve these results? Answer: healthy eating plan.

Follow-Up Activity

Chews and Moves

As a homework assignment, have your students keep a log (for up to a week) of what they eat and the physical activities they do. Use the log forms suggested or create your own. Ask students to record how they felt during the physical activity, and if they feel that they made appropriate food choices in relation to Canada's Food Guide.

Extension to Learning

Ask students to go to www.brandnamefoodlist.ca/UsingBrandNameList/Home.aspx to investigate the nutritional information and caloric breakdown of food. Have students estimate their activity habits using their total minutes of activity per day (low = 20 minutes or less, moderate = 21–40 minutes, intense = more than 41 minutes). Students can determine an eating plan that will meet their requirements for peak performance. (For example, a chocolate bar may give you the energy to get through a sprint, but how will you feel when the sugar rush runs out?)

Relationship Choices—Grade 8

Outcomes

General Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Grade 8 Specific Outcome

Students will describe the characteristics of, and demonstrate skills of, an effective leader and group member (R-8.9).

Materials

- Obstacle-free play area
- Rope (1 per group of 5 or 6)
- Objects to pass around

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)
- Physical Education Online (<http://education.alberta.ca/physicaleducationonline/>)—click on Teacher Resources, then General Outcome C, then Activities

Warming Up to Learning

Brainstorm with your students the different ways people can contribute to a group. Discuss the importance of contributing to the group whether or not you are a leader. As a class, complete a triple T-chart showing what an effective leader looks like, sounds like and thinks like.

Learning Activity

Rope Circle

Divide the students into groups of five or six, and provide each group with a rope with the ends tied together. Each group member holds on to the rope while standing outside the circle that is formed. Provide challenges for the groups to complete at the same time. The challenges can include the following:

- Move the rope around the circle once without moving your feet.
- Try the same challenge as above, but come up with a strategy for moving the rope faster.
- Try the same challenge as above, but move the rope in the opposite direction.
- Move in a circle (moving your feet) until you are back where you started.
- Try the same challenge as above, but come up with a strategy for moving faster.
- Try moving in the opposite direction.

Questions/Discussion/Activities

- What roles did each of you play in the group (leader, idea generator and so on)?
- How did the group dynamic change over time as you participated in these activities?

Follow-Up Activity

Group Juggle

Divide students into groups of eight to ten, and ask one student from each group to step out of the room. Make sure that those students cannot hear the task you are about to give the remaining students. Ask the students to stand in a circle (with their group) with their hands held out in front of them, waiting for an object to be passed to them. The leader passes the object to one person, who then throws it to another person whose hands are held out. After passing the object, participants put their hands down. Participants should always throw underhand and, before throwing, make eye contact with and say the name of the person they are throwing to. The pattern ends when everyone has caught and thrown the object. The last person throws it back to the leader. Participants must remember who passed the object to them and to whom they passed the object. They then repeat the pattern. The

leader adds more objects (for example, a rolled-up sock, a crumpled piece of paper) so the group is juggling.

While the groups are passing around the objects, go talk to the students who were asked to leave. Ask them to return to their groups and do whatever they can to enter the activity. Watch as they try to enter. After two or three minutes, stop the activity. Ask the students how they felt when the students were trying to enter the activity. Ask the students who tried to enter how they felt about the activity.

Life Learning Choices—Grade 9

Outcomes

General Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Grade 9 Specific Outcome

Students will refine personal goals and priorities relevant to learning and career paths (L-9.4).

Materials

- Juggling objects, such as scarves, beanbags and plastic garbage bags (3 per student)
- “Individual Juggling Progressions” handout (see below)

Related Resources

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Alberta Learning 2002b)

Warming Up to Learning

Before the learning activity, ask if any of the students have juggled before. Explain that they will be participating in a juggling activity, and ask each student to set a goal for juggling today (whether they have previously juggled or not).

Learning Activity

Using the juggling progressions below, have your students explore juggling with up to three objects. Challenge students to create new juggling patterns. Further challenge students by having them juggle

beanbags, rubber chickens and rubber rings; juggle balls by bouncing them off the wall; or juggle one scarf, one ball and one rubber chicken.

Individual Juggling Progressions

- Toss one scarf up and catch it on the way down, with the back of your hand facing the ceiling. Try using the right hand five to ten times, then the left hand.
- Toss one scarf from right to left in a circular pattern. After five to ten repetitions, switch direction and toss the scarf from left to right in a circular pattern.
- Toss the scarf from right to left and back from left to right.
- With a scarf in each hand, cross your arms above your head. Then drop the scarves. Uncross your hands and catch the scarves before they hit the floor. (Remember to keep the backs of your hands facing the ceiling.)
- With a scarf in each hand, toss one scarf in front of your body and then repeat with the other. Catch each scarf with the opposite hand.
- Hold one scarf in each hand, and put a third scarf in your pocket or in your waistband (off to one side). With the hand that’s on the same side as the scarf in your pocket, toss one scarf across your body. Toss the scarf in your other hand across your body. Then grab the scarf out of your pocket and toss it across your body. Let all three scarves drop. Try this five to ten times.
- Instead of letting the scarves drop, catch and release each scarf.

Questions/Discussion/Activities

- Did you achieve your goal?
- Was the goal realistic?
- Whether or not this was your first experience with juggling, did you improve as you practised?

Follow-Up Activity

Direct students to the KidsHealth website (www.kidshealth.org). They can use the Making a Change planning tool (http://kidshealth.org/teen/misc/making_a_change_module.html) to set a goal. The article “5 Facts About Goal Setting” (http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html) is also useful.

Extension to Learning

Students can research various careers and choose one to present on. The presentation can include information on the education requirements, salary and work environment, as well as interesting facts about the career.

Recommended Resources

Health and Life Skills

Health/Career and Life Management (Alberta Education)

www.education.alberta.ca/teachers/program/health.aspx
Teaching resources, links to other resources and programs of study

Physical Education

Physical Education Online (Alberta Education)

<http://education.alberta.ca/apps/physicaleducationonline/>
Lesson activities organized by outcome for Alberta’s K–12 physical education program of studies

Physical Education (Alberta Education)

www.education.alberta.ca/teachers/program/pe.aspx
Teaching resources, links to other resources and programs of study

Learning Resources Centre

www.lrc.education.gov.ab.ca
Resources that support Alberta’s K–12 curricula

Daily Physical Activity

Daily Physical Activity Initiative (Alberta Education)

<http://education.alberta.ca/teachers/resources/dpa.aspx>
A literature review supporting DPA, an evaluation of DPA and the DPA manual

Wellness Choices

Power to Play!

www.powertoplay.com
A superhero-themed program encouraging healthy eating and physical activity for children in K–3

Power4Bones (Dairy Farmers of Canada)

www.power4bones.com
An award-winning program that teaches Grade 5 children about bone health through a variety of coordinated teaching methods

Nutrition Resources for Schools (David Thompson Health Region)

www.dthr.ab.ca/resources/documents/nutrition/
Nutrition resources (including lesson plans) for K–9

Nutrition Resources (Peace Country Health Region)

www.pchr.ca/Default.aspx?tabid=450
Nutrition resources (including lesson plans) for K–9

Nutrition Labelling Education Centre

www.healthyeatingisinstore.ca
Educational resources on nutrition labelling

Mission Nutrition (Kellogg Canada)

www.missionnutrition.ca
Interactive learning activities to get K–8 children excited about healthy living

Education Kits (Capital Health)

www.capitalhealth.ca/EspeciallyFor/SchoolsandPreschools/SchoolHealth/
Fat Wise Education Kit, Portion Wise Education Kit and more

Long Live Kids (Concerned Children’s Advertisers)

<http://longlivekids.ca>
A collaboration between industry, issue experts and government to provide Canadian K–9 children with tools for healthy eating, active living and improved media literacy

Action Schools! BC

www.actionschoolsbc.ca
Classroom Healthy Eating Action Pack (K–3, 4–7) and the *Action Pages!* resource guide

Healthy U (Alberta Health and Wellness)

www.healthyalberta.com/AboutHealthyU/280.htm
Many resources and tools for physical activity and nutrition, including the Snackivity Box, cookbooks for

kids, the *Alberta Nutrition Guidelines for Children and Youth* and *You!* magazine (for students)

Dietitians of Canada

www.dietitians.ca

Interactive online tools such as an eating and activity tracker, a recipe analyzer and a menu builder, as well as tips for healthy eating, FAQs and information on nutrition

Nutrition and Healthy Eating (Health Canada)

www.hc-sc.gc.ca/fn-an/nutrition/

Information on trans fat, sodium, children's nutrition and more

Alberta Nutrition Guidelines for Children and Youth

[www.healthyalberta.com/Documents/AB_Nutri_Guidelines_2008\(1\).pdf](http://www.healthyalberta.com/Documents/AB_Nutri_Guidelines_2008(1).pdf)

Guidelines for children's healthy eating, published by the Government of Alberta

Canada's Food Guide (Health Canada)

www.hc-sc.gc.ca/fn-an/food-guide-aliment/

PDF and print copies of Canada's Food Guide

Resources for Educators (Dairy Council of California)

www.dairycouncilofca.org/Educators/

Interactive activities such as the MyPyramid Game and My Very Own Pizza

Keeping Healthy (BBC Science Clip)

www.bbc.co.uk/schools/scienceclips/ages/9_10/keeping_healthy.shtml

Interactive activity about the effect of activity on the heart

Powerful Girls Have Powerful Bones

www.girlshealth.gov/bones/

The Bone Health Habit Quiz and games

Dole SuperKids

www.dole5aday.com

Games, a cookbook and information to encourage kids to eat fruits and vegetables

KidsHealth

<http://kidshealth.org>

Information about health, behaviour and development from before birth through the teen years, with sections for parents, kids and teens

Teachingsexualhealth.ca

www.teachingsexualhealth.ca

An Alberta Education authorized resource for teaching sexual health in Grades 4–9 and in CALM 10–12, with lesson plans, Smart Board activities and more

My Room (AADAC)

www.aadac4kids.com

Handouts and games focusing on drug, alcohol and tobacco addiction

Relationship Choices

Out on a Limb: A Guide to Getting Along

www.urbanext.uiuc.edu/conflict/intro3.html

Interactive stories and information for K–2 students

S-Team Heroes (Government of Alberta)

www.teamheroes.ca

An interactive antibullying site for K–6 students

B-Free

www.b-free.ca

An antibullying website developed in cooperation with a group of Alberta youth, with inspirational stories, contests, links and much more

BAM!: Body and Mind

www.bam.gov

A wide variety of health-related activities, such as the Stress-O-Meter quiz, the Kabam! Comic Creator, the Ad Decoder and the Great Bully Roundup interactive board game

Life Learning Choices

KidsHealth

<http://kidshealth.org>

Information for teens on dealing with feelings, playing safe, food and fitness, school and jobs, and more

Career Education (Education World)

www.educationworld.com/a_lesson/lesson/lesson160.shtml

An article on career planning, with links to a work interest quiz, a resumé builder, a dream job handout and more

Note

1. All outcomes are from Alberta's health and life skills (K–9) program of studies (Alberta Learning 2002a).

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K–12 Wellness

K–12 Wellness Education Update from Alberta Education

Revision of K–12 Wellness Programs of Study

To achieve improved learning and wellness outcomes for Alberta students, Alberta Education is examining its programs of study and policies related to wellness, including K–9 health and life skills, K–12 physical education, career and life management (CALM) and wellness-associated supports. A comprehensive literature review and stakeholder consultations were completed between November 2007 and March 2008. The results are available on the Alberta Education website at www.education.alberta.ca/teachers/program/health.aspx.

Key findings from the literature review indicate the following:

- Current health and physical education programs need to align with the factors identified by the World Health Organization (WHO) as being important to successful health and wellness promotion in schools.
- Drawing upon innovative strategies for curriculum design and implementation developed in Alberta and around the world will allow schools to affect the health of students in profound and long-lasting ways.
- There is a need to provide a comprehensive description of wellness and wellness-related curricula.
- It is important that government ministries, communities, families and schools work together through a comprehensive school health approach to create a culture of wellness and to ensure a successful program.

The literature review is available at http://www.education.alberta.ca/media/848299/wellness_lit.pdf.

The following key themes emerged from the stakeholder consultations:

- Although much of the content from the current programs of study would be appropriate for a new wellness program, some changes could be made to better meet the needs of students.
- Wellness is multidimensional and includes physical, emotional, spiritual and mental health.
- Overlap between the current programs of study and opportunities for integrating outcomes into other subject areas should be addressed.
- Implementation of a revised wellness program of studies needs to be supported in a variety of ways to ensure the successful delivery of a quality program.

The summary of stakeholder input is available at www.education.alberta.ca/media/848295/wellness_stake.pdf.

A draft framework has been developed and was released in March for feedback from stakeholders. The draft framework describes the fundamental concepts and inherent values of wellness education, and provides guidance for the development and implementation of K–12 wellness education in Alberta. Stakeholders will have an opportunity to provide input through a variety of methods, including face-to-face meetings and online feedback forms. A final framework is scheduled to be released in June. The draft framework is available at www.education.alberta.ca/media/944182/framework_kto12welled.pdf.

Supports for DPA

To support the ongoing implementation of the Daily Physical Activity (DPA) initiative, Alberta Education

has provided all schools offering Grades 1–9 with copies of the following publications:

- *Take Action!*
- Brochures on DPA

Take Action! is a DPA tip booklet published by Alberta Education, in partnership with Ever Active Schools. The booklet features promising practices, tips for using equipment and facilities, ideas for scheduling, funding information, mentoring tips and other current research. *Take Action!* is available at www.education.alberta.ca/teachers/resources/dpa.aspx.

In addition, Alberta Education has developed DPA brochures in English and French. The brochures highlight the benefits of being active daily and outline the results from the DPA survey report. The brochures provide parents, teachers and community members with resources and support for promoting DPA in school communities.

For more information on these DPA support resources, contact Jeff Bath at Jeff.Bath@gov.ab.ca or 780-422-0597 (to be connected toll free in Alberta, dial 310-0000).

Create a Movement

Alberta Health and Wellness launched the Create a Movement public awareness campaign in September 2007. This year, the focus shifted from awareness to action—getting children, youth, parents and others to “join the movement” in communities and schools across the province. The Healthbusters event team visited junior and senior high schools to help launch healthy eating and physical activity initiatives. The Healthbusters were on the road from September to March.

For more information on the Create a Movement campaign and booking the Healthbusters event team, visit www.healthyalberta.com or contact Althea Livingston at 780-644-8799 (to be connected toll free in Alberta, dial 310-0000).

Healthy School Communities Awards

The third annual Healthy School Communities Awards were presented on May 27. First presented in 2007, the awards honour individuals, organizations and communities for their efforts to encourage healthy lifestyles among children and youth.

This year, the program featured three new award categories:

- Individual Champions
- Champion Groups
- Champion Partnerships

For a list of the winners, go to www.healthyalberta.com/AboutHealthyU/517.htm.

Nutrition Guidelines

The *Alberta Nutrition Guidelines for Children and Youth*, released in June 2008, have been developed to assist organizations in providing young people with healthy food choices from daycare through high school. The guidelines put foods into three categories: Choose Most Often, Choose Sometimes and Choose Least Often. Categorizing foods in this way will allow schools to make nutritious foods more accessible and to limit the availability of foods that are less nutritious. The guidelines also include information to help school boards develop nutrition policies. Nutrition policies that include eliminating the sale of junk food should use the Choose Least Often category to define junk food.

A single copy of the nutrition guidelines was sent to each school authority central office, and two copies were sent to each school. They are also available at [www.healthyalberta.com/Documents/AB_Nutri_Guidelines_2008\(1\).pdf](http://www.healthyalberta.com/Documents/AB_Nutri_Guidelines_2008(1).pdf).

Meet the K–12 Wellness Team Members

- Curriculum Branch—Michelle Kilborn, K–12 wellness program manager, michelle.kilborn@gov.ab.ca
- Alberta Education and Alberta Health and Wellness—Gail Diachuk, school health and wellness manager, gail.diachuk@gov.ab.ca
- French Language Services Branch—Alan Chouinard, K–12 wellness program manager, alan.chouinard@gov.ab.ca
- Learning Technologies Branch—Lin Irvine, K–12 wellness resource manager, lin.irvine@gov.ab.ca
- Learning and Teaching Resources Branch—Jeff Bath, K–12 wellness resource manager, jeff.bath@gov.ab.ca
- Distributed Learning Resources Branch—Candace Long, project manager coordinator, candace.long@gov.ab.ca



From the Runner Vault

Compiled by Paul Marlett

Balance

Jim Paul

Jim Paul's editorial spoke to me, partly because of a recent conversation I had with a passionate physical educator about phys ed specialists in the province. We can all use this reminder about including units that we may not have mastery in but that will greatly broaden or enrich the experience of our students.

*—From the Runner archives,
eight flights of stairs up,
Paul*

We in the physical education profession are fortunate to be working in an area that offers diversification for both student and teacher. From month to month, season to season, our programs, and hence the activities we teach, change. A balanced program of activities provides us with the opportunity to grow personally as well as to increase the ways in which physical education can contribute to a student's life. Unfortunately, a balanced program is not always to be found.

It's only natural to think of football in the fall of the year, and without a doubt it's a fine activity. But is it enough to think of football as the fall program? Volleyball as a participant and spectator sport has grown tremendously over the last few years, with the calibre of play reaching new highs. But surely a six-month unit

in it is hard to justify! The recent emergence of the so-called lifetime sports has made a large impact in a number of our schools—so much so that activities such as basketball, wrestling and soccer have become dirty words—and fitness a forgotten dimension. The games section of the elementary curriculum is a vital part of it, but what of gymnastics and dance? Do they deserve to be taught, or are they merely something to do when and if you run out of games to teach? As a child progresses through elementary, junior high school and senior high school, does the program offered him also change—or are we merely offering the same activities year after year? And what about the teaching of skills? Is this still the most important part of our efforts, or is “playing the game” becoming more important? Consider for a moment the amount of time and effort spent on the required program, the intramural program, the interscholastic program. Is there a balance there?

Balance comes in many forms—activities, time, emphasis, staff. Obtaining it is no easy task. But without it, physical education remains open to the kind of attacks it has received in the past. That we can do without! Putting balance in our program should be just as important as putting football or basketball or volleyball into it, and it deserves the same kind of consideration.

The following article originally appeared in HPEC Runner, Volume 13, Number 1, Spring 1975, p 2. Minor changes have been made to spelling and punctuation to fit current ATA style.

Low-Organized Games with a Twist

Karen Woycenko

Karen Woycenko's article contains some great ideas from students. In my comments (italicized) after each game, I have included some safety considerations and extension ideas. I agree fully with Karen, and I have created and experienced some of the greatest games—both physically challenging and fun—in collaboration with students. Use these ideas as a starting point.

—Paul

Tired of the same old games? Need a game that is creative, interesting and still includes a high cardio component? The answer is closer than you think. Look to your own students for imagination, changing boring low-organized games to energy-charged modified games. The following are games created by PE 20 students—an assignment for their modified games unit.

Beach Ponger (A Variety of Soccer)

by Mike Cattle

Age group: 6+

Number of participants: any even number from 10 to 40

Equipment required: ping-pong paddles and a beach ball

Formation: any typical formation that can be found in variants of soccer (for example, a field is divided in half with a team on each side)

Space required: any open area with a size that ranges from a small gym to a large field, depending on the size of the teams. [*And the wind conditions!—Paul*]

Description of Rules and Game

Beach Ponger is played along the same lines as soccer, except that instead of a soccer ball, a beach ball

is used. The players are divided into two teams of equal numbers, with a ping-pong paddle for each team member. If there is a lack of ping-pong paddles, tennis racquets or any other type of paddle will do.

A goal is scored when a team member hits the ball into the other team's net. The scoring system is different from other games, in the fact that scores do not add up. If one team scores a goal, a point is taken away from the other team. If the other team does not have any points, then the team that scored gets a point. Example: Team 1 has no points and Team 2 has one point. Team 1 scores a goal, so a point is taken away from Team 2, making the score tied at 0. Team 1 then scores another goal, giving them a point, so the score now stands at 1–0 for Team 1.

Penalties are awarded whenever

- a player touches the ball with anything but the paddle,
- the ball goes out of bounds or
- unsportsmanlike conduct is observed.

If the ball goes out of bounds, then the other team gets it. If a player hits the ball with his hand, then he has to do sit-ups, push-ups or a lap around the field. However, if a player is aiming a "rocket launcher" at another player, then a stronger penalty is called for.

The winners of the game will be determined by who has more points at the end of the game. The game is played with a time limit set by the referee. A recommended time limit is about 45 minutes.

Variations

This game can be played with a badminton birdie; team members can be paired up, with their legs tied together (like a three-legged race); a normal scoring

The following article originally appeared in Health and Physical Education Newsletter, Volume 8, Number 1 (January 1991), pp 6–7. Minor changes have been made to spelling and punctuation to fit current ATA style.

method can be used; the ball can't touch the ground, or if it does it is considered "out"; or prizes may be awarded to the winning team (or to the non-winning team, for good sportsmanship).

Comments

This is a simple game to play, a fun way to maintain good health and an easy game to organize.

Great idea for scoring! I love the cardio or strength work for an infraction. There are some safety considerations that should be dealt with before playing this game, including some pre-teaching of travelling skills with a paddle and of use of a paddle. A personal space zone would be great for preventing injury. Think about what kids will do before they do it to ensure that all players remain safe. I'm a little leery of the three-legged variation with a paddle, and have no comment on the "rocket launcher" reference. I would use this with multiple fields and smaller teams. Looks like a great way to work on field movement strategy—especially when wind conditions are favourable!

Frisbee Handball

by Andrea Hay

Age group: 6+

Number of participants: 5–15 (try to keep the teams small so everyone gets a chance to play)

Equipment required: 1 Frisbee, 2 hockey nets, 4 pylons

Space required: gymnasium

Time limit: any amount

Description of Rules and Game

- Split the class equally in even numbers on each side.
- Make sure the pylons are on top of the goal upright and that there is a goalie in each net.
- The game starts when one person on each team is standing in the centre of the court. The Frisbee is then thrown into the air.
- One team catches the Frisbee then has to pass it three times to different people before they are able to score.
- You can take three steps then pass, or hold the Frisbee for five seconds.

- If the Frisbee touches the ground, the last team to touch it loses possession.
- If a pylon is knocked over, two points. If a goal is made, one point.
- The winner is the team with the most points.
- The teams line up at centre to shake hands at the end of the game.

Variations

Use a Nerf ball, or have one pylon on the goal or allow use of walls to pass.

Comments

The game is a good game for exercise. There are no losers, just non-winners. It provides a lot of enjoyment.

Again, some great ideas and options for broadening handball structure. The main safety consideration here is the goalie. The pylons are a fantastic idea, but throwing a Frisbee at a goalie in a net is asking for stitches. (From years of playing Ultimate, I know that the Frisbee will always beat the lip, chin, ear... the face in general.) This game could be modified for indoor Ultimate by taking out the steps, adding a stall count and changing turnover rules to match those in Ultimate. I would recommend setting up a crease with an unmanned goal, with the focus on hitting the pylons to score, or even adding more pylons or a hoop in the middle for different targets.

Voll-Ball

by Tanya Williams

Age group: 11–17 or older

Number of participants: 5 per team

Equipment required: a volleyball

Formation: 2 teams, 3 forwards and 2 defence

Space required: small basketball court

Description of Rules and Game

Players start off the game "on side." The game is started with a tipoff. It is basically a basketball game played with a volleyball, and volleying the ball instead of bouncing it. To pass to teammates, you must volley. You can hold the ball for three seconds, but you

cannot travel (walk). Only when you are volleying may you walk. Use basic foul rules, except instead of shooting, take the ball on the side. To score, you must volley the ball in the basketball hoop. The winners are the leading team after two 10-minute halves.

Variations

Allow three steps to be taken when holding the ball, or players must volley (pass) three times before scoring or players can also dribble.

Comments

A lot of fun, good team sport, will get you in shape and also develop skills. Good team sport as it uses all players.

What a great way to make volley practice more engaging! Again, some pre-skill work on walking while setting should be done, as it is not a game-specific skill. Before launching the game, you should have a few more ground rules in place as to turnovers, steals and so on. Again, anticipate how your students will play and put rules in place to keep everyone safe.



How Health Promoters Can Compete with Commercial Advertising

Tanya R Berry, Ron E McCarville and Ryan E Rhodes

Commercial ads that refer to physical activity when trying to sell a product are much more common than publicly funded ads that promote physical activity. And it's very likely that the commercial ads take attention away from the publicly funded ads.

How can health promoters counter this trend and increase people's attraction to public health-promotion ads?

Ad Execution

Execution elements are critical to the success of an ad (Pieters and Wedel 2004). Execution refers to how ads are presented, and execution elements include things like pictures, text (ad copy) and fonts.

Using eye-tracking equipment, Pieters and Wedel (2004) examined which parts of an ad and which characteristics of a person most influenced the attention paid to an ad. They found that factors such as brand, pictures and text accounted for three times more of the

attention paid to ads than did person factors such as motivation or interest.

What We Did

We conducted a content analysis of magazine advertising related to physical activity. We chose magazines because they are one of the oldest media and still one of the most popular media for advertising. Also, little is known about how health promoters use magazine ads to encourage physical activity.

We looked for physical-activity-related ads in all 2005 issues of high-circulation Canadian English-language magazines. These magazines included *Maclean's*, *Reader's Digest* (Canadian edition), *Chatelaine*, *Time* (Canadian edition), *Canadian Living*, *Homemakers*, *Flare* and *Report on Business*.

We included any ad that contained a representation or mention of physical activity, whether the purpose of the ad was to promote physical activity or to sell a commercial product.

Tanya R Berry is an assistant professor in the Faculty of Physical Education and Recreation, University of Alberta. She is supported by a Population Health Investigator award from the Alberta Heritage Foundation for Medical Research.

Ron E McCarville is a professor in the Department of Recreation and Leisure Studies, University of Waterloo.

Ryan E Rhodes is an associate professor in the School of Physical Education, University of Victoria. He is supported by a scholar award from the Michael Smith Foundation for Health Research and a new investigator award from the Canadian Institutes of Health Research.

This article is a condensed version of an article published in the Journal of Health Communication (Berry, McCarville and Rhodes 2008). Reprinted with permission from the Alberta Centre for Active Living's Research Update, Volume 15, Number 4, December 2008, www.centre4activeliving.ca/publications/research-update/2008/dec-active-living.pdf. Minor changes have been made to spelling, punctuation and documentation to fit ATA style.

We then analyzed the execution elements in these ads. Some of the execution elements we looked for were as follows:

- *Presence of pictures and text.* Having both allows the reader to take in more information (Stammerjohan et al 2005).
- *Colour or black-and-white pictures.* If you have a lot of text, colour pictures can overwhelm. If you want consumers to ignore your text (for example, the fine print in drug ads), use colour pictures. If you want them to read your message, opt for black and white (Meyers-Levy and Peracchio 1995).
- *Number of lines of text.* People are more likely to read all the text if there are fewer than three lines. If there are more than fifteen lines, it's very unlikely that people will read all the text in the ad (Rayner et al 2001).

What We Found

We found 57 ads with some representation of physical activity. These ads comprised 6 per cent of all the ads in the magazines.

We found five general types of physical activity ads:

- Publicly funded health-promotion ads (2)
- Commercial advertisers using fitness or sports images to sell a product, whether it was an exercise product (such as sports shoes) or a nonexercise product (such as yogourt) (33)
- Commercial advertisers promoting fitness (11)
- Corporate-sponsored events (8)
- Unclassifiable (3)

In terms of execution elements:

- Every ad contained both pictures and text.
- One-third of the 33 commercial ads that used physical activity to sell a product had fewer than three lines of text; 56 per cent had between three and fourteen lines of text. None highlighted the benefits of physical activity.
- Both of the two public health-promotion ads had more than fifteen lines of text and colour pictures.

Practical Implications

Commercial efforts dominate the physical-activity-related ads that many magazine readers see.

Commercial ads are the most numerous, and they contain the greatest number of features that are thought to attract more attention from readers.

Many commercial ads use physical activity images only as a backdrop for selling a product or service, many of which have nothing to do with physical activity. However, commercial ads routinely imply that products such as a new food type are somehow associated with the positive results of physical activity.

What is lost in all this is the active-living message promoted by public health agencies. The few public sector efforts to promote physically active lifestyles are in danger of being lost among all the commercial ads.

Health promoters might try to use more effective execution elements in their advertising. For example, they could highlight the benefits of being physically active in fewer lines of larger text. They should also keep in mind that the use of colour pictures may make it less likely that people will read all the text.

This research shows that we need to examine the many types of physical-activity-related ads that compete for the attention of Canadians. The dominant images and messages are intended to encourage consumption as much as physical activity. The long-term effect of this is not known.

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2009 Physical Activity Forum: Physical Activity as an Antidote for Depression

On May 26 (Edmonton) and May 27 (Calgary), the Alberta Centre for Active Living and Mount Royal College proudly cosponsored an important half-day Physical Activity Forum: "Is Sweat the Best Antidepressant? The Case for Physical Activity as an Antidote for Depression."

Guy Faulkner, of the University of Toronto, explained how physical activity can help in both treating and preventing depression. A panel discussion followed his presentation.

Faulkner has a rich background in the fields of mental health and physical activity. After completing an undergraduate degree in physical education in Australia, he spent 10 years in England studying and working in mental health services and higher education. He completed a PhD in exercise psychology in 2001 and is now an associate professor in the Faculty of Physical Education and Health at the University of Toronto.

The relationship between physical activity and psychological well-being is one of the major themes of Faulkner's research. His current research includes studying the physical health needs of mental health

service users in relation to antipsychotic medication, weight gain, diabetes and medication compliance.

For more information on Guy Faulkner, slides from the presentation, video of the event, and a discussion board, go to www.centre4activeliving.ca/news/physical-activity-forum/2009-mental-health/.

Useful Links

- "Mental Health: Yet Another Reason to Promote Physical Activity," by Guy Faulkner, *WellSpring*, Volume 18, Number 3, August 2007 (www.centre4activeliving.ca/publications/wellspring/2007/august.pdf)
- Mental health section of the Alberta Centre for Active Living website (www.centre4activeliving.ca/category.cgi?c=3;s=15)
- Previous Physical Activity Forums (www.centre4activeliving.ca/news/physical-activity-forum/)
- Alberta Centre for Active Living mailing list, for news about physical activity research, resources and events (www.zoomerang.com/Survey/survey.cgi?p=WEB224NHFXBGNF)



Use It on Monday

Fit Camp

Level: Grades 4–6

Facility: classroom, gymnasium, multipurpose room, outdoors

Materials

- Audio equipment and energizing music
- Resistance tubing (approximately 2 m long) or Dyna-Bands (resistive latex bands)
- Chairs

Overview

Fit Camp is fun! Take your classes through a series of energizing fitness exercises to challenge them and increase their individual level of fitness. This activity can be done almost everywhere and with little or no equipment. Get started at school, and encourage students to do this workout at home, too!

Activity Description

Before beginning the activity, demonstrate or review each exercise. Start the activity with a quick warm-up—jogging on the spot. Call out the exercises (see below for examples) and the number of repetitions (for example, 10 chair squats). After the students have completed the exercise, have them run on the spot as fast as they can until you call out a new exercise. Students should run on the spot for at least 20 seconds between exercises.

Suggested Exercises

Chair Squats

Begin in a standing position, with your arms extended straight out in front of you at shoulder level. Bend your knees and move your hips down and back, like you are going to sit in a chair. Then stand up again.

Push-Ups

Lie on your stomach, and place your hands on the floor, just outside your shoulders. Extend your feet behind you, hip-width apart or together. Using your arms, push your body up and off the floor. Keep your body straight from your head to your feet.

Chair Toe Taps

Stand facing the front of a chair and lift one foot. Tap your toes on the seat of the chair. Switch feet. Repeat.

Calf Raise

Stand facing the back of a chair and hold on to the backrest to maintain your balance. Alternate rising up on your toes with lowering your heels back to the floor.

Bicep Curls

Stand on the resistance tubing or band, and hold the ends in your hands. Let your arms hang at your sides. Slowly lift your hands up toward your shoulders, bending your arms at the elbows. Try not to move your

Adapted from the Ontario Physical and Health Education Association (Ophea) DPA Activity Card Set, Volume 2. For more information on the activity cards, go to www.ophea.net/dpa2007.cfm.

elbows while your hands move up. Slowly return to the starting position and repeat.

Triceps Extensions

Sitting on a chair, hold one end of the resistance tubing at your side. Feed the other end under the seat of the chair, and grab hold of it with your other hand. Keeping one hand at your side, use the other hand to pull the tubing above your head. Straighten out your arm but keep both your hand and the tubing behind your head. Slowly drop your hand, bending your arm at the elbow. Straighten your arm again. Repeat. Switch arms, and do the same number of reps. Do not let your elbows flare outward when you pull up on the tubing.

Fast Feet/Slow Feet

Run quickly on the spot for 20 seconds. Then march on the spot with high knees for 10 seconds. Repeat.

Shoulder Press

Feed the tubing under the seat of a chair. Sitting on the chair, firmly hold on to both ends of the tubing and extend your arms straight up over your head. Let your elbows drop out to the side and to shoulder level. Then extend your arms up again. Repeat.

Bicycle

Sit on the edge of a chair, lean back a bit and simulate riding a bicycle (pedalling). Hold on to the seat of the chair for balance.

Seated Bench Press

Wrap the resistance tubing around the back of the chair. Sit down and grasp each end of the tubing in each hand. Lift your elbows up and out to the side to shoulder level, with your arms bent at 90 degrees at the elbow. Slowly push your hands straight out in front of your body, so your arms are parallel to the floor. Repeat.

Kick-Boxing

Alternate right and left punches and right and left leg front kicks.

Upright Row

Hold on to the two ends of the tubing, and stand on the tubing. Leading with your elbows, pull both hands straight up to chin level. Slowly drop your hands and elbows back down in front of your body so that your arms are straight again. Repeat.

Be Seen and “Herd”

Level: intermediate

Facility: gymnasium, multipurpose room, outdoors

Materials

- Music (both fast and slow tempo)
- CD player

Overview

With a skill theme approach to dance, students can learn the basic tools to help them move with a sense of freedom. This activity relies on teamwork and concentration for success!

Activity Description

Have groups of students form a diamond-like shape. Pick the student at one point of the diamond to lead the group.

When the music starts, the leader moves in a straight direction, with creative movement. The other members (the herd) follow and imitate the leader’s movement.

When the leader changes direction, the person who is now at the front of the herd becomes the new leader. The goal is to transition smoothly between leaders so that the lead is shared and new creativity is injected into the group’s movement.

Adapted from an activity in the Ontario Physical and Health Education Association (Ophea) Vibrant Faces program. Vibrant Faces promotes a healthy, active lifestyle to adolescent girls in Grades 7 and 8 by addressing issues such as perceived incompetence, self-esteem, body image and motivation. For more information, go to www.ophea.net/Ophea/Ophea.net/vibrantfaces.cfm.

Bouncing Bubbles

Level: kindergarten

Facility: gymnasium, multipurpose room, outdoors

Materials

- Balloons or beach balls (1 for each student)

Overview

Summer holidays are just around the corner. Celebrate by bouncing bubbles with your students.

Activity Description

Have students perform the following tasks with a balloon (or a beach ball):

- Keep the balloon in the air using your feet, your hands and other parts of your body.

- Hit the balloon at different levels and in different directions.
- Kick the balloon from side to side.
- With a partner, use various body parts to keep the balloon in the air.
- Toss the balloon in the air and perform an action before hitting it again (for example, toss the balloon and clap your hands, or toss the balloon and touch the floor).
- Play catch with a partner.
- Roll the balloon along the floor using your hands.

Challenge students to come up with their own ways to move the balloon.

Adapted from an activity in the activ8 module for primary students. The Ontario Physical and Health Education Association (Ophea) activ8 program, for K–8 students, is a curriculum-based program that helps children and youth of all abilities develop their fitness and skill levels. For more information, go to www.activ8.org.

Kickout!

Level: junior, intermediate

Facility: gymnasium, outdoors

Materials

- Soccer balls (1 for each student)
- Pylons

Overview

With a skill theme approach to learning soccer, your students will learn the basics so that they will have the tools to participate. This activity is all about ball control.

Activity Description

Using pylons, mark an area of approximately 10 metres square. All students start inside the square, and each one has a ball. On the teacher's signal, students begin dribbling the balls inside the square, keeping close control of their own ball while trying to kick the balls of other players out of the square. If a student's ball is kicked out of the square, the student must dribble the ball around the area three times before re-entering the square.

Adapted from an activity in the Ontario Physical and Health Education Association (Ophea) Vibrant Faces program. Vibrant Faces promotes a healthy, active lifestyle to adolescent girls in Grades 7 and 8 by addressing issues such as perceived incompetence, self-esteem, body image and motivation. For more information, go to www.ophea.net/Ophea/Ophea.net/vibrantfaces.cfm.

Locomotions for Grades 1–3

Outcome

Students will select and perform locomotor skills involved in a variety of activities (A2-1).¹

Signs That Students Are Achieving the Outcome

- Students can hop, crawl, gallop and run.
- Students can move in the appropriate way for their assigned role.

Equipment

- Obstacle-free area
- Hula Hoops (4–7)
- Fast-paced country music (for example, “Cotton Eye Joe,” by Rednex)

Related Resources

- *Ready-to-Use P.E. Activities for Grades K–2*, by Joanne M Landy and Maxwell J Landy (1992a)
- *Ready-to-Use P.E. Activities for Grades 3–4*, by Joanne M Landy and Maxwell J Landy (1992b)
- Alberta Education’s Physical Education Online website (<http://education.alberta.ca/physicaleducationonline/>)

Safety First!

For safety, equipment and supervision considerations when planning tag-type activities, see *Safety Guidelines for Physical Activity in Alberta Schools* (Alberta Centre for Injury Control and Research 2008, 51).

Warm It Up—Rabbits and Foxes

Choose four or five students to be foxes. Foxes must travel on their hands and knees/feet and try to tag rabbits. All other students are rabbits, who must travel by hopping on one foot. Students may need to switch the

hopping foot often throughout the warm-up. If a rabbit is tagged by a fox, they switch roles (that is, the rabbit becomes a fox, and the fox becomes a rabbit). After five minutes, signal the last minute of play. During the last minute, when a rabbit is tagged it becomes a fox, but the fox does not become a rabbit. The goal is to catch all of the rabbits as quickly as possible in the last minute. The proper technique, teaching tips and a video of hopping can be found on the Physical Education Online website (see Related Resources).

Whoop It Up—Galloping

Be sure to take into account the abilities of all students when planning learning opportunities, and incorporate variations as needed to ensure learning and success for all.

Have students scatter themselves around the activity area and find a personal space. Demonstrate the basic gallop step: take a big step forward with one foot and then step forward with the other foot to bring the feet together. Ensure that students understand that one foot always leads and the other foot always follows. A good analogy is that the lead foot is the cat foot, which is always being chased by the other foot, the dog foot. The dog foot never catches the cat foot. The feet may do a little “kiss” in the middle as they are moving, but the dog foot never passes in front of the cat foot.

Have the students practise galloping around the gym into open spaces. On the signal to stop, ask students to switch the lead foot and continue galloping into open spaces. As students master the gallop step, have them perform it slow and fast, high and low. Challenge students to try to perform double gallops (that is, switching the lead foot after every two gallops), and to create galloping patterns that incorporate a variety of galloping steps and include other locomotor skills (for example, walking, running, hopping, jumping and skipping).

Adapted from Lesson 1 of the K–3 types of gymnastics unit in the Ever Active Schools Recipe Card Lesson Plans. See page 21 for more information.

Roundup

Choose four to seven students to be cowboys (or cowgirls). The cowboys will run around the activity area, holding a Hula Hoop and using it as a lasso to try to catch a horse. All the other students are horses, and they must travel by galloping. If a horse is encircled by a hoop and captured, the cowboy brings it to the corral (a designated corner of the activity area). Before being set free to leave the corral and join the other horses on the open range, a horse that has been captured must perform a special exercise (for example, five tuck jumps and a leap, or have the class choose the exercise). Play country music during the game. Stop often to allow the cowboys to switch roles with the horses by giving them the Hula Hoops.

Wrap It Up

Review the basic gallop step. Ask students to gallop slowly (like tired horses) and gather in the middle of

the activity area. Have them identify activities that may require a gallop step. Review the rules of the roundup game and consider using it for a warm-up the next class.

Note

1. From Alberta's K–12 physical education program of studies (Alberta Learning 2000).

References

- Alberta Centre for Injury Control and Research (ACICR). 2008. *Safety Guidelines for Physical Activity in Alberta Schools*. Edmonton, Alta: ACICR. Also available at www.acicr.ualberta.ca/pages/documents/SG_PA_Sept17_2008_FINAL_001.pdf (accessed June 17, 2009).
- Alberta Learning. 2000. *Physical Education (K–12)*. Edmonton, Alta: Alberta Learning. Also available at <http://education.alberta.ca/media/450871/phys2000.pdf> (accessed June 17, 2009).
- Landy, J M, and M J Landy. 1992a. *Ready-to-Use P.E. Activities for Grades K–2*. Upper Saddle River, NJ: Parker.
- . 1992b. *Ready-to-Use P.E. Activities for Grades 3–4*. Upper Saddle River, NJ: Parker.



Awards

Physical Education Teaching Excellence Award

The Physical and Health Education (PHE) Canada/Wintergreen Phys-Ed Physical Education Teaching Excellence (PETE) Award recognizes teachers who provide outstanding teaching performance at the elementary, middle or secondary levels, and who have an exceptional ability to motivate students to participate in a lifetime of physical activity.

Who Can Nominate a Teacher for a PETE Award?

Provincial and territorial physical and health education associations, colleagues, parents, students and anyone wishing to highlight the exceptional service of a physical education teacher are encouraged to submit a nomination.

Eligibility Requirements

To be eligible, the nominated teacher must

- have a primary teaching responsibility in physical education (minimum 60 per cent) in one or more grades (K–12);
- hold a bachelor of physical education degree (or a bachelor of education or kinesiology degree with a concentration in physical education);
- be fully certified by the province;
- follow provincial curriculum, using sound pedagogical principles;
- have a minimum of five years of teaching experience in physical education;
- have a full-time teaching contract, current at the time of nomination and selection;
- complete a PETE Award nomination package; and
- not be a previous PETE Award recipient.

The nominee must be a teacher who

- conducts a quality physical education program, as reflected in PHE Canada's definition;

- serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship and sensitivity to the needs of students; and
- participates in PD opportunities related to the teaching of physical education (the nominee should be someone who not only attends PD opportunities but also shares his or her expertise with fellow teachers locally, regionally or provincially).

What Do PETE Award Recipients Receive?

Provincial/territorial PETE Award recipients will receive the following:

- A PETE Award of Recognition plaque
- The opportunity to provide workshops and insertives at the national PHE Canada conference to highlight their winning strategies and techniques in teaching physical education
- A write-up in the *Physical and Health Education Journal*
- A write-up in the conference program and a presentation during the PETE Award ceremony
- A PETE ribbon for their conference delegate name tag
- A free one-year membership in PHE Canada

Three national PETE Award recipients will also receive the following:

- Free travel, accommodations and registration at the PHE Canada conference
- A \$500 gift certificate to purchase Wintergreen Phys-Ed products
- A recognition plaque presented during the scheduled awards ceremony at the conference

For more information, go to www.phecanada.ca/eng/awards/peteacher.cfm.





More Great Links

Provincial Health and Physical Education Teachers' Associations

Association of Physical Educators of Quebec (APEQ)
www.apeqonline.net

Fédération des éducateurs et éducatrices physiques enseignants du Québec (FÉÉPEQ)
www.feepeq.com

Health and Physical Education Council (HPEC)
<http://hpec.teachers.ab.ca>

Manitoba Physical Education Teachers Association (MPETA)
www.mpeta.ca

Ophea (Ontario Physical and Health Education Association)
www.ophea.net

Physical Education in British Columbia (PE-BC)
www.bctf.ca/pepsa/

Saskatchewan Physical Education Association (SPEA)
www.speaonline.ca

Other Links of Interest

activ8 Program (Ophea)
www.activ8.org

Active and Safe Routes to School (ASRTS)
www.saferoutestoschool.ca

Active Healthy Kids Canada
www.activehealthykids.ca

Active Living Alliance for Canadians with a Disability (ALACD)
www.ala.ca

Alberta Coalition for Healthy School Communities (ACHSC)
www.achsc.org

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
www.aahperd.org

Calendar of Health Promotion Days (Health Canada)
www.hc-sc.gc.ca/ahc-asc/conferences/calend/

Canada Games
www.canadagames.ca

Canada's Physical Activity Guide to Healthy Active Living
www.paguide.com

Canadian Association for School Health (CASH)
www.cash-aces.ca

Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)
www.ccupeka.ca

Canadian Diabetes Association
www.diabetes.ca

Canadian Fitness and Lifestyle Research Institute (CFLRI)
www.cflri.ca

Canadian Institute of Child Health (CICH)
www.cich.ca

Canadian Paediatric Society (CPS)
www.cps.ca

Canadian Parks and Recreation Association (CPRA)
www.cpra.ca

Canadian School Sport Federation (CSSF)
www.schoolsport.ca

Canadian Society for Exercise Physiology (CSEP)
www.csep.ca

Caring for Kids (Canadian Paediatric Society)
www.caringforkids.cps.ca

Coalition for Active Living (CAL)

www.activeliving.ca

College of Family Physicians of Canada (CFPC)

www.cfpc.ca

Concerned Children's Advertisers (CCA)

www.cca-kids.ca

Directorate of Agencies for School Health (DASH) BC

www.dashbc.org

Eating Well with Canada's Food Guide

www.hc-sc.gc.ca/fn-an/food-guide-aliment/

Health Canada

www.hc-sc.gc.ca

Heart and Stroke Foundation of Canada

www.heartandstroke.ca

Human Kinetics Publishers

www.humankinetics.com

JumpRope.com

www.JumpRope.com

Ontario Healthy Schools Coalition (OHSC)

www.opha.on.ca/ohsc/

Ontario School Advocate

www.school-advocate.ca

ParticipACTION

www.participaction.com

Recreation Newfoundland and Labrador

www.recreationnl.com

Sport Canada

www.pch.gc.ca/pgm/sc/index-eng.cfm

Tim Hortons Children's Foundation

www.timhortons.com/ca/en/goodwill/childrens_about.html

Voices and Choices (School Health Initiative)

www.phac-aspc.gc.ca/vc-ss/welcome-eng.php

World Health Organization (WHO)

www.who.int

YMCA Canada

www.ymca.ca



Instant Inspiration: Quotable Quotes

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.
—Henry Ford

Housework is a breeze. Cooking is a pleasant diversion. Putting up a retaining wall is a lark. But teaching is like climbing a mountain.
—Fawn M Brodie

Teaching kids to count is fine, but teaching them what counts is best.
—Bob Talbert

Example isn't another way to teach; it is the only way to teach.
—Albert Einstein

A master can tell you what he expects of you. A teacher, though, awakens your own expectations.
—Patricia Neal

The greatest sign of success for a teacher . . . is to be able to say, "The children are now working as if I did not exist."
—Maria Montessori

At every step a child should be allowed to meet the real experiences of life; the thorns should never be plucked from his roses.
—Ellen Kay

Education is the ability to meet life's situations.
—John G Hibben

A teacher affects eternity; he can never tell where his influence stops.
—Henry Adams

Good teaching is one-fourth preparation and three-fourths theater.
—Gail Godwin

Most people are willing to pay more to be amused than to be educated.
—Robert C Savage

The least expensive education is to profit from the mistakes of ourselves and others.
—Unknown

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

It is in identifying yourself with the hopes, dreams, fears and longings of others that you may understand them and help them.
—W A Peterson

What sculpture is to a block of marble, education is to a human soul.
—Joseph Addison

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

In youth we learn; in age we understand.
—Marie von Ebner-Eschenbach

You can always tell luck from ability by its duration.
—Unknown

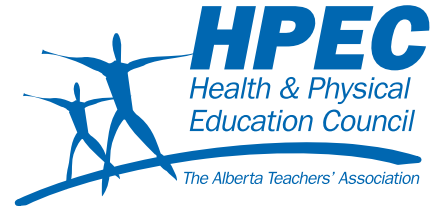
Humility does not mean you think less of yourself. It means you think of yourself less.
—Ken Blanchard

The beginning is always today.
—Mary Wollstonecraft

The real voyage of discovery consists not in seeking new landscapes but in having new eyes.
—Marcel Proust

Donation Form/Invoice

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



Name of Donor: _____

Street Address: _____

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Province: _____ Postal Code: _____

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

Amount of donation: _____

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

I wish to make this donation _____ in honour of _____ in memory of
(first and last name of person to be recognized) _____

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

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

Please contact Mary Ann Downing if you have any questions.

Mary Ann Downing

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

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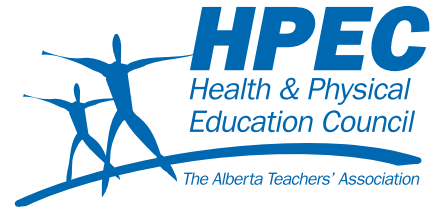
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* deceased

Grant Application Form

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



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

Name of Applicant: _____

Street Address: _____

City/Town: _____

Province: _____ Postal Code: _____

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

Brief Description of Activity/Project: _____

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

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David Bean	Mary Ann Downing	Neil Johnston	Dr Chuck Rose
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Be a Runner Contributor

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

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

Manuscripts on other themes will also be considered for publication.

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

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

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

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