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Runner

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The Alberta Teachers' Association

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Land-Based Teaching

The Fundamental Importance of Physical Activity

Cover photo: Astrid Kendrick

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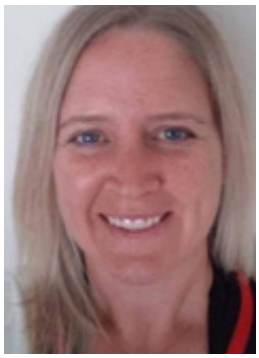
Editor's Message



What a year. The last time I sat down to write my editor's message, I had never heard of Wuhan, China, and was mainly concerned with mourning the death of my mother.

I listened only with half an interest to the growing spread of the new virus, and chuckled a bit when I saw international students wearing masks on the University of Calgary campus. I don't know very much about medicine—I'm a teacher doctor, after all—but I started paying much closer attention when Dr Li Wenliang of China died from COVID19, as medical doctors generally don't die from diseases they catch from their patients. Not much longer afterwards, schools in Alberta were closed, Prime Minister Trudeau was speaking to the country every day and my whole life was spent online.

My mom used to mutter, "Peace costs money" in times that she had to be civil to a rude person or complete an unpleasant task for the greater good. I feel lucky and privileged that in order to keep the peace and protect the vulnerable, I just had to stay in my middle-class home, wear my pretty cloth mask, and wash the skin off my hands. I felt lucky to live in a safe community where I could enjoy hiking, biking and going for a run in the rare times I left my house.

Most of all, I felt lucky that before my mom passed away last year, I could sit beside her, hold her hand and kiss her forehead as cancer slowly took her away. More than once, I have felt great sadness for our senior citizens and others in hospital who had to face their last days alone, with loved ones standing helplessly outside their window or speaking their words of love and encouragement through FaceTime.

Through spring and summer, I felt a bit of a reprieve. Everyone slowly emerged into their communities again, the infection and hospitalization numbers flattened out, and it seemed like we had a handle on this pandemic. But that glorious lull in the summer came to a crashing halt in September.

So, what does this have to do with physical education and health? As I write this message to you, I think about our unacknowledged importance as the teachers of health and wellness. I know many of you have been moved from the gymnasium to classroom teaching and desperately miss instilling a love of physical activity into children and youth. I suspect that you feel frustrated that, in a time when health is the most important, PE has been (in some cases) relegated to a "nice to have" option, rather than a key aspect of ensuring the lifelong health of the next generation. Recreation and youth sports have been pushed to the side at a time when kids need them the most, with little funding for safe, outdoor alternatives to keep them active. Teaching about vaccination has been relegated to influencers on YouTube.

My hope is that by the time this *Runner* is published, we've reached the end of the tunnel. As I write, in November 2020, we can see the light, but there's still plenty of slogging through mud to do before we get there. The articles in this issue were meant to capture some of the challenges and successes from this exceptional year. I hope that these ideas that helped us get through 2020 will help us flourish in 2021.

Warm regards,
Astrid Kendrick

President's Message

Tânísi âtawiya, hello and how are you all doing?

It is with gratitude and humility that I share this message with you. You are *incredible*! The innovation and collaboration that we are seeing in your schools, on Facebook and Twitter, and via many eClassrooms is outstanding.

As we look forward to our "normal" HPEC PD and conference season (whatever shape that may take), I urge you to consider meaningful professional development (MPD). As you make time to improve your professional practice, ask of your administrator, your colleagues and yourself to choose meaningful PD.

What does meaningful professional development actually mean (pun intended)? What is the difference between meaning and meaningful?

Consider the space called the *gymnasium*. What does it mean? It is a large, open indoor space. It becomes *meaningful* based on your experiences in that space. To a selection of people, it is a space of competition, athleticism, losses and victories. To some, it is a place for large meetings and assemblies. To a growing number, it is a venue for teaching and learning fundamental movement skills, dance, gymnastics, games and individual activities. To the occasionally overlooked, the gymnasium is an arena of terror and failure.

The term *meaningful* is applied to the nature of experiences. In their review of the literature, Beni, Fletcher and Ní Chróinín (2017) explain that individuals "ascribe meaningfulness by making sense of past, present, and future experiences (including interactions with self and others, artifacts, content, and pedagogies) through a process of synthesis and reconciliation" (p 292). Meaningful experiences are those that hold "personal significance" (Kretchmar 2007, 382). The same experience may be meaningful or meaningless to different individuals;

the experience is not innately meaningful. The distinction lies in our *interest* in the experience (Metheny 1968). The experience becomes meaningful when "we seize upon it, take it into ourselves, and become involved with it" (Metheny1968, 5).

As part of our dedication to providing professional development to our HPEC membership, please share your ideas for meaningful professional development with us via jodi.harding@gmail.com.

As we announced in November, due to the restrictions on in-person gatherings and for the health and safety of everyone, *HPEC has elected to cancel the HPEC 2021 conference*. The annual general meeting (AGM) will take place virtually on May 7, 2021. Meeting link details will be distributed in April 2021.

Finally, as we move through spring showers in anticipation of summer weather, check in on your *#1000hours outside* (www.1000hoursoutside.com/) progress; continue *#100hourstoselfcare*; and dedicate *#10hoursofPD* to meaningful learning experiences that will translate into continued outstanding health and physical education for our students. Finally, if you have not said *#1NO* yet, say no working on weekends for the remainder of the year!

Wishing you many meaningful experiences in teaching and learning.

Philámayaye, merçi and thank you.

Jodi Harding-Kuriger

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The Spectrum: Implications for Physical Education Teaching

Constantine Chatoupis

Abstract

The Spectrum of Teaching Styles is a conceptual framework that has remained for 50 years a guiding tool in teaching and research in physical education. According to Mosston and Ashworth (2008), the Spectrum consists of a continuum of 11 landmark styles, each of which emerges as decisions shift between teacher and learner. The 11 styles can be clustered into either reproduction (styles A–E) or production (styles F–K) teaching styles. This paper resulted from my 19-year involvement with Spectrum research. Reproduction as well as production teaching styles and their effects on various domains of human development were investigated by means of five studies published between 2003 and 2017. Implications for physical education teaching as well as connections to the SHAPE (Society of Health and Physical Educators) America National Standards (2014) are presented.

About the Spectrum

The Spectrum of Teaching Styles (Goldberger, Ashworth and Byra 2012) is a conceptual framework that describes and organizes the process involved in teaching. The Spectrum has been a valuable tool in physical education (PE) teaching for 50 years. Even today some scholars consider it as a viable instructional approach for delivering PE instruction at schools and for eliciting students' learning (Graham, Holt/Hale and Parker 2010; Buck et al 2007; Rink 2010).

In addition, the Spectrum still provides an organized repository for research results as well as a concrete model for the systematic generation of research questions (Chatoupis 2009; Goldberger, Ashworth and Byra 2012) such as, Are there differences or similarities in the use of the Spectrum between or among different cultures? What is the amount of practice time that learners spend in each teaching style, and is this is related to achievement? Which teaching styles work best for subgroups of learners with different characteristics within the classes? How do learners engage in the production of multiple responses in the production of teaching styles?

The entire structure of the Spectrum stems from the initial premise (the Axiom) that teaching behaviour is a chain of decision making. Every deliberate act of teaching is a result of a previous decision. The Axiom leads to the question, Decision about what? The answer to this question can be found in the anatomy of any teaching style that is composed of the conceivable categories of decisions that must be made (deliberately or by default) in any teaching–learning transaction. These categories are grouped into three sets:

- The *pre-impact* set includes decisions that define the intent—the specific planning and preparation decisions for what is to occur.
- The *impact* set includes decisions related to the implementation—the face-to-face interaction of the teaching-learning transaction.
- The *post-impact* set includes decisions concerning assessment—feedback about performance during the impact and evaluation of the overall congruence between the intent and the action of the learning experience.

By identifying who makes which decisions (the teacher or the learner), Mosston and Ashworth (2008) identified a series of teaching–learning configurations all connected by this same decision-making scheme. By shifting decisions between teacher and learner, Mosston and Ashworth (2008) identified a series of eleven landmark teaching styles. Table 1 gives an overview of each teaching style.

TABLE 1: THE ESSENCE OF EACH TEACHING STYLE

The Command Style (Style A)

Immediate and precise response by the learner to a stimulus by the teacher. Performance is accurate and immediate.

The Practice Style (Style B)

Time is provided for the learner to do a task individually and privately and for the teacher to give feedback to learners individually and privately. The teacher shifts decisions to the learners; decisions concerning where to practise, when to start, pace and when to stop.

The Reciprocal Style (Style C)

Learners work in pairs following criteria for performance and feedback designed by the teacher. Learners receive immediate feedback by their partner and develop socialization skills

The Self-Check Style (Style D)

Learners provide feedback for themselves by using criteria developed by the teacher.

The Inclusion Style (Style E)

The same task is designed for different degrees of difficulty. Learners decide their placement in the level of the task. Inclusion for all learners.

The Guided Discovery Style (Style F)

The teacher systematically leads the learner to discover a single correct answer previously unknown to the learner by using a sequence of questioning designed to bring the learner to that one correct answer.

The Convergent Discovery Style (Style G)

Learners are engaged in reasoning (or other cognitive operations) to discover the single correct answer. The teacher presents the question. The structure of the task requires a single correct answer.

The Divergent Discovery Style (Style H)

Learners are engaged in producing divergent responses to a single question, problem or task. A singular correct response is not sought.

Learner-Designed Individual Program Style (Style I)

The learner designs, develops and performs an organized program in consultation with the teacher. The teacher selects the general subject matter area.

Note: The self-teaching style and the learner-initiated style are not included in the present description because they are not used in K–12.

The first five styles (command, practice, reciprocal, self-check and inclusion) form a cognitive cluster of teaching options that foster *reproduction* (memory) thinking. The remaining styles (guided discovery, convergent discovery, divergent discovery, learner-designed individual program, learner-initiated, self-teaching) form a cognitive cluster of teaching options that invite *production* (discovery) of new knowledge.

The structure of the decisions in each of the 11 landmark styles has developmental effects on each of the developmental channels. The developmental channels are the basic areas through which learners progress as individuals. Each developmental channel comprises an infinite number of human attributes, and each style's decisions trigger the development of specific attributes along each of the developmental channels: physical, social, emotional, cognitive, moral, sexuality and mindfulness. Figure 1 delineates the structure of the Spectrum framework as described previously.

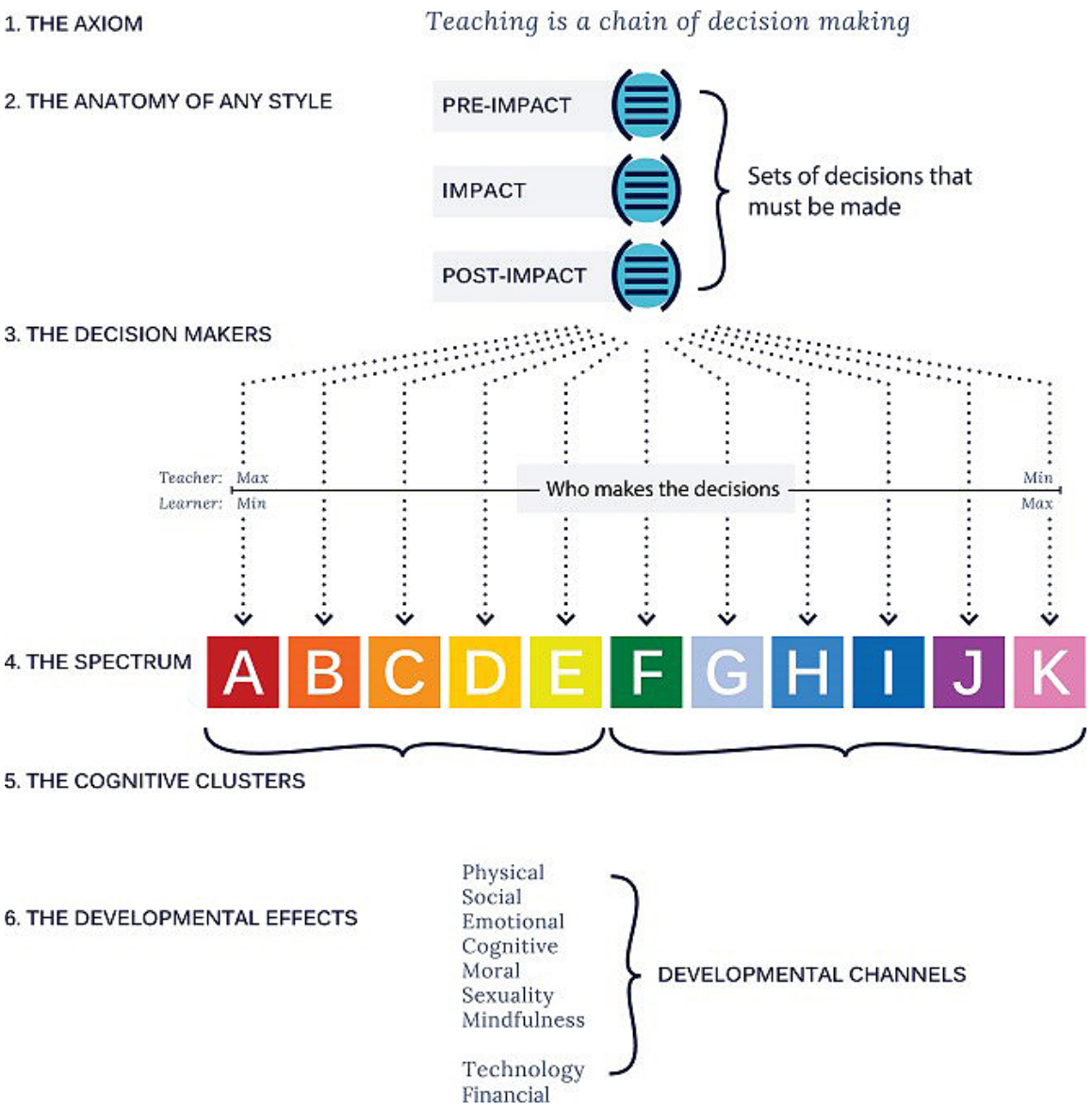

Figure 1. The framework

(Reproduced from https://spectrumofteachingstyles.org/index.php?id=20, with permission.)

Purpose

As a doctoral student and later as a research and teaching assistant at the National and Kapodestrian University of Athens (Greece), I conducted a number of Spectrum studies that explored the effects of certain teaching styles on students' learning. The teaching styles studied were reproduction styles (that is, practice, reciprocal, inclusion) as well as a production teaching style (that is, divergent discovery style). Participants were elementary school children, and the educational outcomes evaluated were self-perceived competence (a measure of self-motivation), divergent movement ability (a measure of critical thinking), soccer dribbling skill (a measure of motor performance), practice trials (a measure of task engagement) and perceived comfort when working with a partner (a measure of social development).

All four teaching styles were chosen on the basis of their current popularity at schools worldwide (see Chatoupis 2018a). In addition, over the past fifty years Spectrum research has focused mainly on those four teaching styles (Chatoupis 2010, 2020). Therefore, I decided to build upon existing knowledge in an area of widespread application.

The present paper discusses the implications of using these four teaching styles for PE teaching, based on the results of the aforementioned studies. In addition, it shows how the national standards for PE (SHAPE America 2014) connect with these styles.

Implications for PE Teaching and Connections to National Standards

Reciprocal Style

Physical education teachers who value outcomes related to social relationships and conditions for immediate feedback need to employ not only the reciprocal style but also the appropriate pairing technique. In particular, if teachers are to encourage learners to give and receive feedback, they should allow learners to choose the partner they want and consider as tolerant, patient and supportive (Chatoupis 2015; Ernst and Byra 1998). This makes sense because usually people enjoy working with someone they know and like and it is more comfortable to give and receive feedback with a person one likes and trusts (Mosston and Ashworth 2008). In addition, if the goal is to succeed in motor skill performance, the pairing technique that seems to accommodate the above goal is learner selection (learners select each other) (Chatoupis 2015; Byra and Marks 1993; Ernst and Byra 1998).

But what happens when the class has an odd number of learners or when a given pair may not want to be together? Under the circumstances, the teacher has two options: he or she can either ask the extra person(s) to join another pair or ask the extra person(s) to do the task in the practice style and have the teacher offer the feedback (Mosston and Ashworth 2008).

When learners select each other in the reciprocal style of teaching, they work toward benchmarks associated with the first content standard (motor competency) as well as standard 4 (personal and social responsibility) of the national standards for PE (SHAPE America 2014).

Practice Style

The teacher rotation (TR) and learner rotation (LR) formats[1] included under the canopy *practice style* represent organization options of station teaching and decision-sharing models of teaching. PE teachers who value outcomes related to the psychomotor domain (for example, soccer skills) and to increased learner responsibility can employ either format (Chatoupis and Vagenas 2017). In station teaching, learners do not have to wait in long lines to practise, and adequate amounts of space and equipment are provided. Such conditions can motivate learners to learn (Graham 2008; Mosston and Ashworth 2008). Likewise, decision-sharing models like the various formats of the practice style can lead learners to improving their motor skill performance (Mosston and Ashworth 2008). Apart from gains in motor skill performance, the LR format can also aid learners to assume more self-responsibility (Byra, Sanchez and Wallhead 2014; Goldberger and Gerney 1990).

If educators are to provide learners with more practice time and encourage further achievement, they need to employ the LR format, in which learners are allowed to make time decisions (Chatoupis and Vagenas 2017). By manipulating their allocated time per task, learners can achieve more engaged time. Appropriate practice trials or engaged time has been found to be strongly correlated to learner achievement in the psychomotor domain (for example, motor skill acquisition; Lee and Poto 1988; Metzler 1989; Rink 2010; Silverman 1990). Learners taught with the LR format achieve the benchmarks associated with national standards 1 (motor competency) and 4 (responsible personal behaviour) (SHAPE American 2014).

However, teachers have to be alert to learners' lack of personal social responsibility associated with making decisions. Siedentop and Tannehill (2000) stressed that for educators to use task teaching well, learners need to have good self-control skills. In addition, a shift in decision-making responsibility may lead to less active time, especially when learners are not accustomed to making decisions (Byra, Sanchez and Wallhead 2014).

Inclusion Style

According to competence motivation theory (Harter 1978), optimal challenges together with successful performance outcomes can be associated with maximized self-perception. The notion of optimal challenges and successful outcomes may be at work when learners are taught with the inclusion style (Chatoupis 2005; Mosston and Ashworth 2008). Considering that children who perceive themselves to be competent at a skill will maintain interest in mastering the skill and being involved in it (Harter 1978), choosing the inclusion style makes good sense. The inclusion style allows for task or equipment modifications and thus can be effective in influencing learners' beliefs about athletic competence (Chatoupis 2005) and feelings about themselves in general (Goldberger 1984; Mosston and Ashworth 2008; Robinson and Turkington 1992).

In an attempt to find whether or not self-perception may vary as a function of the teaching style and gender, Chatoupis and Emmanuel's (2003) study revealed that the inclusion style is an effective approach to teach girls masculine-typed skills without affecting negatively their self-perceptions. Girls are not so positive about their competence on masculine-typed sports like football (Lee 1997; Lirgg 1991; Bowker, Gadbois and Cornock 2003); therefore, teaching girls such sports with the inclusion style makes sense. The inclusion style can help learners achieve the benchmarks associated with national standard 4 (The physically literate individual exhibits responsible personal behaviour that respects self) (SHAPE America 2014).

Divergent Discovery Style

Physical education teachers who value outcomes related to critical thinking need to employ strategies that involve learners in cognitive functions such as utilizing previous information, asking questions, making judgments and generating alternative solutions. The divergent discovery style appears to realize the above goal (Chatoupis 2013). If teachers are to fulfill the current cognitive standards expected in PE, they will need to use teaching styles that encourage learners to actively pursue the production of alternative divergent solutions and critical thinking.

In the divergent discovery style, learners are engaged in cognitive operations such as categorizing, hypothesizing or solving through proper questioning, thus developing divergent thinking skills; this helps learners achieve the benchmarks associated with national standard 2 (applying knowledge of concepts, principles, strategies, and tactics related to movement and performance) (SHAPE America 2014).

Concluding Thoughts

The purpose of this article was to provide an overview of the Spectrum of Teaching Styles, to demonstrate the usefulness of four teaching styles in elementary school settings, and to emphasize the alignment between these styles and SHAPE America's national standards for PE.

Syllabus documents of many countries around the world encourage teachers to adopt a variety of pedagogical approaches to be able to meet a great number of educational objectives (see Chatoupis 2018a). The Spectrum is a useful instructional framework when attempting to infuse educational objectives associated with the psychomotor, social, emotional and cognitive developmental channels into a daily instructional routine. Teachers who wish to reach more objectives should learn teaching styles additional to their personal style (Mosston and Ashworth 2008).

In the reciprocal style of teaching, pairing by companionship seems to have significant effects not only on motor skill gains but also on comfort levels (feeling comfortable when receiving feedback from a friend). PE teachers should permit learners to select their own partners when employing the reciprocal style, unless other contingencies are evident (for example, social behaviour issues) (Byra 2019).

Station teaching as introduced by the TR and LR formats of the practice style enables freedom of movement and freedom of expression while promoting motor skill acquisition. It allows ample time for individual instruction (especially the LR format), personal communication between teacher and learner, and the opportunity for self-paced learning of a skill (Byra 2018; Davis 1975; Goldberger 1992; Kunstadt 1983).

The inclusion style, by means of task or equipment modification, can ensure successful skill performance, which in turn seems to affect motivation and feeling about oneself (Goldberger 1984). In addition, it is suggested that when the teacher wants to teach girls masculine-typed sports without affecting negatively their self-esteem, the inclusion style should be used.

Teachers who engage their learners in the divergent discovery style are demonstrating that they value learners using class time for the process of discovery (Byra 2020). The divergent discovery style can be used to enhance learners' abilities to participate in activities that require greater independence and demonstration of different critical thinking skills (that is, production of alternative ideas) (Chatoupis 2018b; Cleland and Pearse 1995).

If teachers seek to achieve wider learning gains and independent learning and, at the same time, are interested in meeting the SHAPE America national standards for PE, then the four aforementioned teaching styles may be the way to go.

Note

1. Under the TR format, the participants rotate from station to station, in a specific order, every few minutes on the command of the teacher. Under the LR format, the participants decide the order in which to rotate (from station to station), the amount of time to spend at each station and when to rotate from station to station.

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Constantine Chatoupis earned his PhD at the University of Manchester (UK). His main research interests lie in the area of teaching effectiveness and instructional methodology. In particular, using Spectrum theory, he investigates the effects of teaching behaviours on elementary school children's learning and achievement. He has published his research work in several European and American journals. For 11 years, he has been affiliated with the National and Kapodestrian University of Athens (Greece). Currently, he works as a physical education teacher at the third secondary school of Chania (Greece). Apart from his research work, he has published literary work in newspapers and literary journals as an essayist, poet and novelist.

Land-Based Teaching

Jennifer Davis

COVID-19 health measures, while causing disruption and chaos for many school boards, parents and communities across Canada, have provided an unequalled opportunity for educators to explore the viability of moving their classrooms outdoors. For years, advocates of outdoor learning have urged parents and teachers to provide opportunities for children to spend more time outside. Richard Louv, in his 2005 book, *Last Child in the Woods*, contends that "nature deficit disorder" is a prime cause for the increase in various behavioural and social problems found in contemporary classrooms. Eco-activist David Suzuki, through his foundation, has encouraged both schools and individuals to join such campaigns as the 30 × 30 Challenge (*Toronto.com* 2015), which was launched in 2014 and continues currently with a Facebook presence.

Over the years, private schools, such as the Forest and Nature Schools (https://childnature.ca /about-forest-and-nature-school/) have also been founded in almost every province across Canada. Their website lists 4 affiliates in Alberta and more than 40 nationwide, with varying grade/class availability and tuition rates. These schools share the common viewpoint that children need to be outside and to develop a close relationship with the Land: to feel at home in nature. They all stress the impact of learning/playing outside on every aspect of students' well-being, a finding supported by a recent study by German educational psychologist Ulrich Dettweiler (Dettweiler et al 2017). He found that students who spent even one day learning outdoors maintained a healthy level of cortisone (stress hormone) levels, while those who stayed inside kept a higher stress level the entire day.

Educational researcher Ming Kuo, from the University of Illinois, found similar results with Grade 3 students who were taken outside to learn. While teachers anecdotally reported increased calmness and decreased fidgeting, students were also found to be more engaged in the lesson for longer periods of time (Kuo, Browning and Penner 2018). Interestingly, Kuo also found that students' retention of knowledge was stronger.

In Canada, Indigenous scholars and other educators who support the resurgence of Indigenous pedagogy are publishing research that supports the traditional belief that the land is our first teacher, and that a relationship with the land is integral to our well-being. Researcher John Hansen (2018) quotes Elders from his home community of Opaskwayak Cree Nation in Northern Manitoba, who clearly state that it is through becoming familiar with the land and developing connections with the natural world that children will develop a sense both of identity and of belonging. The Elders believe that the need for both identity and belonging extends to all children, not just those of Indigenous heritage.

With research evidence that learning outdoors, on the land, improves behavioural and social interactions with students, increases engagement and retention, and allows for the development of a sense of belonging, it is reasonable to ask why public school systems nationwide have not adopted a vision of moving classrooms outside. Why has this experience to date been mainly limited to those students whose parents can afford to pay tuition, or to individual credit courses offered by some school boards, or to those Indigenous communities who have taken the sometime costly initiative of developing their own land-based learning models (Malone 2018)? Why is the practice of learning and teaching outside the exception rather than the rule?

Chantrell (2015) and Coe (2016) identify some of the barriers to moving classes outside as being weather, teacher fear of losing control, availability of suitable outdoor areas, teacher knowledge, paperwork required, and various other teacher/parent concerns regarding student safety and the relevance of outdoor instruction

to curriculum. Coe makes the point that while learning from the land outdoors can take the form of enquiry learning at its best, teachers might begin to be comfortable if they would simply take their regular lessons and teach them outside.

From my own research, I have developed three possible directions teachers can take when moving classes outside. The first, as Coe suggests, is simply to take their students outside to do whatever activity they would otherwise be doing in the classroom. This works particularly well with reading and physical education, but could also be a successful approach in art and drama. The second possibility is to devise assignments that can be completed outside, such as finding specific angles, measuring density of snow or soil analysis. I once had a preservice teacher who taught the entire water cycle through the example of wet mittens. The third, and probably most difficult for teachers to embrace but the most worthwhile for students, is to send them out into the playground with no structured agenda beyond the instruction to find something of wonder.

And the question of weather in Canada? My husband, who taught a land-based secondary school course in Thompson, Manitoba, where the winter temperatures regularly dip to -50 degrees, taught his students that "there is no inappropriate weather, only inappropriate clothing." At a time when provincial education departments and individual school boards are providing students with technological devices that enable online learning, it does not seem impossible that funds to provide appropriate clothing where necessary could be raised.

Doctors across the country—indeed, worldwide—have repeatedly told us that the safest place to be during this pandemic is outside. It is still unrealistic to expect public school boards to embrace outdoor learning for everyone and in every circumstance, although some schools, such as Forest Hill Junior School in St Lazare, Quebec, are doing so (Tomkinson 2019). The opportunity that COVID has given us is to try this approach in baby steps. If teachers would take one class per day outside, students would have the benefit of fresh air and freer movement, socially distancing without masks. Through this experience teachers and students would develop a higher comfort level in being away from the building; eventually, time spent outdoors could increase and a sense of wonder and curiosity be gained.

Taking lessons outside and progressing to a sense of wonder represents only the beginning of feeling at home on the land and developing a sense of identity and belonging. To accomplish the latter, definite land-based skills need to be acquired and practised, but first of all both students and teachers need to break away from dependence on a building, complete with classrooms and furniture. The COVID pandemic has given Canadian educators the chance and the cause to explore outdoor pedagogy at all levels. We could ignore the opportunity and continue making learning on, with and from the land a privilege outside the parameters of public education. Or we could move outside our comfort zone, listen to the Elders and the researchers, and take a bold step toward introducing our students and teachers to a way of learning and teaching as ancient as the earth Herself.

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Jennifer Davis is a grandmother whose hope is that the education system in Canada will shift toward recognizing the sacred, and learn from traditional Indigenous pedagogy in time for some of the most precious little people in her life to experience that change. Presently she teaches in the Faculty of Education, Queen's University, where the furthering of land-based education resources and the acknowledgement of Indigenous teaching practices, along with the keepers of that knowledge, are her teaching and research passions. She believes it is time to listen to what the Elders say, and to acknowledge the land as teacher.

Physical Education During a Pandemic

John Byl

Head outdoors, individualize instruction and use innovative ideas. Three great features of an excellent physical education class. COVID-19 may now push us a little, to even greater places. Try to focus less on what you cannot do in a pandemic environment, and focus on how you can enhance the educational experience for all students. As we attempt to balance education and infection control, this is certain to be a learning experience for us all. To help guide us, experts have gathered a living document on the PHE Canada website, "COVID-19 Pandemic: Return to School Canadian Physical and Health Education Guidelines."[1]

Where do we best do physical education? PHE Canada's guidelines recommend that we use outdoor spaces and parks as much as possible. When that is not possible and a gym must be used, the guidelines stress that it is important to maintain physical distancing (2 metres apart) as much as possible, and open the doors to maximize airflow. If you have a small indoor space for students to be active in, then some students will need to be playing while others are on the side. Students on the side will need to be spread out:

- Consider putting tape or some spot identification spots on walls to spread these students out.
- Students on the sides can be on teams that are playing, and pass any balls that go to the sidelines.
- Develop a circuit of exercise stations; when most of the nonplaying students have completed their station, the students rotate or switch with players active on the playing area.

In terms of equipment, the PHE Canada guidelines suggest the following:

- Focus on activities that do not use equipment.
- If equipment must be used,
  - avoid sharing equipment by numbering and assigning each student their own supplies;
  - assemble individualized PE kits that can be assigned to students;
  - have students create their own PE kits to use at home or at school, and set aside a budget for additional kits to be purchased;
  - make sure the equipment has been properly disinfected after each use and has not been touched after disinfection; and
  - anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to recleaning equipment

I also encourage teachers to establish a disinfection routine that includes students in that process so they learn how to disinfect, so that the process happens more quickly, and so that students also learn to leave equipment in the right condition for the next set of users.[2]

What are some examples of how we can do the above? In team games, one way might be to set up teams of four against four where players must stay in their defined areas, as shown in the diagram below. All the games must require passing through some kind of hand-held piece of equipment or by using feet. Using the diagram below, participants could play soccer this way, with the X players attempting to knock down the pins to the diagram's left, and the O players attempting to knock down the pins to the diagram's right. Knocking down pins, rather than having a goalie, reduces hand-to-hand contact of the equipment. The alternative, if goalies are preferred, is for goalies to have their own goalie gloves. A similar format could also be used for sports like broomball, field hockey or floor hockey. Ultimate will not work because players need to touch the same disc. However, Ultimate rules, with some defining of individual player spaces, could be done with scoops or lacrosse sticks. A new sport, You.Fo (https://you.fo/) could also be engaged in with Ultimate rules.

Pin	O	X	O	X	Pin
Pin	O	X	O	X	Pin

Many target games provide pandemic-safe activities. Disc golf and its variations are excellent for outdoors and lifelong pursuits. Using a permanent course is excellent, but portable targets also work well—to lessen virus spread, players just need to contact any part of the target (does not necessarily need to land in the basket). If there are no "official" targets, set up a course with specific trees, posts or other objects to act as targets. Discs can be used, but so can a wide assortment of balls that can be thrown or kicked.[3]

A couple of my favourite target games involve players rolling a hula hoop so that it lands on top of a cone. This game can be done slowly with players taking turns, or as a race where players roll their hoops as quickly as possible, run to pick them up and roll them again.[4]

Of course, the simplest way to go is to engage students in activities requiring no equipment. Obviously, running a cross-country course is one such option (though individual heart monitors help students know if they are working too hard or not hard enough).[5] Dance only requires music and students distancing safely from each other. It seems to me there are two main options with dance: one is to have all students follow a leader (teacher or students) through specified steps;[6] another is to allow for creative movement through a story or simple commands that have students go through a sequence of exploring a simple body cue/command (lift your knees and stomp your feet), to activating the brain (explore stomping in different directions) to an imaginative being stage (imagine stomping around like an elephant).[7] There are also many games that require no equipment and keep safe distancing—quick thinking games like Simon Says and Ying Yang You,[8] numeracy games like Even and Odd with Wall Sit and Run, and 21 Pilots,[9] and a variety of Rock, Paper, Scissors games in which players keep their distance.[10]

Net games will also work with some creativity. Volleyball works if a pair of players hold either end of a towel or several players hold small parachutes to catch and toss the ball with.[11] Pickleball, badminton and tennis all work if players use balls/birds with different colours or brands so that each player knows which ball/bird they can pick up with their hands or which they should kick or flip (with the use of the racquet) to their opponent.

One way to reduce time disinfecting equipment is to provide an individualized kit for each student. I think a piece of chalk is probably the key piece of equipment. Chalk can be used to draw out games or ladders (or more complicated ladders like hopscotch where players jump and hop through the squares and also use manipulative sending by tossing to targeted spots).[12] Once ladders and games have been added to school pavement, students will actively and creatively play with these designs before and after school as well as during recess breaks. Adding a ball and a racquet to kits is also helpful, and for the older students a stretch band.[13] This equipment can be safely engaged in at home, either solo or with others in their family bubble.

How to plan a lesson? I would begin by having students enter the physical education space by going for a little run, completing some ladder challenges or engaging in a warm-up game related to the lesson goals; then gather the students to explain the desired outcomes for this lesson. Second, I would engage students in short activities that reinforce my learning outcomes. Third, typically, I might then move into a slightly longer game, with small groups of students to minimize equipment contact, encourage safe distancing and further engage students in

my learning outcomes. During the pandemic, I think I would engage students in several different activities during this time. Finally, I would end the lesson by gathering the students for a time of closure and debriefing on our learning outcomes.

Teaching physical education in a pandemic is not easy, but it can be refreshing for us and our students as we push ourselves to be more involved in the outdoors, construct learning experiences that are engaged in individually or in small groups (enhancing equipment contact and learning for all students), and involve the students more in their learning and their care of each other and the equipment.[14]

Notes

Editor's note: URLs were checked and verified on December 16, 2020.

1. The entire document is available at https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/Guidelines/COVID-19%20Return%20to%20School%20Canadian%20PHE%20Guidelines%20EN.pdf.

2. If you are looking for sanitization products, see www.gophersport.com/curriculum/ppe-sanitation-supplies.

3. For targets using kicking, see Kickpar at www.canadago4sport.com/Target1/Kickpar.

4. Hula Hoop Horseshoes, at www.canadago4sport.com/Target1/Hula-Hoop-Horseshoes, or Hula Hoop Horseshoe Race, at www.canadago4sport.com/Target1/Hula-Hoop-Horseshoes-Race.

5. A class set of heart monitors tracked on an iPad is a great way for students and teachers to measure how hard students are playing/working/running. Check www.gophersport.com/assessment/hrm/optic-plus-heart-rate-monitor for one source.

6. A wonderful resource with dance instructions, CDs for music and DVDs demonstrating the dances is *Everybody Move* (2009, Champaign, Ill: Human Kinetics), available at www.gophersport.com/pe/movement/everybody-move or www.ciraontario.com/product-page/everybody-move.

7. A wonderful resource on this creative dance is *Teaching Groove for Understanding* (2016, Hamilton, Ont: CIRA Ontario), or www.ciraontario.com/product-page/teaching-groove-for-understanding. To further explore this type of movement, connect with Amy Tepperman at www.movingedgeucation.com/ or Michelle Hillier at www.experiencegroove.com/.

8. For a full description of Simon Says and its variants, go to www.canadago4sport.com/Leadership/Simon-Says, www.canadago4sport.com/Leadership/Simon-Says-Do-Previous and www.canadago4sport.com/Leadership/Simon-Says-Do-Opposite. Ying Yang You instructions are at www.canadago4sport.com/Leadership/Ying-Yang-You-Instructions and www.canadago4sport.com/Leadership/Ying-Yang-You-Faster.

9. A full description of Wall Sit is available at www.canadago4sport.com/Numeracy/Even-and-Odd-With-Wall-Sit-and-Run; 21 Pilots is at www.canadago4sport.com/Numeracy/21-Pilots.

10. A stimulating video that offers examples of RPS from a distance can be viewed at: www.chch.com/distanced-phys-ed/?fbclid=IwAR1GiIUGKDRnOwo_UwEgU1roozeRH3qye7_4Nttqo-c--4ZyXv3QZ2-WM9s. The video offers other pandemic-safe activities that come from CIRA Ontario's new resource, Fair and Square, offering games with participants playing within their own two-metre squares: www.ciraontario.com/product-page/fair-square.

11. Team launch is explained and shown at www.canadago4sport.com/Net/Team-Launch-Light.

12. For about 40 different ladder challenges that need no equipment but a ladder (real or drawn with chalk), go to www.canadago4sport.com/agility-ladders, or view relevant workshops at www.canadago4sport.com/confences-and-workshops.

13. Companies like Gopher offer prepackaged individualized kits at https://mypepack.gophersport.com/. You can also create your own. Call Gopher toll free at 1-855-899-9560 and ask for a Canadian representative to discuss your needs and constraints. If for some reason you are not satisfied with product options or price, e-mail me at JOHNBYL50@gmail.com and I will go to bat for you.

14. If you are looking for more ideas, each Tuesday (and sometimes another time) I post a new activity on social media. You can follow me @canadago4sport on Twitter and Instagram. You can also view my website, www.canadago4sport.com/, my YouTube account, www.youtube.com/c/canadago4sport, and Pinterest, www.pinterest.ca/canadago4sport/.

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TFA 2020 Twenty: A COVID-19 Unit Plan

Dagny Lentz

This unit plan was a six-week outdoor challenge for students in Grades 7 to 12; I and other physical education teachers monitored it remotely. I've included some of the activities and pictures that were very successful with students. The unit plan followed a consistent routine: I posted a video outlining the weekly challenges to our Google Meet classroom, and the students were responsible to perform the activities and provide evidence to me that they had completed the challenge. At the end of the six weeks, I gave t-shirts to the students who completed all the challenges.

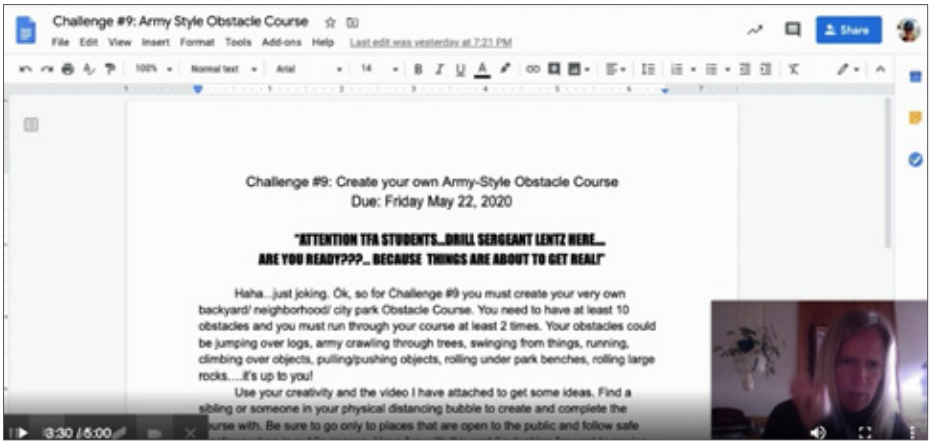
Editor's note: Video scripts are printed in italics and have been modified in accordance with ATA style. Not all of the challenges from the unit plan have been included in this article, so some challenge numbers will have changed.

Welcome to the TFA 2020 Twenty! For the next six weeks, I will be posting three challenges per week, with only two in the sixth and final week. You can complete none, one, two or all three of the weekly challenges and post the proof here in the HSPE Google Classroom in the Classwork Assignments section. For every challenge you complete you will earn the equivalent in House points and your name will be entered for each challenge into a weekly draw for some amazing prizes! The more challenges you complete, the better your odds of winning. If you complete and provide proof of all twenty challenges, you are in the running to be named the Ultimate TFA 2020 Twenty Champion! This will bring you fame, fortune and your name on a something super fun that commemorates this exciting challenge. Proof of challenge completion can be in the form of photo evidence, Tik Tok video, regular video or simply sharing what you did in a Google doc. Your results will not be publicly posted unless you give permission for me to add them to the class stream to motivate others. Join the fun and get active—physically distant style! The first three challenges will drop this Friday, May 1, right here in the HSPE Google Classroom by noon. ***Don't miss out on all of the funnnnnnnnn!*** *Let me know if you have any questions.*

Cardio Challenge #1: Community Care Cardio

This week, you will continue to need to meet the 60-minute minimum accumulated cardio workout in the form of a run, run-walk, walk or bike. The extra kicker this week is that you must complete some sort of kind and caring act for the community while you are out there.

Some examples would be picking up litter, raking a section of bike trail, walking with a senior, completing random acts of kindness—it's up to you! You can decide how you want to complete your community caring and record it in the usual way, as a fast-motion video, photo, Google Doc or Tik Tok video. I am looking forward to seeing how you take this challenge on and find creative and simple ways to help out around your community.



Challenge #2: "Just Do It" Juggling

Ok, I have to admit, I cannot juggle … sooo, what better time to learn than now? For this challenge, you have to attempt to juggle 3 items for at least 10 seconds. I have included a "How to Juggle 3 Items" video for you (and me!) to watch and learn. If you don't already know how to juggle, you (and I!) have one week to improve our hand–eye coordination to figure it out and complete this challenge. Please disregard the juggling woman's attempt at selling you juggling balls, just use what you have around.

If you already know how to juggle, this challenge should be a cinch for you! Challenge yourself to juggle more items or teach a buddy how to juggle (from a safe distance). As always, evidence can be provided in a video, picture, Google doc or Tik Tok video.

Maybe learn a new skill and have fun with this one! Who knows, maybe you have a future in the circus awaiting you!

Challenge #3: Create Your Own Army-Style Obstacle Course

ATTENTION TFA STUDENTS! DRILL SERGEANT LENTZ HERE—ARE YOU READY? BECAUSE THINGS ARE ABOUT TO GET REAL!

Ha-ha—just joking. For challenge #3 you must create your very own backyard/neighbourhood/city park obstacle course. You need to have at least 10 obstacles, and you must run through your course at least 2 times. Your obstacles could be jumping over logs, army crawling through trees, swinging from things, running, climbing over objects, pulling/pushing objects, rolling under park benches, rolling large rocks—it's up to you.

Use your creativity and the video I have attached to get some ideas. Find a sibling or someone in your physical distancing bubble to create and complete the course with. Be sure to go only to places that are open to the public, and follow safe practices when in public spaces. Have fun with this—I'm looking forward to seeing what you all come up with! Bonus points for wearing camouflage and bandanas …

Remember to document your obstacle course through pictures, video or a Google doc.

Challenge #4: Choose Your Own 20-Minute Cardio Adventure—Twice Daily!

For this week's cardio challenge, you must complete 2 sessions of at least 20 minutes of cardiovascular exercise every day. This means you can walk, run, bike, rollerblade, skateboard, scooter, dance, hike, swim, jump on the trampoline—whatever! But it must be for at least 20 minutes, 2 times a day. For example, I may go for a 30-minute run/walk in the morning and then go for another 20-minute walk around my neighbourhood in the afternoon. You get to choose the cardiovascular exercise, but for the next week, you need to do at least 20 minutes a day, twice a day, for a total of at least 40 minutes of cardiovascular exercise every day.

What is a cardiovascular exercise? Well, it can be understood by the following explanation:

Cardiovascular exercise is any exercise that raises your heart rate. Our bodies were made to move, and we all know that to keep our muscles in shape, we need to move them. This movement makes them stronger, and stronger muscles make for a more efficient and healthy body. Your heart is a muscle, so therefore working it makes it stronger. A stronger cardiovascular system means more capillaries delivering more oxygen to cells in your muscles. This enables your cells to burn more fat during both exercise and inactivity. Cardiovascular exercise uses large muscle movement over a sustained period of time, keeping your heart rate to at least 50 per cent of its maximum level.

You can provide evidence as Strava routes, pictures of the activities, a Tik Tok video or a Google doc journalling each activity. I am looking forward to seeing what types of activities you will take on this week!

Challenge #5: One Hour of a New or Favourite Sport

For this challenge, you are to take on learning a new sport, or play some version of your favourite sport, for one hour. For example, maybe you enjoy basketball but haven't got out the ball yet. Well, this is your week to dust off that basketball and go shoot some hoops with a sibling, yourself or someone in your isolation bubble. Or, maybe your mom has been bugging you to play pickleball with her all year, but you've never tried it before and you always say no to her … well, try out pickleball for an hour this week.

This one is up to you. I haven't played baseball yet this year, so I am going to dust off the ball glove and get the family to play a couple of innings with me for an hour. Perhaps for you, this challenge will be a mountain bike ride, a round of tennis, some disc golf or a roll around on a skateboard. Whatever you choose to do for this challenge, take a picture, video or write a Google doc recording your efforts!

Challenge #6: Strength Workout Challenge

This week's strength challenge is a total body workout. With the warm-up, it should take you less than 30 minutes to complete. There are 3 levels, and you get to choose the level that works best for you depending on your current fitness level. As usual, please post evidence of the completed tasks by photo, fast-motion video or Google doc. I'm looking forward to seeing which household items you use as your weights if you choose option #3!

Remember, you can modify all of the movements to something that works best for you. I have included some modifications that you can do in place of some of the movements, to increase or decrease intensity. Don't hesitate to ask if you need more ideas to make this work for you. You can also use this challenge as one of your 20-minute cardio sessions for this week's cardio challenge.

Warm Up: You Must Do This!

Walk/jog/bike/row/skip for 3 to 5 minutes; then

- 25–50 feet—walk, pulling each knee toward your chest
- 25–50 feet—walk, pulling each heel toward your butt
- 25–50 feet—bend over with each step and swing hands past heels
- 25–50 feet—lunges (hold bottom position, reach hands overhead to stretch)
- 25–50 feet—walking high kicks
- 25–50 feet—walking with big arm circles forward
- 25–50 feet—walking with big arm circles backward
- 25–50 feet—crawl on hands and feet
- 25–50 feet—jogging high knees
- 25–50 feet—jogging heels-to-butt
- 25–50 feet–jumps

At slightly increased intensity, do 1–3 rounds of 20 jumping jacks, 10 alternating lunges, 5 push-ups.

Modifications

- Push-ups—do a 30-second plank instead; push up from a bench; push up from knees
- Step-ups—use smaller/larger step; lighter/heavier/no weights; use a stair, bench, stepping stool—whatever you have access to
- Jumping jacks—tuck jumps, air squats, alternating lunges

The Workout

Level 1

5 rounds of

- 30-second plank or 5 push-ups
- 6 step-ups onto a low step of about 7.5 inches (total, 3 per leg)
- 10 jumping jacks
- 6 step-ups onto a low step of about 7.5 inches (total, 3 per leg)

Level 2

5 rounds of

- 8 push-ups
- 8 step-ups onto a low step of about 7.5 inches (total, 4 per leg)
- 15 jumping jacks
- 8 step-ups onto a low step of about 7.5 inches (total, 4 per leg)

Level 3

5 rounds of:

- 10 push-ups
- 10 step-ups while holding a household object of 10–20 lb (total, 5 per leg)
- 20 jumping jacks
- 10 step-ups while holding a household object of 10–20 lb (total, 5 per leg)

Challenge #7: Set Two Health and Fitness Goals for the Week

For this challenge you will need to create two health and fitness goals for the week, and they must meet the following criteria:
Goal #1: *This is a nutritional goal that you must do every day for a week. Some examples might be filling up your water bottle and drinking a minimum of 1 litre of water each day, filling half of your plate for every meal with vegetables, limiting or eliminating sugary foods for the week, eating only healthy snacks between meals, trying out a new healthy snack recipe every day, or not eating fast food for the week. You get to decide on your goal, but it must be something that you aren't already doing or need to get better at doing that is good for your body. You must be able to do it every day for the week.*
Goal #2: *This is a mini fitness goal that you must set for yourself to do every day for the next week. Some examples: do 15 sit-ups and 10 push-ups every day, do a 15- to 30-minute yoga or stretching video every day, or take a walk every day. You decide what your goal is, but you must do it every day for the next week. Make sure your goal is attainable. For example, don't make your goal "I will run 5 km every day" if you haven't been running this whole time. Choose something that takes between 15 minutes and an hour, depending on your fitness level.*

As always, you can choose how to submit and record your goal. A simple Google doc or written journal-style entry is totally fine, as is a Tik Tok or a fast-motion video.

Challenge #8: Abs of Steel Core Workout

This week we will be working on your core strength. You must complete the following workout once before the end of the week. I have attached videos explaining each movement if you aren't sure how to do them. If you need help to modify or change the workout to better suit your fitness, let me know! I have attached pictures and variations of the movement links to this assignment.

Warmup

3 Rounds for Quality
10 cat camel (***cat-cow***)
30-second hollow hold

- Lying on back, bring legs and arms up directly over hips
- Push low back into the floor
- Lower legs and arms only until you feel low back pulling off floor

- Hold there for 30 seconds

*SCALE: see Hollow variations photo
30-second superman hold
10 alt bird dogs

- On hands and knees, pull belly button into spine
- Reach left arm forward and right leg back
- Repeat with right arm and left leg—that's one rep

Workout

3 Rounds for Quality
30-second dynamic plank

- On elbows and toes with hips in line
- Squeeze butt and pull belly button to spine
- Once set, raise left elbow slightly off ground for a second without moving body
- Repeat with other arm and then feet
- Keep body very still, and keep hips in line with shoulders

20-second side plank hip taps (***left***)

- On left elbow with feet stacked

- Bring hips up and in line with feet and shoulders
- Squeeze butt and pull belly button to spine
- Drop hip and tap without resting on ground, come back to plank, repeat

*SCALE: knees down

20-second side plank hip taps (right)

- Same as left

30-second marching glute bridge

- Lie on back with knees bent and feet flat
- Bring hips up and in line with knees and shoulders
- Keeping hips stable, bring alternating knees to chest

REST 1min

Cooldown

- 2 minutes pigeon (each)
- 2 minutes couch stretch (each)

Challenge #9: Create Your Own Sprint Triathlon

For this challenge, you must swim, bike and run all in one day. Now, before some of you freak out, you get to do this in your own way. What this means is that in one day you must do all three of these exercises at some point. You don't necessarily need to do them all one after another like a traditional triathlon, unless you want to. Your own version of a triathlon must have the following criteria, though:

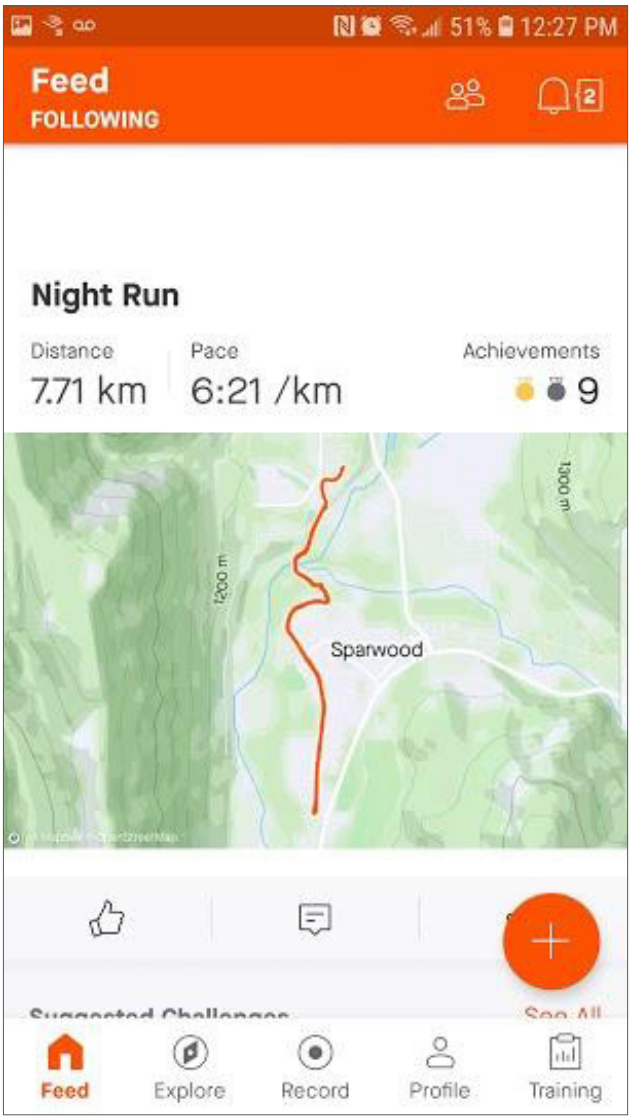
Swim—Obviously, we don't have a pool for this. However, some of you are swimming in lakes with wetsuits and you can do that. Or, because swimming is a such a core workout, you can use the 2020 core challenge as your swim for this. Or you can swim in your bathtub or a kiddy pool, or row if you have access to a rowing machine. Whatever you have access to, your swim portion must be a minimum of 10 minutes in length but does not need to be longer than 15 minutes. I have attached a video with some ideas of what you could do in place of swimming as well.

Bike—The bike portion must be a minimum of 30 minutes long. Again, you decide what this looks like for you. It can be a road bike ride, mountain bike ride, stationary bike or a lovely jaunt around town on your townie bike. Again, how you decide to do this portion is up to you, but it must be all in one day with the other events (run and swim).

Run—The run portion of your triathlon must be a minimum of 20 minutes. You can choose to do this part of your triathlon as a run, run-walk, walk, or hike.

Again, you must do all three of these activities in one day. You can choose to do them all at once or you can separate them out throughout the day. You could do the swim as a core workout in the morning, go for a mid-day townie bike ride, then a walk after dinner. Alternatively, you could do your swim, bike and run one after another and get them out of the way. You can switch them up however you like, but they must take as long as set out in the criteria (that is, swim 10 minutes, bike 30 minutes and run at least 20 minutes).

You can record your triathlon as a video, Google doc, pictures, Strava or journal entry. Get out there and have fun with this one! I'm looking forward to seeing how you decide to do your swim!



Challenge #10: Do the TFA Track and Field Events!

For these three challenges, you must complete each of the three track and field challenges set out by the prefects. Check the TFA weekly school newsletter to see the details of what these are and the expectations for them.

Post a picture/video/Google doc as evidence that you have completed all three of them in our HSPE Google classroom.

Challenge # 11: House Colour Tug-of-War

Everyone loves tug-of -war at the end of track and field day, so let's re-create it for this challenge! Here's how:

Take a picture of yourself wearing your house colour shirt pretending to be tugging on a rope (any kind of rope/yarn/string you can find). For every picture I get of a member of your house colour pretending to pull on a rope, your house team gets a point. The winner of this virtual tug-of-war will be the house colour that has the greatest number of your pictures pretending to be in the tug-of-war!

Here are the first 2 points for black house in the virtual tug-of-war!

And a Bonus: Final Unit for the Last Week of School—20 Sports in 2 Days!

Ok, challengers, here it is—the final challenge! And it's a doozy! But I know you can do it. With two $50 Straightline gift cards, a competitor's t-shirt and bragging rights for the title of being the TFA 2020 Twenty Ultimate Champion, you can dig deep to complete this one!

For the final challenge, you must complete 20 sports (or physical activities) in 2 days. You can choose to spread this out through the next week however suits you best, and you can include the 3 track and field events in the 20 activities—but you only have 2 days to complete the 20 sports/physical activities.

As an example, you might choose to do your 20 sports next Wednesday and Thursday. This way, you can include the mandatory track and field events in challenges 16, 17 and 18 as part of your 20 sports/physical activities; then you only have to complete 17 more sports in those two days. Or, you may wish to get started this weekend (June 6 and 7) to complete all 20 activities to be finished before the track events.

It is up to you when you choose to complete the 20 challenges in 2 days, but proof needs to be submitted to our HSPE Google Classroom by noon on Sunday, June 14.

As for the sports/physical activities, they only need to be played/completed in 10-minute spurts. For example, I may pass a volleyball (or any kind of ball) with my husband for 10 minutes, then pass a football for 10 minutes, then go for a walk for 10 minutes, then kick a soccer ball back and forth for 10 minutes and then toss a frisbee for 10 minutes. I have now completed 5 activities in less than an hour. I may take a break, then complete another 5 (go for a bike ride, do a 10-minute yoga video, shoot some hoops for 10 minutes, shoot some tennis balls into a street hockey net for 10 minutes, then

wrap up the day with 10 minutes of stretching) spread out through the rest of the day. So, that adds up to just under 2 hours of activities, and 10 different sports spread out through day 1. You will need to do 10 more, different ones on the following day for a total of 20 sports in 2 days.

Now, none of this needs to be hard-core, all-out effort—just a casual effort of 20 sports in 2 days. If you don't have some equipment, talk to a friend in your physical distancing bubble and see what they have and trade off. You can also just make do with what you have and try your best to mimic the sports—for example, using a volleyball to shoot hoops or pass like a soccer ball.

Here are some more sports/physical activities you could do: bocce ball, skip rope, jumping on the trampoline, a core workout from previous challenges, dog walking, hiking, jogging, skateboarding, scootering, dirt jumps, obstacle course from previous challenge, ping pong, pool, disc golf, tennis, badminton, pickleball, wakesurfing, swimming, townie riding, baseball throw and catch, ball throw and catch, juggling, strength workout from previous challenge, dancing, golf (driving range, putting/chipping in the backyard or game play), volleyball, basketball, street hockey, stretching, yoga, football, hacky sack, slacklining, climbing …

The list is endless! I am looking forward to seeing how you complete this challenge. As usual, post a picture, video or Google doc that demonstrates your efforts in our HSPE Google Classroom.

This challenge is tough, and only the most dedicated Ultimate Champion can take it! Are you up for the challenge?

I know you are!

Dagny Lentz has both Bachelor of Kinesiology and Bachelor of Education degrees from the University of Calgary. She has spent the last seven years teaching all subjects and grades, from kindergarten art and Grade 3 academics to elementary dance and high school physical education in both the public and independent school systems. Dagny lives in Fernie, British Columbia, where she can be found mountain biking, skiing and chasing adventure with her husband and two children.

Building Healthy School Communities

Louise McClelland and Kerri Murray

Editor's note: this article has been adapted from "Building Healthy School Communities: An Online Course," in Healthy Schools Alberta, *fall 2020. Minor amendments have been made in accordance with ATA style.*

It took a global pandemic, but schools are finally being widely recognized as critical settings to promote, maintain and protect the health of communities. There is a heightened public awareness of the role that schools play in keeping a population healthy; schools are places where students can learn about and practise and experience health.

This unique circumstance creates the opportunity to promote a healthy school culture, at a time when students and staff need extra support. The comprehensive school health (CSH) framework is an excellent way to build a strong foundation, enabling school staff, students and community members alike to share in the work of protecting health and promoting well-being.

"Comprehensive school health is the root of it all," says Dayna Landry, a teacher in Wild Rose School Division. Landry has led a variety of CSH initiatives in her school community, such as a Youth Action Team, hot lunch program, and Body and Mind (BAM) Run during Mental Health Week.

"In my role, I try to implement CSH in all that we do. I try to motivate others to buy in and I try to help educate them on CSH. The [CSH] Hub and Building Healthy School Communities [course] is my backbone. It's my reference and where I can find the information and the support to feel as though I can then educate others."

The CSH Hub is exactly what it sounds like: a go-to directory of organizations that provide teaching and learning resources, housed in one place to simplify access to information for all stakeholders within a school community.

Now, the CSH Hub has launched Building Healthy School Communities, a free online course that lays the foundations for understanding well-being in the context of educational settings. The course is directed at teachers, district leaders and health promotion facilitators, among others.

As a health champion and teacher representative on her school division's wellness committee, Landry encourages others to seek education around CSH.

"I took this course because I want to do more … I want to create change in schools and in homes. To do that, I have to be educated. I want to take in as much knowledge as possible and this course was it!

"To be able to implement it, you have to truly understand what it is and why it is important. It is more than just physical activity and planning a sports day; it is the foundation of all the elements of wellness."

The CSH Hub was created from a partnership between Ever Active Schools and the Werklund School of Education at the University of Calgary.

Secondary Students as Designers of Learning in Physical Education: An Inquiry-Based Low-Organized Games Assignment

Lisa Taylor

The understatement of the century might be that 2020 was a unique year in education. Given the uncertainty of whether classes would be in school, online or a mix of both, whether physical education (PE) would be offered to students or not, whether PE classes could be inside or should all be outdoors, if equipment could be used or not, what counts as equipment, how to teach fundamental movement skills and foster physical literacy without sharing equipment and keeping physically distant, reaching students who were not accessible online … teachers have had to be flexible in their thinking and approach in ways that a contortionist would find tricky and inspiring. With this in mind, I thought one of my favourite secondary PE assignments might be worth sharing, given all the ideas I have gained from students over the years, as well as my experience that students are wonderfully creative designers who can help conceive new ways of being physically active within current learning conditions and restrictions.

In 2006, I was lucky enough to be mentored by a great team of PE teachers at William Aberhart High School, in Calgary, while I worked to finish my kinesiology degree at the University of Calgary; at the time I was a pedagogy major, fulfilling practicum requirements for my degree. During a PE 10 low-organized game (LOG) unit, my partner teacher handed me an assignment that continues to be one of my favourite components of a secondary PE LOG unit. The assignment is a LOG inquiry project that, over the years, I have modified slightly and incorporated in an ongoing nature throughout the semester. Each time I give the assignment to my class, I am inspired by new games and ideas that the students bring.

What I really appreciate about the LOG assignment is that it includes the students as designers in their learning. As I mentioned, the students inspired me; I kept many of their ideas handy, their assignments tucked into my PE binder, to be used later as warmups or modified games with other classes in a variety of units. The LOG assignment engaged my students and made my feelings of continuously finding new and exciting games more enjoyable, as a responsibility and opportunity that I shared with my students. Some students introduced favourite games they played in their junior high school; others combined aspects of games we already played in class to make up new games. It was my experience that nearly all of my students were very eager to play their game with the class.

As a PE teacher, I became so much stronger when I learned alongside and collaborated with others. High school students are wonderful creators and assets who can contribute to designing games that fit within the affordances and restrictions of their current learning environment. When I presented the LOG inquiry assignment to my classes, students were encouraged to use whatever equipment they could find in the school equipment room to support their game. Sometimes students

would look for equipment that we did not have in the equipment room, which required them to be flexible and to think about other equipment that could be used as a substitute, or how they could adjust the rules of their games accordingly. With games completed in groups, most students were flexible and eager to make decisions that adapted their game to the environment and equipment they could access.

Introducing the assignment on a third or fourth day of a five-day PE 10 LOG unit, I would distribute the assignment, along with some paper and pencils, to students in pairs or small groups. I gave students approximately 60 minutes to work together in groups over two or three days to plan their game, organize equipment, consult me with questions and write up their assignment. The assignment and presentation of their game was part of their grade for their LOG unit, which fell directly in line with the Alberta Learning (2000) physical education program of studies outcome D10-4, which states that students are required to "analyze, design, and assess warm-up and cool-down activities" (p 29). Additionally, I felt that if students could conceive and organize their own games given the active space and equipment available to them, perhaps the same could be done outside of class on their own time as well, addressing outcome D10-9, in which students demonstrate "decision-making skills that reflect choices for daily activity within the school and the community" (p 33). The students' LOGs were presented by the students themselves and incorporated in following weeks of the semester as warm-up games. (See the appendix on page 26 for the assignment handout.)

While writing this article, I am unaware what the spring of [2021] will look like. However, my hope is that this assignment might be useful to you now or in the near future. I believe this assignment can be modified to support a variety of learning conditions, whether students design games or physical activities to do on their own at home, or collaboratively in groups at school. I hope that you find as much enjoyment engaging students in the design of their learning in PE with this assignment as I have.

Reference

Alberta Learning. 2000. *Physical Education Program of Studies.* Available at https://education.alberta.ca/media/160191/phys2000.pdf (accessed December 15, 2020).

Lisa Taylor (MPE, BKin, BEd) is a sessional instructor, second-year doctoral student at the University of Calgary, and current president of Alberta Teacher Educators of Physical and Health Education (ATEPHE). Lisa has enjoyed eight years of teaching K–12 physical and health education in Alberta and recently served as the Calgary Regional representative for the Health and Physical Education Council of the Alberta Teachers' Association (HPEC). Lisa is passionate about quality physical education and school wellness, and plans to study teacher experiences of wellness during the COVID-19 pandemic for the purpose of her dissertation.

LOW-ORGANIZED GAMES

Physical Education 10

Definition: A low-organized game (LOG) is typically a game with limited rules, strategies and equipment. These games maximize student participation and physical activity levels. The objective is to have fun while being physically active and developing skills.

Assignment: Your task is to develop a LOG to be played in class!

Considerations

1. Aim for maximum participation for all members of the class.
2. The game should be low risk. Rules must be made or stated to reduce the risk of injury.
3. Make the game up to fit the facility and boundaries available.
4. Games should be structured for the age group. The older the age group, the more strategic the game should be in order to hold their interest.
5. Each game should have objectives; for example, what is each player or team trying to achieve? If the game is competitive, what is the method of scoring and how do you win?
6. If you would like to use PE equipment for your game, please see your teacher. Equipment used needs to be set up and put away neatly by the student or group of students using it.
7. Finally, you must introduce a *new* game to the class. Games that we have already played in class or are scheduled to be played as units for the remainder of the semester (see schedule) will not be accepted. Use your imagination! Be unique and original!

Types of LOGs may include

* Cooperative games
* Games that involve components of sports
    - → Invasion games (ex. football, basketball)
    - → Net/wall/racket games (ex. volleyball, squash)
    - → Fielding games (ex. softball, cricket)
* Competitive games
* Chasing games
* Relays
* Ball games

Assignment Details: You will be given time to introduce and play your game, where you play the role of the teacher(s), at some point within the remainder of the semester. Prior to playing the game in class, I ask that you write up your assignment. Make sure to include the following:

1. The name of your game.
2. Details regarding size and team formation. Will you make teams? If so, how?
3. A list equipment needed, if any.
4. The objective of the game. What are you trying to do or accomplish? If the game is competitive, how do you win?
5. Rules of the game. Remember, safety is important!
6. A diagram of the game setup.

Combatting the Decline of Physical Activity in a COVID-19 World

Jinan Daqqa

The COVID-19 pandemic has impacted our daily lives in every single way. Individuals and families are hyper-focused on how to avoid catching this virus, and with good reason, but we have forgotten the importance of staying active during this time. In "The Impact of Coronavirus on Global Activity" (Fitbit Staff 2020), the authors discussed the quantitative data on the decline in the number of steps taken in each area. Cities and countries where walking is the most popular mode of transportation saw the largest drops in activity related to walking. These findings are alarming because they illustrate the negative indirect changes made on our health and wellness due to the pandemic.

In this article, I will outline the steps that I have taken to combat the decline in physical activity in my own communities. The setbacks I have experienced will be addressed and the eventual result will also be made known.

A New Solution

Throughout my career as a student-athlete, coach and mentor, I learned that individuals engage in activities that they enjoy; this is a key concept that we spoke about in classes throughout the health and physical education degree. Richard Monette of Active for Life (https://activeforlife.com) has also noted that we cannot force people to be physically active, but we can "nudge" them. This concept reiterates the importance of connecting with the audience, both children and adults, in order to build a foundation that can help them flourish and achieve success.

In 2018, my friends and I founded a project that we coined as WomEnpowerment. The project's vision was to empower females in Fort McMurray through physical activity and sports. Eventually, our outreach allowed us to share our project with other communities. Our project was taken to Calgary, Edmonton, Ontario, and as far away as Washington, DC. As the pandemic began to take its hold on us, we sought out ways to continue making an impact and settled on online engagement. As an athletic therapy student and basketball coach, I wanted to take initiative in planning a program to encourage individuals to stay active virtually.

Challenges Arise

The plan was to target children who were 12 years old and up, based on social media activity and accessibility through the local basketball club teams in Fort McMurray. Their social media presence would provide us with an avenue to reach our intended audience. We wanted to send out e-mails to get qualitative information from the parents of the kids we were targeting. Through these e-mails, we would collect information on the level of physical activity that the child is already engaging in, what activities they enjoy and whether the family would be interested in joining their child in these activities.

However, Fort McMurray was hit with flash floods, which caused the displacement of many of these families. Suddenly, the idea of familial outreach did not seem feasible because many families did not have access to the opportunities that we were offering. To combat this, we decided to change our target age group to one that would be more independent. We shifted our focus to individuals aged 16 and older, as we felt that this group would have an easier time participating in our opportunities despite the unforeseen circumstances. We proceeded by reaching out to our audience by posting polls on what type of activities, workouts and education they are interested in learning about and/or engaging in.

Outcomes

I hear the term *physical literacy* often as a student in the health, community and education field. This term encompasses the ability for someone to feel confident, competent and motivated to partake in various physical activities. With that concept in mind, we wanted to take

an inclusive approach that would integrate these principles into our project. We encouraged others to share workout videos on our Instagram page in hopes of building confidence and encouraging leadership within our communities. We received a flood of positive feedback, which caused a ripple effect of more individuals reaching out to inquire about posting one of their videos. Many were extremely excited to be a part of a community that gave them the opportunity to connect with like-minded individuals and engage in physical activity in the comfort of their own homes. We facilitated a workout challenge and had live sessions where members had the option of joining the class in real time. Three different groups were formed, and more than 50 individuals joined our fitness challenge sessions in the first two weeks. We did not want to just stop there. Additionally, we created support groups using Instagram chats where individuals shared their thoughts and feelings on the challenge; this allowed us to debrief as a collective. Overall, despite a global pandemic, we were able to "nudge" others by utilizing technology and social media to our advantage.

Most people are aware of how powerful technology can be in connecting individuals from all over the world. If used appropriately, I believe that virtual classes, social media platforms and online resources can increase our global physical activity levels. Technology also enables us to reach many individuals who may not have access to in-person services and programs due to various limitations. Geographical location, financial difficulties and time constraints are examples of these limitations. Reducing such barriers and providing support networks are imperative to increasing engagement levels. This was evident in our findings: our online activities received much more attention and participation compared to our past in-person events. We also found that many individuals were more comfortable sharing their thoughts and feelings on their progress via social media interaction. These findings reflect how technology can be an extremely effective and progressive method in increasing physical literacy and activity levels in the population we targeted.

The most important take-away from this experience is that individuals do want to partake in new activities. Many of us are just unsure where to start—sometimes, all we need is a "nudge." So, I encourage you to reach out and be that person. I encourage you to "nudge" someone.

Reference

Fitbit Staff. 2020. "The Impact of Coronavirus on Global Activity." *FITBIT News*, March 24. Available at https://blog.fitbit.com/covid-19-global-activity (accessed April 14, 2020).

Jinan Daqqa is a third-year athletic therapy student at Mount Royal University, in Calgary, and is currently completing her practicum placement at the University of Calgary sports medicine clinic as well as with the Dinos football team. She is extremely passionate about advocating for mental health awareness, social change and community development. Jinan continues to initiate and be a part of nonprofit organizations that focus on physical activity promotion, youth mentorship and women empowerment. She hopes she can have a lasting positive impact on her community and the basketball athletes she coaches.

The Fundamental Importance of Physical Activity

Jessa Froese

With situations surrounding COVID-19 changing almost daily, it is understandable that many students and families had their sense of routine altered completely. It quickly became apparent, through the observation of what my neighbours, friends and relatives were experiencing, that the pandemic would have a significant impact on the education of Alberta's students. I also understand that I observed only a small slice of the impact when compared to the broad population. I was unable to witness the circumstances surrounding students living in rural towns, or students living in less than ideal situations. I recognize that there were many challenges surrounding the transition from the traditional school to online classes for all students in Alberta.

That being said, I was shocked and disappointed when I learned that physical education was not included in the guidelines for students during the COVID-19 school closures. In a time where global health quickly became the top priority, I was shocked to see that the physical health and mental wellness of Alberta's students were completely overlooked.

In my preservice teaching program, we engage in numerous field experiences in order to develop as teachers and better understand our teaching pedagogies. These opportunities have often highlighted areas of excellence in schools, as well as shedding light on some of the more challenging circumstances that schools face. Each opportunity has helped me to recognize just how important physical education is for students. I will be the first to admit that I have limited experience and a lack of expertise. I am still learning, and I am only just beginning to dive into the intricate world of teaching. However, the importance of physical education for students has become overwhelmingly significant to my teaching pedagogy in a very short period of time.

I believe that strong foundations in literacy and numeracy are extremely important and will help students to develop so that when they finish school they are able to achieve all that they aspire to. I also recognize that achievement in school is often ranked by performance in core curricular courses, thus making them of utmost importance. This became apparent to me in my field experience. What I didn't realize at first glance was the extent to which physical education plays a role in the holistic development of each student.

While each student in our classrooms will have unique needs, it would appear that nearly all students benefit when physical activity is involved. I believe it is important for educators to understand how movement can be incorporated to aid in meeting those needs. Physical activity has been shown to benefit students not only physically, but also cognitively, emotionally and socially. In just three short years of being a preservice teacher, I have observed countless examples of students benefiting in each of the categories listed.

In order for students to achieve an overall balance of health and wellness, they must be provided with a foundation of physical literacy. Critical periods of physical literacy development occur at various stages in a student's life. When students become more confident in their abilities, their self-confidence will improve dramatically. I have witnessed this on numerous occasions. I have also observed students with significant learning challenges develop self-efficacy and a greater self-concept following engagement in physical education class. I believe that this stems from the confidence that is gained once a student is able to develop a new skill, and the excitement that students have once they begin to find joy in physical activity.

Physical movement does not only build strong bodies and help students to lead healthy lives, but it will also help students who need physical stimulus become more able to regulate themselves in the classroom. In many instances, I observed students with complex social and emotional needs become self-regulated after engaging in a movement break. Following those movement breaks, students who typically found challenge when interacting with peers were more able to communicate and socialize

due to the shared experience and mental clarity that movement created for their body. Additionally, physical education has been shown to reduce stress and anxiety for people of all ages. It is important to promote activity as an outlet for stress management during times like these in order to promote positive mental health for students and their families.

When it comes to physical activities, complex learning needs and cognitive ability should not play a part. Students of all ages and backgrounds are then able to interact with others. In a typical classroom setting this might not always occur, due to groupings based on literacy or grade levels. Various movement experiences including skills and games will help to develop teamwork and communication skills, and aid in the development of language.

Physical education in schools is being taken for granted and neglected. When students were no longer able to attend school, it was forgotten in the mandated guidelines. Each year I see fewer physical education specialists, less time for students to engage in daily physical activity and less excitement about movement from students. It truly breaks my heart.

Due to physical distancing, the already limited opportunity for students to engage in physical activities has been significantly reduced. There has always been responsibility to inspire and encourage students to engage in physical activity and ensure that there are no barriers to students for future engagement in sport. Now, more than ever, it will be critical to provide resources and support so that students and families can be active together so that physical literacy development may continue.

My hope is that Alberta's educators are able to incorporate physical activity into their students' tasks, and that families are encouraged to incorporate activity into their daily routines. The truth of the matter is that many do not know where to begin. Everybody needs to start somewhere, and I would strongly urge that we prioritize efforts to incorporate physical activity into a post-pandemic world.

Jessa Froese will be completing her BEd—Elementary from Mount Royal University, Calgary, in spring 2021. While Jessa formally completed a minor in science, she has specific interest in teaching complex learners. Jessa has an extensive background in teaching swimming lessons, which has provided numerous opportunities to witness students with unique needs thrive while engaging in physical activity. Outside of school, Jessa enjoys staying active and will take any opportunity to spend time in the mountains. She looks forward to bringing her love of physical activity and spending time in the outdoors to her future teaching practice.

2020 HPEC Awards

HPEC congratulates our 2020 award winners.

Distinguished Service Award

Brenda Bower, Medicine Hat School Division

Robert Routledge Award

Toby Boulet, Lethbridge School Division

Certificates of Commendation

Kennedy Werre	Southeast
Kate Redl	Northwest
Rebecca Roantree	Greater Calgary
Victor Carvalho	Calgary
Nicole Biollo	Northeast
Greg Bowes	Southwest
Adrienne Kabi	Southwest
Mandy Krahn	Edmonton
Mike Maher	Calgary
Kyra Reilly	Edmonton

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The Alberta Teachers' Association

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Manuscripts on other themes will also be considered for publication and 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 using the author–date system. Photographs, line drawings and diagrams are welcome. To ensure quality reproduction, digital photographs should have a minimum of 300 DPI. A caption and photo credit should accompany each photograph. The contributor is responsible for obtaining consent to use a photo image and written parental permission for any image or works by children under 18 years of age.

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Two-sentence biographical note about the author(s):

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HPEC Mission Statement

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

HPEC Vision Statement

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

Objectives

The objectives of HPEC shall be to

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

Beliefs

HPEC believes that

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

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

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