



October 2010

Let's Go!



CONTENT

President's Message.....	1
Standing on Rock Solid Ground....	2
Floater Ball	3
PESIC Executive 2010.....	3
Provincial/Regional Reps.....	3
PHE Canada	4
Under Pressure - A Peer Pressure Chasing and Fleeing Game	6
Announcements.....	7

President's Message

David Constantine



I hope everyone had a GREAT summer and now it's time to welcome you once again to the beginning of another new school year. Over the summer I had a chance to catch up on my "To Do" list, relax, and do some reflecting on the past. I have to admit there is something to be said about the "good old days"!

There is an assumption by some people that physical activity occurs naturally at a young age and doesn't require attention. Maybe at one time this assumption was true but unfortunately, over the past twenty or so years, society has shifted from a culture of "physical activity" to a culture of "minimal activity".

While growing up in St. John's in the sixties and early seventies, being active was not a problem. There were only two TV channels (black and white), one car, no cell phones, no video games, no iPods, no texting messages, etc. If you wanted to talk to someone or be entertained you had to go outdoors and find some friends. That meant you had to walk, run, or ride a bike to your neighbour's house and then organize (and I say this loosely) a game which involved activity in order to socialize and have fun.

What did we do for entertainment? We played games such as street hockey, soccer, softball, skipping, spotlight and hopscotch (yes, I was good at hopscotch). We went on hikes, we went berry picking, skated on the ponds in the winter time, and of course we loved to go fishing (trout). I was lucky enough to spend most of my summers around the bay (Tor's Cove on the southern shore). We had camp fires, we spent countless nights looking at the stars, we brought wood up from the beach and then we sawed the wood for the wood stove, we went swimming in ponds, and the list goes on.

The interesting thing I remember about those days is the cost was minimal, adults were not necessary to organize your play, and we established our own rules. Another interesting fact is we "naturally" met all the main components in the new physical education program (Alternative Activities, Court and Field Activities, Fitness Activities, Leadership/Cooperative Activities, Outdoor Activities, and Rhythmic Activities). How times have changed!

So what does this have to do with teaching physical education in the classroom in 2010? As I stated in the opening paragraph, we now live in a society that is designed to promote "inactivity" and children do not have the same opportunities we had to be "naturally" active. Consequently, it has become increasingly important for us, as physical educators, to provide quality physical education programs in our schools and to continue promoting active lifestyles in our communities.

Good luck with fostering the importance of an active lifestyle in your schools and I hope you have a GREAT year!

(At the time of the writing of this bulletin, Dave was the president, but he has recently resigned from that position and we wish him all the best.)



Visit our website at:
www.myvtc.ca/groups/physical_education/default.aspx

or email us at:
letsGOPESIC@yahoo.ca

Standing on Rock Solid Ground – Implementing a no-cut policy for students in grades K-6

by John Elkins

The following article can be found on the LTAD/CS4L website at <http://archive.constantcontact.com/fs019/1102135388005/archive/1103637087840.html>

Bercovitz (2000) identified in her paper on Active Living, “we must make a shift in policy to a more holistic approach to activity in response to addressing additional dimensions of well-being and quality of life”. This year, the Eastern School District (ESD) in Newfoundland and Labrador made adjustments to its Athletics Policy by implementing a no-cut policy for students in grades K-6. The decision came about after a year of studying current research, examining other models across Canada and focus group discussions.

The new approach to K-6 athletics is supported by a number of documents. Firstly, it aligns with the goals of the Canadian Sport Policy: to Enhance Participation, to Enhance Excellence, to Enhance Capacity and to Enhance Interaction. These goals were put in place in an attempt to remove barriers to participation and to provide opportunities for all Canadians to participate at their own ability level. Secondly, is the framework for *Comprehensive School Health* from the Joint Consortium for School Health. This document identifies and explains four interconnected pillars that contribute to the success of students in the school environment. The inclusive approach that is being taken by ESD for K-6 sport programs gives opportunity to improve a school’s social environment thereby increasing a child’s connectedness to school. It also improves the opportunity for students to experience teaching and learning of movement skills and it encourages community partnerships as many parents can choose to be involved as volunteer coaches or supporters for their child’s school sport programs.

Additional documentation that provides backing for inclusive sport programs at the K-6 level comes from the framework presented by the Canadian Sport for Life/Long Term Athlete Development (CS4L/LTAD) program. The framework explains the idea that individuals mature at different rates; therefore, it is very important to facilitate mass participation in good sport/activity programs throughout their childhood developmental years. The initial stages of the CS4L/LTAD program (Active Start, FUNdamentals and Learning to Train) stress the importance of teaching a wide variety of skills and activities to develop physical literacy. If we develop physical literacy at a young age, people are much more likely to be active into their adult years. The CS4L/LTAD also talks about the dangers of early specialization in some sports and instead focuses on developing basic movement skills such as agility, balance, coordination, speed, throwing and catching when dealing with

young children.

The changes ESD has made to its Athletics Policy align with its focus on inclusionary teaching practices and differentiated instruction by providing greater opportunities for K-6 students to participate in sport and activity. From an athletics point of view, developing a broader base of student participants/athletes will help to ensure Canadian citizens feel comfortable in pursuing recreational sport/activity and it should ultimately increase the number of athletes in elite programs.

Remember... nobody has a crystal ball when they are deciding the “athletic fate” of primary and elementary school children. The onus is on parents/guardians, educators and coaches to develop every child’s physical literacy in a positive and supportive environment so that they can enjoy being active for life.

References

Bercovitz, K. (2000). A critical analysis of Canada’s ‘active living’: Science or politics? *Critical, Public Health*, 10(1), 19-39.

Canadian Sport for Life Resource Paper (2009). Retrieved October 15, 2009 from www.canadiansportforlife.ca/upload/docs/LTAD%20Downloads%20Eng/Canadian%20Sport%20for%20Life%20Resource%20Paper.pdf

Eastern School District Strategic Plan (2008 - 2011). Available at: (www.esdnl.ca/news/publications/strategicplans/pdf/strategicplan08-11.pdf)

Joint Consortium for School Health: Comprehensive School Health Framework (2009). Retrieved October 15, 2009 from http://eng.jcshcces.ca/index.php?option=com_content&view=article&id=40&Itemid=62

The Canadian Sport Policy (2002, May). Available at www.canadianheritage.gc.ca/pgm/sc/pol/pccs-csp/2003/pol sport-eng.pdf

John Elkins is a Physical Educator in St. John’s.

Floater Ball

by Anne Inder

Age Group: K-12

Specific Learning Outcomes: Mass participation, teamwork, cardio, agility, transferring game skills.

Skills: passing, throwing, kicking, volleying, heading...

Equipment: Beach ball (the bigger the better), specified area, i.e. gym, soccer field, 2 sets of team pinnies

Setup:

- 1) Divide class into two teams (A & B).
- 2) Divide each team into two groups (A1, A2, B1, B2).
- 3) Designate playing area* ... gymnasium...bleachers are out of bounds (* will depend on facilities) available
- 4) Set GOAL Line ... Volleyball endlines

Rules:

- 1) No punching the ball; **Result** – ball is given to the other team
- 2) Not allowed to move if you have possession of the ball; **Result** – ball is given to other team
- 3) No dribbling the ball; **Result** – ball is given to the other team
- 4) Being rough (pushing, shoving, etc.); **Result** – 30 second penalty

Starting the game:

- 1) A1 & B1 stand along their respective goal line. They are the goalies and can use any body part to stop the ball from crossing the goal line.

2) A2 & B2 stand anywhere on the playing court. They are the court players. Their task is to move the ball up the court by passing, throwing, kicking, volleying, heading... to teammates to move the ball into scoring position.

3) The beach ball is thrown in to start the game.

4) A goal is scored when the ball completely crosses the goal line and is low enough for the tallest goalie to touch it with uplifted hands.

Playing the game:

- 1) There is no stoppage in play.
- 2) When a goal is scored by either team, both teams immediately switch positions with their teammates (goalies become court players, court players become goalies) and one of the new goalies will throw the ball back into play.

It is really nice to see students (even Senior High students) play and have fun and this game definitely allows for this. Any questions or clarifications, contact Anne Inder at ainder79@hotmail.com. Enjoy!

Anne Inder is a Physical Education Teacher at Indian River High in Springdale.



PESIC Executive 2010

President	Kellie Baker	kellie_m_baker@hotmail.com
Vice-President	Zoe Hamilton	zoehamilton@esdnl.ca
Secretary	Mike Pittman	mikepittman@esdnl.ca
Treasurer	Trish Boyer	jhs@sportnl.ca
Communications Officer	John Elkins	johnelkins@esdnl.ca

Provincial/Regional Reps

Eastern	Zoe Hamilton	zoehamilton@esdnl.ca
Burin	Jeff Burke	jeffreyburke@esdnl.ca
Bonavista/Clareville	Jason Lane	jasonlane@esdnl.ca
Central	Anne Inder	ainder79@hotmail.com
Western	Rosie Ryan	rosieryan230@hotmail.com
Labrador	Merv Parsons	mparsons@lsb.ca

The representatives listed above will be establishing committees in your area. If you are interested in being involved you should contact them via e-mail.

PHE Canada

It's been a year since CAHPERD changed its name to PHE Canada. The journal remains the same, as does its advocacy on behalf of Physical and Health Education in Canada. With this in mind, sometimes it's necessary for us to advocate on our own behalf. Below is a listing of awards offered by PHE Canada that are worth applying for on behalf of your district, your school and most importantly, your students. The following information was forwarded to us by Angela Abbott at PHE Canada.

Every year, PHE Canada presents a variety of awards to recognize individuals in the field of physical and health education, and related disciplines. These awards are designed to acknowledge the efforts and contributions of individuals at various stages in their professional careers.



R. Tait McKenzie Award of Honour

The R. Tait McKenzie Award of Honour is PHE Canada's most prestigious award and is named after the distinguished Canadian physician, sculptor and physical educator, Dr. R. Tait McKenzie. The award epitomizes Dr. Tait McKenzie's professional ideals, his service to humanity, and his dedication to the advancement of knowledge and understanding of physical and health education, recreation and dance.

Deadline: Five months prior to National Conference (presented every 18 months)



The Dr. Andy Anderson Young Professional Award

The Dr. Andy Anderson Young Professional Award is presented once per year to one individual per province that best epitomizes exemplary work on behalf of the profession. Selection of the award recipient is made by the PHE Canada representative in each province or territory.

Deadline: Two months prior to province's conference





PETE National Winner/Award

The Physical Education Teaching Excellence Award honours exceptional teachers (one from each province) for their excellence in teaching physical education and their ability to motivate children and youth to participate in physical activity. This award is the only national award in Canada that recognizes physical education teachers for their hard work and dedication in helping to build strong, healthy and physically active children.

Deadline: February

NAS Fellowship Award

North American Society (NAS) Award recognizes outstanding professionals within the allied professions of health education, physical education, recreation, sport and dance in North America. PHE Canada and AAHPERD Past-Presidents present the NAS Fellowship Award at the national conference.

Deadline: Five months prior to National Conference (presented every 18 months)

PHE Canada Student Award

The PHE Canada Student Award recognizes outstanding undergraduate student leadership in the field of physical and health education. Each Canadian university offering a degree in physical education or a related discipline can present the award. Presentation of the award varies, and is left to the discretion of the University.

Deadline: February

Visit www.phecanada for more information on the awards.

Membership to PHE Canada is FREE and offers an extensive array of information for Physical and Health Educators and those in related disciplines. One click on the page will take you to information gateways on Physical Literacy, Intramurals, Dance, articles from the Journal, careers, free health education materials, and information on conferences.

PHE Canada/OPHEA will be hosting a conference October 21–23 in Toronto and there is still time to apply for Out of Province Grants through the NLTA to help fund this professional development opportunity. Mike Butler, a teacher at Frank Roberts Intermediate in CBS will be highlighted at the 2010 conference as National PETE award winner.

Congratulations to Mark Jones who served two terms as PHE Canada's President and is currently serving in a Past President role. Mark is well known for his work in promoting Physical and Health Education on the National level and continues to be instrumental in highlighting Newfoundland and Labrador Physical Educators and programs as being among the best in the country.



Under Pressure – A Peer Pressure Chasing and Fleeing Game

by Kellie Baker

This is a game I developed to help young people discuss issues surrounding Peer Pressure. Each time it is played, more and more teachable moments arise and the students always manage to teach me something new. As well, in the spirit of teacher collaboration, the game was posted to the Newfoundland and Labrador Teacher's Association (NLTA) Physical Education Virtual Teacher Centre (VTC) site and sparked extensions by a fellow Physical Educator, John Elkins. His ideas add an important dimension to the game which will surely extend the dialogue surrounding issues of Peer Pressure.

Basically, it's based on Barnyard Upset (my favourite game to modify) with a Peer Pressure focus.

1. Negative Peer Pressure

Students stand on the black line and suggest ways in which they could be negatively pressured by their peers. Examples could include drugs, cigarettes, alcohol, bullying/threatening, stealing, vandalising, rumours/gossip.

The Bully is in the middle and calls a way in which they are peer pressuring you. If it's the one you were thinking of you do your best to dodge the Bully and get "home" safe (the opposite black line). If the Bully catches you, you become a bully too.

Discussion points:

- Dodging peer pressure is exactly what you have to do in life
- Running away is an option
- Getting home safe is your goal in this game and life
- When there are more bullies is it easier or harder to get away and why?
- How does it feel to be ganged up on?

So, what about those students for whom "home" is *not* the safest place to be? That's where John's ideas resonated with me.



John writes, "When I read the section on the negative peer pressure, an idea popped into my head that could be added in. You could put down a couple of those gym spot/rubber mats as safe havens on the way home. They could represent things that support students when they are being bullied. Example spots could be: helped by a friend, support from a teacher, block parent house, Kids Help Line, etc. You could even allow a student getting to a safe spot to pick it up as a free pass to home as long as they shouted out what the free pass represented as they walked with it. Ex: Randomly place 5 or 6 mats, student gets to a mat, picks it up and says 'help from an RNC officer', or 'spoke with the guidance councillor' etc. If you decide that the "support spots" will not be replaced during the game, this could also bring about discussion as to whether it is easier to avoid bullying when there are lots of supports in place."

Discussion points:

- What/who are the supports in your life?
- How can you increase the supports in your life?
- Is it easier avoiding peer pressure with more or less "supports" in your life?

2. Positive Peer Pressure

Students stand on the black line and suggest ways in which they could be positively pressured by their peers. Examples could include studying for a test, reporting bullying, eating healthy, stopping smoking.

Same as above but the person in the middle is your friend. You still try to dodge them, because you don't want to do that homework. When caught you go to the middle and help your friend. Everybody who gets "home" thinks they are safe but your friends turn around and again call out to you to do that homework. As more and more people try to pressure you, you eventually get caught (and do your homework).

Discussion points:

- People will try to dodge peer pressure – even if it's positive
- Surround yourself by good people, it's bound to catch on
- If you truly care for someone, you will continue to try to get them to do what is best for them

Students will come up with strategies when they play this game such as waiting on the line until after some people go out and are being chased, or coming out but then going back "home" where they are safe.

Discussion points:

- Keep yourself safe. Just because someone tells you to do something doesn't mean you have to do it. Take your time. Think it over. Come up with a strategy to avoid drugs, alcohol, cigarettes....
- You can always go back home or a safe place. If you are being bullied, your friends are spreading rumours and gossip, or you've been asked to try drugs, you can always go home/ to a safe place and talk to your family/trustworthy person. They are there to help you.
- Staying home is an option!

Kellie Baker is a Physical Education teacher at Macpherson Elementary in St. John's.

PESIC

Look for information on an upcoming PESIC conference projected to be held in the fall 2011. A reminder to include this conference in your PGP!

Our latest meetings were held in June. This was a chance for PESIC to begin development of a constitution, re-establish district and/or regional committees, meet with George Tucker of the NLTA, present the VTC to committee representatives and to explore the Elluminate Live software for future online meetings.

At this time, PESIC also hosted PHE Canada's Council of Province and Territories (CoPT) meetings. The guests thoroughly enjoyed their time here in Newfoundland and Labrador prompting e-mails to our Executive to "host more often".

NLTA Award Available to Special Interest Council Members

As a member of a Special Interest Council you are eligible to be nominated for the Barnes Award by the PESIC Provincial Executive. The Barnes Award was established in 1987 to recognize outstanding service to the Newfoundland and Labrador Teachers' Association in the field of Professional Development by teachers involved in Special Interest Councils. More information on the Barnes award is available through the NLTA website: www.nlta.nl.ca/home. **Note: The deadline for submitting applications to the NLTA PD Division office is January 15, 2011.**

Department of Education

An interim Kindergarten P.E. curriculum is presently available online at: www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/index.html. This marks the first time in many years that a curriculum guide has existed for Kindergarten children. The guide will be on an interim basis for one year only and needs your expertise to be the best it can be. There will be a means for you to provide feedback to the Department of Education as the year progresses.

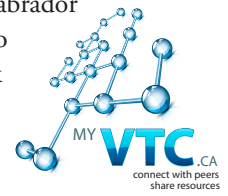
Masters Online

Are you considering doing a Masters in Physical Education?

Check out the following link for online options at Memorial University: www.mun.ca/hkt/graduate/

Virtual Teacher Centre (VTC)

Physical Educators in Newfoundland and Labrador can use the Virtual Teacher Centre (VTC) to share information with their peers or to seek out advice on PE related topics. The site is accessible through the Newfoundland and Labrador Teachers' Association (NLTA) website or by going directly to the following link: myvtc.ca/login.aspx?ReturnUrl=%2fdefault.aspx.



To date, the PE site has 432 registered users with numerous posted files and links. The site is searchable and also features a number of "tags" to allow users to quickly find relevant information as well as related topics of interest. The VTC is a Professional Learning Community that will be strengthened by everyone who is willing to share their ideas with others. Through peer collaboration, we, as a community of PE teachers, can truly make life easier for each other if we are willing to create a central bank of resources through the VTC.

Remember, if we all contribute, we will get back hundreds of ideas in return. All ideas are welcome and valued.

If you are not a member of the VTC and would like assistance in getting started, you can contact johnnelkins@esdnl.ca.

How You Can Contribute

VTC – send in your favourite game, a favourite website, an interesting article or participate in a discussion. Log in at myvtc.ca/login.aspx?ReturnUrl=%2fdefault.aspx. If you have any difficulties contact johnnelkins@esdnl.ca

The Bulletin – Physical Educators are out there writing. Just look back at the April and June issues. You can put in an article highlighting the Physical Education, Physical Activity, and Health initiatives going on in your school or community by e-mailing labrowne@nlta.nl.ca.

Let's Go! – PESIC would love to hear from you and your students. Develop a game, write an article that profiles your school, or comment on a PHE Journal article. Just send it to kelliebaker@hotmail.com or johnnelkins@esdnl.ca.

PHE Journal – Anything you write for Newfoundland and Labrador can go nationally! Send your articles along to jjmaker@gmail.com.