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Promoting Positive Youth Development Through Teaching Games in Physical Education

A Tribute to Dr. Andy Anderson

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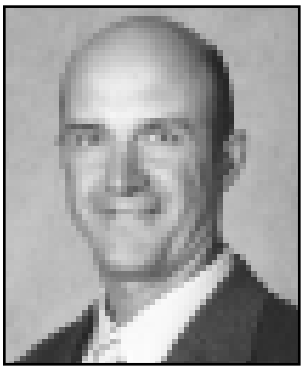
REGULARS / CHRONIQUES

A WORD FROM THE PRESIDENT

Inspiring Others through Personal Commitment



"The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, but the great teacher inspires."

Author Unknown

As I begin this *Word from the President*, I am saddened by the passing of two very special inspirational people who had great ties to CAHPERD.

On Friday July 20th, Russ Kisby passed away peacefully at his home, surrounded by his family. Many of you may be familiar with Russ' role in ParticipACTION. Russ was its co-creator and from 1978-2001 was the President and CEO. Russ was also the President of CAHPERD from 1982-1983.

Another very important individual whose life was tragically shortened on August 30th was that of Dr. Andy Anderson. Andy was a professor at the University of Toronto and was known in CAHPERD circles and internationally for his incredible work in the area of "*Health Promoting Schools*". Andy has literally had a profound impact upon people all around the world. He believed and was dedicated to the fact that every child has talents, dreams, and hopes which, if channeled in the right direction, can make a difference in his/her life and the lives of others.

On behalf of CAHPERD, I wish the families of Russ and Andy our deepest sympathies. Although the world has lost two great fathers, husbands, scholars, mentors, and friends, the legacy of their great teachings has inspired many and their work will continue to make an impact for generations to come.

As you read this fall issue, you will come across two touching stories of Andy and Russ written by their close colleagues. You will also notice that this edition of the *Physical and Health Education Journal* is focused on *Teaching Games for Understanding*. I would like to thank our guest editor, Dr. James Mandigo from Brock University for his involvement. We are bringing this focus to you because it is a method of teaching that is gaining momentum and also because there will be an international *Teaching Games for Understanding* conference held in Vancouver in May 2008.

I would also like to share some national news with you. In June 2007, I chaired the CAHPERD Council of Provinces/Territories meeting in Saskatoon. This is a semi-annual meeting of provincial physical education association presidents. This is a very important group for CAHPERD as it is these provincial associations that help CAHPERD carry forward the message and programs so that all Canadian children and youth can live physically active and healthy lives. One of the key agenda items of these meetings is the provincial/territorial reports. There were several significant themes/issues that were raised:

- **Determining the success of the Daily Physical Activity (DPA) initiative:** How will we know if it is having an impact and is it at the expense of quality physical education?
- **Quality Physical Education (PE) teachers:** Depending on the jurisdiction, Quality PE teachers are either being moved out of the gym into classrooms or required to fill a void. Concern was raised for the mediocre physical educator, a politically touchy subject, but one that is worth investigating. If we continue to ask for more physical education in our daily schedules, we need to have great teachers to inspire our children and youth to be physically active.
- **Mandatory PE:** In Manitoba, the provincial government has mandated 150 minutes/cycle of physical education for all students K-8. Students in grades 9 and 10 are already

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L'engagement personnel, source d'inspiration

« Le mauvais prof raconte, le bon prof explique; le prof supérieur démontre, le prof extraordinaire inspire. »

Auteur inconnu

Alors que j'amorce l'ébauche de ce message, je suis attristé par le départ de deux personnes fort inspirantes qui entretenaient des liens étroits avec l'ACSEPLD.

Le vendredi 20 juillet, Russ Kisby s'éteignait doucement chez lui, entouré de sa famille. Plusieurs d'entre vous connaissez le rôle qu'a joué Russ au niveau de ParticipACTION comme co-fondateur et PDG de l'organisme de 1978 à 2001. Il a également été le président de l'ACSEPLD en 1982-1983. Nul doute le départ de Russ laisse-t-il un grand vide.

Je veux aussi vous parler de la perte tragique d'un autre individu très important le 30 août dernier, soit Andy Anderson., Ph.D. Professeur à l'Université de Toronto, Andy était connu dans les cercles de l'ACSEPLD et sur la scène internationale pour son remarquable travail au niveau *des écoles axées sur la santé*. Andy a eu un profond impact sur la scène internationale. Il était convaincu que chaque enfant a des talents, des rêves et des aspirations qui, si orientés dans la bonne direction, peuvent faire toute la différence dans sa vie et dans la vie des autres.

Au nom de l'ACSEPLD, je tiens à offrir mes plus sincères condoléances aux familles de Russ et d'Andy. Et si le monde vient de perdre deux extraordinaires pères, maris, professeurs, collègues et amis, nous nous consolons avec les riches enseignements qu'ils nous laissent en héritage. En plus de nous inspirer, leur oeuvre continuera d'avoir un profond impact au fil des générations.

En lisant ce numéro d'automne, vous tomberez sur deux touchants témoignages sur Andy et Russ écrits par de proches collègues. Vous remarquerez aussi que ce numéro du *Journal de l'éducation physique et l'éducation à la santé* met l'accent sur « Teaching Games for Understanding ». Je tiens à remercier notre rédacteur en chef invité, James Mandigo, Ph.D, de l'Université Brock, pour sa généreuse participation. Nous avons décidé de mettre l'accent sur ce sujet parce qu'il s'agit d'une méthode d'enseignement qui gagne en popularité et parce qu'une conférence internationale sur Teaching Games for Understanding aura lieu à Vancouver en mai 2008.

J'aimerais également vous faire part de quelques nouvelles. En juin 2007, j'avais le plaisir de présider la réunion du Conseil des provinces et territoires de l'ACSEPLD à Saskatoon, une séance biannuelle qui permet aux présidents des associations d'éducation physique provinciales de se rencontrer. Ce groupe a une grande importance pour l'ACSEPLD puisque ce sont les associations provinciales qui l'aident à disséminer son message et à faire connaître ses programmes pour aider tous les enfants et ados du Canada à vivre une vie saine et physiquement active. Les rapports provinciaux et territoriaux figurent parmi les points clés à l'ordre du jour de ces rencontres. Plusieurs thèmes et enjeux importants ont été soulevés à la dernière réunion :

- **Détermination du succès de l'initiative axée sur l'activité physique quotidienne (APQ)? :** Comment saurons-nous si cette initiative a un impact et si c'est au détriment de l'éducation physique de qualité?
- **Enseignantes et enseignants d'éducation physique de qualité :** Selon l'endroit, les membres du personnel enseignant qui donnent les cours d'éducation physique de qualité sont chassés du gymnase et relégués aux salles de classe, ou on les sollicite pour boucher des trous. Certains s'inquiètent du manque de compétences de certains enseignants d'éducation physique, un sujet fort délicat mais qui exige qu'on s'y attarde. Si nous continuons de réclamer plus de temps pour l'éducation physique dans les horaires scolaires, nous devons pouvoir compter sur des enseignantes et enseignants hautement compétents qui sauront inspirer nos jeunes et les inciter à opter pour des modes de vie actifs.

- **Cours d'éducation physique obligatoires :** Au Manitoba, le gouvernement provincial impose 150 minutes par cycle d'éducation physique à tous les élèves de la maternelle à la 8e année. Les élèves de la 9e année et de la 10e année doivent déjà obtenir, chaque année, 1 crédit d'éducation physique/éducation à la santé. À compter de septembre 2008, tous les élèves de la 11e année et de la 12e année devront aussi obtenir 1 crédit d'éducation physique/éducation à la santé pour chacune de ces années. De fait, l'éducation physique a le vent dans les voiles au Manitoba et les autres provinces surveillent de près la suite des événements.

Le bureau national de l'ACSEPLD chapeaute également d'autres projets, y compris les suivants : (a) la poursuite d'une étude visant à établir l'évolution du modèle de développement à long terme de l'athlète à l'échelle du système scolaire canadien; (b) la poursuite d'une enquête pour déterminer l'impact qu'aurait le changement de nom de l'ACSEPLD, une proposition adoptée à la réunion du conseil de direction de mai; et (c) les préparatifs en prévision du 75e anniversaire de l'ACSEPLD en 2008. Il s'agit d'une étape clé dans la vie de l'Association et nous explorerons plein d'idées pour célébrer dignement ce grand événement à travers le Canada.

En terminant, je tiens à souhaiter la plus cordiale bienvenue à Jodie Lyn-Harrison, notre directrice des programmes et opérations, de retour d'un congé de maternité. Mais alors que Jodie nous revient, il faut dire au revoir et bonne chance à Renée Gillen qui occupait depuis un an le poste de gestionnaire des communications et qui a fait un excellent travail. Renée a été acceptée à la Faculté d'éducation -Formation à l'enseignement de l'Université d'Ottawa. Nous lui souhaitons la meilleure des chances, dans l'espoir qu'elle joindra sous peu les rangs des formidables enseignantes et enseignants canadiens qui inspirent chaque jour nos jeunes.

Comme d'habitude, n'hésitez pas à me faire part de vos commentaires et suggestions.

Activement vôtre,

Grant McManes
Président de l'ACSEPLD
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required to take 1 credit of PE/HE in each grade. Effective September 2008, all students in grades 11 and 12 will also be required to take a credit of PE/HE in each grade. This is a very good time for physical education in Manitoba, and the other provinces will be watching closely.

Other CAHPERD national office initiatives include: (a) continued progress on exploring how the *Long Term Athlete Development* model will play itself out in the school system across Canada, (b) continued investigation to the impact of changing CAHPERD's name, a motion that was passed at the Board of Directors meeting in May, and (c) preparation for our 75th Anniversary. Two thousand and eight marks the year for CAHPERD's 75th Anniversary. This is a significant milestone for the organization and we will be investigating a number of ideas as to how we can celebrate it across the country in a number of meaningful ways.

In closing, I would like to welcome back Jodie Lyn-Harrison our Director of Programs and Operations. Jodie has been away on maternity leave. As Jodie returns we say good bye and good luck to Renée Gillen. For the past year Renée has been our Communications Manager, and had done a tremendous job. Renée has been accepted into Teacher College at the University of Ottawa. We wish Renée well and look forward to her joining the many great teachers in Canada who inspire our children and youth on a daily basis.

I welcome your thoughts and comments.

Actively yours,

Grant McManes
CAHPERD President
Grant.mcmanes@gov.mb.ca

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CAHPERD ACSEPLD

JEUX DU CANADA GAMES

LETTER FROM THE EDITOR

James Mandigo, Ph.D.

Welcome to the fall issue of the *PHE Journal*. I am delighted to provide you with a series of articles, compiled by our guest editor, Dr. James Mandigo on the theme of *Teaching Games for Understanding (TGfU)*.

According to James, the enclosed articles "provide an overview of how *TGfU* has been conceptualized, researched, and applied across Canadian schools, sporting systems, and universities". The goal of creating a *TGfU* issue was to, "provide practical ideas for professionals and practitioners working to help children and youth develop the physical literacy skills needed to lead healthy active lives" and to also feature the work of Canadian *TGfU* researchers as "they prepare to attend the 4th International *TGfU* Conference in May, 2008".

Inside this issue you will find a conceptual article which describes how the *TGfU* approach can enhance Positive Youth Development (PYD) by incorporating the physical, cognitive, and affective domains of student learning. We also have four practical articles that describe how the *TGfU* approach can enhance the way you teach invasion, net/wall, striking/fielding, and target games.

More specifically, according to James, the target game article, "provides an overview of common tactical problems and also practical examples of modified games that enhance learners' understanding of the skills, rules, and tactics needed to solve these tactical problems". An example of *Danish Longball* was used to explain how principles of *TGfU* pertain to the striking/ fielding game category. Tennis was the theme of the net/wall games category where, "developmentally appropriate and progressive lead-up games" as well as assessment strategies were articulated. Finally, practical strategies from "teacher education, physical education and sports education contexts" were used to describe how *TGfU* pertains to the invasion game category.

I hope that these articles inspire you to implement *TGfU* strategies within your classrooms, playing fields and gymnasiums. I also encourage you to take on the ***PHE Journal's TGfU Challenge***. Please tell us how your have integrated *TGfU* in your physical education classes and you will have an opportunity to win a complimentary pass to attend the International *TGfU* Conference held at the University of British Columbia in May, 2008 as well as a $100 gift certificate. **Please send a 500-1500 word summary of how you implemented *TGfU* and pictures of your *TGfU* experience to phejournal@cahperd.ca by December 15, 2007.** Your story may be featured in the spring issue of the PHE Journal!

I wish you the very best in health as we also honour two extraordinary people who have contributed to the field of physical education and health in this issue. I would like to extend a special thank you to Christa Costas-Bradstreet and James Mandigo for taking on the special task of sharing memories and significant contributions of Russ Kisby and Dr. Andy Anderson.

Sincerely,

Rebecca Lloyd, Ph.D.
PHE Journal Editor
PHEJournal@cahperd.ca

LETTRE DE LA RÉDACTRICE

Bienvenue au numéro d'automne du Journal EPS. Je suis ravie de vous proposer une série d'articles compilés par notre rédacteur en chef invité, James Mandigo, Ph.D., sur le thème *Teaching Games for Understanding (TGfU)*.

Selon James, les articles ci-inclus « donnent un aperçu général des recherches sur *TGfU* et des modes de conceptualisation et d'application de *TGfU* au niveau des écoles, des organisations sportives et des universités canadiennes ». La publication d'un numéro consacré à *TGfU* « fournit des idées pratiques aux professionnels et aux praticiens qui investissent tant d'efforts pour aider les enfants et les ados à acquérir le savoir-faire physique nécessaire pour mener des vies saines et actives », tout en mettant en lumière les travaux des chercheurs canadiens en *TGfU*, « alors qu'ils s'apprêtent à participer à la 4e Conférence internationale sur *TGfU* en mai 2008 ».

Dans ce numéro, vous trouverez un article conceptuel qui explique en quoi l'approche *TGfU* favorise le développement des jeunes en intégrant les volets physique, cognitif et affectif de leur apprentissage. Nous vous proposons aussi quatre articles pratiques qui démontrent en quoi l'approche *TGfU* peut améliorer la façon d'enseigner les jeux d'invasion, de filet et de mur, de frappe, de champ et de cible.

Selon James, l'article sur les jeux de cible, en particulier, « donne un aperçu général des principaux problèmes tactiques et fournit des exemples concrets de jeux modifiés qui aident les apprenants à mieux comprendre les habiletés, les règlements et les tactiques nécessaires pour régler ces problèmes tactiques ». On donne l'exemple de la *balle longue danoise* pour expliquer en quoi les principes de *TGfU* s'appliquent aussi à la catégorie des jeux de frappe et de champ. Le tennis constitue le thème de la catégorie des jeux de filet et de mur, où l'on présente des jeux d'initiation progressifs et adaptés, ainsi que des stratégies d'évaluation. Et finalement, on a fait appel aux stratégies pratiques tirées des « contextes de formation des enseignants, d'éducation physique et d'éducation sportive » pour décrire en quoi TGfU s'applique aussi à la catégorie des jeux d'invasion.

J'espère que ces articles vous inspireront à instaurer des stratégies de TGfU au niveau de vos classes, terrains de jeux et gymnases. Je vous encourage également à relever le ***Défi TGfU du Journal EPS***. Dites-nous comment vous avez réussi à intégrer TGfU à vos cours d'éducation physique et vous pourriez remporter un laissez-passer gratuit pour assister à la Conférence internationale sur *TGfU* qui aura lieu à l'Université de la Colombie-Britannique en mai 2008, ainsi qu'un bon-cadeau de 100 $. **Faites parvenir un texte (de 500 à 1 500 mots) expliquant comment vous avez mis en oeuvre les principes de *TGfU*, ainsi que des photos à l'appui, à phejournal@cahperd.ca d'ici le 15 décembre 2007.** Votre expérience pourrait faire l'objet d'un article dans le numéro de printemps du *Journal EPS*!

Je vous souhaite une excellente santé, tout en attirant votre attention à l'hommage rendu, dans ce numéro, à deux personnes exceptionnelles qui ont grandement contribué à l'essor de l'éducation physique et de l'éducation à la santé. Je tiens aussi à remercier de façon particulière Christa Costas-Bradstreet et James Mandigo pour avoir accepté la tâche spéciale de recueillir des témoignages et des souvenirs axés sur les précieuses contributions de Russ Kisby et d'Andy Anderson.

Meilleures salutations,

Rebecca Lloyd, Ph.D.
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Promoting Positive Youth Development Through Teaching Games in Physical Education

By Nicholas L. Holt, Ph.D. University of Alberta
Katherine A. Tamminen, Ph.D. candidate, University of Alberta
& Martin I. Jones, Ph.D. student, Loughborough University, UK

Nick Holt is an Associate Professor and Population Health Investigator (supported by the Alberta Heritage Foundation for Medical Research) in the Faculty of Physical Education and Recreation at the University of Alberta. He holds numerous grants from Provincial and Federal funding agencies to conduct research in the areas of active healthy children and sport psychology.

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Developmental psychologists have argued that children's participation in high quality programs will facilitate positive developmental outcomes (Eccles, Barber, Stone & Hunt, 2003). For example, when children participated in organized structured activities they reported higher levels of intrinsic motivation, effort, and concentration than when they watched television or spent time with friends (Larson, 1994; Lowe Vandell, Reisner, Brown, Dadisman, Pierce & Lee, 2005). Similarly, when children participated in physical education (PE) lessons in which teachers emphasized personal improvement rather than comparison with others, they reported increased intrinsic motivation and other positive affective and cognitive outcomes (Morgan, Kingston, & Sproule, 2005). Thus, appropriately structured PE lessons may play an important role in enhancing several aspects of children's development.

The present article focuses on some cognitive, social, and emotional developmental concepts that may be fostered through games teaching in PE. Specifically, connections between PE and the *Positive Youth Development* (*PYD*) literature are examined. This approach is consistent with the positioning of PE as a discipline devoted to providing children and adolescents with the skills required to lead active healthy lifestyles (Siedentop, 1990).

Teaching Games for Understanding

As described in detail elsewhere, Teaching Games for Understanding (TGfU) (Werner, Thorpe, & Bunker, 1996) is a model whereby learners begin by playing a modified game first and then develop game knowledge and skill proficiency within representative game activities. There is an emerging body of evidence showing that TGfU can have a positive impact on children's game knowledge, ability, and performance (e.g., Mitchell & Oslin, 1999; Turner & Martinek, 1999). TGfU also provides a useful framework for teaching children about PYD.

This article examines developmental concepts that may be fostered through games teaching in Physical Education (PE). Based in the Positive Youth Development (PYD) literature, ways in which PE teachers may promote PYD are presented. Situational level factors that can be manipulated in PE classes to promote PYD include providing children with choices within appropriately structured lessons. Personal level factors that may be influenced through games teaching include the promotion of reflection, strategic thinking, and the development of character.

Cet article s'intéresse aux concepts développementaux qui sous-tendent le recours aux jeux éducatifs dans l'enseignement de l'éducation physique. Il explique en quoi les enseignantes et enseignants d'éducation physique peuvent favoriser le sain développement des enfants (SDE) en puisant à la documentation sur le sujet. Les auteurs discutent également de stratégies d'ordre situationnel et personnel. Divers facteurs d'ordre situationnel peuvent servir pendant les cours d'éducation physique et favoriser le SDE, comme le fait de confier aux enfants la responsabilité de certaines décisions, tenant compte des limites et attentes inhérentes aux leçons abordées. On note aussi des facteurs d'ordre personnel qui peuvent être influencés par les jeux éducatifs, comme l'encouragement à la réflexion et à la pensée stratégique, ainsi que la sensibilisation des enfants au développement du caractère. La conclusion fait état des possibilités qui s'offrent de promouvoir le SDJ en misant sur l'enseignement de jeux éducatifs en éducation physique, ainsi que des défis connexes.

Decision-making and choice can be promoted within appropriate lesson structure. One way of establishing the basic structure of lessons is by establishing boundaries and expectations for behaviour.

Positive Youth Development

Traditionally, developmental psychologists tended to focus on 'fixing' children's problems. PYD represents a different approach which focuses on building children's strengths and considers children as resources to be developed. Accordingly, positive development has been defined as "the engagement in prosocial behaviors and avoidance of health compromising behaviors and future jeopardizing behaviors" (Roth, Brooks-Gunn, Murray, & Foster, 1998, p. 426).

Whereas it is beyond the scope of the present article to thoroughly review the PYD literature, two approaches that provide the foundation for this paper are addressed. First, Larson and his colleagues (Dworkin, Larson, & Hansen, 2003; Hansen, Larson, & Dworkin, 2003; Larson, 2000) presented an analysis of internal and social/interpersonal domains of learning experiences that may be associated with PYD. Internal domains consisted of: (a) exploration and identity work for identity formation; (b) development of initiative; and (c) emotional self-regulation. Social/interpersonal growth domains were: (a) developing peer relationships and knowledge; (b) teamwork and social skills; and, (c) acquiring adult networks and social capital. These domains of learning may represent some of the processes through which youth learn positive developmental outcomes through their involvment in structured programs.

Second, Lerner and colleagues (2005) described and provided evidence for a latent construct of PYD through the 5Cs. The 5Cs are

(1) *Competence*: A positive view of one's actions in domain specific areas.
(2) *Confidence*: An internal sense of overall positive self-worth and self-efficacy; one's global self-regard.
(3) *Connection*: Positive bonds with people and institutions.
(4) *Character*: Respect for societal and cultural rules.
(5) *Caring/Compassion*: A sense of sympathy and empathy for others.

They further suggested that when the 5Cs are present, a sixth C - contribution to self and society - emerges. From this perspective it could be argued that when youth learn concepts consistent with the 5Cs they may actually contribute 'back' to themselves and others.

In the following sections we address how some of these concepts associated with PYD may be promoted through games teaching in PE. We view PYD as a product of healthy relations between situational and personal level factors. Accordingly, examples of situational factors that can be manipulated in PE classes to promote PYD are addressed (choices and structure) before considering three personal level factors that may be promoted (reflection, strategic thinking and character) through games teaching.

Provide Choices and Structure

One way to create an environment in which children can learn about PYD is to involve them in decision-making. Decision-making is a cornerstone of TGfU (Werner et al., 2005), and may also provide children with a sense of empowerment (see Benson, 1997) and opportunities to demonstrate initiative (see Larson, 2000). Research also shows that when children perceive that they have choices they report increased intrinsic motivation for activities (e.g., Goudas, Biddle, Fox, & Underwood, 1995; Morgan et al., 2005).

Decision-making and choice can be promoted within appropriate lesson structure. One way of establishing the basic structure of lessons is by establishing boundaries and expectations for behaviour. Children can also make some choices which influence the direction of the lesson within the general structure established by the teacher. For example, a teacher may wish to explore the notion of creating space in invasion games. Children can be given some

decision-making responsibilities in such lessons. The teacher structures the environment by selecting appropriate equipment (e.g., pylons, balls, pinnies) and then placing the children into appropriate group sizes (e.g., groups of three of four). The children would then be instructed to develop a game which emphasizes "passing and moving to keep possession."

Once the games have been developed and the children are playing, the teacher can spend time listening to students and being supportive and flexible to their needs (Reeve, 1995). For example, the teacher could provide specific instructions about how to "create space." These instructions may vary from group to group, so this is a divergent approach to instruction – that is, there are several different ways to create space, and the learners may achieve slightly different outcomes around the same theme. The point of this exercise is that the children have been provided with some decision-making responsibilities within the structure of the lesson, and they may feel empowered in their PE class. They feel like they are playing their "own" games, but they are still learning the concepts decided upon by the teacher. Furthermore, the social interaction and problem-solving activities that precede the games creation provide a context for learning important developmental skills.

Reflection

Teachers can attempt to raise children's self-awareness by helping them to realize what skills they have learned in PE and how these skills may be useful in other domains (cf. Danish, Petitpas, & Hale, 1995). Reflection can be used to determine whether previous experiences and prior learning are applicable in other life domains (Schön, 1987). Following games lessons children could be encouraged to think about which strategies worked and which strategies failed. Children could be asked to reflect on social interactions they experienced during the lesson (e.g., how well they worked with peers, what problems they faced, how they solved these problems). Children could also be encouraged to think about how any skills they have learned in PE could be used in other contexts. During these discussions the teacher's role is to "mentor" the children through the process and to direct the conversation toward specific skills and values.

To promote reflection the teacher could debrief with the students by asking them to reflect upon some of the things they may have learned and how they could apply these skills to other areas of their lives. If a child says that she learned about communication, we would then ask "can you think of any other situations where you might have to communicate and solve problems like we did today?" This often leads to a discussion of how skills learned in the gym may transfer to other areas of life. We realize that there is not a great deal of evidence for this notion of transferability, and research is needed to confirm if (and how) skills learned in PE influence other life domains. However, we do think that is important that teachers attempt to make connections between PE context and other life domains, rather than hoping that children will make these connections themselves.

Promote Strategic Thinking

Larson and Hansen (2005) suggested that distinct forms of reasoning are required to exercise agency in the complex social arenas that characterize modern life. They termed this reasoning "strategic thinking," which is pragmatic means-end thinking that takes into account human systems (i.e., dealing with multiple individuals or groups, who have differing motives and perspectives). Based on qualitative research with several different types of organized youth programs, Larson and Hansen presented three modes of strategic thinking:

(1) **Seeking Strategic Information that would be useful for achieving goals.** Youth would "ask around" and "find out if things had happened

...activities and strategies that are conducive to learning character through PE must be planned. The specific messages a teacher communicates in PE lessons may help youth demonstrate respect of societal and cultural rules.

to other people" to gather information, as well as use more systematic approaches, such as consulting books or the Internet for information.

(2) **Strategic Communication,** which involves children adapting their communications to suit different audiences. For example, youth may realize the importance of "getting the facts together" while framing messages to adult audiences, or alternatively making sure that children feel comfortable to discuss ideas yet are challenged to think more deeply about issues.

(3) **Sequential and contingent thinking.** This involves ordering sequences of steps to reach a goal while simultaneously taking into account other contingencies that might arise.

These strategic thinking concepts are obviously intimately connected with TGfU. Indeed, one of the goals of a TGfU approach is to help children think about games in terms of strategies and tactics. Larson and Hansen's (2005) conceptualization of strategic thinking may be useful for PE teachers. For example, a teacher could create specific scenarios during lessons. Heath (1991) studied little league baseball coaches in the US and found that they often created scenarios such as "bases loaded, two players out, two and two strike count" to teach players about how to respond. Within these scenarios, coaches used "if-then" linguistic constructions ("if x happens then we have to do y"). Teachers could incorporate these "if-then" constructions into a range of different games to promote strategic thinking.

Teach Children About Character

Another personal level factor that the PE teacher may be able to influence is character. As early as 1930, McCloy stated that mere involvement in games will not necessarily produce character. Rather, activities and strategies that are conducive to learning character through PE must be planned. The specific messages a teacher communicates in PE lessons may help youth demonstrate respect of societal and cultural rules. For example, understanding the tactics and rules of a game can go hand-in-hand with an appreciation for the etiquette for the game. Mandigo and Holt (2004) used the example of returning possession to the opponent after an injury in soccer to demonstrate how etiquette also extends beyond the formal rules of the game. Again, reflective de-briefing can be used to discuss how respect may transfer out of games to other life domains.

Small sided soccer games could be used to promote character. The class could be divided into groups that include at least three teams. At all times two teams would be playing, while the third team would be assigned the roles of referee, assistant referee, and spectators. In addition to helping the referees to understand the rules, the teacher could highlight the importance of spectators (a) making supportive rather than negative comments, and (b) demonstrating respect for the referees. The teams would rotate every 10 minutes so that all children could occupy the different roles. The teacher could de-brief by asking children what they experienced in the different roles, and how others' behavior and comments may have influenced them. Teachers can also connect this lesson to the actual types of behaviors children may have seen at youth sport games among the crowd. One strategy we use to conclude such lessons is by posing the following question: "If you could create one rule that all parents at youth sport games must obey, what would that rule be?"

Conclusion

In this article selected concepts associated with PYD have been briefly reviewed and a couple suggestions for promoting PYD through PE have been presented. This article by no means represents an exhaustive review of the literature. There is a tradition within the PE discipline of moving beyond the "physical" to engage students in cognitive, emotional, and social learning situations (e.g., Siedentop, 1990). Hence, we do not claim to be presenting a new conceptualization of PE pedagogy. However, we hope that PE professionals will use, adapt, and improve upon some of the examples provided to build their pedagogical repertoire. ■

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PEER REVIEWED ARTICLE

Theory to Practice: Using the Games for Understanding Approach in the Teaching of Invasion Games

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Invasion games are a common component of physical education and community sport programs. Not only are they an integral aspect of popular culture and our historical heritage, they also engage students in exciting challenges to develop valuable life skills, as well as providing lifetime active recreational choices for many citizens (Capel, 2000). Invasion games typically refer to complex and dynamic activities involving two teams who compete for one object, usually a ball, in order to advance the object into the opponents' territorial playing area in order to score a goal/points. At the same time each team protects their own goal from the opposition's advances. Soccer, basketball, rugby, hockey, and handball are some of the more popular invasion games. However, invasion games can also include other activities such as water polo, lacrosse, ultimate frisbee, capture the flag, and inventive game challenges (British Columbia Ministry of Education, Skills & Training, 1999; Department of Education and Employment, 1999). Whilst each type of invasion game presents different characteristics and challenges (e.g., rules, playing area, objectives for success), they possess common tactical elements or games principles which need to be addressed in order to enhance a team's impact. In attempting to maximize team performance, each player and the team as a whole, are confronted with problems to solve which relate to the tactical demands of that game.

Traditional approaches to the teaching of invasion games have tended to be driven by knowledge transmission with an emphasis on teacher-centred objectives, skills, drills, practices and team talks (Allison & Thorpe, 1997; Hopper & Bell, 2001; Hopper, 2002; Martens, 1997; Mitchell, Oslin, & Griffin, 1995). Whilst adopting a TGfU approach is not an entirely new concept, it does place an emphasis on developing a critical understanding and effective response to the realities and dynamics of complex and developmentally appropriate games play situations. TGfU approaches have pedagogical roots in constructivism and situated learning (Grehaigne, Richard & Griffin, 2005; Bell & Hopper, 2003; Hopper, 2002; Hubball & Robertson, 2004; Mandigo & Holt, 2004; Strean & Holt, 2000). In an invasion games context, TGfU provides an alternative approach to student learning since it focuses on the interactions with other teammates in a learning community; the game setting provides cues that are critical to cognitive processing; and it incorporates the students' developmental needs, ideas and game context into the learning experience. TGfU is viewed as an individual and social contextual process (Hansman, 2001; Lave & Wenger, 1991; Wenger, 1998).

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TGfU draws upon a wide range of learning strategies (e.g., critical thinking, interpersonal communications, reflective analysis, goal-setting, co-operative learning, experiential participation, problem-solving) in invasion game contexts and draws upon a range of processes for individual players. Helping students to understand and to develop game-based skills and strategies can enable students to transfer their learning from one invasion game challenge to the next. Furthermore, learning outcomes (e.g. critical thinking, responsible use of ethical principles, problem-solving skills) are responsive to students' needs and circumstances in the games education context and are assessable, transferable, and relevant to their lives as young citizens in a diverse world.

To facilitate TGfU in an invasion games program requires therefore, PE teachers to shape a positive and responsive learning

Teaching Games for Understanding (TGfU) approaches have made significant contributions to students' learning in invasion game contexts within a wide range of physical and sports education programs. In attempting to maximize team performance in invasion games, each player and the team as a whole is confronted with problems to solve, the nature of which will be dependent on variables such as opponents' tactics, the score at the time, perceived strengths and weaknesses in both teams and possibly even the weather. Traditional approaches to the teaching of invasion games within PE and community sports programs have tended to focus on technical skills development. In contrast, TGfU approach places emphasis on developing critical understanding of and effective responses to, the dynamics of a variety of games play situations. TGfU draws upon a wide range of learning strategies (e.g. critical thinking, interpersonal communications, reflective analysis, goal-setting, co-operative learning, experiential participation, problem-solving) in invasion game contexts and relies upon both practical and cognitive abilities of individual players. Helping students to understand and to develop game-based skills and strategies can enable students to transfer their learning from one invasion game challenge to the next and using a player-centred teaching method the teacher is offering the learner a degree of guided autonomy which, if handled carefully, can produce greater understanding and a more enjoyable games experience. This article examines the application of the TGfU approach when covering concepts, principles and strategies in invasion games. Practical strategies are drawn from teacher education, physical education and sports education contexts and include small-sided game development and analysis, developing effective team offensive and defensive strategies using effective questioning strategies.

Les approches axées sur Teaching Games for Understanding (TGfU) ont grandement contribué à l'apprentissage des élèves par le biais des jeux d'invasion organisés dans le cadre d'une gamme élargie de programmes d'éducation physique et de sports. En vue de maximiser le rendement de l'équipe au niveau des jeux d'invasion, chaque joueur, et l'équipe entière, sont appelés à régler une série de problèmes dont la nature dépend de diverses variables, comme les tactiques de l'adversaire, le pointage actuel, les forces et faiblesses de chaque équipe, voire la température. Les approches pédagogiques traditionnelles servant aux jeux d'invasion organisés dans le cadre des programmes d'éducation physique et des programmes de sport communautaire tendent à mettre l'accent sur le perfectionnement des habiletés techniques. Par contre, l'approche TGfU mise sur une compréhension critique et des réactions efficaces aux dynamiques de diverses situations de jeu. TGfU fait appel à un large éventail de stratégies d'apprentissage (p. ex., la pensée critique, la communication interpersonnelle, l'analyse réflective, l'établissement de buts, l'apprentissage coopératif, la participation expérientielle, la résolution de problèmes) dans des contextes de jeux d'invasion et exploite à bon escient les aptitudes pratiques et cognitives de chaque joueur. Le fait d'aider les élèves à comprendre et mettre au point des compétences et stratégies axées sur le jeu permet aux élèves de transférer leurs apprentissages d'un jeu d'invasion à l'autre. Le recours à une méthode d'enseignement axée sur le joueur permet à l'enseignant d'offrir à l'apprenant un degré d'autonomie dirigée qui, si utilisée avec doigté, favorise une meilleure compréhension et des expériences plus agréables face au jeu. Cet article examine l'application de l'approche TGfU aux concepts, principes et stratégies qui sous-tendent les jeux d'invasion. Les stratégies pratiques découlent de contextes d'apprentissage par les enseignants, par l'éducation physique et par le sport, y compris le développement et l'analyse de petits jeux, ainsi que la mise au point de stratégies d'équipe offensives et défensives grâce aux stratégies de questionnement efficaces.

environment with appropriate activities, and to utilise their knowledge and expertise to guide and help students in making key decisions and to respond effectively to a variety of sometimes complex game situations (e.g. offence and defence strategies, tactical team play, set-pieces, individual sending/receiving decisions). Selecting an appropriate teaching style is central to this process. It is recognised that a number of teaching styles can offer students the opportunity to be involved in hypothesising, synthesising and problem solving and engaging students in these teaching styles can enhance aspects of students learning and enjoyment (Mawer, 1995; Mosston & Ashworth 1986;). By adopting these teaching styles and offering the learner the opportunity to make decisions the learner's understanding of games play will develop. Furthermore, a range of teaching styles will enhance inclusion of all students in a games physical education context.

Effective use of the TGfU approach in Invasion Games

The specific needs and circumstances of the learning context (e.g., PE games unit, school or community sports program etc.) should be taken into account when planning TGfU sessions. Thus, teachers should first conduct a prior learning assessment of the learners' abilities, goals, and PE lesson/coaching context. This can be achieved in various ways including: student worksheet reflections pertaining to motives and goals for participation, class and small group discussions, teacher's observations of students' strengths and weaknesses during team offence and defence games, as well as available facilities and equipment (Hubball, 2006). Next, teachers should introduce and prepare students for TGfU processes and, therefore, frame student learning expectations (e.g. teamwork, communications, data collection, problem definition, decision-making, planning and goal-setting, active performance, and reflective analysis) in order that they can succeed and maximize learning in invasion games.

There are a variety of specific strategies for TGfU in an invasion games setting. Four central strategies will be presented which have been drawn from teacher education, physical education and sports education contexts: (1) small-sided game development and analysis, (2) developing effective team offence and defence strategies, (3) inventive games, and (4) effective questioning strategies. Appendix 1. shows a detailed example of TGfU in an invasion game practice.

(1) Small-sided Game Development and Analysis

Progressive and challenging small-sided game development and analysis (e.g. 2 vs. 1, 3 vs. 2, 4 vs. 4, 6 vs. 6, and half-field offense versus defense) are an excellent and authentic way of enhancing learning in an invasion game context. Small-sided games are more intense, involve more touches with the ball, less complex in terms of decision-making and easier for students to analyse. The development of skills and strategies necessary for improvement can be decided upon in relation to roles within the offensive team (ball carrier and non-ball carriers) and the defensive team (Hubball & Robertson, 2004). Of similar importance, is the notion that small-sided invasion games should require students to provide input regarding: i) initial game planning (e.g., communicating specific roles, teamwork, offense and defense strategies); ii) periodic performance analysis; and, iii) suggestions about specific goals for further improvements (e.g. more calling for the ball and off-the-ball movement into space, practice first-touch ball control skills, attend to speed and penetration in offense). Finally, students should be engaged in an overall class debrief upon completion of small-sided invasion games in order to reinforce effective team offence and defence strategies, as well as identify areas of transfer and further investigations. Thus, students are expected to take an active role in this process by thinking like coaches, whilst still enjoying the intrinsic benefits of learning [experientially] through games play (Light & Fawns, 2003). This time for reflection could effectively be conducted in the form of a question and answer session where players are given time to reflect on questions and give considered answers (e.g. "Can you offer me one or more adaptations to your team's defending which may lead to a reduction in goals conceded in your next game?")

(2) Developing Effective Team Offence and Defence Strategies

All too often, invasion game practices can be over filled with drills and ball skill practice at the expense of allocating adequate time to develop effective team strategies and reflection in the context of the game (Allison & Thorpe, 1997). Effective teamwork in invasion games does not just happen through a motivational team talk, wearing the same team jersey, or by the innate and natural effort and abilities of a group of players. Essentially, players need to develop effective team offence and defence strategies through carefully guided and progressive practice conditions that closely simulate the game environment. Therefore teachers would help players develop traditional ball skills such as control, passing, dribbling, shooting, etc. in an authentic way. Various frameworks have been presented in the literature for developing effective team offence and defence strategies (Grehaigne, Godbout, & Bouthier, 1999; Wilson, 2002). These strategies are adaptable to a wide range of invasion games. For example, adopting and executing strategic positional formations and responsibilities; focusing—"reading" and responding to the game; asserting your team's influence on the "tone" of the game; exercising leadership and communication throughout the game; and, playing with impact…making it happen (Hubball, 2006). Effective teamwork is certainly challenging for even the best players, teams, and teachers/coaches. However, when a team does get it right, teammates connect in highly skilled, clever (often subtle), and complimentary ways (Earles & Chase, 2001). Effective teamwork is truly evident when the "sum of the whole far exceeds the sum of the individual parts." PE teachers should be sensitive to providing opportunities for

students to experience different positions on a team in order to better understand the important team roles held at each position and how those roles interact. Players who usually stand out in a games situation are the ones who are both technically gifted and cognitively astute in their decision-making processes.

(3) Inventive Games

Inventive games are an excellent way to stimulate creativity and student leadership (Rink, 2002). Inventive games, however, can be overwhelming for students initially unless they are introduced to inventive game principles in progressive ways, from simple to complex. For example, a small group of students can be asked to develop one or two modifications to an existing invasion game. Activity modification, for example, can take several forms including rules, number of players and teams, playing area, equipment type and quantity, and goal area(s) to score. In more complex forms, a group of students can be given a limited range of equipment with the expectation that they develop an invasion game with the specific criteria (e.g. clear game objective, identify strategies for success, identify safety features of the game, all participants need to be actively involved, the game has to flow and be fun, the game has to have a start and finish strategy). Inventive games also help students to appreciate how rules enhance equity and positive behavior; they help students to appreciate the view points of others, to compromise and to negotiate conflict in constructive ways. Furthermore, when groups of students are required to create and share new or variations of invasion games with their peers and how to play their game(s), it invites additional fun challenges, feedback for modifications, and higher order learning opportunities.

(4) Effective Questioning Strategies

Whilst structuring appropriate practice conditions and developing players' analytical and decision-making skills through TGfU activities is crucial, a central component of the teacher's role is the ability to ask 'good' questions that facilitate a guided-discovery learning methodology. Effective questioning techniques can provide critical teacher interventions to help students' progress with TGfU (Hopper, 2002; Hubball & Robertson, 2004). Depending upon the particular game issue being examined, questioning strategies, using Bloom's taxonomy, can range from simple (knowledge recall) to complex (evaluation of performance strengths and weaknesses) for enhancing critical understandings and effective responses to complex game situations at various stages of the TGfU process. For example, during a small-sided invasion game, a coach may stop or "freeze" the play and ask a specific team, "What sort of team plays are being made?" (patterns), "Why are these happening?" (cause and effect), "What do you think is good about it?" (judgments), "What could be done better?" (judgments), "How could we practice to improve this aspect of team play?" (developmental). Clearly, it's not just the specific questions that are asked but also the way that the questions are asked and. Within a classroom culture, inquiry is critical (e.g., ask open-ended success-based questions that avoid Yes/No responses; encourage students to generate questions and discuss suggestions among themselves). A hierarchy of planned questions based upon set learning objectives are therefore pivotal to the success of TGfU as a teaching method (Richard, & Godbout, 2000). A learning environment of emotional safety needs to be created where every member of the group are confident to answer without fear of ridicule and the teacher allows time for individuals or groups to formulate thoughtful responses.

A teacher might complete the debrief at the end of the game by asking students to suggest subsequent practices that might improve the quality of team plays or skills during these games.

Other related TGfU strategies in an invasion game context include peer-teaching modules, the use of video technology and the development of student portfolios. Peer-teaching modules encourage students to adopt a significant leadership role and think like coaches, gather relevant data, and investigate and assess team offence and defence strategies from a different perspective. The use of video technology is a very effective method for students to repeatedly analyze team offence and defence strategies in particular invasion game situations. Student portfolios with various worksheets are a valuable resource for students to document their progress, observations and reflections pertaining to their critical understandings and responses to invasion games practice.

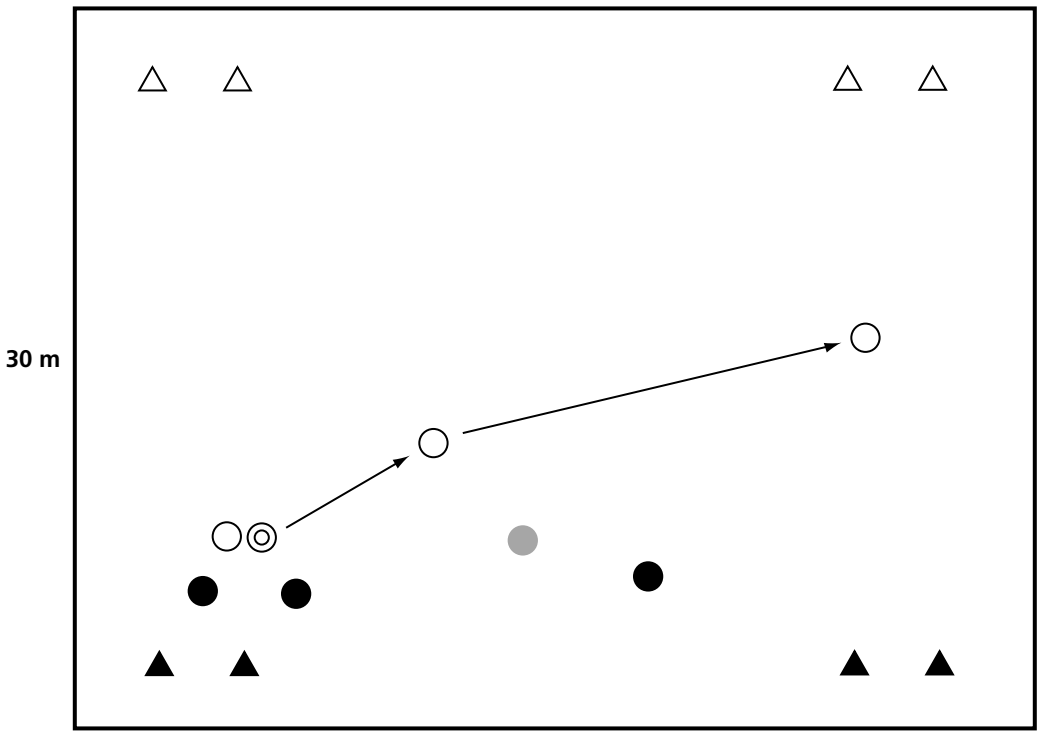
Issues for Consideration

By drawing upon a range of appropriate learning strategies, TGfU has the potential to enhance learning in invasion games. It is important for teachers to note that if TGfU is a very new approach to your student program, then it is best not to try to introduce too much to your players all at once and it is necessary to have realistic expectations. For example, in a small-sided game activity, this might include requiring students to formulate a team plan prior to the start of a game, stopping the game after 5-10 minutes to ask a series of 2-3 questions, then requiring each team to re-assess their team plan before continuing. Finally at the end of the first half of play, ask the teams to assess and share their progress before going into the second half of the game, and then repeat the process. A teacher might complete the debrief at the end of the game by asking students to suggest subsequent practices that might improve the quality of team plays or skills during these games. See Figure 1 and 2 for TGfU examples.

However, TGfU strategies should not be used at the exclusion of skills development

text continued on page 20

Figure 1: The 4 Goal Game



The 4 Goal game description:. 3 v 3 plus an optional floating player (in grey) who plays for the team in possession and cannot score or be tackled. Inclusion of this floating player will be at the coach's discretion depending on the players' technical level. Each team defends two goals and can score by passing the ball through either of their opponents' goals. As the players become more adept then progress by removing the floating player.

Switching Play in Soccer.

Learning Objectives:

1. Select and apply the appropriate time to change the direction of attack.
2. Acquire and develop relevant skills for changing the direction of attack in a game.

Key Questions for the teacher to ask in hierarchical order with possible answers:

a) When should you decide to change the direction of attack?
- When there is pressure on the ball and I cannot go forward
- When space is occupied by defenders on that side of the field
- When space has been created on the opposite side of the field

b) What is the most effective way for your team to exploit the space on the opposite flank?
- Turn with the ball and get the ball there as quickly as possible.

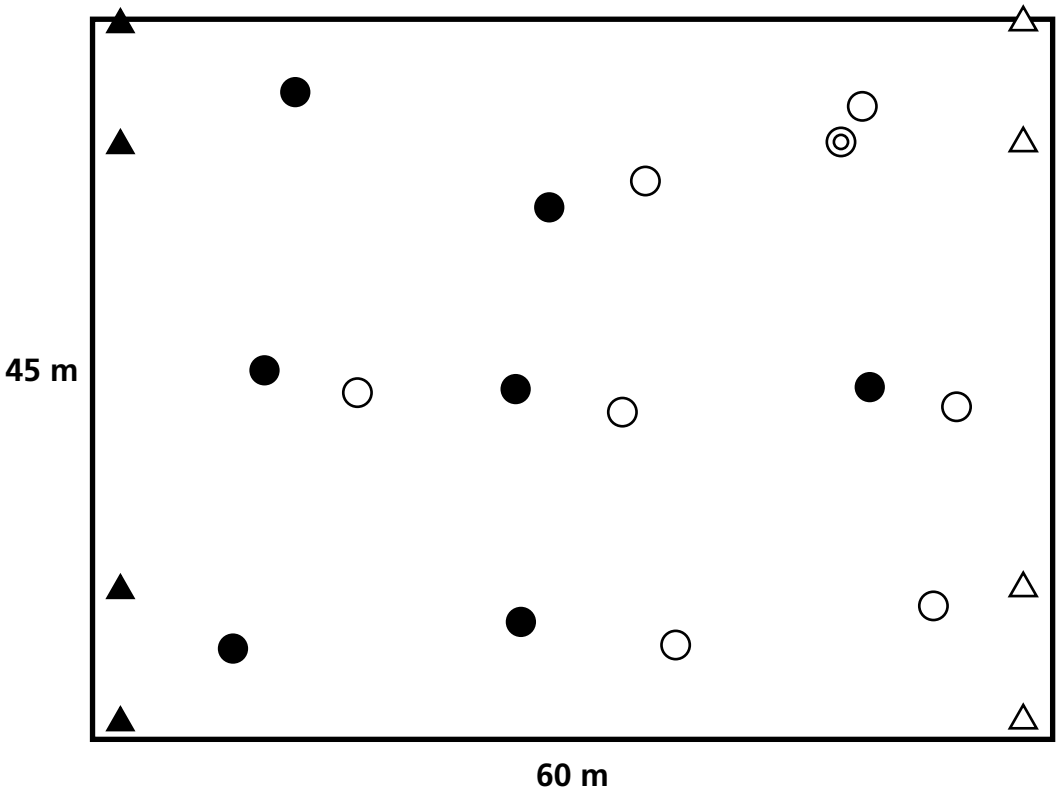
c) Does that mean a long cross field pass?
- Sometimes but only when that is feasible without giving possession away. Otherwise it may mean playing using 2/3 passes.

d) So how can my team mates assist in that situation? Where should they support?
- The nearest player can support on the diagonal behind
- The other player moves outside him/her ready for the switch.

e) Who can show me the angle and distance of the first supporting player?
- They stand 8-10 yards away diagonally behind.

And what do you do when you get the ball to your player on the opposite flank?
- Attack the goal and get other players over there to support.

Figure 2: Half Pitch Corner Game



Half Pitch Corner Game description: 7 v 7 with both teams given a 3.3.1 formation. Goals again set in each corner but 8 yards wide. Both teams try to manoeuvre the ball so that they are able to run the ball through either of the opponents' goals.

Key Questions for the teacher/coach in hierarchical order with possible answers:

Switch play again quickly

a) Does switching play only apply to the attacking players?
- No, defenders, midfielders and even the goalkeeper can do it.

b) Who can show me some techniques that be used to turn in order to switch play?
- Use outside of the boot to hook ball in a 180 degree turn, Step-over Turn, Cruyff.

c) What is important about executing these turns in the game?
- They need to be fast, slick and disguised.

d) Can anybody show me how I might receive a crossfield switch pass?
- Look over the shoulder as the ball is travelling, open body shape, receive on the back foot with the first touch then move it on.

As the group become familiar with the idea of penetrating forward where possible or switching play when a forward pass is not possible then the teacher's interventions decrease in frequency i.e. you give the players less guidance and they learn more for themselves. It is important to get the balance of player activity and coach questioning correct. Towards the end of the session the teacher may only pick up occasionally on errors and ask, 'What decision could you have taken (or technique could you have used) there? Why?' If they give you the correct answers you know the session has affected their understanding. Ending with a plenary consisting of questioning will help consolidate learning.

for effective learning in invasion games. Aspects of motor development remain an important aspect of development for games players. Problems with the TGfU approach can arise from poor implementation or inappropriate use of teaching styles. To implement effective TGfU strategies, a teacher requires an eclectic range of progressive questioning (e.g., lower to higher-order) and facilitation (teacher-centred to student-centred) techniques to enhance players' decision-making skills with respect to complex invasion game situations. In addition, teachers need to carefully plan progressively challenging activities, and select critical and timely interventions that challenge understandings and enhance learning. The theme or "problem" is highlighted through the choice of appropriate modified games, a hierarchy of relevant questions are planned and a guided discovery teaching style is adopted (Figure 1 and 2). The additional time required of both teachers and individual students to engage in TGfU can, therefore, be a limitation but if the essential elements are there, it can be a rewarding experience for teacher and student alike.

Summary

TGfU approaches have made significant contributions to developing students' critical understandings and effective responses to the realities and dynamics of complex invasion game situations within a wide range of physical education contexts. Practical strategies include small-sided game development and analysis, developing effective team offence and defence strategies, inventive games, and effective questioning strategies. Essentially, TGfU organises the teaching of invasion games programs around issues relevant to the team/students; ensures that the practice environment closely simulates the invasion game context; engages students as stakeholders in the learning process; and enhances the development of positive learning outcomes such as critical thinking, problem-solving, decision-making, better understanding of tactical knowledge, leadership and interpersonal skills, and more enjoyment of the games experience. ■

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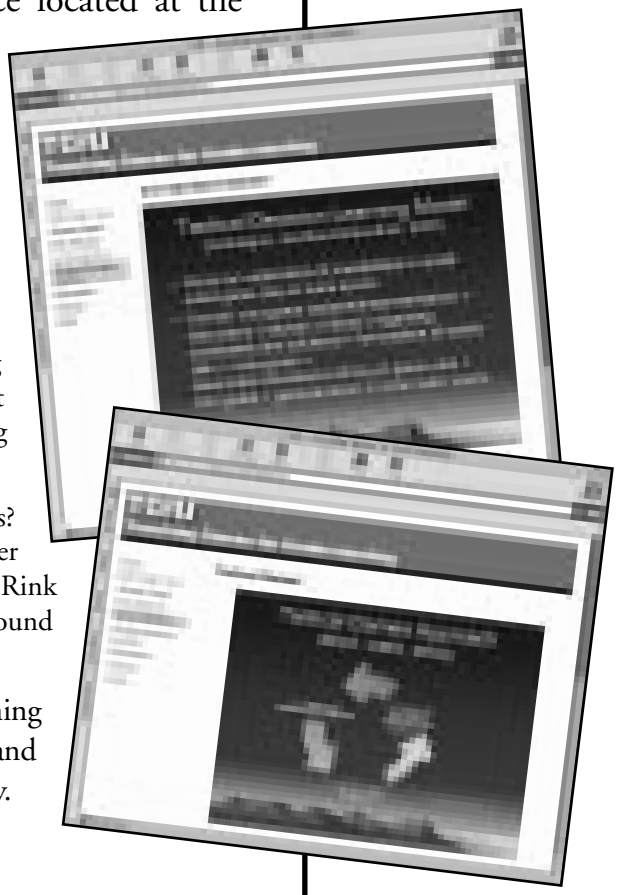

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Teaching tennis with assessment for/as learning

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Introduction: Tennis a net/wall game

I have noticed in my experience of visiting schools that few PE teachers feel comfortable teaching tennis. Tennis lessons result in balls flying out of the court, students standing waiting their turn to hit a ball… it is basically a frustrating experience. Even when I see students have gained some ability to hit the ball in the court, a teacher finds it challenging to assess their skills in a way that will encourage students to play more. How can we teach tennis and assess tennis to emphasize the joy of playing a ball and the excitement of a well played point? In this paper I suggest a TGfU approach combined with assessment methods focused on student's learning to read the game of tennis.

The notion of learning to "read" game play from a tactical understanding of the game, is one associated with literacy in its broader sense. The idea of reading the meaning of actions, can be represented by a simple symbol system. To "read" game play a person must understand enough of the whole of an activity to recognize and connect the relationship patterns of the individual components.

Within the TGfU approach, tennis is one form of a game in the net/wall games category. As developed by Hopper (1998, 2003), the net/wall games can be understood in relation to three principles of play:

1. Consistently returning the ball and move to cover centre of the opponent's target.
2. Placement of the ball into the opponent's area of play to make it difficult to return.
3. Spin to control the ball flight and force (power) to make a ball difficult to return.

Each of these principles offers a conceptual focus for developing lessons in any unit of instruction within a net/wall games category.

Modified games and learning to read the play of the game

Tennis is a complex game to play. Too often teachers try to teach students a tennis skill, model it and then feed them balls to hit, but rarely does this transfer into the game. To learn tennis, students need the basic motor-skills for catching, throwing, stopping and guarding. Students should learn first how to catch a bouncing ball, send a ball to a target and field a ball back to a partner. Learned in simple focused games, all these skills and others lay the foundation to play tennis. Within tennis lead-up games, the notion of how to play with a partner in a tennis-like game can be developed through throwing-catching games. As described by Hopper (2003), simple games such as the Castle game (see Figure 1) could be used to get students to learn to send the ball consistently to a target. The aim of this game "Try to hit the castle target" (small yellow pylon) and the three rules listed in the Figure 1 set up a tennis-like relationship between the players. In this game players toss the ball in the air, above their heads, trying to hit the yellow pylon (castle) and then the partner catches the ball after one bounce and tries to do the same from where they catch the ball. Additional rules can be added, but the height and bounce rules initially create a game where students have time to read ball flight and their opponent's movements. When first playing this game catching then sending the ball can be the skill focus, but gradually, as the students learn to set-up for the ball being sent to the target, they can be shown how to hit the ball using their hands or a short handled racquet. As students work with partners they can learn key ideas about their movement-off-the-ball in order to execute a skill. For example, here is a description of how students should learn to move in four movement phases (i.e., 4 R phases) of recover, read, respond, and react (Hopper, 2003). In the Castle game, as soon as the player sends the ball above her head aiming for the target she needs to recover to a ready position with her weight evenly distributed on toes, knees bent, feet shoulder width apart and facing the target. This ready position sets her up to read the situation her shot created. If her shot was close to the targets she can make a decision to move her base position close to and opposite the target from her opponent, if her shot was away from the target she can decide to take up a position opposite where she thinks her opponent will be able to send the ball; behind the

Drawing on experiences of teaching tennis courses based on a TGfU approach, this article will outline ideas for developing assessment practices where students learn to read the off-the-ball movement of players. This paper argues that assessment must move from a reliance on assessment of learning to assessment for and assessment as learning (Earl, 2003). When teachers and students become focused on assessing learning to play the game rather than assessing the skills of the game, they learn to read and understand the players' role in game play. Such reading encourages students to make anticipatory movements that put them in positions to be successful at executing skills. From this basis, the article will draw on experiences teaching high school students and first year university students (Hopper, 1990; Hopper, 2003).

S'inspirant des expériences d'enseignement du tennis selon une approche TGfU, cet article explore des façons de mettre au point des pratiques d'évaluation qui permettent aux élèves d'interpréter les mouvements des joueurs sans la balle. Cet article argue que l'évaluation doit évoluer, passant de l'évaluation de l'apprentissage à l'évaluation pour l'apprentissage et comme apprentissage (Earl, 2003). Lorsque les enseignants et les élèves commencent à mettre l'accent sur l'évaluation de l'apprentissage du jeu plutôt que sur l'évaluation des habiletés au jeu, ils apprennent à interpréter et comprendre le rôle du joueur dans le jeu. De telles interprétations encouragent les élèves à poser des gestes anticipatoires qui les aident à maximiser la bonne exécution des habiletés. Des termes comme Base (recouvrement), Décision (interprétation), Couverture (réactivité) et Ajustement (réaction) servent à articuler et présenter les mouvements sans la balle des joueurs pendant une joute. Partant de ce fondement, l'article s'inspire des expériences d'enseignement aux jeunes du secondaire et de la première année d'université (Hopper, 1990; Hopper, 2003). Lors des expériences passées, on a eu recours aux évaluations fondées sur des critères et à l'instrument d'évaluation du rendement au jeu (Griffin et al., 1997) pour noter le progrès des élèves et pour souligner leurs réussites.

castle target and roughly in-line with the opponent. As the opponent hits the ball the player must respond with guarding movements in relation to where she judges the opponent's hit will land. By covering this area she sets herself up to send the ball back towards the castle target. As the ball bounces the player reacts to the ball's bounce with small adjustment movements so that she can hit a falling ball at waist/knee height in the hitting zone in front of her body. These movements set the player up with time to execute the technique of a forehand or backhand stroke with grip, swing and racquet contact being refined. For more modified games like this see http://web-uvic.ca/~thopper.

During game play the teacher would ask questions to focus students on where they are positioning themselves after they have hit the ball, how they are hitting the ball, or where they are aiming the shot. At times, skill practices would result from such questions. This TGfU approach is extremely effective at allowing students to play in tennis-like game structures and develop fundamental skill patterns. To transfer students' learning into the full tennis court, students need to understand how they are learning and they need to take responsibility for their learning and for assessment.

As the students are taught to value the off-the-ball movements in increasing more complex game situations, the assessment system needs to value this learning.

Assessment of/for/as learning

As noted by Earl (2003) in assessing student learning there are three approaches.

(1) Assessment of learning focused on the summative achievement of the student representing what they have learned in the unit of instruction. Skill tests at the ends of units are common examples of this type of assessment.

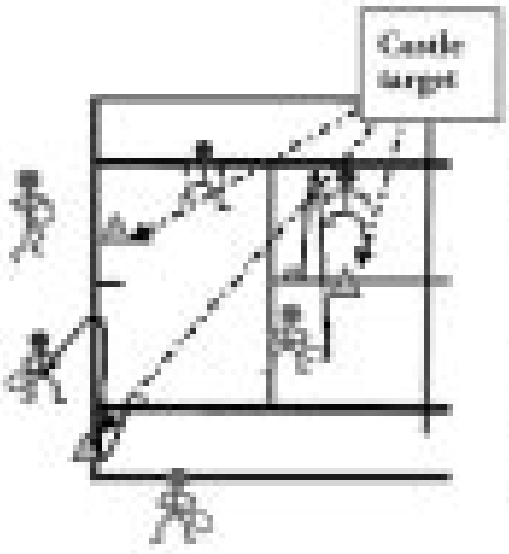
(2) Assessment for learning is focused on a more formative account of learning where students are given on-going feedback on their progress. For example, criteria rubrics used by the students to note their progress.

(3) Assessment as learning focuses on a more self-assessment account of learning where students are given the opportunity to collect data on their progress which they can then synthesize to understand how they are learning.

Criteria assessment for learning

As the students are taught to value the off-the-ball movements in increasing more complex game situations, the assessment system needs to value this learning. When I first started teaching tennis, the focus was on the performance of a skill, or rather a technique. In a ball feeding situation, students were assessed for

Figure 1. The Castle Game



Castle Game.

Aim: Try to hit the castle target

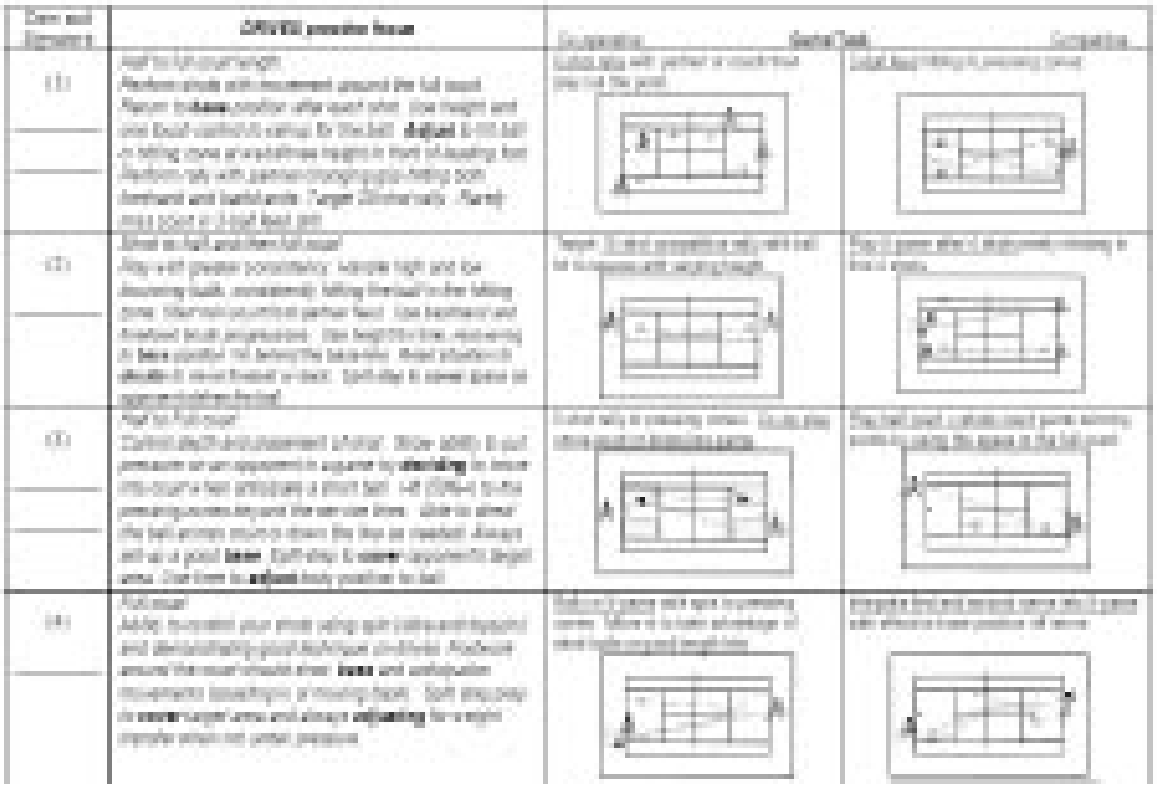
Rules

1. Must send ball above head height.
2. Play ball alternatively with partner.
3. Ball must bounce once between turns.
4. Decide with partner how you start and re-start the game.

Rules

Add a striking ball motion with hand or bat.

Figure 2. Criteria Assessment for Tennis Drives



hitting a forehand or a volley, etc. This approach focused on assessment of learning and was not very effective; there was limited transfer of technique into a game. I decided to create a form of practical assessment involving a progressive rubric of games and criteria for skill execution (Hopper, 1990). Figure 2. is an example of an extract from one rubric for drives in tennis. As can be seen in the table, the language of recovering to a base position, reading the situation to make a decision, guarding movements to cover the target area and adjustment movements for shot execution are woven into criteria related to game situations. Initially, game situations are co-operative becoming increasingly competitive. The criterion integrates game-like practices and drills taken from class. For example, row two in Figure 2., (brushing) refers to a progression that breaks down the forehand and backhand skills in small steps starting from contact and working back to full swing. "Competitive rally" refers to keeping the ball going with a partner by hitting the ball to spaces to make them run and recover (see http://web.uvic.ca/~thopper for more details on these and other games).

As a teacher, I had great success with this form of assessment. Over time and working with student feedback, I wrote and re-wrote the criteria. In class, students were encouraged to assess themselves and then, periodically, I would confirm their assessments. Students would work in pairs or small groups based on an area they wanted to improve (drives, service or net-play). With my help they would work in skill practice situations and/or games to meet the criteria for each level. Rapidly, students were working on different levels, making progress as they mastered the challenge described. To ensure that students worked across ability levels, I added additional criteria that awarded students an extra level of achievement if they successfully coached a peer up one level in the criteria. Also, students that reached the highest levels in any one section were given the authority to assess their peers and pass them at lower levels. I found the assessment moved from assessment of learning where I had total authority of students' grades, to assessment for learning as the students learned to support and interpret each others learning.

Evidence of success in TGfU and approach to assessment and TGfU approach came in my second year of teaching in a high school. The popularity of tennis grew exponentially. The student demand to play tennis was so high that we had to create a lunch time booking system for different year groups.

Assessment as learning: GPAI for reading complexity

When I started working in teacher education at a university I discovered Oslin, Mitchell and Griffin's (1998) game performance assessment instrument (GPAI) which offered me a tool to focus student attention on their off-the-ball movements as well as their skill execution. Recognizing the meaning of player movements allowed students to

Figure 3. Movement in first stroke of a point

Evidence of success in TGfU and this approach to assessment came in my second year of teaching in a high school. The popularity of tennis grew exponentially.

understand how a player can read a game and make tactical decisions in order to maximize their chance of being successful.

In a similar way to how movements were described around the four R phases in the Castle game, the movements of a player in a net/wall game can be recognized in relation to the GPAI components. Recovery movement in a base position sets up the player to read the situation and make a decision movement in anticipation of the opponent's expected shot. As the opponent strikes the ball, the player responds with movement to cover the actual target area where the ball is sent and then reacts to the ball with small movements that adjust the body position for an effective skill execution. Figure 3. shows a picture with each distinct element of the four phases blended together into one image. Initially, when looking at this picture it looks very complex, almost overwhelming to distinguish the patterns of movements.

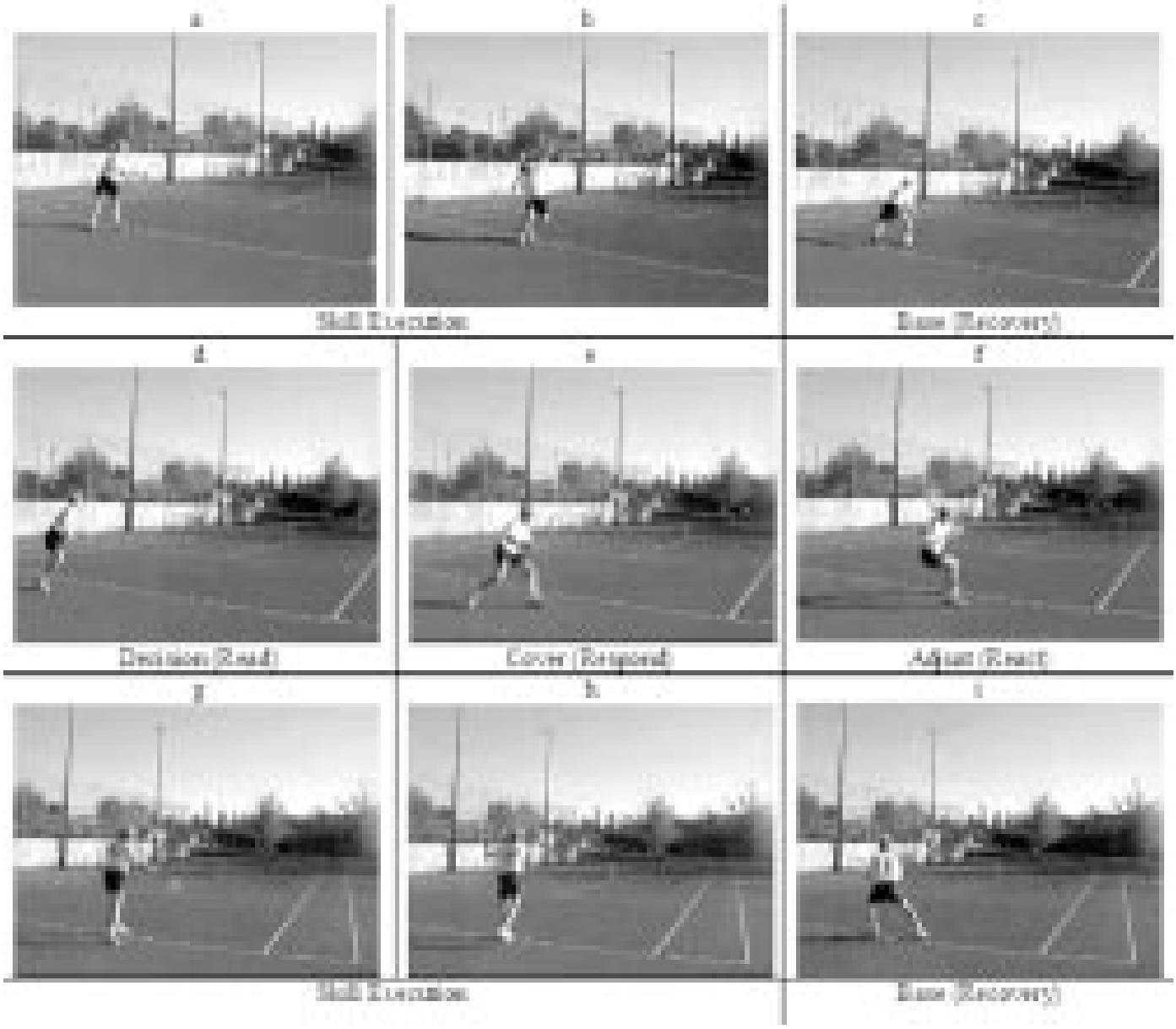
To understand and read this picture you need to recognize how each movement phase of a stroke has a distinct pattern that is related to the position of the player in the court, the flight of the ball, the opponent's position and his stroke.

Figure 4. single frames of the tennis stroke are shown and labeled in relation to the 4R phases and the GPAI components. Look at these phases and note the game performance assessment components of base, decision, cover and adjust. As the ball is served (a and b frames), the player recovers to a base position (c frame). This movement allows the player to read the situation and make a decision to move back or forward (d frame). As he observes the opponent strike the ball he responds by moving to the forehand side to cover the expected target area where the ball will land and set his weight in motion on the back foot (e frame). This movement allows the player to react to the bounce of the ball with the racquet taken back in preparation and footwork that adjusts his body position (f frame). From here the player has ample time to swing the racquet through the ball striking the ball as it falls in front of his body in the hitting zone (frames g and h). After the ball is struck the cycle repeats itself with the player's momentum allowing him to return to a base position to read the situation in preparation for the next stroke. Refer back to Fig 3 again and note the flow of the player's movement.

An example of a GPAI form

Figure 5 is an example of one format of a GPAI form I have used as a form of assessment-as-learning that enables students to read. The images in Fig 5 are example stills of movement in the four phases as seen in Figure 4. In part of a lesson, one student is assigned the role of assessor observing another student play a game of tennis. It is hard initially for students to actually observe each movement phase. I ask them to focus on each skill execution with the base (recovery movement) the first time they observe. With a tick (✓) for successful execution or a cross (X) for not, each stroke in the point is noted by the observer along with the "base" movement. After two or three points, the assessor can offer feedback to the player with comments to indicate their reflections on the player's performance. After this first observation student observers can focus on "skill" and "base" again if the player needs improvement or can focus on another movement component. In Figure 5., the observer focused on "base" and "skill" in column one. The observed player did well after initial lack of movement. In the next observation the observer focused on "cover" movement and "skill" in the second column. Here the player was found wanting and missed the last shot because he was chasing the ball. After feedback focused on doing a jump step as the opponent strikes the ball, the player returned to play again. Despite an initial miss-hit the player moved a lot better, responding to the opponent's strokes with quick footwork. The observer, now getting the hand of observing, managed to record "adjust" movements noting that the player often seemed to hit the ball too high or late. Feedback this time focused

Figure 4. Still frames of a forehand being played within a game performance assessment situation



The key focus in this process is to get a general record of how the player is moving and to value the off-the-ball movements within the game performance.

Figure 5. An example of GPAI sheet with image icons for each phase of a point and example recordings made by an observer

on adjusting movements to react to the ball as it crosses the net in order to strike a falling ball. There was a marked improvement after this feedback with the adjustment movements building on the other movements. The key focus in this process is to get a general record of how the player is moving and to value the off-the-ball movements within the game performance.

Conclusion

This paper describes how a TGfU approach can lay the foundation for teaching net/wall games like tennis with assessment methods designed to maximize student's ability to read the game. In my experience such an approach can allow every student to experience the joy of a well played game that they will return to again and again. ■

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Danish Longball: A Novel Game to Introduce the Batting / Fielding Games Category

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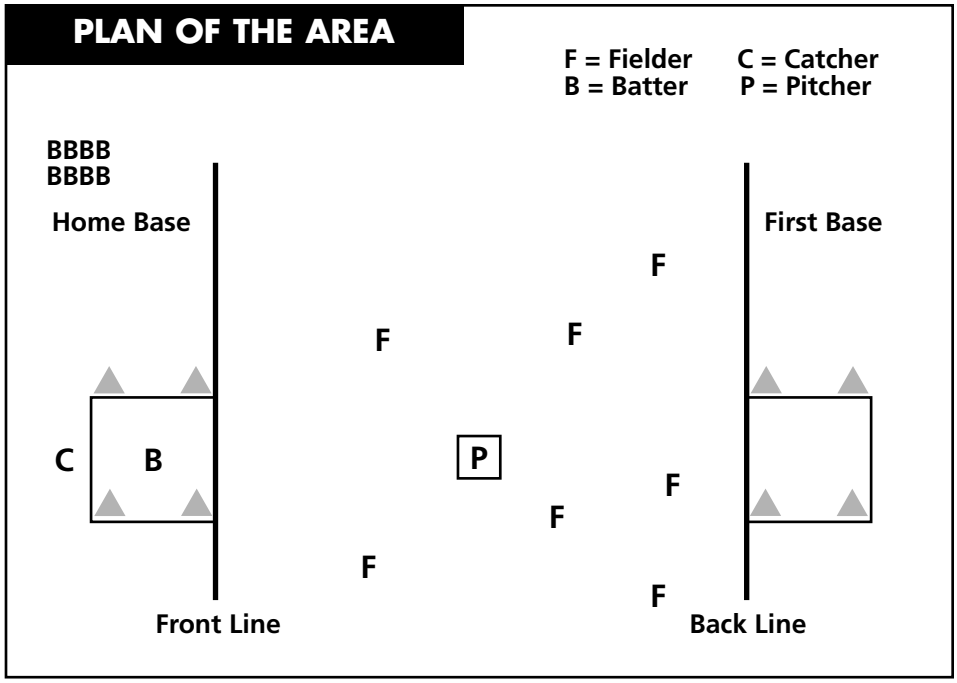
When we compare the number of striking games in the TGfU classification with, say, the number of territorial games, the list seems pretty limited. It includes baseball, kickball, softball, cricket, and rounders, and the last two are Commonwealth Games – regarded as rather strange in other parts of the world (although they did inspire the invention of baseball!).

An analysis of all these games played in their recognizable forms and according to their rules/laws reveals a possible reason for this "failure to thrive." These games have some serious drawbacks when it comes to educational value. Students spend a lot of their time sitting out or barely moving on the field of play. Teachers spend a lot of time creating modifications to allow greater, and more active, student participation. Though we might sometimes question the value of striking games in the P.E. curriculum, one game that is worthy of revival is Danish Longball (Bailey, 1983).

Danish Longball is a great way to introduce learners to the striking games category. It is packed with action, has little static play and is capable of development. It can be made as simple or as complicated for children or adults as desired. Since it is a novel game, learners start on a relatively even footing. It can be developed both tactically and technically, and can be played equally well both indoors and out.

Danish Longball (DLB) incorporates individual and team responsibilities and involves strategies and concepts that are the same as those involved in the other striking games. The game emphasizes and helps develop the player's ability to strike an object into open space while the defence learns how to field and reduce open space. A number of different types of decision and manipulative skills for both the defensive and offensive player are required (Butler, 2006). One of the attractions for physical education teachers are the facts that DLB involves minimum equipment, and that both the rules and equipment can be manipulated to afford students more success or to make the game more difficult, depending on the participants' skill levels. The intent of this article is to introduce the key concepts, rules, teaching strategies and modifications of Danish Longball, features that can be easily transferred to other striking games.



The rules of Danish Longball are very straightforward and can be modified to match the skill level of the participants. The number of players usually varies between four and nine per team. The pitcher pitches to a batter, and the batter can either attempt to strike the ball into the field or let the ball go by. There is only one pitch, so the batter must run whether the ball is hit or not. (The focus here is to get the player into the game quickly and not be overly concerned about batting skills.)

The batter's goal is to run safely to the base out in the field. Once on base, the batter may stay safely until s/he determines that it is appropriate to return home to score a run. The ball is considered "dead" when the pitcher has it in hand and is ready to pitch (Bailey, 1983).

How to Play

1. Divide class into equal numbered teams.
2. Place team of batters to side of batting box.
3. One batter stands behind front line of batter's box.
4. Pitcher/Fielder lobs ball underarm to batter - one pitch only unless it's a "no-ball" (higher than shoulder and lower than knees).

A great game to introduce learners to the striking games category is Danish Longball (Bailey, 1983). It is packed with action, with little static play, and is capable of development. It can be made as simple or as complicated for children or adults as desired and since it is a novel game, learners start on a relatively even footing. Capable of development on both tactical and technical fronts, Danish Longball can be played indoors or outdoors equally well and is suitable for mixed groups that can vary in number from 4 to 9 a side, depending on the available playing area. This game is rich with the potential for teaching concepts and connected skills in a developmental frame. This article will give a general overview of the category of striking games; explain the rules and procedures of Danish Longball; provide a framework of concepts and strategies; examine the skills necessary for effective play; and provide examples of activities based on UBC student experiences.

Un jeu qui vaut la peine d'être redécouvert, c'est la balle longue danoise (Bailey, 1983) – qui constitue une excellente façon d'initier les apprenants à la catégorie des jeux de frappe au bâton. Il s'agit d'un jeu très dynamique, peu statique et qu'on peut développer. De fait, il est possible de le simplifier ou de le compliquer selon les besoins et intérêts des enfants ou adultes qui s'y adonnent et, puisqu'il s'agit d'un nouveau jeu, les apprenants tendent à partir sur un même pied d'égalité. On peut développer les aspects tactiques et techniques du jeu et le pratiquer tout autant à l'intérieur qu'à l'extérieur. La balle longue danoise convient bien aux groupes mixtes qui peuvent comprendre de 4 à 9 joueurs par équipe, selon la superficie de jeu disponible. Ce jeu est aussi utile pour enseigner des concepts et des habiletés reliées dans un cadre de développement. Cet article donne un aperçu général de la catégorie des jeux de frappe au bâton; explique les règles et procédures de la balle longue danoise; fournit un cadre conceptuel et stratégique; examine les habiletés requises pour jouer efficacement; et, finalement, fournit des exemples d'activités, partant des expériences avec des étudiants de l'Université de la Colombie-Britannique.

5. Batter must run, whether ball is struck or not.
6. Once the batting implement has been swung and dropped inside the batting box, the batter must run to the base, crossing the base's front line.
7. The batter may stay on base until s/he deems that another hit is suitable to use to return to the batter's box, or if the rule determines that the permissible number of players on first base has been exceeded.
8. Once a return has been started, the runner is not allowed to return to base. S/he must continue through the field until tagged out or able to cross the batting box front line.
9. A score is achieved once the batter crosses the batting box front line.
10. Runners cannot run once the pitcher is in possession of the ball. No runner may start a run once the pitcher is in possession of the ball. However, if the runner is in between first and home base, the runner may continue running to cross the batting line.
11. Fielders may not run with the ball. One step from the pivot foot is permissible.

Changeover Rule

When a fielder catches a "pop-fly" the changeover rule comes into effect.

1. Once the ball is caught, the fielder must immediately place the ball down in front of them.
2. All the fielding players must run to cross the front line of the batting box.
3. The batting team, (including those in the box) runs into the field, attempting to pick up the ball.
4. The batting team can stay at bat if they tag out a member of the fielding team, either while in possession of the ball, or by throwing and tagging a fielding team player below the knee who has yet to cross the front line.

Batters are OUT if:

1. They are caught out.
2. They are touched by a fielder who is in possession of the ball anywhere on the field of play bounded by the lines.
3. They are touched below the knee by a thrown ball anywhere on the field of play.
4. They hit the ball behind the front line.
5. They throw the batting implement outside the batter's box. Following the swing, the batter must place the batting implement behind the front line of the batter's box. Should s/he throw the bat so that it slides out the back or sides of the box, the batter will be considered out.
6. The batting team will continue batting until they earn three outs or are tagged out by the changeover rule.

Inclusion Strategies

In order to ensure that children of different athletic abilities are included, teachers may want to modify regulations, operating equipment, space, rules, or numbers.

Regulations

- To simplify/extend a game, reduce/increase size of playing area.
- To simplify/extend level of difficulty and skill, reduce/increase the weight, size, and softness of equipment (bats, balls).
- To allow entry to the game for all batting skill levels, allow students to kick the ball or to hit from a T-stand.
- To compensate for lack of accuracy, use larger striking implements. To develop accuracy, use smaller striking implements.
- To teach children how to catch, use Velcro balls and mitts.

A pickle ball bat and wiffle ball are only two possibilities for equipment which can be used to play the game. Larger hitting implements such as a cricket bat, flat sided baseball bat or tennis rackets can be used to make it easier to contact the ball when hitting. In addition, by varying the size and structure of the ball, teachers can regulate how fast the ball will be pitched, how easy it will be to hit, and how far it will go once it has been contacted. Teachers wanting to remove the difficulty of hitting a pitched ball have the option of setting up batting "tees."

Space

- To simplify/extend a game, decrease/increase the distance between the pitcher & the batter.
- To simplify/extend a game, decrease/increase the distance between the home & first base.

The teaching space will be limited according to whether the game is played indoors or outdoors. Although it is tempting to increase the distance when playing outdoors, teachers need to adjust the space (i.e. distance between bases) to fit the age and skill of their players. If the bases are placed too far apart, students will not have a fair chance of reaching the base before being tagged out. If the bases are too close, not only does the batting team achieve an unfair advantage, but also, the defensive team may be tempted to throw the ball to tag out the runner, since it is quicker to throw the ball than it is to pass it.

Rules

For younger students, simplify game rules by eliminating/modifying some of the rules so that students will have fewer things to keep in mind. Changing some of the rules helps to control behaviour and make the game accessible to children of all ages. For example, requiring the bat to be placed inside the batting box can help prevent students from wildly dispensing with it, while allowing more than one pitch will give the batter a greater opportunity to hit the ball. Deciding on how many players are allowed in the first base box will relieve the pressure to run, thereby encouraging students to make safe rather than pressured, and rushed decisions. Allowing students to run half-way before turning back to first base will allow students to learn, by trial, when it is safe to run. Overall, teachers should feel free to adjust the rules in order to suit the individual needs of their class.

Numbers

For younger students, break the class up into smaller groups for games, and have only two to three students per group during skills practices. If they are

teaching outside, or within a gym (which can be divided in two), teachers should have the class play two separate games, rather than one large game. Although the rules encourage maximum student participation, a smaller number of students provide more opportunities to touch the ball on both offence and defence. In addition, smaller student numbers lead to better understanding of such things as knowing how to cover the field, and how to handle the ball to tag out the runner.

Teaching Danish Longball and other striking games through the TGfU model.

It develops tactical awareness. You put the player in real game situations with similar pressures and you require them to choose the right options. It also ensures that they have the skills to make the right tactical decision (Smith cited in Kidman, 2001). The "it" to which Wayne Smith (All Blacks Rugby coach, New Zealand) refers is an approach in New Zealand called *Games Sense*. In North America and UK the approach is known as Teaching Games for Understanding. (See other articles in this edition for more about the approach and its different names around the globe.)

OFFENSE

	Concept/Strategy	Tactics	Skills Needed	Possible Practices
1	The batter attempts to place the ball into open space in the field by determining where to send the ball and what kind of force is needed to get it there and get onto first base.	Hitting low and hard into open space away from first base (to get onto first base).	Observation of fielders, striking, body positioning, grip etc.	*__Target__. Create target between 2nd and 3rd in baseball, either side of the bowler in DLB. Give batter 5 points for hitting into zone and for getting on first.
2	To get onto the next base (or home base) by using both temporal awareness and anticipation. (*Do I have enough time to get to the base? Should I go?*)	Stealing bases, forcing plays (to get onto bases beyond first base).	Reading the game, decision making, sprinting.	*__Short infield__. Reduce area of infield to encourage batter to hit beyond infield to move runners.
3	Aiding runners to get from base(s) to home base.	Hitting hard & beyond infield (to aid runners to get to next base).	Striking & placement of shots.	**__Zones practice__. Score increasing points as batter hits the ball into zones further from the home base.

DEFENSE

	Concept/Strategy	Tactics	Skills Needed	Possible Practices
1	Prevent opponents from scoring	Position fielders in areas batter wants to hit For example with no runners on base(s), the batter in baseball & softball is likely to hit away from first base and between 2nd & 3rd. Fielders will then move toward that space.	Decision-making, ready position, locomotor skills, temporal skills, receiving and sending skills.	**__Beat the ball__. Fielding have to make 4 passes before the batter can get to first base and back to home base. Batter is out if fielders are successful.
2	Defending the bases	Field & throw to first base Short and long fielders Cut off player organization.	Reading, decision-making, ready position, locomotor skills, temporal skills, receiving and sending skills.	**__Up and back__. Groups of 5. One batter, other field. Batter hits off tee or tosses the ball to hit and runs to 1 of 3 markers (worth diff. Points) Fielders throw the ball to home base where one fielder must move to receive it. Batter gets minus points if ball is home first.
3	To get base runner out.	Field and throw to nearest base to which the runner is moving towards.	Catching and throwing, short and long, decision-making.	Continuous DLB. 2 markers. Batter must run to marker and back. Bowler may deliver even when batter is not ready. Have runner (s) on first base. Focus on ball going to home base.

*Singapore Ministry of Education, (2003) **Australian Sports Commission, (1999).

Defensive Decision making

Individual Responsibilities	Team Responsibilities
As a fielder should a player: ■ Close in to cut off the ball? ■ Provide cover for another player? ■ Take up a long range position? ■ Return the ball to the bowler/pitcher? ■ Send the ball to another fielder? ■ Try to throw the ball at the running batter?	Team will need to: ■ Recognize its own strengths & weaknesses. ■ Anticipate the strength and direction of the strike. ■ Locate the difficult areas to cover. ■ Determine strategy for containing runs or getting players out based on time left in game.

Offensive Decision making

Individual Responsibilities	Team Responsibilities
As a batter: ■ Where should I hit the ball? ■ How do I help team- player on base get home? ■ When should I run back to home base?	Team will need to decide: ■ On a batting order. ■ Who should try to run when the base is 'over-loaded?'

Transposition Decision-making

Individual Responsibilities	Team Responsibilities
Depending on the transition – fielding to batting, batting to fielding: ■ Help alert others on team to get to home base or to get out into the field from batting. ■ Be aware of the game state of play to anticipate change-over potential. ■ Sprint to home base, or out to retrieve ball or in position to field out incoming fielders.	Team will need to decide: ■ Who is to be bowler/pitcher? ■ Do fielders always cover the same area? ■ Should the team adopt a strategy for trying to get the opponents out at the change over?

The following sections identify how the game of DLB can be taught using the TGfU instructional model. We start with identifying the essential concepts of offense and defense game play, then identify the strategies and skills necessary for their understanding and implementation, and finally, offer some game practices that can be used in the gym.

Offensive and Defensive Concepts

Danish Longball has three offensive and three defensive concepts that have inter-task transferability. In other words, once learned in one striking game, these key concepts can be transferred quickly to other striking games.

Decision-making

A great emphasis in the TGfU approach is for teachers to help students make effective decisions during game play. A key part of teaching this approach is to generate the focus of the lesson based on tactical awareness and decision making, rather than just on skill acquisition (Butler, 2006). The table above indicates the kinds of decisions a player needs to make during a game, both as an individual player and as a team member. It also shows how these roles are inextricably linked. These decisions are categorized in terms of the defensive, offensive and transposition phases of the game. The transposition phase (moving from offence to defence and vice-versa) hinges on the change-over rule in DLB and is what keeps DLB quick and active compared with the other striking games!

Conclusion

Danish Longball is a great game for introducing students to the whole realm of striking/fielding games. Since it is a novel game, it creates almost an equal footing, natural talent aside, for learners. While it promotes the fundamental skills and techniques of catching, throwing, striking, bowing/pitching and running, it also promotes decision making for individual students, both as players and as team members. DLB is also a great game for exploring the TGfU approach. The novelty of the new game masks the newness of the teaching approach.

Give this game a go! What do you have to lose, apart from attempting to teach softball, cricket, or baseball to largely sedentary players? ■

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Ready, Aim, Target Games

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What do the beach, the alley, and the green all have in common? The perfect environment for a target game of course. Whether it is the PGA tour, the Tim Horton's Brier or a friendly game down at the bowling lanes, one thing is for certain, target games play a large part in the wide world of sports. The main objective of a target game is "to send away an object and make contact with a specific stationary target in fewer attempts than the opponent" (Griffin & Butler, 2005, p. 42). It sounds easy enough but are these games, which are usually overlooked by physical educators and students, really that easy to master? By the end of this article, you will be able to understand and apply the Teaching Games for Understanding (TGfU) approach as it relates to the importance of teaching target games within the school setting. Moreover, the break down of formal target games into tactic and strategy driven lead up games will provide you with physical activity examples which can be modified to meet the needs of every type of learner with their class.

Target Games: What are they?

In target games, the goal is to use a high degree of accuracy in order to propel an object to a target. Within this least complex category, Mitchell, Oslin and Griffin (2003) describe two subcategories of target games that are used. The first subcategory (unopposed) consists of the participant performing independently of their opponent, however still sharing playing space (e.g. golf, bowling, archery and darts). The second subcategory (opposed) allows the participant to counterattack a move that has been made, such as taking out an opponent's rock in curling or blocking a shot in bocce (other examples include billiards, croquet, shuffleboard). By playing these games, the students work on the basic fundamental skills of sending away an object and the tactical goals of: (a) aim and accuracy and; (b) protecting a target (Wall & Murray,

1994). This least complex games category can be introduce to very young learners as early as 6 years of age (Mandigo, 2003).

Target Games Teaching: TGfU

The teaching of game skills in order for application to games play possesses numerous challenges. The educational environment should allow learners the time to enhance their tactics, strategies and skills in an applicable games setting. Therefore the need to provide educators with the tools in order to create such an environment is the intension of TGfU. TGfU is founded upon the tenets of inclusive education, conceptual learning, games theory and growth and development principles. Butler, Griffin, Lombardo and Nastasi (2003) highlight that "TGfU was proposed as a shift from the development of techniques or content-based approach with highly structured lessons to a more student-based approach which links tactics and skills in game context" (p. 2). With the use of tactical problems and solutions as the foundation of this approach to games teaching, students not only understand why they need to develop the skills used in the game, but more importantly, when to use them effectively. As described in the introduction article by Mandigo, Butler and Hopper (2007), the teacher begins the lesson by playing a modified version of the formal game, and ends the lesson with students understanding of how to use the tactics and skill just learned effectively. TGfU is meant to not only create better and more knowledgeable game players as suggested by Belka (1994), but also to motivate learners while participating in a variety of games.

The educational environment should allow learners the time to enhance their tactics, strategies and skills in an applicable games setting.

The main objective of a target game is "to send away an object and make contact with a specific stationary target in fewer attempts than the opponent" (Griffin & Butler, 2005, p.42). It sounds easy enough, but are these games, which are usually overlooked by physical educators and students really that easy to master? By the end of this article, the reader will be able to understand and apply the Teaching Games for Understanding approach as it relates to the importance of teaching target games within the school setting. Moreover, the break down of formal target games into tactic and strategy driven lead up games provided by the online resource PlaySport created by the Ontario Physical and Health Association will provide the reader with physical activity examples which can be modified to meet the needs of every type of learner with their class.

Le but premier d'un jeu de cible consiste à « lancer un objet pour qu'il touche à une cible stationnaire particulière dans un plus petit nombre d'essais que l'adversaire » (Griffin, 2005, p. 42). À première vue, cela ne semble pas très compliqué. Pourtant, ces types de jeux, que les éducateurs et élèves tendent souvent à ignorer, ne sont pas aussi faciles à maîtriser qu'on pourrait le croire. Rendu à la fin de l'article, le lecteur comprendra pourquoi et sera en mesure d'appliquer l'approche TGU (Teaching Games for Understanding) à l'enseignement des jeux de cible en milieu scolaire et de mieux apprécier leur importance. De plus, l'étude des jeux de cible officiels en fonction des éléments tactiques et des éléments stratégiques qu'un trouve à la ressource en ligne PlaySport fournira au lecteur des exemples d'activités physiques qu'on peut modifier pour répondre aux besoins de tout type d'apprenant dans la classe.

Table 1. Level 1: Scoring (Close Proximity to Target)

Activity 1
Tactical Problem: Scoring (Close Proximity to Target)
Tactical Solution: Aim/Accuracy

Game: ***Knock Down*** (Modified from www.PlaySport.net)

Activity Description:

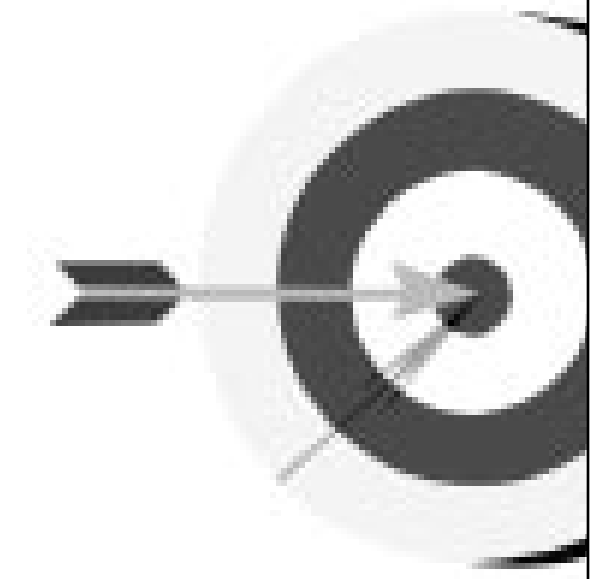
- Pair chooses 4 targets (pins, pylons, hoola hoops) and one beanbag.
- One partner stands approximately 10m away and sets up 4 pins in a self-selected pattern.
- Player with the pins tells his/her partner which target to hit.
- The thrower rolls (underhand) the ball towards the target.
- If the wrong target is knocked down, player closest to the pins resets the pins.
- Count the number of balls rolled to hit the 4 targets.
- Switch roles when all 4 targets have been hit.

Modifications:

- Bowler must knock down 2 targets in one bowl.
- Using a beanbag, get as close to a pin without knocking it over.
- Throw the beanbag through the pins without knocking them over.

Understanding Aim and Accuracy

The importance of aim and accuracy is very apparent within the activity description of Knock Down. For example, the player throwing the bean bag has only one target to aim for chosen by their partner at a time. This limits their range of throwing to become specific to the target that was chosen for them. Also with the amount of throws being counted, the weight of each throw becomes significant therefore leading to a need for the player to concentrate on each throw. This rule also gives the player a goal for the next time they get to throw; to try and beat their last score.



Importance of Target Games

Target games are included within the physical education curriculum as providing development and refinement of manipulative skills. However, target games can also be used as a tool to provide students with the time to increase their understanding and awareness of tactical decision making skills and critical thinking (Mitchell et al. 2003). Progression and modification are key considerations to make before beginning a unit in target games. Before introducing the complex idea of "taking out" or "raising" within a target game, the understanding of aiming for accuracy while using the skill of the underhand throw should be taught first. Bunker and Thorpe's notion of "understanding games through playing games" is imperative while choosing how to progress through the many target games. Students should be exposed to a range of tactics through playing various games within the target category in order to produce more knowledgeable target games players with a sound tactical understanding.

A tactic can be defined as particular methods in game play to be used in order to increase the chances of winning the game. These tactics are usually practiced before the game and executed by the team in the game.

What is a Tactic?

A tactic can be defined as particular methods in game play to be used in order to increase the chances of winning the game. These tactics are usually practiced before the game and executed by the team in the game. Examples of such tactics especially used in target games are: placement of the rock in curling or using spins to get around obstacles, etc. Within the TGfU design, tactical problems are presented to the students with the intention that they will actively pursue solutions to these problems (Butler et al, 2003). Table 5 provides a developmental progression of tactical problems and potential tactical solutions. These tactical solutions provide the basic building blocks to understand tactical awareness across a wide variety of

text continued on page 39

Table 2. Level 2: Scoring (Communication)

Activity 2
Tactical Solution: Spins/Turns or Using other objects/obstacles

Game: ***Map It*** (Modified from www.playsport.net)

Activity Description:

- Create a map of your gymnasium, with four target locations indicated by number. Mark the compass rose on the map.
- Label each location with a number and a name.
- Station 1: Set up 2 cones with a hockey stick across the top. Lay a stick 2-3 m away as a start line. Children toss a bean bag, underhanded, beneath the hockey stick.
- Station 2: Lay a large pail on its side with a start line 2-3 metres away. Place a pin in front of the pail therefore blocking the straight shot. The students roll a ball into the pail.
- Station 3: Set another pail (very large, garbage can size) on its side 2 metres from the wall - facing the wall. The students must bounce a small ball off the wall into the pail.
- Station 4: Set up a start line with 2 cones. Place 3 hoola hoops in a line: 2m, 3m, and 4m from the start. The students toss 3 bean bags over handed into each of the hoops.
- Give each group a copy of the map. Start them on each of the four walls and give them instructions with mapping language to find their first station.
- They must write down the name of each station when they arrive.
- Stations are rotated in clockwise fashion using the points of the compass (North goes to East, East go to South, etc.).

Modifications:

- Varying the distance to target depending on the age of the students.
- Smaller or larger balls with different degrees of bounce.
- Students may design their own maps with different starting points.

Understanding Spins Turns or Using Other Objects

Map it is a great game packed with many different tactics frequently used in target games. By setting up four different stations, not only is the gym being utilized in a very organized manner, but also students are in charge of their own creative learning. At each station, a different tactical problem must be solved. Whether is be that the students must throw under, spin around or bounce off an object, the students must work together in order to succeed at the station.

Table 3. Level 3: Scoring (Creating a Dynamic Reaction)

Activity 3
Tactical Solution: Placement of Contact

Game: ***Chips Ahoy*** (Modified from www.playsport.net)

Activity Description:

- 3 hula hoops will be set up in a triangular shape. Hoops must be taped to the floor. 6 wiffle balls are placed in the first hoop (3 of the same colour and 3 of another colour).
- For example, 3 red and 3 blue. 4 wiffle balls are then placed in each of the 2 remaining hoops (2 red and 2 blue for instance).
- Students are then paired up in 2's and asked to join another group of 2; now a group of 4.
- According to the 2 distinct coloured wiffle balls in the hoops, each pair of 2 will represent one of the colours of the wiffle balls.
- A coloured line, 5 meters away from the first hoop will mark the location in which both teams will throw their tennis balls, alternating turns, using only the underhand throw.
- The objective is to knock out as many of the opposing teams balls (chips) out of the hoops (cookies).
- The team with the most chips remaining in the hoops have successfully achieved the goal of the game.

Modifications:

- Increase the size of the ball use medium size gator balls.
- Instead of students throwing balls, have students throw bean bags.

Understanding Placement of Contact

Chips Ahoy allows questions and discussion surrounding the importance of placement when playing target games. In this game the players are trying to knock out their opponents coloured wiffle balls out of the hoop without knocking out their own wiffle balls. Many questions need to be answered such as, "How can I hit my opponents ball without hitting mine?", "How much effort do I need to use when I throw my ball?" and "How could I use angles to hit more than one of my opponents balls out of the hoop?"

Table 4. Level 4: Preventing Scoring (Defend Space/ Objects in Scoring Position)

Activty 4
Tactical Solution: Take-outs

Game: *Bean Bag Bocce*

Activity Description:
- Equipment: 6 beanbags/ team of the same colour + 1 different coloured beanbag
- One team starts off by throwing out the palino (the different coloured beanbag)
- This same team then starts off by throwing one of their beanbags
- The other team then throws one of their beanbags
- The team who has the beanbag the furthest away continues to throw until they have the closest beanbag
- This continues until everyone has thrown their beanbags
- Players may knock either the palino or beanbags with their beanbag throws
- All throws must be underhand throws
- The team with the closest beanbag scores a point for every beanbag they have closest to the palino
- For example, in the diagram below, Team B would score 2 points
- The team who scored in the previous end throws out the palino in the next end

Modifications:
- Increase distance between players and the palino
- Change bean bags to wiffle balls

Understanding Take-outs
Being able to take out an opponent's shot is an effective defensive strategy to reduce the other team's chances of scoring in many target games. In the game of bean bag bocce players score points by having their colour bean bag closest to the palino. For this reason, a player defensively taking out the closest beanbag in order to create more space for his/her team is a very effective tactic.

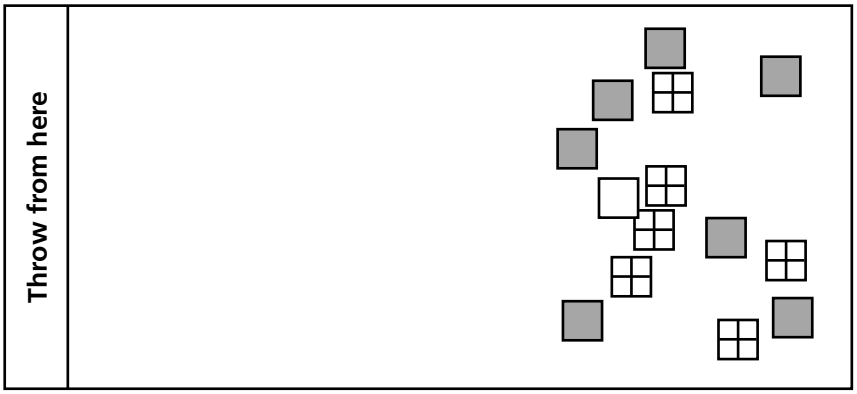


Table 5.

Tactical Problems	Solutions	
	With Equipment	Without Equipment
Scoring **Level 1** Close Proximity to Target	■ Aim/ Accuracy ■ Placement (e.g., draw, lie) ■ Raise	
Level 2 Avoiding Obstacles	■ Spins/ Turns ■ Using other objects/obstacles	Communication
Level 3 Creating a Dynamic Reaction	■ Placement of Contact	
Preventing Scoring **Level 4** Defend space/ Objects in scoring position	■ Guards ■ Take-outs	Bound by Etiquette and Rules

target games. Using Table 1. as the foundation for progression throughout the Target Games Category, practical examples in Tables 1 to 4 provide examples of games that could be used to help foster a better understanding of tactical problems and potential solutions to those problems. Game examples from the Ophea generated on-line resource of PlaySport (see www.PlaySport.net) are used to demonstrate the tactical problems and their solutions. Readers are encouraged to visit this website for other game examples within the Target Games category and the other four game categories.

Conclusion

Many of these PlaySport game activities can be used all across Canada in order to teach about the importance of target games teaching within the physical education curriculum. These particular games were included for two reasons: the first to provide instructors with easy to use target lead up games and secondly to provide the instructor, teacher etc. examples of games that could be used to specifically focus on tactical problems and solutions found within the target games category. With these examples, students will be able to experience the different levels of tactical complexity as their target game lessons progress. Students will have the time in this closed environment to formulate appropriate offensive (hitting the target) and defensive (setting up obstacles) tactics. With this knowledge and understanding of the primary skills and tactics used in target games, these same skills and tactics will become the backbone of future play in other games categories. ■

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2006-2007 statistics

The 2006-2007 school year saw an unprecedented number of award recipients for CAHPERD's Quality Daily Physical Education (QDPE) Recognition Award Program (RAP) – 1086 schools in total! This is the highest number of schools who have received RAP since the program was introduced in 1988. With the generous support of AstraZeneca Canada, hundreds of thousands of students and their schools were nationally recognized for excellence in their school Physical Education programs.

The Highlights:

- 960 elementary schools and 126 secondary schools received a RAP award.
- The total number of students within these winning schools reached a new all time high of 388,890.
- The number of students receiving QDPE at the Diamond Award level was 134,842 out of the 388,890 students.
- Out of the total number of Kindergarten to grade 12 schools in Canada, 7.12% received one of CAHPERD's RAP awards.
- Compared to 2005-2006, RAP schools increased by 31%.

For a detailed breakdown of RAP statistics, please consult the following summary charts. Information can also be accessed by visiting the Award Recipients section of the Recognition Award Program at www.cahperd.ca

RAP SUMMARY 2006-2007

Total Award Recipients(Schools):	1086	% of CDN K-12 Schools Qualifying for RAP:	7.12%
Total # of Students	388890		
Total # of students receiving QDPE	134842	% of Winning Students Award	34.67%
Total # of students receiving Platinum	92446	% of winning students receiving a Platinum Award	23.77%
Total # of students receiving Gold:	78432	% of winning students receiving a Gold Award	20.17%
Total# of students receiving Secondary:	83170	% of winning students receiving a Secondary Award	21.39%

PROVINCIAL BREAKDOWN BY AWARD LEVEL

	Gold			Platinum	
Province (ranked by Total Awards)	Total Awards	# of Students	Province (ranked by Total Awards)	Total Awards	Total Awards
BC	66	20839	ON	100	42468
ON	59	20424	MB	58	19383
MB	49	15841	QC	37	9189
NB	17	5187	AB	27	10877
AB	15	3710	SK	18	3236
NS	8	2063	BC	11	3087
QC	24	6625	NL	6	817
SK	6	1836	NB	5	1640
NL	4	873	NS	3	985
YK	3	452	YT	3	382
PE	2	382	PE	2	382
NT	1	200			
Total:	**254**	**78432**		**270**	**92446**

PROVINCIAL BREAKDOWN BY AWARD LEVEL

	Diamond			Secondary	
Province (ranked by Total Awards)	Total Awards	# of Students	Province (ranked by Total Awards)	Total Awards	Total Awards
ON	184	63477	ON	44	34790
AB	168	53528	AB	19	9314
MB	37	8371	BC	17	17020
BC	17	4689	MB	17	7928
SK	15	2956	QC	11	9453
QC	4	1248	SK	8	1446
YT	3	548	NL	4	910
NS	2	980	NB	3	1745
PE	2	223	NU	1	300
NU	1	120	NS	1	264
NT	1	400	YT	1	50
NB	1	54			
Total:	**435**	**136594**		**126**	**83220**

☆☆☆ ÉCOLES LAURÉATS 2006–2007 ☆☆☆

DIAMOND / DIAMANT

Alberta

Alex Ferguson Elementary
Alix MAC School
Annie Foote Elementary
Annie L. Gaetz Elementary
Annunciation Elementary
Aspen Heights Elementary
Banff Elementary School
Bashaw School
Bisset Elementary School
Blessed Teresa of Calcutta School
Bluffton School
Bowcroft Elementary
Braeside Elementary
C.J. Peacook Elementary
Callingwood Elementary
Cedarbrae Elementary
Central Middle School
Chester Ronning Elementary
Collingwood Elementary
Colonel Irvine Junior High
Colonel MacLeod School
Colonel Walker Community School
Connaught School
Crestomere School
Crestwood Elementary
Deer Meadow School
Deer Run Elementary
Dr. E.W. Coffin Elementary
Dr. Folkins Community School
Dr. Morris Gibson School
E.E. Oliver Elementary
Eckville Elementary
École Beau Meadow School
École Holy Redeemer Elementary
École Jean-Paul II
École Mother Teresa School
École Oriole Park School
École Sifton School
École Westlock Elementary School
Elbow Valley Elementary
Elboya Elementary/Junior High
Elmer Elson Elementary School
Exshaw School
F.E. Osborne Junior High
Father Doucet School
FFCA - Alice M. Curtis Campus
FFCA - Andrew Davison Campus
FFCA - Southwood
FFCA - St Lawrence
Frog Lake Chief Napewaew Comprehensive School
G.H. Dawe Community School
G.W. Smith Elementary
Galbraith Elementary
Georges H. Primeau School
Gerard Redmond Community Catholic School
Glenbow Elementary
Glendale Middle School
Gold Bar Elementary
Good Shepherd School
Grandview Elementary
Greentree School
Griffin Park School
Gus Wetter School
Harry Gray Elementary
Haultain Memorial Elementary
Haysboro Elementary
Heritage Heights School
Hillview Elementary
Holy FAmily Catholic School
Horace Allen School
Huntington Hills Elementary
Iron Ridge Elementary Campus
Iron Ridge Junior Campus
Jack Stuart School
Janet Johnstone Elementary
Jasper Elementary
Jasper Junior/Senior High School
Jenner School
L.T. Westlake Elementary
Langevin Elementary/Junior High School
Leslieville Elementary
Lochearn Elementary
Manning Elementary
Marion Carson Elementary
Maryview School
Mattie McCullough School
Mayfield Elementary
Monsignor J.S. Smith Elementary and Jr. High School
Mount View Elementary
Mountain Park School
Muriel Clayton Middle School
Nampa Public School
Neil M. Ross Catholic School
Nicholas Sheran Community School
Niton Central School
Noble Central School
Norwood Elementary
Notre Dame Academy
Notre Dame Collegiate
Notre Dame Elementary
O.S. Geiger Elementary
Our Lady of Fatima School
Oyen Public School
Park Meadows Elementary
Parkside Junior High School
Peerless Lake School
Queen Elizabeth Elementary
R.J. Hawkey Elementary
Ranchlands Community School
Riverview Middle School
Robina Baker Elementary School
Rolling Hills School
Ross Glen Elementary
Rundle College Jr/Sr High School
Rundle Elementary
Sacred Heart Elementary
Scenic Acres School
Senator Buchanan Elementary
Sir Alexander Mackenzie Elementary
Sir George Simpson Junior High
Sir John Franklin Junior High
Sir Wilfrid Laurier Junior High
Somerset School
Southview Community School
Sparling School
Spitzee Elementary School
St. Angela Elementary
St. Anthony's School
St. Benedict Elementary
St. Catherine's School
St. Clement Elementary School
St. Francis Junior High
St. Jude Elementary School
St. Mark Elementary School
St. Mary Catholic School
St. Mary School
St. Mary's Elementary School
St. Matthew Catholic School
St. Patrick School
St. Peter Elementary
St. Teresa of Avila School
St. Theresa School
St. William Elementary School
Sunalta School
Terrace Ridge School
Thomas B. Riley Junior High
Thomas B. Riley Junior High
Tom Baines Junior High
Traditional Learning Centre at Colonel Sanders Elementary
Turner Valley School
Valley Creek Middle School
Varsity Acres Elementary
Venture Middle School Program
Vincent J. Maloney Catholic Junior High School
Vincent Massey Elementary
Vincent Massey Junior High
W.R. Frose School
Wandering River School
Weinlos Elementary
Wes Hosford Elementary
West Dalhousie Elementary
West Park Elementary School
Westglen Elementary
Wildwood Elementary
Willow Park Elementary
Wilson Middle School
Woking School
Woodbridge Farms Elementary
Woodman Junior High

British Columbia

Aberdeen Elementary
Brantford Elementary
Colleen and Gordie Howe Middle School
David Brankin Elementary
Devereaux Elementary School
Eugene Joseph Elementary School
Evans Elementary
Gilpin Elementary
Glacier View Elementary
Harry Hooge Elementary
Kelowna Christian School
Oceanside Middle School
Ross Elementary
Sir James Douglas Elementary
Surrey Christian School - Middle Campus
Tremblay Elementary
W.E. Graham School

Manitoba

Arborgate School
Benito School
Betty Gibson School
Christ the King School
Cranberry Portage Elementary
École Charleswood School
École Leila North Community School
École Saint-Avila
Fort Rouge School
General Byng School
Henderson Elementary School
John G. Stewart School
John M. King School
Kent Road School
Laidlaw School
Lundar School
Machray School
Manitou Elementary
Miami School
Minitonas Middle School
Morris School
Norquay School
Oakenwald School
Prairie Rose Elementary
Ralph Maybank School
Riverheights School
Roland Elementary
Royal School
Ruth Hooker School
Sister MacNamara School
St. Gerard School
St. John's-Ravenscourt School
Ste. Marie School
Thomas Greenway Middle School
Treherne Elementary
Virden Junior High School
Westgrove School

New Brunswick

École Saint-Paul

Nova Scotia

Coldbrook and District School
Evangeline Middle School

Northwest Territories

William McDonald School

Nunavut

Qaqqalik School

Ontario

Abbey Lane Public School
Adrienne Clarkson Elementary School
Algonquin Public School
Amabel-Sauble Community School
Ancaster Senior Public School
Ardtrea/Cumberland Beach Public School
Arklan Community Public School
Atikokan High School
Beachburg Public School
Beckwith Public School
Benson Public School
Bliss Carman Senior Public School
Brantwood Public School
Bruce Peninsula District School
Bruce T. Lindley Public School
Bruce Trail Public School
Byron Woods Montessori School
Caldwell Street Public School
Carambeck Public School
Carson Grove Elementary School
Castor Valley Elementary School
Centennial 67 Public School
Central Public School - Cornwall
Central Public School Burlington
Chapel Hill Catholic School
Chartland Junior Public School
Chelmsford Public School
Chesterville Public School
Chimo Elementary School
Chippewa Public School
Chisholm Public School
Clarksdale Public School
Commonwealth Public School
Conseil des écoles publiques de l'Est de l'Ontario
Country Hills Public School
D. Roy Kennedy Public School
Divine Infant School
Dr. F.J. McDonald Catholic School
Dufferin Elementary School
Duncan J. Schoular Public School
Eagle Plains Public School
East Front Public School
Eastview Public School
École Assomption
École catholique Franco-Supérieur
École élémentaire catholique
École élémentaire publique Rivière-Castor
École Jacques Cartier
École Madeleine-de-Roybon
École Ste-Marie
École Val des Bois

Educarium
Elizabeth Ziegler Public School
Erin Mills Senior Public School
Errol Village School
Esson Private School
Falgarwood Public School
Farley Mowat Public School
Featherston Drive Public School
Fieldcrest Elementary School
Forest Manor Public School
Frank Ryan Catholic Sr. Elementary
Front of Yonge Public School
Georges Vanier Catholic School
Gladstone Public School
Gladys Speers Public School
Glen Tay Public School
Glen Williams Public School
Good Shepherd Catholic School
Gordon A. Brown Middle School
Grapeview Elementary
Greenbank Middle School
Guardian Angels Elementary
Harris Heights Public School
Harrison Public School
Hawthorne Village Public School
Henry Munro Middle School
Hillcrest Elementary School
Holy Cross Elementary
Holy Redeemer Catholic School
Hyde Park Public School
Inkerman Public School
Iroquois Public School
John McCrae Senior Public School
Joshua Creek Public School
Keewayin First Nations School
Kemptville Public School
King George Junior Public School
Kinsmen/Vincent Massey School
Kirby Public School
Knoxdale Public School
Laggan Public School
Lester B. Pearson Catholic High School
Limehouse Public School
Linbrook Public School
Lincoln Avenue Public School
Linklater Public School
Lombardy Public School
Longue Sault Public School
Lyn-Tincap Public School
Maple Grove Public School
Maple Grove Public School
Maplehurst Public School
Martin Street Public School
Martintown Public School
McGregor Easson Public School
McKenzie-Smith Bennett Public School
McMaster Catholic School
Meadowview Public School
Merrickville Public School
Morrisburg Public School
Morse Street Junior Public School
Mother Teresa Catholic High School
Naismith Memorial Public School
Nationview Public School
North Elmsley Public School
North Stormont Public School
O'Gorman Intermediate Catholic School
Orchard Park Public School
Osprey Woods Public School
Our Lady of Grace Elementary
Oxford-on-Rideau Public School
Pakenham Elementary School
Park Manor Public School
Park Public School
Pilgrim Wood Public School
Plantagenet Public School
Pleasant Park Public School
Portage Trail Community Junior School
Post's Corners Public School
Prince of Wales Public School
Queen Elizabeth II Public School
Queen Elizabeth Public School
Queensmount Public School
R. Tait McKenzie Public School
Rene Gordon Elementary School
Rideau Centennial Elementary School
Rideau Vista Public School
Robert Baldwin Public School
Rockland Public School
Rockwood Public School
Roxmore Public School
S.J. McLeod Public School
Sacred Heart of Jesus Catholic Elementary
Sam Sherratt Public School
Sheridan Public School
Sherwood Mills Public School
South Branch Public School
South Crosby Public School
St. Andrew's Public School
St. Anne Catholic School
St. Augustine Elementary
St. Daniel Elementary
St. Elizabeth Ann Seton Public School
St. Francis de Sales Catholic School
St. Francis of Assisi School
St. George Elementary
St. Joseph High School
St. Lawrence Intermediate School
St. Leonard Catholic School
St. Mary's Elementary
St. Michael (Fitzroy) School
St. Patrick's Intermediate School
St. Philip School
Sweet's Corners Elementary School
Tecumseh Elementary
The Pines Senior Public School
The Sterling Hall School 0o
Thousand Islands Elementary School
Tomken Road Middle School
Toniata Public School
Treeline Public School
Turnbull School
Upper Canada College
Valley View Public School
Virgil Elementary
Waverly Public School
Westmeath Public School
Westminster Public School
Winchester Public School
Wolford Public School
York Street Public School
Yorkview Public School

Prince Edward Island
Cardigan Consolidated School
Fortune Consolidated School

Quebec
École primaire Bonne-Entente
École primaire Coeur-Vaillant
École Sainte-Marguerite
Lennoxville Elementary

Saskatchewan
Assiniboia 7th Avenue School
Canwood Community School
Columbia School
École primaire Pierre-de-Coubertin
Mayfair Community School
Muskowekwan School
North Valley Elementary
Notre Dame School
P.J. Gillen School
Prince Philip Elementary
Princess Alexandra Community School
Reynolds Central School
Rhoda Hardlotte Memorial Keethanow High School/Library
St. Frances Elementary
Sutherland Elementary
Westberry Elementary

Yukon
Elijah Smith Elementary School
Grey Mountain Primary School
Takhini Elementary School

PLATINUM / PLATINE

Alberta
A.E. Cross Junior High
Allendale Elementary-Junior High
Blackie School
Branton Junior High/École Branton
Britannia Junior High
Cedarbrae Elementary
Donnan/L'Académie Vimy Ridge - Campus Elementary-Junior High
École Madeleine D'Houet School
École primaire Curé-Chamberland
École primaire de l'Apprenti-Sage
École primaire Sainte-Béatrice
Ethel M. Johnson Elementary
Georges P. Vanier School
H.E. Bourgoin School
Holy Cross Catholic School
Irvine School
Olds Elementary School
Our Lady of Peace School
Renfrew Educational Services
River Glen School
Sir John A. MacDonald Junior High
St. Helena Junior High
St. Joseph School
St. Joseph's Elementary
St. Vladimir Elementary School
Webber Academy
Westpark Middle School
Wild Rose Elementary

British Columbia
Bradner Elementary
Glenlyon Norfolk School Beach Drive Campus
Glenrosa Middle School
Lakeview Elementary
Montgomery Middle School
Mount Pleasant Elementary
Nelson Elementary
Oyama Traditional School
Penticton Community Christian School
St. John's School
St. Mary's Catholic Independent School

Manitoba
Acadia Junior High School
Arthur A. Leach School
Arthur Day Middle School
Arthur E. Wright Community School
Bairdmore Elementary School
Beaverlodge School
Bernie Wolfe Community School
Centennial School
Chancellor School
Chapman School
Dalhousie Public School
École Bannatyne School
École Centrale
École Crane School
École Dieppe
École Golden Gate Middle School
École McIsaac School
École Regent Park
École River Heights School
École Robert Browning School
École Tuxedo Park
École Van Walleghem School
École Viscount Alexander
Faith Academy
General Vanier School
George Waters Middle School
Gladstone Elementary
Henry G. Izatt Middle School
Island Lakes Community School
J.R. Walkof School
John Pritchard School
La Verendrye School
Linden Christian School
Linden Meadows School
Marion School
Munroe Junior High School
Ness Middle School
Niakwa Place School
Nordale School
Opasquia Middle School
Pacific Junction School
Prince Edward School
R.H.G. Bonnycastle School
River West Park School
Riverton Early Middle School
Robert Smith School
Ruth Betts School
Sansome Elementary School
Shamrock School
St. Andrews School
St. George School
Tanners Crossing School
The Laureate Academy
West Lynn Heights School
West Park Elementary School
Westdale School
Westview Elementary School
Whyte Ridge School

New Brunswick
École La Source
Edith Cavell School
Port Elgin Regional School
Sunny Brae Middle School
Sussex Elementary School

Newfoundland
Anthony Paddon Elementary
Avoca Collegiate
Fatima Academy
St. Anneway Kegnamogwom School
St. Mary's All Grade School

Nova Scotia
Chester Area Middle School
Landmark East School
Wolfville School

Ontario
Alexander's Public School
Alexandra Elementary
Allan A. Greenleaf Elementary School
Allan Drive Middle School
Assumption Catholic School
Bethel Elementary School
Blessed Kateri Tekakwitha School
Bridlewood Community Elementary School

Burlington Central Elementary and Central High School
C.H. Norton Public School
Calderstone Middle School
Cambridge Public School
Cameron Public School
Captain R. Wilson Public School
Centennial Public School
Charles R. Beaudoin
Collège catholique Samuel-Genest
Dalewood Middle School
Don Valley Junior High School
Dr. Charles Best Public School
Dr. Emily Stowe Public School
École élémentaire catholique Arc-en-ciel
École élémentaire catholique Sainte-Bernadette
École élémentaire catholique Sainte-Lucie
École élémentaire René Lamoureux
École publique Carrefour Jeunesse
École secondaire publique Gisèle Lalonde
École St-Joseph
Ernest Cumberland Elementary School
Florence Meares Public School
Forest Hill Junior & Senior Public School
General Vanier Intermediate School
Glenview Public School
Glenview Senior Public School
Hespeler Public School
Holy Family Catholic French Immersion School
Holy Family Catholic School
Holy Trinity Catholic High School
Homestead Public School
Immaculata High School
J. Douglas Hodgson Public School
Jack Donahue Public School
James R. Henderson Public School
John Buchan Senior Public
Joseph Gibbons Public School
Kempenfelt Bay School
Kindree Public School
King George Public School
King's Road Public School
Land of Lakes Senior Public
Larkspur Public School
Lee Academy
Lester B. Pearson Public School
Lisgar Elementary School
Maple Lane Public School
Maple Ridge Senior Public School
McCrimmon Middle School
Memorial Public School
Metcalfe Public School
Montclair Public School
North Hastings Senior Public School
Northeastern Elementary School
Northmount School For Boys
Oakwood Public School
Our Lady of Mount Carmel Separate School
Our Lady of Wisdom School
Pauline Johnson Public School
Pierre Laporte Middle School
Pineview Public School
Pleasant Corners Public School
Ponsonby Public School
Port Royal Public School
Rothwell-Osnabruck Elementary & Secondary School
Russel Intermediate Public School
Russell High School
Ryerson Public School
Sacred Heart High School
Sheridan Park Elementary
Silver Creek Public School
Sir John A. Macdonald Senior Public School
St. Andrew School
St. Brigid Elementary
St. Clare Catholic School
St. Francis of Assisi Catholic Elementary School
St. James Catholic School
St. Martin de Porres School
St. Theresa Elementary
Stewarttown Public School
The Mabin School
The Woodlands School
Tom Thomson Public School
Vanier Public School
W.H. Morden Public School
W.I. Dick Public School
West Oak Public School
Westvale Public School
Wheatley School (Montessori Education)
Williams Parkway Senior Public School
Williamstown Public School
Worthington Public School

Prince Edward Island
Alberton Consolidated Elementary School
Grace Christian School

Quebec
Ayer's Cliff Elementary
Bishop Whelan School
Cecil Newman Elementary
Cedar Park Elementary School
École Bon-Pasteur
École De La Source Saint-Jerome
École de Yamachiche -- St-Léon
École des Grands-Chemins
École Jacques-Barclay
École L'Envolée
École Louis-Saint-Laurent
École primaire Beaubien
École primaire Bourg
École primaire Desjardins
École primaire Jeanne-Mance
École primaire l'Arc-en-Ciel
École primaire Le Phare
École primaire l'Équipage
École primaire Les Sentiers
École primaire Maurice-L.-Duplessis
École primaire Notre-Dame-du-Sourire
École primaire Saint-Donat
École primaire Saint-Isidore
École primaire Saint-Joseph
École primaire Saint-Thomas
École primaire Stadacona
École primaire Très-Saint-Sacrement
Externat Saint-Coeur de Marie
Joliette Elementary School
Kiwetin School
Mecatina School
Morin Heights Elementary School
Ormstown Elementary School
Pensionnat des Sacrés-Coeurs
Pierre Elliott Trudeau Elementary School
REACH
Selwyn House School

Saskatchewan
Borden School
Bready Elementary
Dr. Brass School
École Notre-Dame-des-Vertus
École Père Mercure
Elizabeth Elementary
Glenavon School
Gronlid School
John Diefenbaker School
Maple Creek Composite High
Muskoday First Nation Community School
Prairie View School
Prince Arthur Community School
St. Michael Community Elementary
Stobart Elementary School
Twin Lakes School
Wildwood Elementary
Wynyard Elementary

Yukon
École primaire de Nouvelle
Selkirk Elementary School

GOLD / OR

Alberta
A.B. Daley Community School
Belvedere Elementary
Breton Elementary
École des Deux Mondes - Francophone Program
École Guyot
École primaire Sainte-Cécile
Ermineskin Junior/Senior High School
Fleetwood-Bawden School
Holy Family School
Leo Nickerson Elementary
Monsignor A.J. Hetherington Elementary
Roland Michener Secondary
Saipoyi Community School
St. Michael School

British Columbia
Airport Elementary
Albion Elementary
Alexander Robinson Elementary
Alouette Elementary School
Aubrey Elementary
Bench Elementary
Bert Ambrose Elementary
Blue Mountain Elementary
Boston Bar Elementary/Secondary School
Brentwood Park Elementary
Britannia Community Elementary School
Buckingham Elementary
Cameron Elementary
Capitol Hill Elementary
Castle Park Elementary
Chantrell Creek Elementary
Cheam Elementary School
Clinton Elementary
Confederation Park Elementary
Davie Jones Elementary
Douglas Road Elementary
École John Stubbs Memorial School
Edith McDermott Elementary
Eric Langton Elementary
Fairview Elementary
Forest Grove Elementary
Gilmore Community Elementary
Glenayre Elementary
Glenwood Elementary
Golden Ears Elementary
Hammond Elementary
Heritage Mountain Elementary
Highland Park Elementary
Inman Elementary
Jackson Elementary
Kanaka Creek Elementary
Kitchener Elementary
Laity View Elementary
Lochdale Community Elementary
Lyndhurst Elementary
Maple Ridge Elementary School
Marlborough Elementary
Morley Elementary
Mount Crescent Elementary
Mulgrave School
Pacific Way Elementary
Pitt Meadows Elementary
Queen of All Saints Elementary
Riverside Elementary
Rosser Elementary
Second Street Community Elementary
South Slope Elementary
Sperling Elementary
St. Francis of Assisi School
St. Joseph's School
St. Mary's School
St. Patrick's Elementary
St. Paul's School
Stoney Creek Community Elementary
Suncrest Elementary
Taylor Park
Thornhill Elementary
Webster's Corners Elementary
Whonnock Elementary
Yennadon Elementary

Manitoba
Angus McKay School
Beaumont School
Beausejour Early Years School
Birds Hill School
Blumenort School
Donwood Elementary School
Douglas School
Dr. D.W. Penner School
Dr. F.W.L. Hamilton School
Dr. George Johnson Middle School
École Henri-Bergeron
École Howden
École James Nisbet Community School
École Lacerte
École Lagimodière
École Marie-Anne-Gaboury
École Robert H. Smith School
Edward Schreyer School
Elmdale School
Forrest Elementary
Frontenac School
George Fitton School
George McDowell School
Happy Thought School
Hastings School
Highbury School
John Henderson Junior High
Kirkcaldy Heights School
Major Pratt School
Minnetonka School
North Memorial School
Otetiskiwin School
Phoenix School
Princess Margaret School
Radisson Elementary School
Ryerson School
Samuel Burland School
Stevenson-Britannia School
Strathcona Community School
Taylor Elementary Schoo
Tyndall Park Community School
Valley Gardens Junior High
Victor Mager School
Waskada School
William S. Patterson School
William Whyte Community School
Wolseley School

New Brunswick
Beaconsfield Middle School
Champlain Heights School

École Place-des-Jeunes
École Taché
Eleanor W. Graham Middle School
Florenceville Elementary School
Havelock Elementary
J.M.A. Armstrong High School/Salisbury Middle School Complex
Janeville Elementary School
Lewisville Middle School
M. Gerald Teed Memorial School
Marshview Middle School
McAdam Elementary School
Riverside Consolidated School
Riverview Middle School
Rothesay Elementary School
Salem Elementary School
Shediac Cape School

Newfoundland
Amos Comenius Memorial School
Humber Elementary School
Valmont Academy
William Mercer Academy

Nova Scotia
Falmouth District Elementary School
Glace Bay Elementary
North Highlands School
Seton Elementary
Shipyard Elementary
Weymouth Consolidated School
Windsor District Elementary School

North West Territories
N.J. Macpherson School

Ontario
Adam Beck Junior Public School
Arbor Glen Public School
Brant Hills Public School
Bridlewood Community Elementary School
Brookdale Public School
Cameron Street Public School
Caradoc North Public School
Cardiff Public School
Convent Glen Catholic School
Courtice North Public School
Donwood Park Junior Public School
Drummond Central School
E.W. Foster Public School
Eamer's Corners Public School
Earnscliffe Senior Public School
École élémentaire catholique Marius-Barbeau
École élémentaire catholique Saint-Jean-Baptiste
École élémentaire Marie-Curie
École élémentaire Nouvel Horizon
École Ste-Ursule
Elma Public School
Foundations Private School
Frontenac Public School
George Kennedy Public School
Heritage Glen Public School
Highgate Public School
Holy Family Elementary
Holy Family School
J.M. Denyes Public School
John T. Tuck Public School
Joseph Brant Senior Public School
Kings Masting Public School
Lambton Central Centennial
Lisgar Middle School
London Islamic School
McGregor Public School
Mohawk Gardens Public School
Monetville Public School
Monsignor Paul Baxter Catholic School
Morewood Public School
Pape Avenue Junior Public School
Park Dale Public School
Pope John XXIII Catholic Elementary School
Robert Little Public School
Sagonaska Demonstration School
St. Carthagh Catholic Elementary
St. Gregory Catholic School
St. Isidore Catholic School
St. John the Apostle School
St. Joseph Catholic School
St. Marguerite d'Youville Elementary
St. Patrick Catholic School
St. Thomas More Catholic School
Sunningdale Public School
The Stewart Elementary School
Viscount Alexander Public School
Vista Heights Public School
Wembley Public School
Westmount Elementary

Prince Edward Island
Morell Consolidated School

Quebec
Beacon Hill Elementary
Cedarcrest Elementary School
Commission scolaire des Draveurs
École Gendreau
École Marie-Rollet
École primaire à l'Orée-des-Bois
École primaire Charles-René-Lalande
École primaire Curé-Brassard
École primaire du Premier-Envol
École primaire Jacques-Buteux
École primaire La Tourterelle
École primaire Lafontaine
École primaire Leventoux
École primaire Marguerite-Bourgeois
École primaire Notre-Dame-de-l'Assomption
École primaire Notre-Dame-d'Etchemin
École primaire Notre-Dame-du-St-Esprit
École primaire Saint-Eugène (Valleyfield)
École Saint-Paul
Good Shepherd Elementary
Howick Elementary
Margaret Manson Elementary School
Riverview School
St. Johns School

Saskatchewan
Assiniboia Park Elementary School
Chief Gabriel Cote Education Complex
École Vickers School
Holy Family School
King George Elementary
St. Michael's School
Turtleford Community School

Yukon
École Euclide-Lanthier
École Émilie-Tremblay
École primaire Louis-Querbes

SECONDARY / SECONDAIRE
Alberta
Crescent Heights High School
École Airdrie Middle School
École Plamondon School
Fairview Junior High
FFCA - Dr. Norman Bethune Campus
Frog Lake Chief Napewaew Comprehensive School
George McDougall High School
Gilbert Paterson Middle School
Hunting Hills High School
Jasper Junior/Senior High School
John Ware Junior High
Leduc Junior High School
Lindsay Thurber Comprehensive High School
Louis Riel Elementary/Junior High School
Peerless Lake School
St. Anthony's School
St. Dominic Catholic High School
Sundre High School

British Columbia
Alpha Secondary School
British Columbia Christian Academy
Burnaby Central Secondary
Burnaby Mountain Secondary
Burnaby North Secondary
Burnaby South Secondary
Cariboo Hill Secondary
Carver Christian High School
Frank Hurt Secondary School
Gleneagle Secondary School
Moscrop Secondary
Pemberton Secondary School
Penticton Community Christian School
Point Grey Secondary
School District 22 (Vernon)
Sir Charles Tupper Secondary
Thomas Haney Secondary School

Manitoba
Edward Schreyer School
Erickson Collegiate
Faith Academy
Frontier Collegiate Institute
Hapnot Collegiate
Hedges Middle School
John Taylor Collegiate
Lincoln Middle School
Linden Christian School
Oak Park High School
Pinawa Secondary School
Shaftesbury High School
Ste. Anne Collegiate
Technical-Vocational High School
Vincent Massey Collegiate
Waskada School
Winnipegosis Collegiate

New Brunswick
École Marie-Gaétane
École secondaire Népisiguit
Nackawic Senior High School

Newfoundland
Amos Comenius Memorial School
Jens Haven Memorial
Laval High School
Mountain Field Academy

Nova Scotia
Duncan MacMillan High School

Nunavut
Maani Ulujuk Ilinniarvik Rankin Inlet

Ontario
All Saints High School
Brookfield High School
Cairine Wilson Secondary School
Central Algoma Secondary
Centre Dufferin District High School
Cobourg District Collegiate Institute West
Colonel By Secondary School
Columbia International College
Downsview Secondary School
East Northumberland Secondary School
École secondaire catholique régionale de Hawkesbury
École Secondaire Jean-Vanier
Elmwood School
Emery Adult Learning Centre
Erin District High School
Frank Oke Secondary School
Gananoque Secondary School
Georges Vanier Secondary School
Gordon Graydon Memorial Secondary School
H.B. Beal Secondary School
Heart Lake Secondary School
Holy Trinity Catholic High School
Holy Trinity High School
Immaculata High School
Kipling Collegiate Institute
Lively District Secondary School
Lockerby Composite School
Lo-Ellen Park Secondary School
Midland Secondary School
North Dundas District High School
Norwood Intermediate & District High School
Notre Dame High School
Pickering College
Sir Wilfrid Laurier Secondary School
Sir Winston Churchill Secondary School
St. Benedict Catholic Secondary
St. Mary's Secondary School
St. Patrick's High School
St. Paul High School
St. Pius X High School
Sweet's Corners Elementary School
Trafalgar Castle School
Trenton High School
West Carleton Secondary School

Quebec
Châteauguay Valley Regional High School
Collège Bourget
Collège Notre-Dame
Collège Saint-Hilaire Inc.
École La Frontalière
École Pierre-Bédard
École secondaire Jean-Dolbeau
École secondaire La Découverte
Polyvalente La Samare
The Sacred Heart School of Montréal

Saskatchewan
Assiniboia Composite High
Hillmond Central School
Kenaston School
Maple Creek Composite High
Pangman School
Rocanville School
Sedley High School
Wadena Composite High

Yukon
École Émilie-Tremblay

A Tribute to Dr. Andy Anderson
November 24, 1950 – August 30, 2007

By Dr. James Mandigo, Associate Professor, Brock University

"Every Child is a Champion". Every child has talents, dreams, and hopes which, if channeled in the right direction, can make a difference in his/her life and the lives of others. This was the motto for Dr. Andy Anderson's work around the world. This was the basis upon which every professional decision he made. Whether it was teaching pre-service students at the University of Toronto, conducting workshops with teachers in the Caribbean or Latin America, playing with children from a local orphanage in Thailand, planning provincial curriculum or national school-based programs, or simply opening up the gymnasium at his schools on a Sunday afternoon for family and friends, Andy's vision of making the world a better place for all children and youth was the cornerstone of his career.

Andy received his Diploma in Primary/Junior/ Intermediate Education at Stratford Teacher's College in 1973. While teaching primary school physical education, he completed his Bachelor of Arts in Political Science at the University of Waterloo in 1977, Master's of Education at the University of Western Ontario in 1980 and his Doctor of Philosophy from Michigan State University in 1992. For 13 years, Andy was an elementary teacher at North Easthope Public School and Physical Education consultant for the Perth County Board. He spent the next seven years as a Professor of Physical Education and Health at Althouse College at the University of Western Ontario. He was entering his 14th year as an Associate Professor at the Ontario Institute for Studies in Education at the University of Toronto and his third year as an Adjunct Professor at Brock University when he passed away after an 18 month battle with brain cancer.

In his recent book, *Healthy Active Schools*, Andy wrote: *"School programs can play a vital role in the provision of learning opportunities that protect and promote the dignity of human life and freedom. Education can prepare young people to play active roles in their communities by empowering them to lead and responsibly manage change. Educational programs which enhance efforts to prepare young people to be change agents with care for self and others in mind represents the forefront of educational improvement."*

It was words like these and the actions to back them up that have changed our profession forever.

Andy was a leader in health and physical education around the world. In May, 2007, Andy was awarded the prestigious North American Scholars award which recognizes outstanding professionals within the allied professions of health education, physical education, recreation, sport and dance in North America. Andy also received several teaching awards at the University of Toronto and in 2005, was awarded the R. Tait McKenzie Award of Honour, the Canadian Association for Health, Physical Education, Recreation and Dance's most prestigious award.

He was a distinguished author, scholar, and mentor within the health and physical education field. Dr. Anderson dedicated his life to helping to ensure children and youth around the world have the opportunity to live physically active and healthy lives. Andy was a distinguished author and scholar within health and physical education. Andy published over 45 peer reviewed papers in books, chapters, and academic journals and published many papers in professional journals and government reports in order to ensure research was translated into practice for practitioners. Through his scholarship, he addressed a multitude of issues including poverty, violence, skill development, sexual health, school reform, comprehensive school health, community development and capacity, and leadership just to mention a few.

In addition to his many publications and conferences that reached national and international audiences, Andy was actively involved in many program initiatives. Recently, Andy worked with CAHPERD to lead a team of experts to develop the *Balance First* health program. His tireless dedication to this project helped to ensure that a quality resource would be available to teachers across Canada. Secondly, Andy worked very closely with the on the development of the Heart Healthy Toolkit. This toolkit was made available to teachers across Canada and promoted health and physical activity skills for children in kindergarten to grade eight. Due to Andy's energy and commitment to this project, every pre-service teacher in Ontario received the kit free of charge.

Andy was Canada's leading scholar in the area of Health Promoting Schools. From 2002 – 2007, Andy coordinated the Scotiabank Champions for Health Promoting Schools which is an initiative aimed at the development of Health Promoting Schools in the Caribbean – St. Vincent, Antigua, and the British Virgin Islands. During the five years of the program close to 100 student teachers from the University of Toronto and Brock University have had the opportunity to take part in a five-week internship dedicated towards the healthy development of children and youth throughout the Caribbean. This initiative was a unique opportunity to place beginning teachers at the forefront of efforts to make health promotion an integral and inspirational part of school improvement and community development. He also shared his scholarship in international conferences and workshops in Australia, Finland, Puerto Rico, Mexico, Thailand, the Caribbean, El Salvador, Greece, Spain, France, and the United States.

Behind every great person, is a great family. A loving husband, devoted father, and best friend, Andy is survived by his wife Bonnie and daughter Alanna (Stratford). Andy was able to have such a profound impact upon the world because of the love and support provided to him by his family. Despite his work taking him to places from coast to coast to coast across Canada and to places around the world, his family was always there for him and supported his work and passion to make a difference in each and every life he touched. On behalf of the entire profession, we owe both Bonnie and Alanna Anderson our deepest gratitude for sharing Andy with us.

Andy will truly be missed by many of his friends and colleagues around the world. The world truly has lost a giant and the greatest Champion of all. The legacy of his work has and will continue to have a profound impact upon our profession around the world for generations to come. ■

Remembering Russ Kisby
Former President of ParticipACTION, CAHPERD President, 1982-83

By Christa Costas-Bradstreet

Christa Costas-Bradstreet worked with Russ at ParticipACTION for 10 years until its closing in 2001. She recently worked as a Physical Activity Specialist for the City of Hamilton Public Health Services and is now a Physical Activity Consultant and full time student at Brock University completing a Master of Arts in Applied Health Science. Email: costasbradstreet@cogeco.ca.

On July 27th, 2007, family, friends and colleagues remembered and celebrated the life of Russ Kisby. It was a beautiful day full of stories and laughter, a heartfelt rendition of the song *This Land is Your Land* and even a fit break … for what would a memorial service for Russ be without Canadian folksongs and physical activity!

On July 20th after enjoying a morning with his wife Merle, daughter Marlis and grandchildren, Wesley and Molly, Russ laid down for a nap. He died peacefully in his sleep.

Five years ago, Russ was diagnosed with a rare and aggressive form of cancer (malignant pleural mesothelioma). He underwent extensive surgery, chemotherapy and radiation and suffered other complications. Defying medical science, he lived four years longer than the original prognosis and was, in fact, cancer free. Unfortunately, however, his heart sustained significant damage during this time and it was his heart that finally gave out – ironic for a man whose heart was bigger than he was!

Russ was born in Yorkton, Saskatchewan in 1940 and raised in Saskatoon. He graduated from the University of Saskatchewan's College of Physical Education in 1963 and later earned a master's degree in community leadership and development in the United States. His professional career began at the Montreal and National YMCA before joining the newly launched ParticipACTION in 1972. He became President in 1978, and remained in that position until retirement in 2001. When ParticipACTION was re-launched in 2006, he continued to contribute to this unique Canadian movement as an advisor.

Russ was admired nationally and internationally for his professional contributions as a leader in health promotion, physical fitness and social marketing. He received numerous awards including the Government of Canada 125 medal; University of Saskatchewan Honorary Doctor of Laws degree; World Sport for All Award and Sport for All Pioneer Award. Russ' first major award as a professional was the R. Tait McKenzie Honour Award from CAHPERD – an honour that throughout his long and distinguished career, he treasured the most. Russ worked long and vigorously for CAHPERD believing strongly in the association's role as the professional association of its time and he served as its president from 1982-83. He was named as one of the 100 most influential graduates from the University of Saskatchewan and the Russ Kisby Physical Activity and Health Promotion Laboratory was recently opened at the University of Saskatchewan, College of Kinesiology.

Personal Reflections

I had the great pleasure of working with Russ at ParticipACTION from 1991 to 2001. What I remember most was the respect with which he treated people, his incredible knowledge of the physical activity and health promotion field as well as Canadian politics and world events, and his quick wit and unfailing sense of humour. According to Russ' son Tait, one of the principles Russ lived by was: "Take your life's work and responsibilities seriously, but not yourself."

Recently Russ was in Saskatoon to accept the *in motion Russ Kisby Physical Activity Leadership Award*. Our staff filmed a video tribute for the event in which we teased him about his fashion sense (7 blue suits, one for every day of the work week, one to work out in and one for leisure) and a tie … always a tie. We wondered out loud if he dyed his hair and

slept in the sauna at the fitness club at noon. He accepted our teasing with good humour. Upon returning home from the Saskatoon event, I got an email saying: "Christa, would love to meet. Perhaps the weekend is best. This week we have Marlis and the kids for a few days. Besides, I'm very busy with a hair dying appointment, two sauna "workouts", and need to buy a new tie to match my sleep wear."

Russ was not one for new technology. Email was fairly new during my time at ParticipACTION. Russ had his own version of email. He would walk from his office to mine and place a yellow sticky note with a message on my computer screen: "Christa, I've looked at the article you wrote and have made a few suggestions – I've left it on your desk" … that was his idea of an attachment.

In meetings and presentations, Russ always sat in a "strategic spot" so that while I (or one of the other staff) was presenting he could watch the audience, read their body language and be poised to jump in to "emphasize" something I had just said. He'd say … "sorry Christa, can I just stop you there for a minute. I'd like to emphasize something that Christa just said" … except that what he emphasized was absolutely nothing that I had actually just said. But he always knew the key messages he wanted to get across in a meeting so if you missed them (or didn't know them to begin with) he would handle it in a respectful way, build your confidence and provide a practical lesson along the way.

We were a family at ParticipACTION – or at least the office was actually where we saw our families! Husbands, wives, friends and children all came to the ParticipACTION office to stuff envelopes, load boxes, and pack posters. And while that is true, I do believe that as a staff we also became a family. Different personalities and lives but bound by our passion for the work, our respect for Russ and the team atmosphere that he created – because he too stuffed envelopes and packed posters. Our ParticipACTION family and team extended well beyond our office in Toronto. It extended across Canada and that bond still exists today.

Our ParticipACTION family, stayed together well after ParticipACTION closed in 2001. We felt so fortunate to have all been together this past July 4th for our annual summer barbecue. Russ sent us an email prior to the evening reminding us of the 6:30 start and not to be late because his bedtime was at 7:30.

Russ described his leadership style as "benevolent incompetence". He would say he had no idea of what he was doing, but he meant well so everyone just rallied around him and helped him out. Of course nothing could be further from the truth. He lived his life and guided the work of ParticipACTION with integrity, passion and intelligence. Russ' life and work influenced many people's lives - professionally and personally. He loved people, the communities that he served through his work, and was dedicated to family and friends.

I know that Russ, wherever he is strategically positioned today, would emphasize things that of course I have not said. He told me that he has had a great life! He enjoyed challenging, meaningful work, met fantastic people, and was blessed with an awesome family. He would remind me that no one person or organization can work alone and that it's our collective efforts that will provide the impetus for change.

With his usual modesty, he would say that people have been overly generous with their praise of him. In fact, many of the people from whom I received letters after Russ died talked about the profound impact that Russ had on their lives and their careers. But Russ would say that it is the people he met along the way that influenced his life and made it possible for him to live a life so full.

On a personal note, Russ was my friend, sometimes a father figure, but also one of the most important mentors I have ever had. I believe that the physical activity community is what it is, in great part, because of the work that Russ has done over his 40 year career. This community has lost a remarkable man, a passionate advocate, and a true leader.

Whether you knew him personally or professionally, my guess is that he touched you in some positive way. Francois Lagarde wrote me and said: "We are who we are partly because of Russ … let us remember him and be inspired." Another friend sent me a note saying that "Everyone should have at least one Russ in their life!

I am honoured to have had Russ Kisby in my life.

Several years ago, ParticipACTION honoured the work of R. Tait McKenzie through a video production *The Living Sculptures of R. Tait McKenzie*. On the back of the video the words, dedicated to McKenzie, could also describe Russ. They read: "From the first moments of life, movement is instinctive. The joy of motion is part of growing up. As children, the incredible potential of our body fills us with awe. What is the joy of motion? .... This question was the focus of one man's life...."

Thank you Russ for the influence you have had and the impact you have made on physical activity in Canada, and for the friend and mentor you were to so many. ■

If you are interested in making a contribution in honour of Russ Kisby, donations can be made to the University of Saskatchewan, citing the Kinesiology Aboriginal Student Award established by Russ and Merle Kisby (University Advancement, Rm223 Kirk Hall, 117 Science Place, Saskatoon, SK, S7N 5C8 or www.usask.ca/advancement).

Physical Education Teaching Excellence Award

Call for Nominations 2007-2008

The CAHPERD/WINTERGREEN Physical Education Teaching Excellence Award (PETE).

Nominations are being sought for teachers that provide outstanding teaching performance at the elementary, middle and secondary levels, and who have an exceptional ability to motivate students to participate in a lifetime of physical activity.

Who can nominate a PETE?

Provincial/territorial Physical and Health Education associations, colleagues, parents, students, or any individual wishing to highlight the exceptional service of a Physical Education teacher in his/her region are encouraged to submit a nomination.

Selection Process

1. Completed nominations must be sent to the CAHPERD national office by **December 31, 2007**. Nomination information can be found on the CAHPERD website at www.cahperd.ca.
2. CAHPERD will review each nomination package for completeness and eligibility, and will forward nominations to the appropriate provincial/territorial association for their review and selection.
3. Provincial/territorial Physical and Health Education associations will select a provincial/territorial PETE Award recipient. The recipient's name and nomination package will be sent to CAHPERD.
4. From the provincial/territorial PETE Award recipients, the CAHPERD Honour Awards Committee will select three national Physical Education Teaching Excellence Award recipients

What do PETE Award recipients receive?
Provincial/territorial PETE Award recipients:

- PETE Award of Recognition plaque
- Opportunity to provide workshops and in-services at the national CAHPERD Conference that highlight their winning strategies and techniques to teaching Physical Education
- Write-up in the PHE Journal
- Write-up in the Conference Program and presentation during the PETE Award ceremony
- "Physical Education Teaching Excellence" ribbons for their conference delegate nametag
- Free one-year membership with CAHPERD

Three national PETE Award recipients also receive:

- Free travel, accommodation, and registration at the CAHPERD national conference
- A $500.00 gift certificate to purchase *WINTERGREEN Phys-Ed* products
- A recognition plaque that is presented during the scheduled awards ceremony at the national conference

IMPORTANT

Please ensure that the nomination package is complete.
It must include:

- ☐ Completed nomination form.
- ☐ Three letters of support from the nominator and two seconders. (One from a principal, and two others from a colleague, student, parent, or mentor.) The letters of reference testimonials must also outline how the nominee meets the criteria of the award.
- ☐ Biographical sketch of 250-300 words that describes the nominee's contributions to physical education.
- ☐ Supporting documentation (not exceeding five pages) that highlights the nominee's professional contributions.

Eligibility Requirements

- Primary teaching responsibility in one or more grades (K-12) at a specific school or school district/board.
- Hold a Bachelor of Physical Education, or a Bachelor of Education or Kinesiology with a concentration in Physical Education, be fully certified by the province, and follows provincial curriculum using sound pedagogical principles.
- Minimum of five years teaching experience in Physical Education.
- Full-time teaching contract, current at the time of nomination and selection.
- Minimum of 60% of total teaching responsibility in Physical Education classes.
- A completed Physical Education Teaching Excellence Award nomination package.
- Not a previous PETE Award recipient.

The applicant must be a teacher who:

- Conducts a quality Physical Education program as reflected in CAHPERD's defintion.
- Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
- Participates in professional development opportuities.

A quality Physical Education program is a well-planned developmentally appropriate physical education program that is available to all children. CAHPERD recommends that such a program require the following: qualified, enthusiastic teachers; creative and safe use of facilities and equipment; well-planned lessons incorporating a wide range of activities; appropriate learning activities for the age and stage of development of each student; an emphasis on safety, learning, success, fair play, self-fulfilment, enjoyment and personal health; activities and lessons that are gender equitable; a high level of participation by all students each day; physical activities which enhance the cardio-vascular system, muscular strength, endurance and flexibility; and, teacher reflection on teaching practices to enhance student success.

Nomination Forms can be downloaded ***at www.cahperd.ca***

Pour obtenir de l'information et un exemplaire du formulaire de mise en nomination en français, allez ***www.acsepld.ca***

WINTERGREEN Phys-Ed

CAHPERD ACSEPLD

THE CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
L'ASSOCIATION CANADIENNE POUR LA SANTÉ, L'ÉDUCATION PHYSIQUE, LE LOISIR ET LA DANSE