



Journal of Physical Education New Zealand

PHYSICAL EDUCATOR

Te Ao Kori Aotearoa

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analyse
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From the PENZ Chief Executive

It is a great pleasure to be writing a brief word in our first issue for 2009, a publication that goes into every school in New Zealand, to many other educational institutions in this country and to different parts of the world.

This issue does not have any specific theme as its focus. It does, however, contain articles that broach highly relevant issues and practices of our times.

Firstly, insights on an era from two people who, in many respects, defined that era, namely Simon Jackson, ex-CEO, and Lorna Gillespie, who filled a range of positions over time, recently as Senior Advisor. How valuable it is to learn from them about the trials, tribulations and successes experienced during the time they worked together as part of the PENZ management team.

A brief tribute is made to Bevan Grant, who was awarded life membership for outstanding service to the profession over a protracted period of time.

Barrie Gordon provides us with part two of Teaching Games for Understanding, a model of teaching that fits in well with the new curriculum and a student-centred approach. Barrie provides practical examples and thought-provoking points relating to perceived strengths and weaknesses of the model.

Fiona McLachlan challenges us to use appropriately, reality television's response to obesity issues, perhaps through the encouragement of critical thinking that may lead to more empowering responses.

This is invaluable information about an issue teachers deal with on a daily basis.

Steve Stanley gets us thinking about the biomechanics of stability as a valuable starting point for effective movement technique.

The place and challenge of new technologies in Physical Education is a topic responded to by three educators.

Where do you spend your money and what technology do you embrace to keep abreast of change?

An inspiring guest editorial was penned by Ian Culpán, Principal Lecturer and Head of the School of Sciences and Physical Education, College of Education, University of Canterbury.

May 2009 be a productive year for you, and rewarding in terms of your involvement in Physical Education.

Contents

4 Guest editorial - Ian Culpán

The optimism of teaching

5 Dear Cecil and Celia

Teachers questions answered

8 Feature

The end of an era

12 Educators' opinions

New technologies and physical education

14 Awards

Bevan Charles Grant (BG) life member

15 SPARC update

Collaborative connections for quality sport and recreation experiences

17 Feature

Teaching games for understanding

22 Refereed article

Working with 'obesity'

26 Thinking about biomechanics

Stability: A good base to start

28 Te ao kori

Single long poi - he poi ra, tapatahi

29 Book reviews

30 Games

Capture the flag

Cover: Ange Withers (Kaiako, left) assists Josephine Clifton (right) to master He Poi ra, tapatahi skills at Mount Maunganui College.

Photography: Jim Critchley

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The Optimism of Teaching



Teaching could be considered as a profession that oozes optimism, that is, optimism for the development and enrichment of the human spirit. In teaching, Optimism focuses on the belief that 'we can make a difference' and that we can contribute to the growth and development of both the individual and society. All of this, it could be argued, is in the future, but we know that teaching, if it is to be effective, needs to be geared to the 'here and now'. Indeed, as we evolve in our contemporary societies the 'here and now' comes into focus more and more as we grapple with the demands of instant gratification, instant communications, instant accessibility to knowledge and, of course, the instant food, drinks and entertainment that pervade our very existence.

However, some aspects of our lives are enduring. They are planned for with systematic and coherent strategies. As teachers we believe

that what we teach and what our students learn can be enduring. What we teach maybe useful, practical, uplifting and enriching. This is optimism and we need to celebrate this characteristic. We need to value it, protect it, encourage, nurture and develop it. Our society treasures it. Take, for example, the optimism shown by many of our high profile sports men and women in 2008. The optimism shown by Valerie Villi, the 'twins', Sophie Pascoe, Tom Ashley, Scott Dixon, the Kiwis, the All Blacks and the thousands of other New Zealanders who used sport to help them achieve their particular goals. All this was under-pinned by systematic, long term planning backed up with coherent implementation strategies and a desire to strive to make themselves better. Teaching is also characterized by similar optimistic endeavours. Teachers, like athletes, through their striving, come to realise and even accept their limits and move beyond them. Unlike many athletes, however, teachers transcend the individual focus in order to educate the whole person as conscious citizens of the world who seek to excel (in whatever chosen field) in a virtuous manner. This is what many of us as physical educators strive to achieve.

In Parry et al. (2007) 'Sport and Spirituality', the authors argue that physical education and sport education in schools can make a significant contribution to wider education by focusing on virtuous

behaviours. In particular, they argue that the core values of fair play, the value of good competition, the nature of the contest, equality of opportunity, justice, rule adherence and subsequent reflections on these values provide a more than useful 'here and now' context for the learning of ethical values.

Furthermore, Parry et al. argue that it is through the reflective process that connections to other groups and communities can be made using a remarkably rich environment for the coming together of ethics and spirituality. This coming together provides meaningful cognitive, social, moral and physical learning experiences that can be physical education and sport education's justification in and, indeed, contribution to the wider curriculum. In other words, physical education could be seen as planned and coherent physical activities that encourage individual and groups to excel in virtuous ways in order to contribute to the cultivation of the holistic person, i.e., the person that can live a 'flourishing and rich life'. This is what the New Zealand Curriculum (2007) seemingly sets out to encourage teachers to work towards with their students. This is the optimism of teaching – don't lose sight of it. Nurture and treasure it as a valuable, legitimate and educative function of physical education.

Ian Culpan - Head of the School of Sciences and Physical Education-University of Canterbury.

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Teachers' questions answered

This is a regular section of the Physical Educator. We encourage teachers to send in questions relating to the teaching and learning of physical education. Please send your questions to gordon@penz.org.nz with the subject line: Dear Cecil and Celia

Q Dear Cecil and Celia,
Last year I went to the PENZ conference in Christchurch in July and this Professor Doune MacDonald did this session about neo-liberalism. She also wrote about it in the PENZ Journal. She really made me think about how we primary teachers are bombarded with all these resources and well-meaning professionals wanting to 'help' us teach children about health and physical activity. It's quite tricky trying to work out which people and resources are 'good' to go with. I know we're professionals and are supposed to be able to work these things out for ourselves, but there are so many of them! I know I've asked about this before, but what would you recommend? How are we supposed to decide what will be helpful? There are only so many hours in the day, and messing around with all these requests from people to come into school, whether they be Mission-On ambassadors, sports coaches or whatever, is becoming more than a bit of a hassle.

John

A Dear John,
Well...there is no quick answer here. What is most important is to think first about your own and your school's curriculum goals. What is it you want for your students? What kinds of dispositions, skills and experiences do you want them to have? How do any of the initiatives and resources you're being offered match with (or not) these? Presumably, you'll have your

physical education programme for the year (or at least the semester) pretty much nipped out already, so our first question would be, does what's on offer in any way enrich your plans? If you have a fitness guru wanting to come and galvanise your students into 'action', how does that gel with your pre-existing plans to use games as a vehicle to encourage children to 'think' about their own and others' capacity to relate to each other, to reflect on the usefulness of various game strategies and so on? If the answer is "no – it doesn't help" then give the fitness bloke a miss. Perhaps, organising a small group to review resources and 'invitations' that fly into your school would be a useful idea. Create a template with questions you ask of every resource that comes in. Questions might include:

- What are the aims of this resource/kit/person?
- How do they fit with our HPE curriculum philosophy?
- How do they fit with our curriculum objectives at this time?
- How do they enrich what we're already doing?
- What are the consequences of adopting this resource? Inviting this person? (e.g. will they enhance or detract from the kinds of messages we are trying to convey to children in the context of health and/or physical education?)

Good luck out there, and remember – just say 'no' if the answers to your questions don't sit well with what you want for your students.

Cecil and Celia

Q Dear Cecil and Celia,
Equity seems to be a buzz word in Education at the moment. As an HOD in a secondary school, we've been having a good look at the revised New Zealand Curriculum and it's clear to us that trying to meet the needs of a diverse range of students rather than do as we often do in teaching to the 'middle' is one of the priorities of this new version. We've thought more about gender equity, and even made some changes to our programme to try and make sure we don't make assumptions about our student interests based on gender (e.g. rugby is a boys' thing and aerobics and badminton are for girls!). But, there are so many other issues to think about – class, culture, disability, sexuality, treaty issues?? We're a bit stumped about where to start. Any clues from you two gratefully received!

Yours HOD PE

A Dear HOD,
You are not alone. Equity is such a 'lovely' idea and something most of us would like to think we embrace in our practice but achieving it, as you point out, is a challenge! Pat Dodds' article on 'Isms in Physical Education' might be a useful read for your staff. It's an oldie but a goodie. She talks about all the issues you raise, tries to come to some consensus about what we actually mean by the word 'equity' in the first place, and gives some useful examples of what 'equity' might 'look like' in practice in our HPE classes. We think the important thing to remind your staff is the fact that 'equal opportunity' – that is, giving all members of your class the same opportunities does not necessarily equal 'equity'. For example, if we



treat all our students the 'same' then potentially we Johnny with the motor disability would be disadvantaged as he may not be able to leap over the hurdles, throw and catch as his mates do, or even access the activities we have planned for the session. If we teach a Te Ao Kori session, assuming that everyone is similarly unskilled and unknowledgeable re tikanga Maori then the aptitudes and skills of our Te Reo fluent Maori young people are ignored. To us, equity means 'thinking' about the diverse needs and

interests of our students and then planning for these, working out ways that non-participants, reluctant girls or boys, students of different ethnicities, and those who have differing levels of 'ability' can be encouraged to engage in our classes, to feel like they 'belong' and are valued for what they bring to the session. We haven't got time to talk about it properly here, but it is also important to think about the different 'levels' at which inequity is created or dissolved. That is, institutional inequities (e.g. resources going to

dominant groups rather than others); ideological inequities (e.g. stereotyped visions of what certain groups are capable of) and inequity at the level of the 'individual' (e.g. prejudicial attitudes that encourage interactions with others on the basis of stereotypes). We'll talk more about this in future issues – in the mean time Kia Kaha, and wonderful that you are at least thinking about what 'equity' might mean for your practice!

Cecil and Celia

Thinking Bodies, Moving Minds

PENZ NATIONAL CONFERENCE 2009

Bethlehem College, Tauranga, Bay of Plenty 6 - 8 July 2009



Image courtesy of Tourism Bay of Plenty

This year's PENZ conference aims to stimulate your thinking and reinvigorate your practice in physical education. Whether you teach in primary, secondary or tertiary, PENZ conference aims to provide you with new ideas about teaching and learning, and opportunities to network with colleagues in the profession from across New Zealand.



Conference this year will focus on the overarching theme of "Thinking Bodies, Moving Minds". This theme focuses us on the holistic nature of physical education and permeates all the subthemes including exploration of the New Zealand Curriculum, current and future issues in physical education, applied practice in schools and your students' needs in a changing world.

The conference will be hosted at Bethlehem College in Tauranga. This beautiful campus will boast a newly opened Performing Arts Centre which will provide the hub for all conference plenary sessions and is close to the Events Centre that has a superb indoor facility for practical activities. We are in the process of confirming keynote speakers and will have some exciting things to report on the website soon. Registration will open in March and all details will be available on the site. We urge you to check back often at www.penz.org.nz

Similarly, we will be providing you with information on a range of accommodation options for the duration of your stay. We are in the process of negotiating some good conference rates. We want to encourage our members from the South Island to make the trip north which we realise is more costly in terms of travel. We plan to provide a free shuttle service from Rotorua airport to Tauranga for those who find this is a cheaper airfare. Please be in quick and book early to get a good deal!

Physical Education New Zealand is your professional organisation - we hope you can join us for a fun, interactive and challenging conference.

The end of an era

The departure of Simon Jackson and Lorna Gillespie from Physical Education New Zealand marks the end of an important chapter in the organisation's history. The pair has been the backbone of PENZ for the past year few years, bringing much needed change to the organization and providing a strong, passionate voice for physical educators across the country.



Lorna Gillespie

When Lorna Gillespie first became involved with PENZ in 1996, it was as the Canterbury region's representative on the national executive board. The organization, at that stage, had no full-time staff and relied almost entirely on the voluntary input of the 22 regional representatives.

Gillespie was working as a lecturer in physical education at the Christchurch College of Education at that time and got involved with PENZ because of her desire to improve the quality of physical education within schools.

"The organization has been around for a long, long time – since the 1930s – and the aims have always been to support and promote physical education and try and improve the quality of what's done in schools within physical education," says Gillespie.

But the shortcomings of the organization quickly became apparent. It was financially unstable and with 22 board members each advocating for their own area rather than taking a strategic overview. The decision-making process was unwieldy.

"The turn-around in decision-making and things like that was slow," says Gillespie.

In what was to prove a pivotal decision, the board of PENZ appointed Simon Jackson as the organization's full-time executive director in 1999. Jackson had considerable management experience, having worked in local government and run his own business for five years. Just as

importantly, he was also passionate about physical education and the need to do more to promote it in schools.

"My role was to provide leadership and grow the organization – to move it forward. To do that we had to move away from the committee structure and to get some staff with a different skill set," says Jackson.

He set about boosting the services PENZ offered to its members - by running more professional development programmes and workshops - and improving its relationships with key stakeholders.

"We made the decision that to grow the organization it had to be about relationships and partnerships. PENZ had always existed pretty much hand-to-mouth and we wanted to give it a more solid footing."

Gillespie says the board's decision to move away from a representative model and downsize represented a major culture change for PENZ.

"It was a pretty important step because it meant that people who were involved in the board were then charged with the responsibility of the whole organization and supporting physical education for all, not just for their region."

For the first time a strategic plan was drawn up for the organization and steps taken to ensure its long-term future as a voice for, and of, physical educators.

"One of the biggest shifts...was becoming much more strategic and much more aware of the direction we wanted to go in. We started to

identify opportunities and to identify where we wanted to have influence where it was important to have a voice," says Gillespie, who served first as vice-president and then president of the revamped board.

"We started making some deliberate decisions about who we need to work in partnership with. For example, we set about forming relationships with some key people within SPARC. That gave us the opportunity to have a voice in there to help their organization understand how physical education fitted around what they were doing. As a result of that they now support the organization to some level financially."

With Jackson still the only full-time paid employee the success of PENZ's rebuilding phase was heavily reliant on the commitment of Gillespie and the other members of the board.

"We could see that to build the organization we needed to throw time at it so we could get to the point where we could employ more staff," Gillespie recalls. "I was working .5 at school so, therefore, had a bit of flexibility and was prepared to give it a go and see where we could get to."

"One of the things we said early on is that we wanted to make PENZ the first port of call on matters relating to phys-ed, so there had to be a huge emphasis on advocacy within that period of time too because we needed to put the word out about who we were, what we were doing, and why we were doing it."

Adds Jackson, "We were really

passionate about what we did. We worked in a unique environment where we trusted and believed in each others skill set. We pushed the boundaries and sometimes it worked and sometimes it didn't."

The countless hours the team put in did begin paying off. Contracts started coming in for resource writing, the development of materials around NCEA and the delivery of professional development for teachers.

"About three years ago the board got to the point where it decided the organization could support more staff," says Gillespie. The organization advertised for a senior advisor and Gillespie decided to apply. She won the job and resigned as president to take on her new part-time role.

Her appointment allowed Jackson to put even more effort into building relationships and developing resource programmes. He left Gillespie to take the lead in advocacy matters.

A highlight of his role, says Jackson, was being able to work with Val Irwin, Andy Fraser and Rakau Te Maipi in the development of Te Ao Kori.

"We toured this programme from one end of the country to the other. We wrote a resource that should have been printed like other curriculum resources. - However, those in power decided to publish it on the website and hope someone might pick it and use it without professional development. The resource development was perhaps the most rewarding writing as it involved so many people from different cultures and expertise," Jackson says.

"This resource highlights for me the short comings of a Ministry of Education that operates from a top-down structure, not listening to the wealth of knowledge and experience that comes from teachers and organizations like PENZ in the trenches."

Jackson recalls the occasion when he first met with National's then education spokesman, Bill English: "He said we were the first professional organization to meet him and was amazed at our passion and what we provided for the cost we did. Steve Maharey, then Minister of Education, gave us a 15 minute appointment that lead to a 45-minute meeting

with further follow-up meetings with advisors."

Gillespie has, for the past three years, split her time between her part-time teaching job at Riccarton High and working for PENZ in Wellington alongside Jackson and Dave Ruddle, the third member of the close-knit team.

"It's been really good for me still, being in a school, because it has given me the ability to be really aware of what's happening and how changes are impacting...and how we need to adjust to support teachers.

"For example, we're just beginning to go onto the revised New Zealand curriculum and I've got a really good sense of what teachers are saying and why they are saying it. Therefore, I can pick what kind of support would be relevant and what they would go for, so it gives the organization an edge as well."

Gillespie admits, though, that juggling the two roles has sometimes been difficult.

"I did feel schizophrenic at times because I would be in Wellington for a couple of days working with the



Simon Jackson taking time out

Feature

Ministry (of Education) or at government official level and then I'd come back and be standing in front of my Year 9 class the next day. But it really kept my feet on the ground and made me realize the impact of every decision I made."

One of the key projects Gillespie and Jackson worked on during their time at PENZ was the inaugural ICHPER.SD Conference (International Congress for Health, Physical Education, Recreation, Sport and Dance) held in Wellington in 2005. The international conference took two years to plan, but attracted more than 550 delegates and cemented PENZ's position as a major player in the physical education sector.

Jackson says PENZ's credibility was significantly boosted through its organization of the conference. So, too, was its financial coffers, with the conference returning a surplus.

Finding funding has always been a struggle for PENZ. The organization gets its income from three key areas – membership fees, SPARC, and user-pays charges for the likes of conferences and training programmes.

When Jackson was at the helm the membership of PENZ doubled and he believes growing that membership further is the key to survival.

"The challenge is to keep in touch with what the members want and need and to provide that, because membership is a critical component of PENZ's funding," says Jackson.

Jackson also believes there is still room for PENZ to improve its governance.

"They need to re-look at how they govern the organization – that will be the restricting factor for future growth," he says. "They've always wanted PE people on the board but they need outside expertise."

Gillespie says her decision to leave PENZ after devoting so many years of her life to the organization was not an easy one to make, but she felt it was time to move on.

"I just really decided it was time for me to have a change - to put myself in the picture a bit more. I've worked pretty hard for PENZ over quite an extended period of time and I'm pretty pleased with most of what I've done so it seemed like a good time to move on."

So what is Gillespie most proud of?

"Probably the way in which we worked as a team to build the organization and take it from a position where it was financially pretty unstable to a position where it is financially stable. And maintaining the ongoing passion for physical education that drove both Simon and myself."

While Gillespie and Jackson leave the organization in good heart, both are realistic about the challenges ahead. The downturn in the economy means there is likely to be less grant money around to tap into and, inevitably, there will be an adjustment period as their replacements get settled in.

Yet, despite those challenges and the uncertainty that comes with a new government, both are adamant that PENZ still has an important role to play in the education sector.

"We've begun to make a difference in terms of the awareness of what physical education is and what it offers. We've made some good in-roads, but there is still a long way to go on that."

Gillespie points to the decreasing amount of advisor support available to secondary schools as evidence of the need for the support and advocacy offered by PENZ.

In the top half of the South Island, for example, there is only one Ministry-funded advisor to support health and physical education programmes in secondary schools. And that person is not even employed on a full-time basis.

"If you are sitting in a school and you want someone to come in and help you talk through developing a programme or improve your assessment, or whatever. The chances

of you actually getting that support when you need it is a bit of a lottery, really."

The pre-service training - the work that trainee teachers get within their courses to prepare them for their jobs as teachers - has also been reduced, meaning new teachers often lack the skills and experience to deliver the physical education curriculum without outside support. Such support can be difficult to access.

Gillespie believes there is considerable scope to improve this situation and favours setting up a mentoring service to provide support for physical educators working in schools.

"One of the key things that are missing at the moment is advisory support that is reactive to needs," she says. She's not ruling out an involvement in such a service further down the track, but for now she's enjoying having a break.

"I'm now down to a .25 position at Riccarton, which is basically focused on staff professional development - working within the school on teaching and learning. I may pick up a few teaching hours as well, but then, the rest is an open book."

While Gillespie is excited by the opportunities the future may bring, she admits she will miss her involvement with PENZ.

"I am going to miss that sense of working in a really effective team and that feeling of contributing," she says.

Jackson has moved on to the position of chief executive of the YMCA Greater Wellington region where he is responsible for more than 80 staff and administers a budget of several million dollars.

"It is a big job...but it is what I needed," says Jackson, whose first job was with the YMCA.

Movement Resource Pack

"Understanding Movement through Movement"

Physical Education New Zealand (PENZ) and siliconcoach Ltd have identified the need for teaching resources that would enable student learning of biomechanical concepts and functional anatomy in a graphic and interactive way.

To meet this need, siliconcoach and PENZ have collaborated, consulted with teachers and developed this set of resources for teachers to enable student learning in biomechanics, functional anatomy and the appraisal of performance.

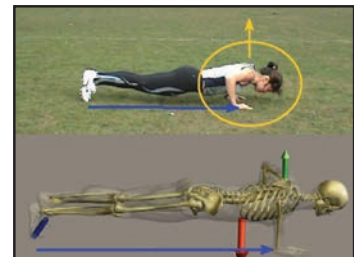


"Understanding Movement Through Movement"

"The Movement Resource Pack" consists of 3 separate, but inter related resources which are sold as one complete pack.

Resource 1 - "Learning Biomechanics Through Movement"

Understanding Biomechanics through Movement introduces the underlying principles of biomechanics that are used in the teaching and learning of biomechanics around the world.



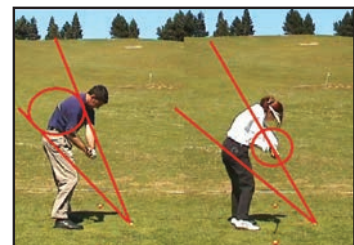
Resource 2 - "Learning Functional Anatomy Through Movement"



Learning Functional Anatomy through Movement uses basic movements seen in a weight training studio to help students understand functional anatomy through interactive teaching and learning activities.

Resource 3 - "Performance Appraisal - Level 3 Physical Education"

Resource 3 has resources for use in appraisal of performance within NCEA Level 3 Physical Education courses. This includes material for students as well as assessment tasks based on the 2008 version of national assessments. The resources include video clips of people performing a variety of movements as well as activity sheets that explain the concept of interest.



New technologies and Physical Education

PENZ asked three educators to share their personal opinions on new technologies and their use in Physical Education programmes.

Well, being a self-confessed technophobe, I'm not entirely sure how to respond to this question in any meaningful way. However, I think one thing we can be relatively sure of is that many of our students are intimately acquainted with the intricacies of the internet, the display opportunities yielded by power point, with u-tube videos, with inserting cute little film clips in the midst of a power-point presentations and so on. My students have been presenting seminars in the past few weeks. I am thrilled and bamboozled with what they come up with to engage us in the issues around health and physical education they've identified. Interviews seem to be the flavour of the day and I have to agree, there is something particularly compelling about 'stories' from the field. Apparently they do them on their cell phones, or using wee digital cameras and somehow 'pop' them into their power point presentations. I, despite my irrational fear of the 'new technologies' they're using, find the 'effect' stunning. In particular, I have found the use of music in these digital displays particularly compelling. The students' capacity to background their clips of a body image, the antics of Physical Education students and so on with music that evokes a 'felt' response to the 'issue' at hand has convinced me that perhaps, I need to drag my old-fashioned self into the 21st century and give some of these technologies a whirl. So yes, for presentation purposes, for facilitating debate, critical reflection on issues of import for our profession, I do think there is a place for these new technologies.

I also think that some of our more recent 'services' like TVNZ on-demand afford enormous potential for teaching. As McLachlan's article in this edition suggests (p.22), using reality television shows like *Down-Size Me* or *Eat Yourself Whole* as vehicles for engaging students (of all ages) in critical enquiry around the wisdom of taking up health imperatives is a fine idea. The documentaries (e.g. Jamie Oliver's programmes), popular soaps (e.g. *Shortland Street* and *Coronation Street*) and of course, the extensive commentary on the Beijing Olympics provide much fodder for critical analysis in relation to both health and physical education. Tapping into material that many of our students are familiar with and have an affinity for, would seem to be a logical pedagogy in contemporary times.

A cautionary note from a grey haired old duck to finish

with, however. One of the things I'm increasingly finding in my teaching, is the over-reliance of students on internet sources (particularly Wikipedia and Google Search) for both generating ideas and confirming hunches. I recently found myself having to repeatedly guide a student through the process of accessing a book of readings from the library. He seemingly could not comprehend that this particular collection of articles could not be accessed 'on line' – the concept of actually going to the library (as a building) and requesting a material hard copy of something he could touch, hold, read and potentially take home in his man-bag was so foreign it took three emails to establish this understanding! At a time when seemingly anything can be found via the pop of a 'mouse' I remain committed to the sensory delight of smelling, touching, leafing through a book or journal – as physical educators I reckon we should perpetually remind our students of this pleasure!

Lisette Burrows

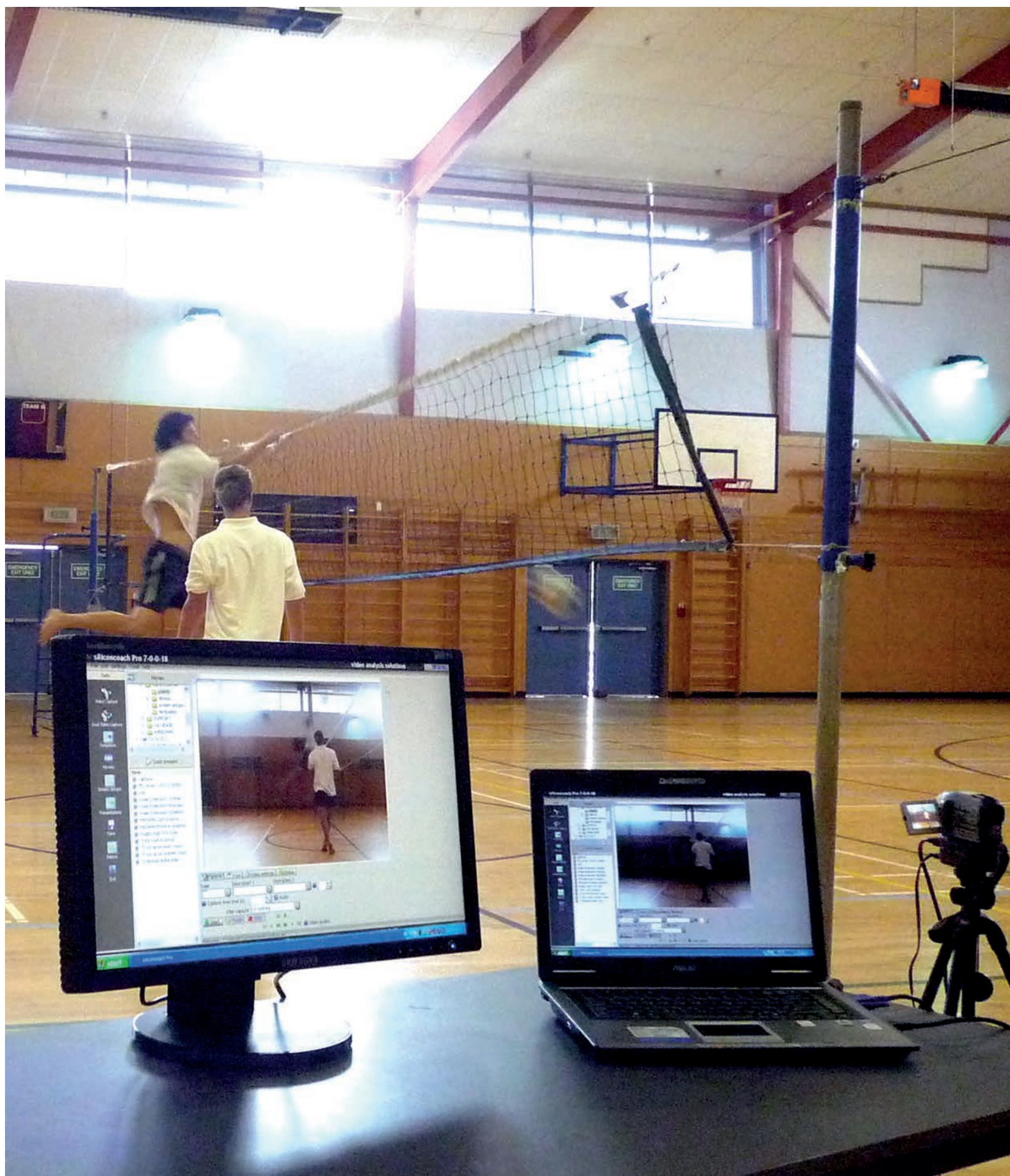
Otago University School of Physical Education

Aaaah! More work! More time! More stress! Do we even go there or are we just creating an unnecessary and irrelevant workload for ourselves?

No one wants an added extra when timetables are already tight but, if you can keep it simple and you are clear on what the purpose those technologies are going to achieve, then in my opinion, there is a definite place for them in P.E.

Digital still and video cameras can be successfully used with primary children as young as Year 3. It is useful for sharing and communicating with parents, and assessment. However, I don't think these are particularly 'new' technologies and I'm sure I'm not the first to experiment with them during P.E.

With the technologies available these days it should be becoming easier to communicate with parents and caregivers. They say, "A picture is worth a thousand words" and so I think this is a fantastic way of sharing the childrens learning and achievements with their families. Parents have shown great delight when seeing a photo of their child when they have not been able to witness the event for themselves. Whether it be on a class wiki or blog, or printed out and



taken home, parents have always appreciated the feedback a photo can provide. Caught that 'perfect' shot? - email the photo to parents. Why not share like this? This concept can be filtered throughout all curriculum areas but there's nothing like those 'action' shots from a P.E lesson!

Now, when I say 'assessment' I don't mean taking loads of video footage and then going home and spending hours analysing every minute of it. Video footage can be a more useful tool for self-assessment. Try using a video camera earlier to film children during a swimming lesson. I wasn't sure if they understood what they looked like in the water when we talked about fast ankles, long bodies, floating on the surface, head to the side etc. After filming my children, they watched themselves on the classroom projector and then discussed their form. Fantastic for those visual learners! From there, they set themselves goals in areas they thought needed improvement. For one child, he was completely ecstatic when he saw himself putting his head under the water and that this had been caught on camera (a huge achievement for him as he had started the year sitting on the edge of the pool unwilling to even get in). He was able to celebrate his successes with the class who were full of praise and encouragement for him. He was so proud. So... what role has technology played here?

While the word technology is a broad term which can be applied in areas such as materials, mechanisms, electronics or even food, these are just two examples of how digital technology have enhanced student outcomes and community links in P.E. in my teaching.

Jaimee Hamlin

Year 3 Teacher - Onerahi Primary School

Blogs, Wikis, You tube, Skype, Bebo, webquests and I pods may be very new words and tools in our worlds as teachers however this is everyday vocabulary in the lives of young people today. As educators, we can investigate and utilise

technologies to the best advantage in order to provide a learning environment for students that is enriching and engaging.

Many teachers have jumped on the technological train as such and I use information communication technology (ICT) in my everyday practise. I started off slowly by creating powerpoints and using data projectors to display images to be discussed. In time the possibilities of ICT use in the classroom became more obvious, the students were very responsive and it encouraged me to investigate and experiment with new and creative ways of enhancing the learning experiences for all.

However, when we choose to use ICT in our classroom we must reflect on the reasons why. In my early teaching experiences with ICT I recognised that I was merely using the data projector as a glorified overhead, and that I needed to challenge myself as a teacher to ensure that I was engaging and involving my students in the learning.

Some advantages of ICT use in my opinion are:

- Easily modifiable resources year by year
- Allows for differentiation of students
- Is engaging for students
- The visual aids and images can assist in discussions and can lead to critical enquiry
- Opens up the opportunity for learning outside the classroom

The benefits of using ICT far outweigh the disadvantages and it helps to create a fun, positive and student-centred environment. It is exciting to consider the opportunities and new technologies that in the future will benefit student learning and teacher performance .

Natasha Hemara

Secondary Facilitator - Physical Education



Bevan 'BG' Charles Grant Life Member 2008

Almost anybody within physical education in this country would either know Bevan or have been directly or indirectly influenced by his achievements. Over the course of several decades Bevan has worked independently and collaboratively to further the status and nature of physical education in Aotearoa. After initially working as a primary teacher, Bevan studied at The University of Victoria, Canada, majoring in physical education and curriculum. Upon his return to New Zealand, he secured a position at The School of Physical Education, Otago

Left: BG receiving his award at the Pirates of PENZ-ance dinner conference 2008

SPARC Update

Lawrie Stewart writes...

University where he worked with students studying sport pedagogy and physical education in schools. While at Otago, Bevan initiated the community-based PEPSA programme aimed at sedentary adults that became highly subscribed from adults throughout the country as the programme expanded to several centres. He was seconded to assist in the writing of the 1987 physical education syllabus and continued to support the subject at a school level. These developments were completed while Bevan was also lifting the profile of our subject on an academic level. This often meant working in isolation, but his drive and determination saw many programmes and initiatives follow. The completion of his Ph.D became an opportunity to engage in further initiatives. Bevan worked in collaboration with Peter Sharp at what was then the Hillary Commission and Daryl Siedentop from Ohio State University to implement a national trial for what we know as The Sport Education Curriculum Model trial. The model is now widely adopted throughout this country and figures in the NCEA qualification framework. This study received international acclaim from the physical education community with many other countries following the New Zealand project. BG was a writer and, later, the first moderator for Bursary Physical Education, the first fully internally assessed subject at year 13 level. Many teachers reported that the arrival of Bursary or NCEA Level 3 Physical Education was the singularly most significant and welcome development for the status and development of their subject. He held the position of President and Editor of PENZ and has given numerous presentations, including keynotes at PENZ conferences. Although his more recent interest has focused on physical activity amongst older individuals, he has continued to support PENZ often making an obvious presence at national conferences. He has continued to support teachers, often initiating graduate study discussions from which many teachers have benefitted. Bevan was appointed as the first director of Sport & Leisure Studies at Waikato University where he oversaw the implementation and growth of undergraduate and graduate programmes. His tireless energy and sustained application was recognised with a Professorial Chair in 2004. This award is recognition of over 30 years of advocacy, leadership and service for physical education in this country. Congratulations BG.

Collaborative connections for quality sport and recreation experiences

In 2008 SPARC facilitated regional hui for secondary school Sport and Recreation Coordinators (SRC) and produced a 2008 SRC manual. In this manual SPARC advocates that learning in sport and recreation contexts occurs both inside the classroom (e.g. physical education, dance, outdoor education) and outside the classroom (e.g. inter-school sport, intra-school sport, lunchtime recreation, stage challenge). This differs from a prior distinction of curricular and extracurricular activity and values the learning rather than the context.

The national curriculum, (including both The New Zealand Curriculum and Te Marautanga o Aotearoa) gives a mandate to both value the learning and plan for the learning that occurs both inside and outside the classroom. The national curriculum gives each school the opportunity to define its school curriculum - the learning its school leavers take away from their experience of school.

If we value the learning students gain from their experience of school then it seems logical to plan for learning collaboratively across departments rather than independent of other departments. It might be in the 'too hard' basket but think of the advantages:

- Reciprocity of classroom and outside classroom learning
- Students receive consistent messages about the value of sport and recreation
- Resources, more efficiently utilised
- Teaching and coaching can inform each other.

In accessing Sportfit investment from MOE/SPARC all participating secondary schools have strategic and annual plans for sport and recreation. Through collaborative connections across departments these planning documents may be useful to connect the learning in classroom based physical education programmes and the learning in sport and recreation outside the classroom.

If you are considering collaborative connections, the key questions for physical education departments to ask include:

- What is the learning that is occurring? For example, in physical education, school sport and lunchtime recreation?
- How do we know that this learning is occurring?
- How well do the different departments share:
 - the learning that students are gaining?
 - the learning process used by teachers, coaches and outdoor leaders?

In June 2009 SPARC plans to offer regional workshops to facilitate collaborative connections in secondary schools. SPARC encourages multiple representatives from schools to attend and, in particular, the Principal or senior management team, department/facility head for physical education, SRC/ head of sport, but also department heads of dance and outdoor education.

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Teaching Games for Understanding (TGfU)

Part one of this article gave a brief overview of the history of TGfU¹, looked at how the model was originally conceptualised by Bunker and Thorpe and discussed two of the major principles underpinning the development of appropriate games. By Barrie Gordon

Part two, which should be read in conjunction with part one, will examine two further principles using a wide range of games to teach tactical principles and the need to maintain tactical complexity. This article will then present an activity from the target game classification, discuss the importance of questioning and examine some of the concerns that have been offered in relation to the model.

3. Using a wide range of games to teach tactical principles

This principle simply means that you should try to ensure that your students experience a range of activities that contain tactical similarities. When planning your lessons, you should attempt to choose activities that initially appear to be dissimilar. If you are working with net/wall games, for example, you could decide that a tactic you wished to explore is the use of height by players to gain time to recover when under pressure. You could then play a range of games such as the volleyball -badminton activity from part 1, short tennis and a handball game in the gym based around squash. During these games, you would use questioning to draw out and develop their understanding of this tactic and its applicability in a variety of contexts.

The challenge is to identify or develop games that lead to students developing these understandings. Thorpe, in his workshop, illustrated this nicely by playing skittle ball in the gym. The game involved two teams, each with one skittle to defend. The skittles were placed in the basketball circles, one at each end of the gym, and the object was for a team to knock over their oppositions skittle with a volleyball. The ball could be passed but players could not run with the ball. He used this simple game to develop an understanding of the concept of quick transitions from defence to offence and to identify the advantage of moving the ball quickly from the defensive end into the attack zone. This fast breaking is, of course, a standard tactic for invasion games. He then talked about how you could play a sequence of activities such as a modified basketball game, indoor soccer and then ultimate Frisbee as contexts to reinforce this generic understanding.

¹ While the model is often referred to as TGfU other models have evolved which are based on the work of Bunker and Thorpe. In Australia TGfU has developed into Game Sense while in the United States TGfU strongly influenced the development of the Tactical Games Model

When considering generic tactics, it is generally simpler to consider selecting activities from within a classification. You can, however, also look across classifications. If we consider the previous example of using height to gain time in net/wall games this is equally applicable to invasion games such as rugby or soccer.

These cross classifications can also be considered at a more abstract level. Using the example of engagement or pressure on the attacker with possession in invasion games, (covered in part 1) could this concept be applied to net/wall games? If one of the outcomes from engagement is to apply pressure and/or to channel the object into certain areas, does this apply in a game of short tennis when we teach players to cut down the options by moving to the net and reducing the angles available for a return shot? Short tennis could, therefore, be added to a series of invasion game type activities. This is a truly dissimilar activity that will require a deeper level of thinking from the students to allow them to identify and understand the tactical similarities.



4. Tactical complexity

This principle is based on the idea that games do not have to be tactically simple and that it is important that you do not "dumb down" your expectations of the learning that players can achieve. The final game in the TGfU-volleyball sequence is an example of a game that allows advanced tactics to be implemented by players who may not have



equally advanced skills and/or techniques. It is not unusual in these games to see sideline setters, backcourt spikers and a number of other advanced tactics implemented during games. Games can contain the same tactical requirements and structure as the major versions of the game. While your expectations will be dependent, to a degree, on the context, you should always maintain high expectations.

This does not mean, of course, that all TGfU games need to be tactically advanced, but it does mean that they should not all be tactically simple. Again, the decision will be based on your intended learning outcomes and the depth of your own knowledge.

Questioning

A central requirement of this model is the need for the teacher to question students in a way that supports the learning process. It is this questioning that ensures that the involvement in TGfU is an educational experience rather than simply a case of playing enjoyable games. A danger of TGfU is that it can simply become another extension of the 'roll out the ball' philosophy where students enjoy the activity but learn very little. The skilful processing of the experience is crucial, yet it is something that many teachers and coaches find difficult. There are a number of ways in which the questioning can be approached. Teachers and coaches who have used the debriefing process in ABL will already have some skills in this area. For others, successful

questioning is another skill to be developed with practice and experimentation.

To help start you off, I have listed a series of questions that you may like to experiment with. These are not intended to be a definitive list but will hopefully give you a starting point. The first two are concerned with students understanding the positive things that occur within the game. In many cases, we as teachers are much better at identifying and addressing situations where something has gone wrong or has not worked, it is perhaps more important to be able to identify and reinforce when something positive occurs as well.

In the last play...That's what we wanted to happen. What did people do to get this result? How could we increase the chances of it happening again?

- What was so good about that last play?
- What will you do if...
- What were you thinking when you...
- What strategies do you think will happen when...
- Explain why you...What would you do next time?
- What should the player closest to the ball do if...Why?
- What happens when...?

I suggest that when preparing your lessons you write out a list of potential questions. These will give you a starting point and some confidence. Don't restrict yourself to these questions; however, take the opportunities that arise

through the unpredictability of the activity itself. One of the exciting things about this model is the insights that the students provide if you set the environment up in a way that makes them feel comfortable about offering suggestions. I have always found that students know a lot more than I expected and that often unexpected insights were offered by students who were not generally the most forthcoming in class.

Target Games

Target games is, in some ways, the poor relation in TGfU with the other classifications appearing to be more widely discussed and practiced. One excellent activity around target games is presented in an Australian Sports Commission publication on Games Sense². This activity involved teams competing to knock over a variety of targets which are of varying distances, sizes and point value. Teams of two or three stand behind a line and in front of each is a close target (example cone) worth one point. Further away is a smaller target (example: small cone) worth three points and further away again is a third target (example: relay batten standing up) worth five points. Each member of the team has a predetermined number of throws and the team accumulates points depending on what is hit. The great thing about this game is that you can change the rules in numerous ways which immediately changes the tactical thinking. What happens, for example, if the point values change to one, five and ten, or to one, three and twenty? Players could be given one throw to be a bonus throw with double points on offer to be taken at any point in the game. The game also sets up easily for tie breakers with all the pressures and tactics associated with this process very assessable. The concept of risk and reward is obvious in this game and players and teams are constantly required to make decisions based on this principle. The risk and reward concept is, of course, a very generic idea present in many games across a number of classifications. The game can be played anywhere, including classrooms, and students can throw or roll a variety of implements including bean bags, tennis balls or even pencil cases. On one occasion, it was played by a group of older adults waiting in the bush to be picked up by a bus. In this case the targets involved ice block sticks, pinecones and rocks, with stones for throwing. Apart from the arguments around non-standard rock sizes, it was a great success and led to the bus load of people being kept waiting while the deciding four throws were completed.

Concerns expressed about TGfU

It is important to emphasise that TGfU is only one of a number of models available for teaching physical education

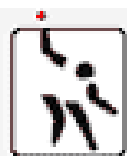
²Game sense cards. *Thirty games to develop thinking players*, 1999 (Publications Unit. Australian Sports Commission).

and that it should be considered as one useful approach to be used when appropriate. It is not the silver bullet, and like all pedagogical approaches, it has its strengths and weaknesses. Below are some of the concerns that have been raised about TGfU. This is not intended to discourage you from teaching with the model but to help place it in perspective.

- There are a number of students who don't like competitive games and are, therefore, not motivated by this approach.
- This model may take more time to implement successfully than the traditional methods.
- Teachers who are not sufficiently skilled in questioning limit the learning that occurs.
- Students may be ready tactically but a lack of skill may prevent them implementing the tactics. This has the potential to lead to frustration for some students rather than acting as a motivator to learn the skills.
- The skills developed by students may be sufficient for the modified activities, but incorrect for major activities. This can lead to a problem with imperfect practice where the students become skilled at performing incorrectly. This may make it difficult for students to change to a more correct form if it is required later.
- Teachers need a good depth of knowledge.
- Little empirical support has been presented for the effectiveness of TGfU.

To finish, I would like to reiterate a point made in part one of this article; TGfU is not a particularly difficult model to understand or to implement. Be confident that if you understand the principles then you can successfully modify games that you already know, develop your own or try games others have developed. Start with a small activity and build your confidence and knowledge from there. Explain what you are trying to achieve to your students and encourage their input. You will be pleasantly surprised at what they can offer. I am always open for feedback about your experiences with the model, so please contact me with questions and/or comments at barrie.gordon@vuw.ac.nz

Good luck, be confident and enjoy.



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Working with ‘obesity’ lessons from reality television

By Fiona McLachlan - University of Otago

In this paper I interrogate one of the seldom examined resources that children and adults alike have available to draw on when trying to make sense of obesity imperatives – reality television. I offer a brief analysis of the key messages, strategies and affects evident in two New Zealand fat-busing programmes – ‘Downsize Me’ and ‘Eat Yourself Whole’. I conclude by suggesting that these programmes, troubling as they are, may well be regarded as a powerful pedagogical resource for teachers who are trying to engage their students in socially critical enquiry around bodies, health and weight.

The big issue of obesity

Ever since reports started to emerge in the 1990s about the expanding waistlines of the population (Ministry of Health, 1997; 1998; 1999; Russell, Parnell & Wilson, 1999), people in both professional and public contexts have repeatedly asked how Physical Education can be used to help curb what is now described as a health problem of epidemic proportions (Carr, 2001; Mallard, 2001). Consequently, many physical educators have become well-versed in obesity rhetoric. Recently, I gave a guest lecture to a 3rd year ‘Issues in Health’ class at the College of Education, University of Otago. I began the session by asking the class “Is obesity a big issue for physical educators?” This was met with a resounding “yes!” “People are getting fatter, they need to learn how to eat and live healthier lives”; “they need to learn how to read food labels ...need to learn portion control... need to know how to reduce inputs and increase outputs...” The issue, as the student-teachers saw it, was that physical educators needed to reverse irresponsible, unhealthy living by teaching their students ‘how’ to live (Rabinow & Rose, 2006). These kinds of imperatives mirror those enacted in health-promotion (Ministry of Health, 2003), government initiatives (Mission-On, 2006) and some schools (Burrows & Wright, 2007) in New Zealand.

They are solutions derived from a now widespread understanding that ‘obesity’ is a catch-all term for ideas surrounding body size, body shape, unhealthy eating practices, inactive lifestyles and most concerning, irresponsibility (Campos, 2004; Gard & Wright, 2005).

While many have critiqued the notion that obesity has reached epidemic proportions and the wisdom of deploying the term ‘obesity’ at all (Aphramor, 2005; Evans, Rich & Allwood, 2005), in this paper, it is not the contested nature of obesity claims that concerns me. Rather, I suggest, that no matter what side of the obesity debate we support, whether we regard an obesity epidemic as real or imagined, there is no denying the material presence of the obesity ‘crisis’. As both educators and consumers of media we are currently bombarded with an enormity of obesity and weight-related health reports and initiatives (Burrows & Wright, 2007; Wright & Burrows, 2004). As such, on a pragmatic level, rather than arguing about the ‘facts’ of obesity, attention must be given to working through and negotiating the different ‘types’ of messages that are available about obesity and weight-related health and, in so doing, encourage physical educators to make informed and thoughtful decisions about when, how and to whom we should communicate those ideas.

In this paper, I interrogate one of the seldom examined resources that children and adults alike have available to draw on when trying to make sense of obesity imperatives – reality television. I offer a brief analysis of some of the key messages, strategies and affects evident in two New Zealand fat-busing programmes – ‘Downsize Me’ and ‘Eat Yourself Whole’ and conclude by suggesting that these programmes, troubling as they are, may well be regarded as a powerful pedagogical resource for teachers who are trying to engage their students in socially critical enquiry around bodies, health and weight.

Television as a medium that identifies and cures deviants

Over the past four years, both in New Zealand and abroad, a number of reality television shows have been produced with the aim of encouraging people to become weight watchers – ‘Fighting Fat’; ‘The Fat Chance’; ‘Honey We’re Killing the Kids’; ‘Eat Yourself Whole’ and ‘Downsize Me’. These types of reality television shows, which have been coined ‘lifestyle reality television’, are characterised by a plot format in which participants’ lives are surveyed, assessed and ultimately transformed (Palmer, 2004). In New Zealand ‘Downsize Me’ and ‘Eat Yourself Whole’ provide powerful exemplars of



some of the more concerning ways that ideas surrounding obesity and weight loss are taken up and presented to the public as legitimate positive life changing experiences. I suggest that these shows and the plethora of others like them potentially provide students with messages that may either bolster or contradict the kinds of messages about weight and health purveyed in school contexts. Understanding what these messages are and how they work to encourage particular moral and practical dispositions (Wright & Dean, 2007) would seem important in the current climate.

Deviance, reform and the new 'self' on EYW and DM

According to their respective promotional statements 'Eat Yourself Whole' and 'Downsize Me' claim to have been produced in response to the obesity epidemic, to help get New Zealanders "back on track" in terms of their weight and health (TV3, 2005; TVNZ, 2005). 'Eat Yourself Whole' and 'Downsize Me' follow a format in which the producers enlist participants on a weekly basis to undergo a weight loss/healthy eating regimen that will "turn their lives around" (TV3, 2005). Experts are employed on both shows to measure the health of the participants' 'deviant' bodies and prescribe them with a cure. 'Eat Yourself Whole' and

'Downsize Me' are explicitly geared toward encouraging people to change their weight, health, and selves:

Nicky: Then it's the highly processed stuff like noodles, spaghetti, macaroni cheese; there's no fibre so the kids aren't going to stay full so they're going to be hungry, so they're going to eat too much and gain weight. [Sighs] Speaking of weight: I added your weights.

Carolyn: No, Nicky, no.

Nicky: You guys are 50 kilos shy of half a tonne.

Carolyn: No, that's not a good thing to say.

Nicky: No, it's not. It's a scary, scary thought. I think this [diet] is doing it. And I need you to clean it up. (Screentime Ltd, 2005a)

Bad bodies and behaviour

Prior to their interventions the 'Downsize Me' and 'Eat Yourself Whole' participants are clearly positioned as deviant:

Nikki: What about the kids - now let's start with Max. Max's blood work is beautiful.

Carolyn: Well, there's a positive.

Nikki: My biggest concern, however, is his weight and height - and in children we do growth charts and I had a look at his little growth chart from when he was little. We also do another thing called body mass index

and that's where we put your weight over your height squared. Everyone needs to be between 20 to 25 to be safe, because as we get older, if you get outside that zone your risk for heart disease goes through the roof. Max sits at 39.52.

Carolyn: That's a bit much.

Nikki: Bit much? We'd call that obese. And an obese child makes an obese adult.

Andrew: But we can do something about that now?

Nikki: Yes you can, but you can't diet a child - because if you do, you can stunt their growth. And this is relevant for all your children. So what I'm getting at is that Max can not afford to put on weight through adolescence.

Carolyn: No?

Nikki: None! And he needs to grow into his weight. I need his height to take him through. You guys need to be the food police. (Screentime Ltd, 2005a)

In the above example we can see the scientific classification of the body (Crawford, 1980; Lupton, 1995), which allows Max to be defined as abnormal. Max's BMI is well outside the "safe zone", and the consequences of this are noted. The BMI calculation is coupled with the explanation of obesity, where the word "obese" is used to clarify the seriousness of Max's corporeal deviance. Rather than just weighing a bit too much, Max is defined as obese, which, in a context where fat is abhorred and individual responsibility for expunging it is favoured (Aphramor, 2005; Jutel, 2000), yields moral implications. Nikki then goes on to explain that an obese child makes an obese adult, from which Max's parents process that unless behaviour is addressed, Max is doomed. Here we can see that deviance is described in relation to bodily and behavioural 'abnormality'. What is also interesting is the judicial language used to

describe the participants and their interventions which aligns the non-weight watcher with criminality and heightens the non-weight watcher's deviance. Nikki stresses that Max's parents need to become the "food police". Furthermore, the interventions are supposed to enable the participants to get back on the "straight and narrow":

Narrator: If there's one person who can get the kids' eating back on the straight and narrow, it's registered dietician Nikki Hart. But Mum and Dad aren't going to make her job easy. (Screentime Ltd, 2005a)

The (rocky) road to 'recovery'

The 'Downsize Me' and 'Eat Yourself Whole' experts sentence the participants to eight and twelve weeks, respectively, of corporeal labour in order for the participants to reform themselves from deviant non-weight watcher to celebrated weight watcher:

Narrator: Can the Sims family learn the error of their ways and eat themselves whole? (Screentime Ltd, 2005a)

Dr Simon Mayhew: He [Adam] knows what he needs to do. It's time to make the change. (ABH & Topshelf, 2005a)

The "change" that the participants undergo is the transformation of life through taking up weight watching practices. These are familiar practices to those well versed in the promotion of healthy 'lifestyles'. They involve healthy eating and healthy movement choices but also weighing oneself and being able to account for one's inputs and outputs (Wright & Dean, 2007).

Leann: One of those beers is going to take you about 15 minutes of high intensity stair running/sprint cycling or 30 minutes of moderate activity, so you can go out for a half hour jog and you can have a beer.

Adam: One beer.

Leann: Is it worth it?

Adam: Well I'd just quite enjoy to go for the jog without having the beer.

Leann: Excellent, I'm liking that.

Damien: This is an old favourite of yours, Adam.

Adam: Ohhh, my tortellini with smoked chicken.

Damien: [Laughs]

Adam: That's not good gear mate.

Damien: Well that's a good phrase, I like your phrase "good gear". (ABH & Topshelf, 2005a)

In the above example the language of the 'Downsize Me' experts tells us that a weight watcher rationalises his or her behaviour. A weight watcher knows what he or she can and cannot eat, and he or she is aware of the consequences for the body for not adhering to these practices. Furthermore, a weight watcher will prefer to live through weight watching practices. Adam epitomises the weight watcher because he refuses to be tempted by his old behaviour. He rejects his tortellini because he now prefers a more salubrious fare and wishes to go for a run rather than consuming alcohol. It is expected that by taking up these weight watching practices, the participants, as weight watchers, will also hopefully see (positive) changes in their bodies:

Narrator: It's been a rocky road to recovery but Christian's battle against his bulge is going strong only 6 weeks in and having already shed over 11 kilos. The results are showing in more ways than one. (ABH & Topshelf, 2005b)

Narrator: Young executive Adam Easer's almost reached his two-month target of getting his once broken down body back into gear. (ABH & Topshelf, 2005a)

We can also see on 'Eat Yourself Whole' and 'Downsize Me' that becoming a weight watcher means more than just taking up weight

watching practices, and having a healthy weighted body but also requires, or is indicative of, a change of the self (Foucault, 1981). It follows that by taking up weight watching practices and negotiating themselves as a weight watching subject, each participant will become a new, more virtuous 'person'. Post-intervention, all of the participants are celebratory of their new bodies, lives and selves:

Adam: I'm really, really pleased with how far I've come but it's certainly not the end of the road for me. I know I've got a bit more work to do but I'm so happy about where I am now and it's just a fantastic feeling. (ABH & Topshelf, 2005a)

Carolyn: Six weeks ago I had real concerns about our weight, about Libby's fussy eating, the fact that I was cooking different meals every night. Today we're – weight loss has all happened. It's been great; we're forward, going forward. Things are just going to go up from here and we're going to carry on and it's going to be great. (Screentime Ltd, 2005a)

In essence, the reformed weight watcher can be seen to have transformed his or her body and life; his or her whole 'relationship' with the self has changed.

Christian: My family's going to be over the moon with a finish like this. They're just going to be "Wow", you know? And I know it's going to rub off on them as well. It's probably already started which is great, it's working, it's spreading the good news so to speak. I'm on cloud nine at the moment. I'm just [laughs] really, really rapt. YEAH!! [Laughs]. (ABH & Topshelf, 2005b)

By transforming their selves the participants now know their selves as weight watchers. By adjusting their regimes for living they have made choices about behaviour that are now aligned with a responsible life and as

such the participants can now celebrate the new self. As weight watchers they see that “everything has just changed” and they feel “more confident in [them]selves”.

Transforming the self has allowed the participants to feel happy – “I’m on cloud nine”. The above examples allow us to see that the weight watcher is granted more legitimacy as citizen. They are celebrated for their bodies and their behaviour. Whereas, prior to intervention, the non weight watcher is seen as a liability to society: a risk to themselves and to their families.

As I have endeavoured to point out in the above analysis, the distinction between weight watchers and non-weight watchers on reality television is such that the weight watcher is positioned as a morally superior, responsible citizen compared to the non-weight watcher. This distinction, which is arguably one (un) wittingly reproduced in some school-based health practices, has implications for how we relate to ourselves and others - especially for those who may not fit the norm.

Stop the ‘fight’ against obesity: lessons from reality television

If the number of shows like ‘Eat yourself Whole’ and ‘Downsize Me’ increases and continues to reflect varying degrees of absurdity and intrusion, it becomes imperative that these texts are read ‘critically’. This would mean paying attention to how these texts are being used and drawn on by children, young people and adults and to how, perhaps unintentionally, some of our own practices mirror the kinds of techniques used in these kinds of shows. It will also mean negotiating the knowledges and practices that we are presented with and making our own decisions about which ones are suitable, sensitive approaches that should be part of school programmes.

I am not convinced that the scare tactics, tendencies toward harsh reform and pariah-mongering evident in both reality television shows and some school-based practices is appropriate, especially if we are working towards fostering the total ‘wellbeing’ of young people. Perhaps, rather than being used as examples of the ‘perfect’ recipe to lose weight, ‘Downsize Me’ and ‘Eat Yourself Whole’ could be used as texts which enable students to think critically about obesity and the dominant socio-cultural assumptions which are evident in these types of television shows. Rather than setting out to “fight” obesity my suggestion is to work with obesity messages - making use of the more empowering aspects of obesity discourse (learning new ways of thinking, moving, being) and helping students critique the potentially more damaging ones.

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Stability: A Good Base To Start

This is the fourth article in a regular series in which Steve Stanley of Siliconcoach explores various aspects of biomechanics.

Most of us fairly recently watched the Olympics; marvelling at the power, grace and precision of the athletes. We see the athletes complete flips and tumbles, sidestep then shoot and score, or deliver the crucial blow in combat sports. Yet, how often do we look at their position just before they execute the skill? Probably next to never unless you are a biomechanics geek; however, if we are going to teach movement then perhaps we should focus on this area more as this preparation phase forms the foundation of an athlete's technique.

Before we go too far, let's clear up some terms which seem to create a bit of confusion: Centre of Mass (CoM) versus Centre of Gravity (CoG). Theoretically they are different, but since we spend most of our time on (or pretty close to) the surface of the earth where there is a fairly uniform gravitational field, the two terms can be used interchangeably (www.wikipedia.org, 2008).

The definition of CoG is identified as being the location in space where the weight of an object can be considered to act (Knudson 2003, pg 178). In regular shaped objects, like a sphere or a box, that have uniform density, you can find the CoG in the centre of the object. However, for more complex objects like humans, you need to take all the segment weights (e.g. feet, legs, arms, head, etc) and calculate the effects of all these individual weights to find one point that represents them all. In humans it is found at about 55% (women) to 57% (men) of your height when standing with your hands by your sides (Knudson, 2003). This is near your navel but deep within your abdomen and is effectively the balance point of the whole body. It gets tricky when you move because shifting even one body part will change the position of the CoG. Moreover, CoG can actually be shifted outside the body when it is very flexed or extended, such as when sailing over the high jump bar or in some gymnastic moves.

There is a relatively simple method for calculating CoG of a static person. Unfortunately for coaches and PE teachers, we are designed to move and there is no easy way to calculate the CoG for a person who is moving. To visually estimate the CoG, you need to understand that when you move body segments in a particular direction the CoG will also move in that direction. For example, if you

put your arms up overhead, then CoG goes up. Similarly, moving your arms forward, the CoG also moves forward, and so on.

The position of the Centre of Gravity is a critical variable in stability with two other crucial variables being Base of Support and Weight. The Base of Support is the area under your points of contact for example your feet when standing, your wheels when cycling, your feet and the wall when doing a calf stretch, or your feet plus your opponents feet when doing a one-on-one scrum.

There are a few strategies for increasing stability; however there is no one single method for optimal stability. A combination of the following strategies will optimise stability, depending on the situation. The most common ways to increase stability are:

- Increase Base of Support, especially towards a disruptive force. Having your feet further apart can increase your base of support and, therefore, your stability. However, to optimise this strategy, you need to increase your base of support in line with the on-coming force. Standing face-on to an opponent running toward you with your legs in a straddle position will not give you as much stability as your legs spread in-line with the potential impact force.
- Move your CoG towards a disruptive force. Similar to the point above, except this time you are moving your CoG close to the edge of your Base of Support in the direction of the oncoming force.
- Keep the CoG within the Base of Support. When in a static position your CoG should be within your base of support. However, when moving, sometimes the most stable position is when your CoG is actually outside your base of support. A few good examples are running the curve in the 200m sprint or cycling around a corner where inertia and centrifugal forces have a significant contribution to stability. Capturing these movements on video and then playing them back in analysis software will highlight this concept very effectively.
- Lower your CoG. This is a good strategy. By getting your CoG lower, you would have to be moved through a greater angle before you would actually topple over.
- Increase your weight. If you increase your weight you are generally more stable; sumo wrestlers are a good example of this. The biggest problem with increasing your weight is it also takes more force and/or time to change direction or accelerate (remember: $\text{force} = \text{mass} \times \text{acceleration}$).

You have to weigh up the options of being too stable and, therefore, too slow to change position versus being less stable but able to move quickly. Also, don't think of being stable as just being a static concept; in fact, a large



proportion of time you will want to be stable in a dynamic situation. To increase your stability get low and wide (as long as the increase is in-line with the oncoming force), lean toward the oncoming force and lastly, if you are in contact sports, put on more weight (preferably muscle!!).

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Steve Stanley is a graduate of the School of Physical Education at Otago University and has a background in research and education. He now works for siliconcoach Ltd designing software and creating video analysis resources for education, sports, clinical and retail. He can be contacted on stan@siliconcoach.com.

Single Long Poi - He Poi ra, tapatahi

Whakapapa



Long, long ago before time began there was no light in the world, only darkness all around. This was the time of Io the creator, the guardian of the world. In the quiet of the dark lay Ranginui, the

Sky Father holding the Earth Mother, Papatūānuku tightly in his arms. Crushed between them in the darkness were their children, all longing for light, space and freedom. One of the children was Tāne Mahuta, the guardian and father of the forests. Tāne was big and strong. At last he could bear to be crowded no longer and Tāne rose up between his parents and used his great strength to separate them. He thrust Ranginui high, high above Papatūānuku – making sky and earth. Light and air filled the great space between them. Tāne Mahuta became the father of a great family. Two of his children were Harakeke the flax, child of Pakoti and Raupō, the native bulrush, who was the child of Repo the swamp. Together, Harakeke and Raupō created Poi. And that is how the first poi was made from the strong leaves of the harakeke flax wrapped tenderly around the soft down of the native bulrush. Today the poi is made of materials of our time, but the story of the poi and its beauty and grace still lives on.

Tikanga

The poi is practiced by both males and females. Poi encourages the wrists to become supple, increases dexterity in both arms and also improves agility. Traditionally, such skills were useful when using all Māori weaponry including the taiaha. The poi was a common pastime and is actively practiced today, especially competitively with kapa haka performances.

Te reo Māori vocabulary

rere atu	fly away
rere mai	fly to me
rere runga	fly above
rere raro	fly below
poi kia mau	poi get ready
poipoitia	poi whirl and slap (as in spin and slap on your hand)

Suggested approach

With the students, explore what they know about the poi – where/when it was seen before, its name, where it originated, who uses it, and why it was used/why it is used? Show the students live or videoed performances of poi skills/sequences. Discuss the skills required to use the poi, the patterns shown (circles, high and low), the relationship of the poi movements to the accompanying waiata (songs) or music, ability of the performers to perform the poi patterns in time with the music.

Read the whakapapa of the poi to the students. The students can discuss the ways in which we care for Papatūānuku and how this could be applied to looking after a traditionally made poi.

Give the students a single long poi each. Ask the students to identify what poi are made of today.

Discuss together how the students would need to look after the poi, and also how they need to respect the space of others around them when using poi.

Help the class to develop a set of guidelines (tikanga) that the students can apply when using the poi.

Using the single long poi, the students explore:

- moving the poi in response to one or more different pieces of music, for example, 'E Rere Taku Poi'; 'Ngoi Ngoi', at different levels, speeds, from different body bases
- moving the poi around the body while they are travelling in straight and curved pathways.

The students practise a variety of actions with the teacher, for example:

- standing still and spinning the poi with the right hand, then the left hand, then with both hands
- walking in a small circle and swinging the poi with the right hand, with the left hand, and then with both hands
- sitting and swinging the poi with the right hand, with the left hand, and then with both hands
- lying flat on the floor or carpet and swinging the poi with the right hand, with the left hand, and then with both hands
- kneeling and swinging the poi with the right hand, with the left hand, and then with both hands
- swinging the poi in front of the body, then behind the head with the left hand, with the right hand, then with both hands
- swinging the poi across the body and to the open side at shoulder height, at waist height, with changing hands
- swinging the poi in a figure-of-eight across and to the side of the body, with one hand, with the other hand.

In pairs, the students experiment and vary any of the above movements and complete a sequence of four different poi actions/patterns. The students can be challenged to include in their sequences:

- traveling movements and changes in relationships to each other, for example, mirroring, shadowing, around each other, towards and away from each other, and so on
- different levels, for example, low, medium, high different body bases, for example, sitting, standing, kneeling.

Two pairs demonstrate their routines to each other. Each pair can practise giving constructive feedback about the other pair's sequence, for example, that the sequence could be improved by including more variety in the use of direction facings or levels.

The pairs teach their sequence to each other and then, in a

group of four, use all their actions and make a new, longer sequence.

The students can be challenged to include traveling movements, changes in directions and formations in this group sequence, for example, circles, lines, rows, and to rehearse these with a backing track of music.

The students perform their sequence to music for the class and tell the class the ways in which their group applied tikanga agreed to by the class.

Help the students reflect on how their group worked cooperatively to share their poi actions, learn new movements, and make up sequences that can be performed in time with an appropriate backing track.

To see a video clip in full, and for other poi activities, visit the Te Ao Kori page on the Te Kete Ipurangi website: http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/index_e.php

Book Reviews



DYNAMICS OF SKILL ACQUISITION A CONSTRAINTS-LED APPROACH

Keith Davids, Chris Button, Simon Bennett.

Human Kinetics, 2008. ISBN: 0736036865

Dynamics of Skill Acquisition: A Constraints-Led Approach provides a comprehensive analysis of the evolution of the constraints-led perspective. The book has an applied focus, and outlines the development of a conceptual model of coordination and control within a multidisciplinary framework and highlights its importance for designing learning environments and ensuring that learners gain positive experiences when acquiring motor skills.

Dynamics of Skill Acquisition is divided into two parts.

Part I provides an overview of the key theoretical contributions to the study of skill acquisition and introduces the constraints-led approach focusing on the implications of Newell's (1986) model as a template for understanding how motor skills are acquired.

Part II discusses the relationship between the theoretical concepts introduced in part I and the practical issues facing learners and movement practitioners.

All physical educators with an interest in movement co-ordination and motor control will find this book most informative, with a timely analysis of the constraints-led approach, helping readers understand how coordination patterns are assembled, controlled, and acquired. A very useful text for physical educators, and for teachers of senior physical education in particular.

Reviewed by Lorna Gillespie



WET GAMES: A FUN APPROACH TO TEACHING SWIMMING AND WATER SAFETY

Peter Meaney and Sarie Culka (1992)

Wet Games provides teachers with various ideas, games and water safety circuits to promote the learning of water skills and safety. Each game has a clear rationale and symbols that indicate if the game is for beginner, intermediate or advanced water competent students and the depth of water required. The games are succinctly explained and supported by diagrams.

This book can support any school aquatic education programme. It can be used as a resource to provide students with the "opportunities to learn basic aquatic skills by the end of year 6" (The New Zealand Curriculum, 2007, page 22). The games can easily be adapted to meet the needs of both primary and secondary students, or those students who are unfamiliar with water environments. Teachers who are unsure of how to teach stroke development, but realise the importance of developing water safety knowledge and skills, can use the book to provide a range of learning activities for the pool. In order to develop competent swimmers, there is still a place for stroke development; and the games in this book can be used as introductory, main teaching and learning activities and /or concluding activities to support stroke development programmes.

The book is waterproof, so can easily be taken to the school pool or Education Outside The Classroom experience.

Teachers using this book should ensure they are familiar with the New Zealand best practices around towing, tube rescues and personal flotation devices (PFDs) as this book was first published in 1992 and rescue techniques have changed over the years.

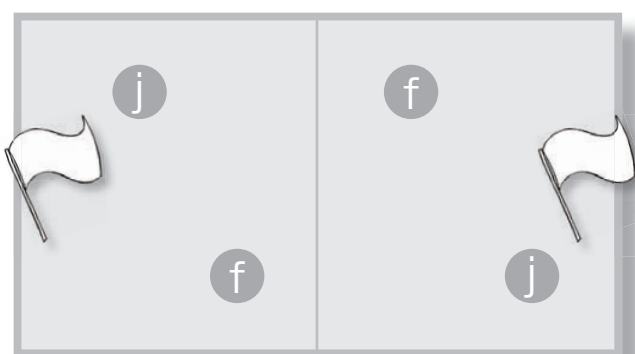
Reviewed by Siobhan Harrod

Capture the Flag

Capture the flag encourages students to think strategically and provides learning opportunities to meet a number of learning intentions. This game may be used to develop such things as tactical skills, spatial awareness, decision making, and social responsibility.

Set – up

- Set up playing area by dividing the field into two sides with cones clearly highlighting the half way line. This best suits the use of sports fields (soccer, rugby) with clearly defined lines. Whether you play across the width (half field) or a full field can be dependant on numbers.
- A flag is placed at the end of each half, or if on a sports field, between the goal posts. A ball works just as well as a flag.
- A free zone (F) and a jail zone (J) are set up using cones (as seen in diagram) diagonally from the other.



Instructions

- The object of the game is to steal the flag and return it to your side of the field.
- Once a player is in their opposition half they are able to be tagged. When tagged, the tagger is to escort the tagged player to the jail.
- The free zone is an area in the opposition half that the attacker cannot be tagged within.
- To free all your players from jail you are to run into the jail without being tagged and call TALLYHO
- When defending the flag the defender cannot touch the flag or goose guard.
- Once the attacking player picks up the flag they must hold it until they are either tagged or reach their side of the field. When tagged the flag is dropped at the tag point and not returned to its original position.

Adaptations

Adaptations can be to the size of the field depending on the number of players in the game. The game works equally as well when playing with 10 per team as with 30+ per team. Adding another flag per team into play can quicken the game. Changing the means of movement (e.g. walking) may help even ability levels.

Reflective Questions

- How does your team choose when it is a good time to attack?
- What strategies can you use to utilise all the players in your team?
- How well did the team complete the task?
- How do we know this?

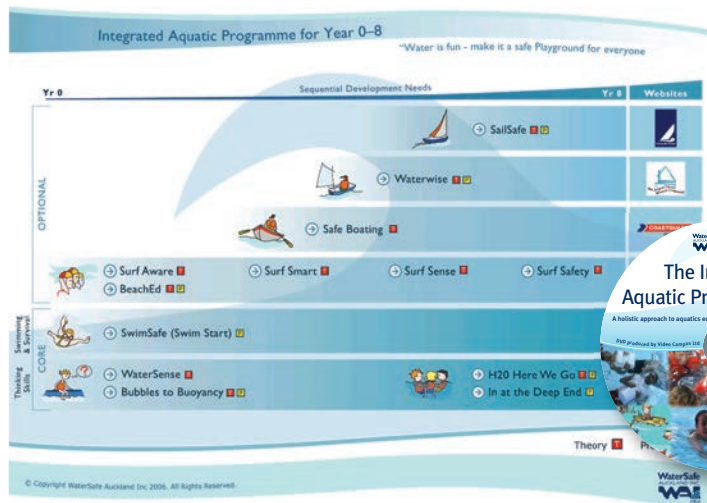
Other questions

- What could we change for next time?
- What did you learn?
- What did you do well?
- What roles did different group members play?
- How did you decide who took which roles?

Water Safety Education Resources for All

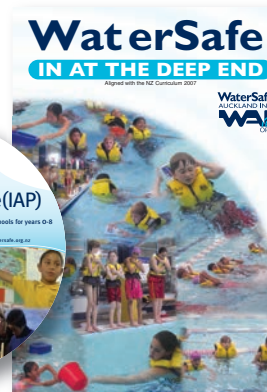
WaterSafe Auckland is a leading agency for teachers looking for Aquatics Education resources. They have developed many useful tools that can help teachers with both practical and classroom aspects of water safety teaching. All website resources are downloadable free of charge and some are supported by the Integrated Aquatic Programme (IAP) DVD. Many of the water safety resources can be easily adapted for secondary water safety classes.

The Integrated Aquatic Programme (IAP) and DVD

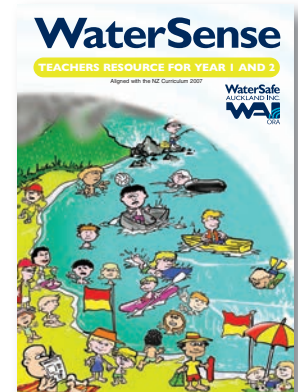


The IAP highlights a variety of resources for years 0-8 from the aquatic stakeholders. This is featured in the Physical Activity for Healthy, Confident Kids Appendix 10

Featured in the IAP DVD

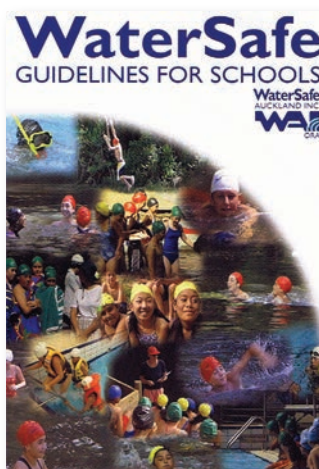


A practical and classroom water safety resource for years 7-8 with supporting posters and articles

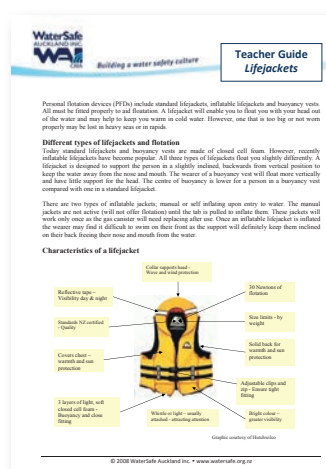


A classroom resource for years 1-2 including the popular Ponder Picture

WaterSafe Guidelines and the Rainbow System



Teacher Guides



Topics include

- Aquatic teaching and learning
- Aquatic games for water confidence
- Alcohol and water safety
- Hypothermia
- Lifejackets
- Literacy and water safety
- Signage
- Tides

The staff at WaterSafe Auckland are all registered teachers and understand the pressures of teaching aquatics. They are happy to deliver professional development within the greater Auckland region at no cost (as illustrated by the digistory http://nzcurriculum.tki.org.nz/digital_stories/curriculum_in_action/water_safety_at_park_estate_school)

For further exploration of these resources please visit www.watersafe.org.nz or contact jan.taylor@watersafe.org.nz



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