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Te Ao Kori Aotearoa

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From PENZ's Chief Executive

I recently joined PENZ as the Chief Executive Officer and what I find so striking, is the passion for and the diversity of physical education in Aotearoa. Every sector of education and each of the communities that I have interacted with to date, have created these powerful first impressions.

This issue of Physical Educator exemplifies this passion and diversity for physical education with contributions from educators in the early childhood, primary, secondary, tertiary and government sectors. Importantly, included in these contributions are the students' voices from Room 16 at Maungatapu Primary school in Tauranga and Josh Gates's winning A.S. Lewis essay about drugs in sport. Locating and highlighting students' voice in our work as physical educators is arguably vital to the work we do and continues a theme from previous issues.

As guest editor Ben Dyson prompts us to consider the state of physical education in our primary schools and its relationship with sport, effectively posing the question, is sport a 'friend or foe'? In his article about the pursuit of the sexually desirable body, Craig Hillgrove encourages us to consider how young men are engaging in the practice of crafting their bodies to meet their perceived M&M (muscular and masculine) role models, while conforming to social expectations and norms.

Dylan Braithwaite provokes some deep and meaningful thought on our perspectives and teaching of early childhood physical education and its assessment. Harko Brown manages to link an All Black legend, a French high school student, a US doctoral student, Maori Battalions from WW 2, an award winning US teacher, a New Zealand politician, UNICEF and New Zealand researchers together in ki-o-rahi. The revival of ki-o-rahi suggests that we need not look abroad for innovative games and ideas, but rather recognise, treasure and utilise the significant cultural and other resources available amongst our own. Dennis Slade provides us with two games that reinforce teaching for intelligent game players through representation, shaping and mandate coaching.

In his article, Bob Stothart reminds us of our past efforts to get New Zealanders active and the influences that politicians, amongst others, have on the success of such initiatives. With increasing numbers of students presenting with autism spectrum disorders (ASD), turn to the resource reviews for some assistance and ideas. Quench your thirst for physical education by enjoying this issue of Physical Educator.

Ross Merrett

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Cover: Lucie Rose, leader of the French ki-o-rahi team touring NZ in 2012. Madeline Ware.



The challenges and potential of primary school physical education in Aotearoa New Zealand

In February the University of Auckland hosted the AIESEP World Congress, with over 450 scholars from 35 different countries attending, including several of you reading this editorial. At that conference one of the sessions was on primary Physical Education from an international perspective. I was fortunate to present with contributors from seven different countries who shared a snapshot of physical education in primary schools in their country. There is a growing body of research on primary Physical Education worldwide. The contexts in the various countries are different and we all have our own unique problems but, as Phil Morgan from Australia said, "I'm amazed at how similar our successes and the barriers are" to Quality Physical EDUCATION at the primary school level.

I'd like to highlight some of the issues and concerns with primary Physical Education in Aotearoa New Zealand. Physical Education is marginalized in many schools, with huge pressures on schools to resource and prioritize the national standards of literacy and numeracy (Paine, 2014; Penney, Pope, Lisahunter, Phillips, & Dewar 2013). There is also huge variation in the quality of Physical Education in Aotearoa New Zealand Primary Schools (Cowan, McKenzie, Gordon & Dyson, 2014; Penney, et al., 2013; Petrie, 2008). This is due in part to the inadequate preparation of primary Initial Teacher Education (ITE) (Gordon, Guest Editorial, June 2011), a situation that is exacerbated by the loss of the Physical Education advisory (Paterson,

2010). Perhaps because of teachers' lack of content knowledge from ITE and the reduction in Professional Development available, there has been a narrowing of the primary Physical Education curriculum (Petrie, 2008). This has resulted in many teachers equating Physical Education with Sport and Fitness (Cowan et al., 2014). In a report on Sport and Physical Education at the primary level Penny, et al. (2013) wrote that the dominant primary curriculum was based on traditional, adult, and elite-oriented models of sport in Physical Education. I am also concerned that Clive Pope might be right when he challenged us in his Guest Editorial June 2010 on Kiwisport to "Get involved and take some responsibility...or watch out as sport takes on a life of its own in schools to which we become servants." One proposed solution is Physical Education specialists in the primary area, but this is still a contested issue (Petrie, 2011). Are you thoroughly depressed yet? On a more encouraging note, Penney, et al. (2013) found that Physical Education and Sport is treasured by primary school students who want to be involved in a wide range of activities, games and sports with their mates.

If we look closely at research on primary school Physical Education in Aotearoa New Zealand what do we find? Sorry, and I am being sincere, I don't think anyone really knows, because we haven't carried out enough school-based research. Or maybe I am wrong. Maybe you - the reader - have studied primary Physical Education. Maybe you have done research, but haven't published it

yet. So, I challenge you to dust off those field notes, interviews with those kids and/or teachers, and other sources of information you might have, and publish your study for the benefit of us all. At a meeting last year of a PENZ advisory group, Lisette Burrows challenged us to find and publish all the studies that have been carried out in Aotearoa New Zealand. If it's your own action research in your school please share your work, your reflections, and your insights with us. The PENZ Conference in July would be a great forum for this. I am asking you to publish it yourself or email a university colleague or friend, and initiate this process.

Sport New Zealand has recently commissioned an evaluation of Sport and Physical Education at the primary level. I agree with them that there is a knowledge gap and hope that their report will contribute to our understanding of Physical Education in the primary schools. However, I also think that we need a sustained long-term coordinated and comprehensive effort to work in a supportive and collaborative way with more schools with teachers and students. And the odd hui or fono, or town hall meeting wouldn't go amiss either. Similar to what Penney et al., (2013) concluded, further research at all levels of the curriculum is needed and I would suggest we work with students, teachers, principals, parents, the community, non-profits, and political agencies. So, in concluding I am calling for a collaborative team effort to examine in-depth primary school Physical Education in Aotearoa New Zealand.

*Physical Education
New Zealand values our partners*



In pursuit of the sexually desirable body

Craig Hillgrove – University of Otago

This article reports (in brief) the findings of my Masters research on how young men engage in practices designed to craft their bodies in particular ways. I suggest that understanding how young men think about and experience their bodies is a useful thing for teachers of physical education and/or health. Understanding boys' views about their bodies, their desires to achieve particular shapes and sizes, can help educators shape pedagogies that both engage with their desires, but also challenge their common-sense understandings of how boys' bodies should look and how boys should behave in the context of school-based physical education.

From Wold Wrestling Entertainment (W.W.E) wrestlers to Superman, Porn Stars and Sonny Bill Williams, the attractive muscular male body has become increasingly used to symbolise masculinity, sex, popularity, desirability, success and wealth. Consequently, many young men are doing their best to physically embody the physiques of their role models.

Increasingly, a raft of research has surfaced within the last 20 years that attempts to explain the effects that pressures to measure up to an ideal masculine aesthetic-muscular physique are having on men's health, well-being and identity. Within Western popular culture, a particular kind of body type and appearance is portrayed as symbolic of good health, attractiveness and sexually desirability. For those that are able to achieve the desirable masculine muscular and attractive physique this is not a problem. However, the majority that do not live up to this ideal (e.g. the "fat", the "skinny", the "queer" and the "ugly") are often left feeling anxious and physically inadequate. As a result, increasing numbers of young men have reported experiencing a wide range of health concerns such as body anxiety, body dysmorphia, drug addiction, depression, eating disorders, exercise addiction and even heart attacks and death. To escape from feelings of physical inadequacy and undesirability many young men participate in expensive, excessive and risky bodily practices such as steroid use, restrictive diets and weight lifting at an early age. Each of these practices may prevent physical growth (as they repress growth hormones) and accelerate loss of income through money expended on supplement use, various beauty therapies and cosmetic surgery. There appears to be a lack of understanding of how young men negotiate these pressures in their daily lives.

So why are so many young men concerned with the appearance of their bodies? Over the last ten years the Western world has increasingly been exposed to the sexualised, semi-naked, muscular, masculine male physique - the 'aesthetic-athletic' body (McSharry, 2009). The sexualised and eroticized male body has become normative, particularly within the worlds of television, popular culture, mass media, fashion, sport, fitness and health, which transcend various cultures within the western world through the influence of social media (Wegenstein & Ruck, 2011). More than ever,

throughout history, many young bodies are being placed under constant surveillance through the various public and private sector lenses. In particular social media platforms, such as Facebook and Instagram, are often used by young men, and women, to compare, contrast and modify their bodies into universally admired somatotypes to ensure that they live up to social expectations of an 'ideal body'. The association between the muscular eroticized male body and good health (and fitness) can be apprehended within any bookstore with rows of glossy magazines displaying masculine muscular male physiques informing consumers that this is what a healthy body 'looks' like. Many have swarmed to this imagery and ideology like bees to honey. 'Men's Health' circulation has sky rocketed from 250,000 to over 1.5 million in less than a decade (Pope, 2000) and public exposure to the male form within glamour and cosmopolitan magazines has shown a dramatic rise in the percentage of semi naked, male models ascending from as little as 3% in late 1950's to 36% by 1998 (Pope, 2000). Furthermore, adolescents are being increasingly exposed to the naked bodies of their favourite actors on prime time television. The American Parents Television council (PTC) found a 407% increase in the amount of full nudity that aired in the 2011-2012 study period compared to the same time period the previous year.

Research suggests that young men's body obsession has been on the rise since the early 1970's. The Psychology Today Survey (USA) illustrated that 15% of men were dissatisfied with their bodies in 1972 in comparison to 43% in 1997. The National Survey for Young Australians' (2007) reports that body image was perceived to be the number one issue of 'concern/importance' for 32.3% of 29,000 adolescent boys, aged 11-24, representative of other studies from Canada, the United Kingdom and Norway.

The ideal 'aesthetic-athletic' male body represented within the media exhibits characteristics of a strong, muscular, attractive, successful, wealthy, happy, popular man with status and sex appeal. In contrast the skinny, large, short or feminine male body and identity represents a weak, unhealthy, unsuccessful, unattractive, lazy, 'gay', inferior man with little status and certainly no sex appeal (McSharry, 2009). This was evident in a Time Magazine cover (April 2, 2012)



with the image of skinny male flexing his biceps to the title 'THE WIMPY RECOVERY'. It is not surprising that many young men are obsessed with their bodies and are feeling anxious, depressed, physically inadequate and dissatisfied with them (Adams, Turner, & Bucks, 2005; Grogan, 2008; Pope, 2000; Rysst & Klepp, 2012).

In my research I have explored how young men's body image affects their every day lives and experiences. Questions I have asked include: How do young men consciously use their bodies as a canvas to cultivate and construct their physical appearance in order to achieve the 'aesthetic-athletic' body? What do young men perceive they will achieve in changing their physical appearance and what influences them to do so? My research identifies social influences like friends, health and fitness, sport, fashion, mass media and advertising, popular culture, masculinity, sexuality, sex, beauty, socio-economic status, and geography as pivotal. I ask how these things shape young men's bodily appearance and practices? Does the process of working towards the ideal male body type change young men's every day experiences and has their changing body enabled them to achieve the outcomes and desires they were searching for as young men? Has the search for the desired ideal male body been detrimental and/or beneficial to their health and well-being?

STUDY

My research explored the experiences of three young men living in Sydney, Australia (aged 20-25). I examined how they (re) constructed their appearances and identities through various bodily practices (e.g. exercise, diet, grooming) to achieve the 'ideal' male body and persona during their early adulthood lives. Data was gathered using a variety of qualitative techniques (e.g. life histories, visual diaries, interviews, observations and surveys). I was particularly interested in

exploring how ideas about masculinity and physicality and the particularities of young men's everyday environments shaped the way they viewed their bodies and selves.

In what follows I signal some of the key findings of this study, sharing a little of what the three young men I interviewed had to say about what and who influences their body practices and why they perform them. While clearly these findings can not be generalised to all young men, nor necessarily those in New Zealand, their reflections do yield fuel for thought for Physical Education teachers who work with young men in their classes every day.

KEY FINDINGS

Although many people treat their own and others' bodies (and minds) as machines in relation to work, rest and play, and often assume what works for them will work for someone else in the same way, my research would suggest that our bodies are clearly not the same. Individuals are affected psychologically and physiologically very differently in response to the diverse stimuli (e.g. food, media, socially constructed norms of behavior, physical environments) that they are exposed to and consume (via their senses) within their surroundings. How one's body, and consequently his/her identity, is shaped, is a complex product of one's environment and unique physiological make up, both of which influence how they interpret their social surroundings (e.g. positive, negative, cynical, happy or sad). These interpretations, behaviors, good or bad, are often accepted, regulated or rejected by friends, family, church, teachers, doctors and the media. The indirect and direct social messages that we send to our youth and each other can have a negative or positive affect on a person's health and well-being (depending on what messages are passed on). Just because one's body may be slightly larger, leaner, masculine or feminine then what normative ideals suggest is ideal, does not make one sick, ill, unhealthy, gay, abnormal or unattractive. Rather, this makes a person uniquely human.

My research affords insight into how young men struggle with perceived idealised images of health and the athletic-muscular toned body. They struggle with bodies that fail to live up to the "normative" and desirable Adonis like body type. Having a "lean" or "large" (non-obese) or "gay" body, may prompt young men to take up unhealthy and risky bodily practices in an effort to measure up. Steroid use, restrictive diets, weight training, beauty treatments and cosmetic surgery are considered the norm for many young men. These are practices that young men engage in to cultivate a sexually attractive physique. Although, there is arguably nothing wrong with young men participating in such body shaping routines, the motivations behind them for some individuals do yield some concern.

Whilst at times the young men seemed happy working on their bodies, balancing their dietary intakes, undertaking regular exercise and experiencing feelings of increased self-

confidence, at others times their experiences were not as positive. The young men discussed experiencing exercise addiction, increased body anxiety, depression, self-hate, and financial loss - due to the costs involved in keeping up and maintaining their appearance (e.g. supplement use, steroids, gym memberships, and beauty treatments). This suggests that while some young men are able to manage their bodies and their appearance, negotiating the multiple messages coming their way, there are also those who unconsciously fall into the trap of letting their bodies define who they are, or at least who they want to be seen to be - a healthy attractive and desirable young man. Re-creating their bodies to achieve the right "look" is perceived by many young men as an essential practice en route to succeeding in both life and love. Unconsciously and consciously some young men are using their bodies as vehicles to talk.

KEY POINTS

1. Mass media representations of bodies privilege an aesthetic-athletic physique. Brad Pitt and Angelina Jolie are represented as the kinds of body types we should aim for. Young people cannot help but be influenced by these representations. The aesthetic-athletic and muscular body is often associated with fame, fortune, attractiveness and success, which in turn motivates young people to pursue such bodily shapes.

"...the only time a person or image influenced my behaviour in the way I saw and perceived my body... was when I saw a porno in America... I looked at this porn star and thought yup that's what I'm goin' too look like... I was 19. I wanted to reach his physical level... I wanted big legs... big booty..." (Joe)

"I want people to think that I look good and that the hard work in the gym, with my eating programme and [that my] healthy lifestyle pays off. [I] appeal more to others and feel more confident... It is important for a man to look M&M [muscular and masculine] because that is what most people find attractive about a man" (Rocco).

"My partner. Friends... The guy environment and the media. I identified what I wanted to look like through the media. Magazines, advertisements etc." (Rocco)

2. The muscular masculine body and identity (e.g. the tough rugby player) is privileged, within Australian and New Zealand societies, over the non-masculine body (e.g. the "feminine", "arty", "musical", "geeky", "lean" body). The latter bodies are often perceived as inferior, unnatural, abnormal or even ill. This results in many young men being stigmatized and bullied, as they do not measure up to social expectations of what it is to be a "man".

When I was 13-14... Junior high school, when I started to be attracted to girls I became aware of what physical attributes they liked in guys... I was single and couldn't get any dates. [I felt] unwanted and left out. [I] decided to start taking care of my body

and getting in shape (Rocco).

umm... puberty I guess. Noticing attractive guys... wanting to look similar to the ones I thought were good looking... that's probably when I got serious about it... thinking about how I look... I was border line obese. 90kg. So not good... I felt fat and ugly. I also had really bad acne. Not attractive and lacked a lot of confidence (Jack).

"14. When I was in high school... and I saw a rugby player with big quads and I was like oh I want mine like that. I was ugly, I was skinny... acne... I went from being a very pretty boy to an acne riddled reject... I looked at myself and thought wow I have nothing goin' for me... other than great hair" (Joe).

3. Body image is complex, influenced by both social and physiological factors. Some individuals may enjoy the process of creating an "ideal" body image and use it to their advantage. Others may reluctantly modify their physiques to fit in within their peer groups. Still others may totally reject any push to create a desirable body image - (for example goth, punk and emo identities).

"I maintain a professional image... however I do leverage my physical appearance to my female customers... to my customers I need to be smart and tidy and dress well. I don't wear overly tight clothing... I might wear a slightly tighter shirt for a handful of my female customers that have a sneaky peak or seven! [laugh]... or maybe stand in a way that shows off more of my physique like cross arms [to give the perception of bigger arms and chest]. [I also] use it to draw attention to myself and satisfy my ego and definitely use it for sex appeal" (Jack)

"Well I always rock around in my gym shorts and high tops and a casual top... sometimes tsubi. I like that brand, as it has a casual emo appeal or I wear a pair of black framed glasses and slick my hair back and look like a casual geek. I just like that they give me an emo look. I see these creative little souls... that are caught by societies judgemental view on them, and their only escape, or expression is through there physical attire or face, hair. I love it and think it's very brave as their look does not usually fit mainstream. You know. And I think it's sad" (Joe)

4. The young men in my study reported experiences of displeasure and personal sacrifice and sculpting their physiques was perceived as a means to an end to become more sexually desirable. Consequently, their motivations for participating in physical activity were in the pursuit of 'looking good' which often generated feelings of anxiety.

"...The maintenance and hard work and determination and limitation of foods etc. Need to be strict and disciplined - also it's expensive with protein, healthy food, gym membership and steroids" (Jack).

"I don't relax and enjoy life enough. I don't eat nice/fun food and I rarely party hard or drink... It should make you feel better than it does. Most people get so caught up in it that they don't even feel good when they look good and are too obsessed wanting and trying to look better" (Rocco).

Their inability to achieve the Adonis-like physique yielded disappointment and led to two of the three young men engaging in steroid use to obtain the body they desired. Encouraging young men (and women) to set and attain realistic intrinsic goals (such as improving VO2 max, stress relief, attaining friendships and helping others) may be more likely to increase people's enjoyment of exercise and feelings of pleasure.

5. In relation to the various types of physical activity the young men engaged in to construct a more desirable body it was noticeable from my personal observations from various gyms throughout the world (Australia, New Zealand, England, France, Spain) and the information gathered from the surveys completed within this study that many young men restrict their workouts to anaerobic exercise (e.g. weight lifting) to build muscle, at the expense of cardiovascular exercises (e.g. running, playing sport, cycling) which increases the efficiency of the cardiovascular and respiratory systems. This reliance on weight training often produced repetitive stress injuries (RSI) - in particular, RSI injuries to the wrist (carpal tunnel), forearms (calcified tendons), elbows (tennis elbow, tendonitis), shoulder (frozen shoulder) and knees (bursitis). Periodisation (a variety of exercises at various intensities) including cardiovascular exercise could usefully be recommended to help prevent RSI injuries and allow young men to continue participating in physical activity.

6. Although many health programmes are well intended they often fail to account for the various motivations that encourage or discourage young men (and women) to participate in certain healthy or unhealthy practices (e.g. exercises, sports, drug use). Acknowledging what influences how young men seek to shape their bodies and pursue so-called 'health' practices (e.g. social circle, peer group, popular culture, class values, media) is crucial. Do young men in your classes want to build large, strong muscular (or even overweight) bodies that symbolize toughness, strength, dominance, leadership and control? With what consequence? Health programmes that simply tell and teach young men how to be healthy will not work unless they are cognisant of the cultural values and beliefs that shape how and why a young man does what he does.

7. Young men are prepared to participate in risky body shaping practices (e.g. steroid use, restrictive diets) to obtain a desirable body. The young men in my study, their peers and other gym goers within their social spaces regularly used anabolic steroids to achieve the aesthetically muscular body that they desired.

"...main methods to construct [body] is gym and roids [laugh]...I don't take the roids these days to get bigger. I take it more to maintain my muscle while I do cardio and help me to fine tune,

which is why I don't take tren or deca [steroids]. [I use] different drugs for different purposes. When I first started I wanted to get big and bigger. Over the last few years it's more about fine tuning and not wanting to go backwards [loose muscle]" (Jack).

"It is very commonplace for both party drugs and steroids. Sydney is very image conscious and very competitive...It's more competitive sexually speaking. It's also a summer city, has beach, sun so there is a big emphasis on looking good with your shirt off."

Although many of the young men who used these various substances were aware of the potential side affects (e.g. hair loss, acne, heart disease) steroid use was often rationalised and perceived to be manageable (e.g. nothing will happen to me because I'm healthy and know what I'm doing).

"I consider it an investment....about twice a year...for 8 to 10 weeks. I originally wanted 85 [kgs]. Then it progressed too higher [120kgs] as my body composition started to change and I had to be more strategic and think long-term with my body. Well at the moment I'm carrying around a bit of fat...so when I lean down I will look beautiful. I'm allowing my body to grow stress free and being comfortable you know" (Joe).

In so saying, many of the young men interviewed became addicted to taking these substances in an effort to acquire more muscle growth and ensure that the muscle growth that they had gained was not lost. An unhealthy cycle of risky bodily practices was routinely established and had become hard to "manage".

8. Two of the participants, Jack and Rocco, demonstrated that having an awareness of "social body trends", which were used to mask their biological unwanted bodies, was beneficial to their lives, their careers and building relationships with others. These young men negotiated their way through their social worlds by acquiring a desirable appearance and identity that enabled them to manipulate their social networks by acquiring power and status by shaping up to social expectations of the ideal man. In return these young men were often rewarded with social, cultural, economic and sexual capital. For example increased public attention, improved sales and career prospects, and sexual relationships.

"Body image was very important when I started working... because I worked in a tanning salon! Face and clothes became important when I started my corporate jobs...I got a PT [Personal Trainer]. He taught me about nutrition and training. In hindsight, he probably wasn't actually that good, but he definitely got me started!" (Rocco)

9. Helping students to understand what influences their conceptions of their bodies and providing them with some tools to help negotiate the norms and expectations that exist (e.g. business, government/economic, religious agendas) is important. A variety of techniques can

be used to help young people become more aware their environments and the influences that guide their behaviour in relation to how they perceive and interact with their bodies, and why they consider certain physiques more desirable than others. Techniques that increase understanding and self-reflection include – visual diaries and journals of the various body images that surround them in the media, and brainstorming why these images may exist (e.g. corporate agendas to encourage people to buy their products to make money, and government agendas to “shape up” to save money); comparing images of different somatotypes that people have and the natural healthy variances in body fat and muscle, which are not necessarily an indication of good health; brainstorm the different influences that affect a person's body image (e.g. culture, gender, class, religion, personalities, geography, media and popular culture) and compare how the privileged body may differ between other cultures. For example New Zealand and Australian cultures privilege the masculine tough sporting body whilst the French privilege the slender, well-groomed, intelligent gentleman (Martin, 2009). These differences, in what is considered an ideal body image, is arguably attributed to how different body shapes are perceived by individuals within a certain geographical locations and the various social forces which influence people's perceptions. These differences, in what is considered an ideal body image, are arguably attributed to how different body shapes are perceived by individuals within a certain geographical locations and the various social forces, which influence people's perceptions. For instance, whilst many New Zealanders, Australians and Americans often attribute positive affirmations to a muscular- masculine physique (e.g. beauty, bravery, strength, leadership, intelligence) due to the mass media coverage and the prevalence in which contact sports play in many young men's lives (e.g. rugby), which reinforces these ideals, this is not always the case in many other cultures. For example, other nationalities, such as the French, Chinese and Indian often attribute these same positive attributes to what many New Zealanders would perceive as an effeminate and slender body schemas. What are the social forces that are influencing these alternative perceptions of what the ideal male body is? I would argue that the ability to use one's mind and intelligence to create money from business, and to showcase one's wealth through their appearance (e.g. expensive clothing and a handsome clean cut body image), is seen as more important than throwing a rugby ball around a grassy field and displaying acts of heroism and bravado. Particularly, in geographical locations where space is sparse and contact sports are not sources of fast or long term cash.

FINAL THOUGHT

The issue of body image and how some young men negotiate

the appearance of their bodies within their social and physical environments is complex. Whilst many young men unconsciously go along with the various social norms and expectations that shape who they are and how they look. The skinny, the fat, the ugly, the poor, the gay and the feminine are all examples of male bodies and identities that do not conform to social expectations and norms. Consequently, these young men often struggle with tensions that exist between their natural undesirable biological bodies and identities and the socially constructed ideal body and identity that is expected within their social circles. This increasing pressure that young men experience to construct a large aesthetic-athletic body appears to have become the norm. Ironically as young men run away from the fear of being considered fat, ugly and unhealthy, it would appear large numbers of young men are chasing after a body over-burdened with muscle, which arguably places more stress on the heart and surrounding organs, particularly those infused with chemical substances, to achieve physical perfection. From one extreme to another the various health campaign initiatives to promote a healthy body seems to have backfired for many. Seemingly, a generation driven to muscles, botox and vanity has arisen.

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Inspired by a true champion

By Room 16 Maungatapu Primary School



At our school, we believe that EveryBody Counts. This means that we use our values and skills to make sure that everyone is included in games, in discussion groups and opportunities are given to everybody to share their special individual qualities.

In room 16 we have been discussing and exploring the different ways we are active in our lives. We have also been experimenting with different ideas about to change traditional games into learning activities that teach certain skills needed for all to participate and enjoy them equally.

To help us with this we have been working with a lady called Cheryl Thompson from the Halberg Trust. She is an expert when it comes to helping us come up with ideas to help change traditional games into fun games that include everybody.

One of the coolest things we have done is being able to use the equipment that is used by people that have various disabilities. Running around with blind folds, buddies and a large ball with a bell inside was really fun and hard!!

Finding out all about the game Boccia and then learning to play it was also a highlight of ours. Boccia is similar to the games of Bowls and Petanque and is played by athletes that are in wheelchairs. We were all challenged by this new sport because even those of us that are normally really good at the usual sports and games found it really difficult! Having to sit in a chair, not moving much at all and aim a coloured ball at a small white one on the ground! Some of us were really good, others... well... not so good!

We were treated to a special visitor as part of our learning around EveryBody Counts and inclusive sport. His name is Neil Cudby and he has done some amazing things.

After an accident during a rugby game when he was 17, he now has to live his life in a wheel chair. But this does not stop him from being an extreme adventurer and living his dreams.

Neil came along to our school to share his recent journey from Tibet to Nepal, ending up at the Mt Everest Base Camp. This journey was done with two other athletes in specially designed wheelchairs and their support



crew. This amazing achievement had them travel over 800kms through extremely cold temperatures and very rough tracks and roads.

We heard about the many, many hours of training and preparation as well as the amount of money he had to personally spend on designing and getting his bike especially built from Germany. He even had to make more modifications to his bike after it had arrived.

The really exciting part was that he brought this bike with him to show us and we got to see all the bumps and bruises it got along the way!

Neil still loves rugby and he plays in a wheelchair rugby team and has done so for many years.

He shared with us that he used to be a champion swimmer and that he has had a go at skippering a small sail boat with young girl with a sight impairment. They got into a bit of trouble when a cyclone hit,

but fortunately they were rescued and they made it back to shore shaken but unharmed.

Neil has now started up a company that designs and builds houses for people who have disabilities. This shows that he is also a very kind and caring person who wants to help other people who are living with similar disabilities to himself.

Working with our buddy class we have decided that we think that Neil Cudby is an amazing sportsman and a true inspiration. He has risen above a horrible accident and continued to strive to achieve his goals and dreams. We all agreed that he shows the true essence of a champion and a hero. His personal qualities and his determination to achieve things that we who have fully able bodies would find too hard is really amazing.

Neil has recently been nominated for an Attitude Award for his Courage in Sport. We all wish him the very best and are crossing our fingers for him.

We all would like to thank Neil for his visit, for sharing his life and his adventures and for inspiring us to keep striving to achieve our goals.



A.S. Lewis essay winner

Critically evaluate the issue of 'drugs in sport' and the possible impact on New Zealand society

Josh Gates

The integration of science and sport brings about the questionable morality of performance enhancing drugs. Through the development of performance enhancing drugs; which can maximise the super human capabilities of athletes, the reoccurring issue of 'doping' is challenging the doctrine of an "even playing field" whilst the temptation of victory and success breeds the very instinct to do the opposite.

The undeniable reality of sport and humanity, sport being a microcosm of human nature, is that we are not all born equal. The bio-mechanical advantages of some athlete's stem from an important trait of evolution; that the purposeful unpredictability of human genetic creation makes all people different to ensure not one circumstance, namely disease, can kill the entire species. This random and differing genetic makeup brings about uncontrollable unfair advantages for some humans. Aside from the common height, shape, and build skeletal differences, there are less common and almost exceptional human biomechanical advantages. An example would be the disproportionate limb length in full contact martial arts competitions, with light heavyweight mixed martial arts champion Jon Jones having an arm reach 21cm over the average for his weight class.[1] Delving in to the more mechanically advantaged athletes, Michael Phelps is double jointed in his shoulder allowing for greater efficiency when stroking down in the water. Bradley Wiggins, 2012 Tour de France general classification winner, has an abnormally large left ventricle in his heart, increasing blood supply in circulation during exercise, increasing oxygen supply to the muscles and therefore a higher performance. All these adaptations indicate a very clear picture of professional and competitive sport being unbalanced and unfair, even before the existence of drugs.

The reason I begin my essay with these examples is simply to negate all possible argument that drugs in sport are unfair. Sport is not fair. Two humans will never be identical in every way, and therefore one competitor will always have some sort of advantage over the other. The advantage of the use of performance enhancing drugs is only an advantage because of its illegality. If every athlete was allowed to maximise their performance potential through enhancements the outcries of unfair behaviour

would have no grounds. I'm not condoning the legalisation of performance enhancing drugs in sport, only offering an alternative perspective to the negative portrayal of performance enhancing drugs by the media.

Investigation into the growing development of drugs in sport is controversially hindered. Whether or not there has been an increase in the taking of performance enhancing drugs is difficult to gauge. The first positive test for performance enhancing drugs in an Olympic Games was in 1968 with only one athlete testing positive, for alcohol use. Since then both testing and drug usage has developed dramatically, with the number of those tested, the amount of testing done, the technical advancement of testing and the methods of testing all being improved and increased. Therefore, it is difficult to gauge whether or not doping has been increasing, decreasing or remaining constant. As testing increases, theoretically so should athletes being discovered, as long as there are athletes cheating. However the development of the drug themselves is believed to be at a higher rate than the testers, with limitations of testing seemingly exploitable by athletes and their respective coaching staff. For example, the use of Epi-testosterone has no performance enhancing effects on its own; however increasing Epi-testosterone in the body masks the effect of testosterone supplements. This is simply because current testing measures the "ratio of testosterone to Epi-testosterone", looking for an irregularly high amount of testosterone in relation, but by increasing Epi-testosterone levels an athlete can remain undetectable by testing [2]. This is but one example of how athletes can remain a step ahead of the testing methods, and is a clear indication as to why it is difficult to gauge whether drugs in sport are an increasing or decreasing trend.

As to whether or not recent years have seen an increase to the taking of performance enhancing drugs is unknown, because no athlete is going to formally step forward and acknowledge their effectively "cheating," because this would result in a loss of funding, reputation, credibility and public disgrace, as seen in the Lance Armstrong case. Personally, I feel that the open disgrace of Lance Armstrong, who prior to his doping confessions was the immortal champion of cycling, has hindered the development of anti-performance enhancing drug campaigning. The most effective method, I

feel, of catching those involving themselves in performance enhancing drugs are that of personal testimony and witness. That was how Armstrong was discovered, due to the testimony of his team mates. However due to the harsh penalties incurred by Armstrong, no ex-athlete will risk such open criticism to aid those attempting to prevent cheating in the future. If professional pardoning was available for athletes who were willing to assist in the investigation of "doping" in their respective sports, and the systems of doping in place, the testers would be able to bridge the gap because they would have insider information, instead of the "chasing shadows" method they seem to have adopted.

The major issue with drugs in sport is the implication they have upon society. As previously stated, sport is a microcosm of society, and any cultures expressed in sport are subsequently related into general lives. Lessons are learnt through sports which are translated into our own lives, especially for the main participants of regular sport; under 18 year olds. These lessons include how to deal with victory and defeat, fair play, honesty, inclusion, dedication, discipline, catharsis and other important values we can translate into normal living. However doping underpins these very lessons. If those most successful are using these substances, every well placed meaning behind sporting lessons is undermined. No longer can youngsters believe their sporting icons achieved such greatness through hard work and dedication. New Zealand is no different to any other country; icons such as Ritchie McCaw, Valerie Adams and Sarah Ulmer all project a sense of achievement through morality to "young Kiwis." If any of these athletes were to be caught using performance enhancing drugs, the country would be in uproar. A sense of betrayal washes over you just from the thought of it. It would be similar for every country, however New Zealanders also have a strong pride in work ethic and "doing the hard yards," and if our national heroes had betrayed this doctrine then many would simply abandon those respective sports. Interest would drop from the athletes respected codes, possibly a reduction in sport altogether, and there would be forever a question over the legitimacy of any top performing New Zealand athlete.

As to how to counter-act the use of performance enhancing drugs, the answer lies not within dealing with athletes when caught, but preventing athletes from using it at all. There will always be athletes looking to cheat to victory, an inferiority complex possibly the cause, however research by Leeds University states that in order to combat performance enhancing drugs, "anti-doping programmes need to target athletes' doping-related perceptions, including their feelings towards other athletes' doping behaviour, and their expectations of the outcomes of using banned substances." [3] Society needs to further idolise those athletes who stand against drugs and can out compete doping athletes. Usain Bolt, who will always have



a cloud of suspicion around him due to the fact that he is so spectacular, is an athlete who society should publicly support for his views on drugs. He takes a stand against doping, and manages to win against competitors such as Asafa Powell, a now known drug user. We may never concretely know if Bolt is using performance enhancing drugs, and then his stand on doping will seem far beyond hypocritical. However if he is a legitimate athlete, public opinion should praise the tenacity to beat competitors that are cheating and still unable to match him. [4]

Overall, the use of performance enhancing drugs is an issue of not just legality but also morality. Whilst it is difficult to judge whether usage is increasing, it is clear that interest in drugs in sport is increasing. Therefore the implications of the use of these drugs will have more of an impact on society both in New Zealand and globally in the years to come. This is why the use of performance enhancing drugs is both an issue and a trend, because there is an increase in interest, media coverage and public awareness only leading to more detrimental effects due to the use of performance enhancing drugs. The main issue with the drugs in sport is that they are deemed illegal, and therefore should not be used. It's not the drugs themselves that are negative, as some may have no side effects. It's the fact that because these performance enhancements are not allowed in sport using them indicates the sort of person we do not want projected as "successful" in society.

[1] <http://io9.com/5929347/are-olympic-sports-creating-a-race-of-mutants>

[2] <http://entertainment.howstuffworks.com/athletic-drug-test7.htm>

[3] <http://www.leedsmet.ac.uk/about/study-reveals-limitations-of-drug-testing-policy24012012.htm>

[4] <http://www.independent.co.uk/sport/general/athletics/usain-bolt-insists-he-is-clean-following-failed-drugs-tests-for-asafa-powell-and-tyson-gay-8731975.html>

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K.I.O.R.A.H.I.: An educultural pathway

Ki-o-Rahi barely made a ripple on our national sports scene when it was revived in the 1970s along with kapa haka and mau rakau. This was because the revivalists were only interested in growing the teachings and knowledges of the game within marae enclaves. They wanted the Taonga Takaro to retain its mauri and not be treated simply as a 'game'.

Disparate whanau teams did play recorded competitions in the Waikato, Auckland and in parts of the South Island from the 1980s, but for the

most part adherences were limited to marae hui or via the korero of aging Maori Battalion soldiers who had disseminated Maori games in theatres of war during WW2 (1).

We can see how ki-o-rahi's slow purposeful revival has entrenched the whakapapa and protocols into the game that we are familiar with today. The retention of tatu, tewhatewha and matamata rongo are a testament to this.

In the past six years ki-o-rahi has sprung forth across our country, aided no doubt by its innovative introduction

into 31,000 U.S. elementary schools in 2005. An award-winning U.S. teacher, Greg Baney, has assisted NZ educators immensely by the role modelling of his cultural embrace of ki-o-rahi, which has seen him instruct upwards of eight hundred students annually in a cluster of Pennsylvania schools since 2003 (2). He had independently developed the ki-o-rahi resource for his multi-cultural teaching units from his own research and the testimony of U.S. soldiers who were posted here during WW2. In essence ki-o-rahi and its effectiveness as a teaching resource was first validated off-shore, many years before educators and sports providers here would eventually utilise its propositions.

We can also see that the recent initiatives of Sport NZ, through their He Oranga Poutama (HOP) division, and funding from the Ministry of Health (MoH), have vastly accelerated its uptake. According to Sport New Zealand's Young People's Survey (2012) around ten percent of children aged 5-18yrs of age play ki-o-rahi on a regular basis (3).

Added to the impetus of our largest sports institute have been independent facilitations by passionate individuals, clubs, sports organisations and marae-based ropu. The progressive Iwi Tuwharetoa first staged a Ki-o-rahi Nonoke NZ Championship in 2007 via the Te Ngāehe Wanikau inspired Kaha Mai Tuwharetoa organisation and have continued to host these events every year since via Tuwharetoa Sports. On the ki-o-rahi tihae ('rippa') front the first NZ Secondary Schools Ki-o-Rahi Nationals were hosted in 2010 by Ngati Porou stalwart Whetu Rangihaeata and his supporters in Tolaga Bay.

Another very prominent group have been Ki-o-Rahi Akotanga Iho, the Far North club, and perennial NZ Nonoke (tackle ki-o-rahi) champions, who facilitated the first internationals between France and NZ in Dieppe,



Star French secondary schools player Lucie Rose lead her team during their 2012 NZ tour. The origins of ki-o-rahi in France is traced back to WW2. Photo: Madeleine Ware.



All Black legend Buck Shelford won his 23rd test cap, and thereby became our first ki-o-rahi/rugby double international, playing for the world champion NZ team against his old foes the French. Flanked by team-mates Josh Rewha (L) and Haratua Tane (R). Score 55-10 to NZ. Photo: Sara de Jong.



Dr Angus Macfarlane with his wife Sonja being awarded the 2013 University of Canterbury Research Medal. Photo: University of Canterbury.

on 26 September, 2010. The notable inclusion of ki-o-rahi stalwart and All Black legend Buck Shelford in the men's team, wearing his famous Number Eight jersey, added to the mana of the event which screened live on French TV (4).

Against this backdrop of an increased prominence on the national sports scene, ki-o-rahi has also been vigorously incorporated into a myriad of educational initiatives by a range of providers and teachers. For example Skills Active Aotearoa have invested heavily in creating qualifications criteria for ki-o-rahi and NCEA templates for the game are now commonly utilised in our schools. Physical Education NZ (PENZ) have also been proactive with a successful nationwide series of workshops for teachers in 2012.

An example of dynamic pedagogical instruction exists in Kawakawa Primary School where teacher Verbina Kopa runs a popular eight week ki-o-rahi

module on the game's protocols, philosophies and skills. She also invites prominent speakers to talk about their life experiences and their ki-o-rahi associations. Past guests have included new Team NZ America's Cup recruit Blair Tuke, who played ki-o-rahi with students for an hour and shared how he learned the game in high school and Stanford University doctoral student, Ivan Ravlich, who flew especially to NZ to speak to the entire school staff and student body about his research on plasma rockets and his passionate desire to see a ki transported symbolically to Mars to represent the rebirth of the planets ecosystems through the Genesis Programme (5). The traditional Maori ki (flax ball) has a whakapapa based on peace and new beginnings as depicted in the Legend of Rahitutakahina, the mythological progenitor of the game.

A further exciting development on the pedagogical front has seen ki-o-rahi philosophies merged with the world renowned indigenous research model of Dr Angus Macfarlane's called the 'Hikairo Rationale'. The acronym has been rearranged into K.I.O.R.A.H.I. to incorporate ki-o-rahi physical activity and kawa with the Macfarlane teaching strategies of Kotahitanga; Ihī; Orangatanga; Rangatiratanga; Awhinatia; Huakina Mai and I Runga i te Manaaki. Mr Macfarlane describes the initiative as, "... a quiet revolution by proponents of culturally responsive education" (6).

This initiative, which is yet to be fully advanced, nevertheless has had instant success which has led to its practical resources being utilised by UNICEF educator Jacqui Southey for the International Inspiration Programme (IIP) which will see ki-o-rahi rolled out to some 21,600 state schools in the UK this year (7). The resource will also be accessible to New Zealand schools via the IIP web site.

In December of 2013, the Hon. Tariana Turia, Associate Minister of Health, opened Te Atarauarangihaeata, the world's first publicly accessed

carved ki-o-rahi field. The field is situated on the grounds of the Waitangi National Trust, at Waitangi, and was installed by the people of the Far North as a gift to the nation. The field symbolises peace, co-operation and the recognition that Maori modes of education are important and valid.

Dialogue from Ms Turia's official opening speech reflected this sentiment. She said, "Ki-o-rahi offers incredible promise as a symbol of cultural tourism. It stands to revitalise our ancient traditions, it represents community engagement at its best. It is an investment in the heart of the community, derived from masses of goodwill, of voluntary support and mutual commitment to one another. What I love about ki-o-rahi is that it can advance whanau wellbeing through the possibilities around health, education, sports and recreation." (8)

Ki-o-Rahi is now passionately embraced by educators in NZ. Its propositions are being utilised increasingly in a myriad of ways. Waiting in the wings are some three hundred other Taonga Takaro, games with their own intrinsic philosophies that were the bedrock of Maori tribal resilience and are intellectual tools which can uniquely harnessed to contribute to the innovative education of our children (9).

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Teaching of physical education in early childhood settings

Dylan Braithwaite

What is an 'early childhood perspective' on children's physical education, learning and development? How do early childhood teachers 'teach' physical education? How does the early childhood curriculum link to the New Zealand Curriculum (Ministry of Education, 2007) to make the learning before entering a school visible to the classroom teacher? In this article I will answer these questions with reference to the early childhood curriculum, Te Whāriki (Ministry of Education, 1996) and to teaching and assessment practices that are integral to the early childhood sector.

The article is in three sections. The first section introduces the early childhood curriculum, Te Whāriki, and, in particular discusses the importance of socio-cultural theory to the implementation of the curriculum. I discuss the 'Exploration Strand' as the place within the curriculum that 'houses' learning outcomes pertinent to physical education. The second section looks at teaching practices that support physical education of children in early childhood. The final section looks at the importance of formative assessment practices that help illuminate and illustrate children's learning in physical education. It is my hope the article illustrates the ways in which early childhood teachers, whilst working within a holistic curriculum, are nevertheless using intentional teaching practices that support children's physical education.

TE WHĀRIKI

Te Whāriki (Ministry of Education, 1996) is a bilingual and bicultural national curriculum document for early childhood centres in New Zealand. It contains the following aspirations for all children: "To grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society", (p. 9). The title is a metaphor of the 'woven mat' whereby the curriculum is a weaving together of four principles (empowerment, family and community, relationships, holistic development) and five strands (well-being, communication, contribution, belonging, and exploration). The curriculum philosophy is holistic as noted by Anne Smith (2011) when she writes, "Te Whāriki avoids the traditional domains of children's development - physical, intellectual, social and emotional - and instead focuses on a holistic approach of providing a safe and trustworthy environment, meaningful and interesting problems... and the availability of assistance from teachers", (p. 151). The underlying learning theory of Te Whāriki is socio-cultural (Rogoff, 1995; Vygotsky, 1978; Wertsch, 1995 in Smith, 2011,

p. 153). Te Whāriki cites the socio-ecological model of Urie Bronfenbrenner (1979, in Ministry of Education, 1996, p. 19). This model locates the child in the centre of four concentric circles, characterised as nested Russian dolls. The first level is the learner engaged with the environment. The next level is the child's learning environments and the relationships between them. The third level is the adults' environment and everything that impacts on the ability of the adults to care and educate the child, followed by another level that contains national beliefs and values about the education and care of young children. The essential view of learning held in socio-cultural theory is that learning arises "... out of the children's activities in the context of social interactions and relationships", (Smith, 2011, p. 153).

There is acknowledgement in Te Whāriki of 'skills' as well as classical learning theory based on stages of development. Lee et al (2013) note that whilst the strands and principles of Te Whāriki appear to define education in a way that rejects "... a stage or levelled view of development" (p. 21), further elaboration of the learning outcomes (defined as knowledge, skills, and attitudes) clearly shows different sets of expectations for three clearly defined age groups - infants, toddlers and young children. In the exploration strand of Te Whāriki one can find learning outcomes that relate to children's physical education. Goal 2 of the Exploration Strand states: "Children experience an environment where they gain confidence in and control of their bodies", (Ministry of Education, 1996, p. 86). Specified learning outcomes include that children will increase their knowledge of "... how to keep physically healthy..." that they gain "... increasing control over their bodies, including ... locomotor skills, non-locomotor skills, manipulative skills and increasing agility, co-ordination, and balance..." as well as "... confidence in moving in space, moving to rhythm..." (ibid). Thus, Te Whāriki embraces both an holistic view of the learner situated in a social context, and an acknowledgement that children's learning is developmental.

Te Whāriki recognises the importance of children learning through relationships and interactions with people, places and things (ibid, p. 9), and children will learn and develop at their own specific and idiosyncratic rates. "The early childhood curriculum recognises that there can be wide variations in the rate and timing of children's growth and development and in their capacity to learn new things in new places. Each child learns in his or her own way", (ibid, p. 20). Instead of implying a 'hands-off' approach to teaching physical education, learning through relationships and interactions requires teachers to take an active role



in teaching as a basis for driving children's development. But socio-cultural theory also posits that children are active constructors of their own knowledge. "Children, even very young children, are active co-constructors of their own knowledge and understanding, rather than passive recipients of experiences", (Smith, 2011, p. 153).

TEACHING PRACTICES

The Education Review Office, (ERO, 2004), make clear the expectations of the role of the teacher in meeting the learning outcomes of the exploration strand: "Teachers are expected to ensure materials and resources are available for sustained periods of time, to talk with children about appropriate challenges to test their skills, encourage mastery of skills, provide opportunities for a range of physical experiences, and minimise risk while providing a challenging environment", (in Oliver and McLachlan, 2006, p. 16). In their review of physical education in early childhood environments, Oliver and McLachlan were concerned that traditional 'free play' environments, a curriculum document that is more descriptive rather than prescriptive, and instances of unqualified teaching staff, meant that teaching in physical education was uneven and, in some instances, inadequate.

Our kindergarten teaching team comprises four full-time qualified and registered teachers. In recent years all members of the teaching team have attended Professional Learning and Development (PLD) in the areas of fundamental movement skills and music and movement. Whilst valuing the right of children to have 'free play', teaching of physical education is intentional, deliberate, and regular. Daily mat time sessions for all children comprise music and movement. A well planned and executed music and movement session can comprise all four fundamental movement skills - balance and stability, locomotor, manipulation, and movement and body awareness (Sport Wellington, 2013). Our mat times often begin with the National Anthem in Māori and English with the children performing a haka which allows for balance, stability and body rhythm. A range of songs allow for a variety

of locomotor movement, such as waiata like Korero, Parirau and Paki Paki Tamariki Ma (Taranaki Playcentre Association, 1992). These waiata provide for running, jumping, and turning in circles. Songs such as 'Throw the beanbag' (Grigg and Ringrose) provide for manipulation, locomotor and balancing skills with instructions such as "put the beanbag on your head and walk around the room." In a typical week a full-time student will have performed well over 30 different songs and dances. Opportunities for manipulation are offered in novel ways, such as when children introduce themselves with the use of a ball rolled to them from a teacher. They can then roll the ball to a friend. A second mat time later in the day offers the children the opportunity to make music with instruments, and manipulate a variety of resources from beanbags, feathers, balloons and finger puppets to parachutes and stretchy lycra. We appreciate that, "Music and movement is a great way to teach body awareness (and) a child learns through repetition and doing things over and over", (Sport Wellington, 2013).

Our outside play area is rich with resources and much of it is covered so that children can play all year round. When children shout "watch me" they are celebrating their skills and prowess and asking the teacher to notice these. When children are empowered like this they often set their own goals, and learn readily from one another. For instance teachers often encourage children struggling to learn to swing, or climb the rope ladder, to watch and learn from their peers. Teachers will support children to do more than they are capable of with light touch and guidance, such as supporting children's weight while negotiating monkey bars. Music and movement sessions and many kinds of outside physical play allow for a great many roles for the teacher: teacher as leader; teacher as follower; teacher as observer; teacher as participant; teacher as referee; teacher as coach. All these different teaching approaches further cement and affirm the relationships between children and teachers. Greenfield (2007) argues that the role for early childhood teachers in outside play is significant. "They (Cullen and Allsop, 1999) suggest that this is best done through sharing children's

play interests and talking with them and feeling confident with the subject knowledge..."; (27). In this way, Greenfield suggests early childhood teachers move beyond having a merely 'supervisory role' in children's outside play. "The greater the richness of the activities and interactions that children participate in, the greater will be their understanding and knowledge", (Smith, 2011, p. 153). With twice daily music and movement opportunities, and an outside environment that is available through the year, most typical children show demonstrable increases in physical skills as they journey through kindergarten toward school. Teachers, through daily feedback and planning sessions, will notice, recognise and respond to children's physical learning and development, making use of our knowledge of fundamental movement skills and child development to extend children's progress.

ASSESSMENT

The Ministry of Education has provided the early childhood sector with a comprehensive set of exemplars to guide the development of meaningful assessment in an early childhood context entitled *Kei Tua O Te Pai: Assessment for Learning* (Ministry of Education, 2004 a and b). Locating assessment within a socio-cultural context it is argued that assessment "...plays a key role in identity formation", (Gipps, 2002, in MOE, 2004a, p. 2). Early childhood teachers often link this notion back to the aspirational statement of Te Whāriki to nurture 'competent and confident learners'. High quality assessment provides powerful messages for how children perceive themselves, and equally, how teachers and whanau perceive the child as a learner (Carr and Lee, 2012). Assessment is literally a process of the social construction of a learner's identity, a process in which teachers have a powerful and privileged position. Early childhood teachers have taken up the use of formative assessment practices, and, in particular, the use of narrative assessment in the form of 'learning stories' (Ministry of Education, 2004 a, and b; Carr and Lee, 2012; Smith, 2011; Lee et al, 2013). "It is through narrative that we create and re-create self-hood, and self is a product of our telling and re-telling", (Bruner, 2002, in Carr and Lee, 2012, p. 3). Learning stories attempt to document meaningful learning for children in a way that avoids 'deficit positioning' (ibid, p. 132) so that the child's learning journey is not just about what they can do in the moment, but what might be as they struggle towards a possible future. In this way the assessment becomes "...a public affirmation of a possible self", (ibid).

In the context of the exploration strand of Te Whāriki, *Kei Tua O Te Pai* notes that children will achieve a range of milestones on their way to gaining control over their bodies and that assessments may refer to these and "...highlight the motivation and curiosity associated with physical explorations..."; (Ministry of Education, 2004b, p. 4). Identification of 'motivation' and 'curiosity' is important as narrative assessment is closely aligned with the development of 'dispositions of learning' (Carr and Lee, 2012). Meaningful assessment should be able to 'cross borders' from early

childhood settings to school, and in dispositions of learning such border crossing becomes more possible. The key competencies of the New Zealand Curriculum (Ministry of Education, 2007), are: thinking, using language, symbols and texts, managing self, relating to others and participating and contributing. A close relationship with Te Whāriki is invoked when the curriculum states: "The competencies continue to develop over time, shaped by interactions with people, places, ideas and things", (p. 12). Carr and Lee argue that this new approach to curriculum in schools will require teachers to "...rethink assessment strategies, and consider newer assessment strategies such as ... learning logs or journals, learning stories, portfolios and rich tasks (2012, pp 15-16). Early childhood teachers often use such dispositions as 'taking an interest', 'curiosity', 'perseverance', 'persistence' and 'playfulness' to illustrate children's learning, all of which can inform a single learning story on a child's physical skills and development. In this way, shared narrative assessment between the early childhood setting, the child, the whanau and the classroom teacher, can provide a rich source of information on the identity of the learner situated in a shared curricular context.

In August this year I wrote a learning story for a girl of two years and 6 months. The story situates the learning in a context of fun, in which she is exploring throwing and catching different kinds of balls. This is something I have noticed the girl is greatly interested in, and engages in most days at kindergarten. The girl's language is still developing, so my joining in her play (teacher as participant) significantly increases her enjoyment. It also helps to bring another child into the play (teacher as role model) and suddenly there is a three-way relationship. As I exit the play the girl and her new friend change the play, trying to make baskets in the basketball hoop. The balls with smooth surfaces work well, but the ball with the spikes gets stuck. This was a source of great enjoyment for the pair, as well as a problem to solve. The boy solves the problem of the stuck ball by jumping up underneath it and pushing it back out the top of the hoop. This causes much laughter and the play is repeated many times. Mostly the girl is an observer of this. Then the play changes again as the pair bat the balls along the ground with plastic racquets. This is fun for a while, and then the play finishes. In my assessment I note the joy and fun the pair were having, the fact that my role helped bring another child into the learning, and I made reference to some of the skills the children were exhibiting (throwing, catching, pushing, swinging, running, jumping). When I write to the parents in the 'Whanau Voice' box I point to a possible future self for the girl, as someone who will become increasingly competent in ball play, other physical play, and use this play as a vehicle to develop meaningful relationships and develop her language.

CONCLUSION

It is my hope this article has helped demonstrate the power and relevance of a socio-cultural perspective in understanding children's learning in physical education,



and of formative assessment practices in illustrating that learning. Narrative assessment practices, informed by socio-cultural theory, are a powerful tool for constructing a positive learner identity. The New Zealand Curriculum, in identifying key competencies, informed also by socio-cultural theory, provides for the ease of 'crossing borders' so that the learning dispositions and specific skills identified in early childhood assessments can inform the teaching and learning that happens for the child when they enter the school. Effective Primary School Teachers will be aware that when children arrive at school they have a wealth of experience in fundamental movement skills, gross motor and fine motor skills. New Entrant teachers should avail themselves of the assessment provided by early childhood teachers to inform themselves of the child's interests and skills in physical education. The teaching of physical education in early childhood settings embraces both the holistic as well as the specific, and is intentional, making use of relevant PLD and appropriate exemplars in socio-cultural (narrative and formative) assessment.

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The challenge of leadership

Francie Bengé

HE MIHI NUI KI A KOUTOU KATOA

I really enjoyed being part of the Inspired Leadership course in Hastings in November last year. Congratulations to PENZ for showing leadership in putting such a course together for NZ teachers. It was a worthwhile event and I am sure that those who participated were challenged by the presentations,

workshops and panels, and inspired by the students who shared their thoughts about leadership. In particular the students reminded us that our role as teachers and leaders is to be the best role models we can be - to do things well, show kindness, and do the right thing, even when no-one is watching.

At the course I spoke about the why and the how of leadership. The why

is really about what you stand for as a leader in your school. It's about the importance of knowing your moral purpose (manaakitanga), and having a vision that is shared with those you are leading and teaching. The New Zealand Curriculum provides us with core values and a great vision for our young people.

The challenge of leadership is to ensure that all students can access the

curriculum so that they go through our schools and become confident, connected lifelong learners. Leaders do this by providing leadership that is responsive to student identity, language and culture, and by ensuring that all students are included in all aspects of school life.

Many teachers are working as middle and senior leaders in schools. These roles are many and diverse in their focus: APs, DP, HODs, team and syndicate leaders, pastoral leaders, guidance and careers counsellors, coaches, mentors, literacy leaders and sports coaches are just some examples.

Yet we know that successful leadership comes from expertise, experience and not just the position you hold. Teachers who are responsive to student identity, language and culture in their teaching and learning programmes and the environments they provide are showing leadership.

Middle leaders are important. They look both ways. Towards the principal and the senior leadership team, creating the vision and helping to set the strategic direction of the school and leading other teachers. And they also look towards the classroom, connecting and implementing the vision through the curriculum and developing effective teaching practice with their teachers.

I loved being a Head of Department and looking both ways. It was a very creative and exciting time in my career. The most challenging part was building an atmosphere of trust in the relationships in my team.

The key to becoming an effective leader is building relationships and creating trust with the many people middle leaders interact with: staff, teachers, family and whānau, communities, support staff and Boards of Trustees.

The most important leadership qualities that build relational trust are showing respect for others and demonstrating personal regard. These qualities are embodied by the term *āwhinatanga*, which is giving guidance and support to colleagues and students that is respectful and caring. It includes being interested in your staff and their careers, encouraging them to take up new roles, providing them with PLD opportunities and providing supportive teaching and learning environments. Being competent in your role and having integrity (*manaakitanga*) are also important leadership qualities in building trusting relationships.

The Ministry is committed to supporting teachers to develop their leadership skills and provides tools for developing effective teaching and learning environments.

A great resource you can use to explore leadership is *Leading From the Middle: Educational Leadership for Middle and Senior Leaders*.

The video case studies are good for starting points for discussions and reflections.

It is available online at <http://www.educationalleaders.govt.nz/Middle-and-senior-leaders>

Schools can order hard copies from www.thechair.co.nz/

If you are looking for ideas about designing effective teaching and learning programmes for your staff to use, check out the new resources on the HPE Teaching and Learning guide on NCEA on TKI. The recently published snapshots for Levels 6 and 7 for Health, Physical Education and Home Economics are excellent for starting points in designing your own contextualised learning programmes. <http://seniorsecondary.tki.org.nz/Health-and-physical-education>

Details of the Ministry's secondary student achievement professional development for 2014 are available on the following website: <http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development>

A leader I'd like to acknowledge is Siobhan Harrod. For the past two years she has made a wonderful contribution to developing effective teachers in her work as National Coordinator for HPE Learning area. I wish her well in her new mentoring role.

Rachael Dixon continues as a National Coordinator. She will be joined by Shanley Joyce who has just been appointed as the other National Coordinator for HPE.

Rachael Dixon, Te Tapuae o Rehua, University of Canterbury

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Finally thanks to the retiring CE Gordon Paterson for the work he has done in leading PENZ to support teachers as the NCEA alignment took place. He has been a passionate advocate for Physical Education in his leadership role.

The Ministry is pleased to congratulate Ross Merrett on taking up the CE role and looks forward to continuing a productive relationship with PENZ.

I'll leave you with the following challenges about your own leadership practice.

What do you stand for as a leader/teacher? Do the staff and students in your school know what you stand for? How might they know?

All the best for a rich and rewarding year of teaching and learning.

Ma tau rourou, ma taku rourou, ka ora ai te iwi.

Teachers' questions answered

Q Dear Shazza and Brucie

We have lots of events, eg, Athletics and Swimming Sports at the beginning of this year, it worries me that I always have a group of students that do everything they possibly can to exclude themselves and not participate in both the Physical Education leading up to and the actual event. I really want to find ways for them to enjoy Physical Education

Yours

More Inclusive Approaches

A Dear More inclusive approaches

Yes it sure can be a challenge to engage the non-participant at times. Part of the New Zealand Curriculum (2007) jump out at me - particularly the Effective Pedagogy pages that highlight the kinds of teaching

approaches that have a positive impact on student learning. Have a look at these students and inquire into your physical education teaching and your students learning.

Question that pops out for me immediately are;

- Is PE just about preparing students for these events? I hope NOT!
- Am I planning for activities or for learning?
- How inclusive is my PE programme in catering for the needs of my diverse learners?
- Would I allow the students not to participate in a Maths, Science or Reading unit if they didn't like the unit?

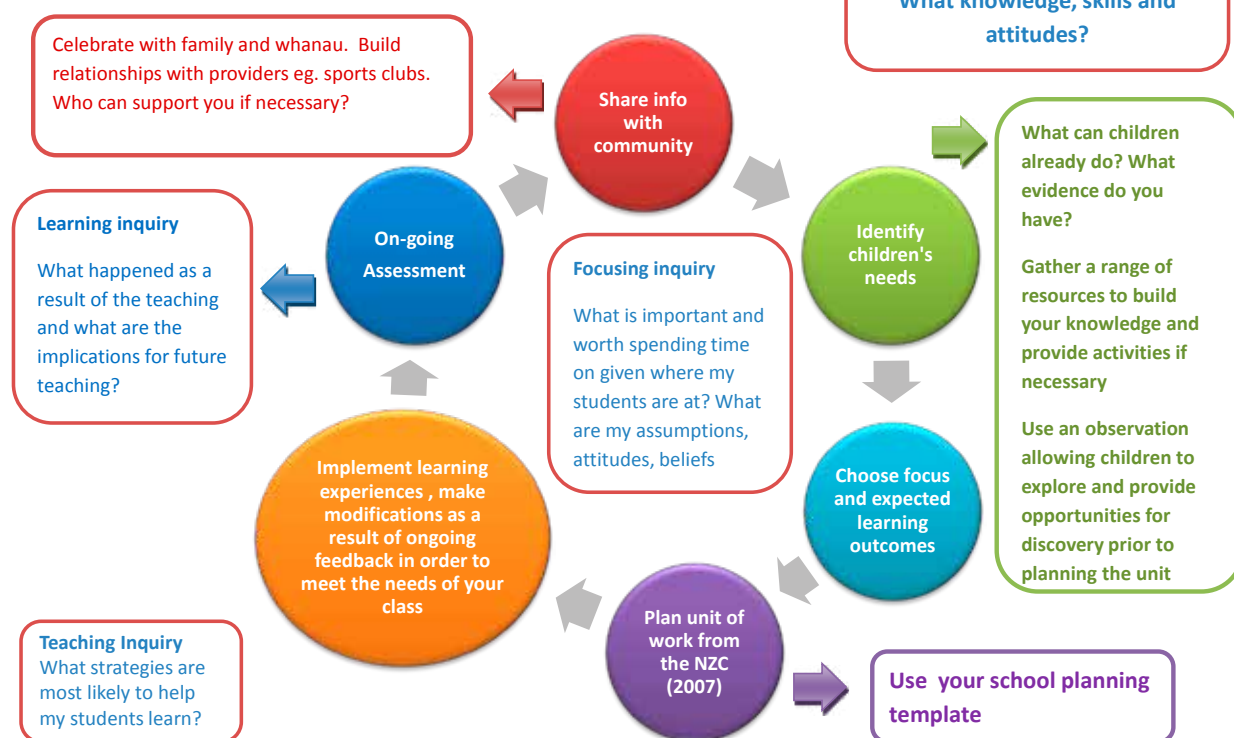
By the time you read this those events will be over, but no doubt you have many others to come. Have the first term events been reviewed - both the PE unit and the event? This

information can certainly assist in your next unit of work and/or event. Be sure to get a range of responses about the learning opportunities and the meeting of student needs these opportunities provided from teachers, families, students, including those non participants. If you have the October Physical Educator, consider how you have assessed the learning that has happened and what the next steps will be for both you and your students. How will you report this learning?

Check out the Principals Today Magazine Term1, 2013, pg17/18 Joanne Naera wrote a piece "Searching for the 'Wriggle-Room' - negotiating the non-negotiable in primary schools" Joanne opens with How many students in your school are absent on cross country day or bring an 'excuse' note? This article will certainly get you

Teacher As Inquiry ACTION PLANNING

Quality planning to promote and provide students with quality outcomes:



Adapted from NZC 2007

thinking and assist you to consider your situation.

<http://issuu.com/magazinesToday/docs/pt97/1>

My challenge to you all this year in Physical Education is "Try something New" hence the whakatauki below. Stretch yourself and your students, new games, new contexts, different equipment, different pedagogical approaches develop learning journals in PE, have a PE noticeboard. Select Achievement objectives you rarely use. Review all PE Units, sports fixtures and events for their learning impact; use your local environment and the curriculum in action resources in your school. Be innovative, take risks. Do LESS, do it better and ENJOY teaching Physical Education.

- Start with a blank canvas and find out
- What are the needs of your students?
- What do they like/dislike about PE?
- What skills/knowledge and attitudes do they want to enhance or develop?
- What interests them? How does the learning at school transfer outside of school?
- What physical activities are they already involved in? What new activities would they like to try?
- Does it connect to our school theme? How are we developing the key competencies through PE? What about the Underlying Concepts, are they evident in my teaching?
- Are the contexts I choose authentic, meaningful and relevant to my students

Adapted from the New Zealand Curriculum, (2007) Teaching as Inquiry

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei

Aim for the highest cloud so that if you miss it, you will hit a lofty mountain and "Try something New"

Dear Shazza and Brucie

Q I am using AS 3.6 this year to assess my PE programme and it has been recommended that I use the Action Competence Learning Process with my students as they work to influence participation in physical activity. Can I decide on the focus for the health promotion and where can I find information about this process?

A The Action Competence Learning process is a cycle of tasks and actions that can be used to undertake an overall health-promoting action. It includes all the necessary steps to complete the action - from the needs analysis and planning stages, to implementation and evaluation of actions and allows opportunity for students to think critically as they follow the process and engage in health promotion action.

The process allows for co-construction of a unit of work and inquiry-based learning - your role as the teacher is to guide students through each step in the cycle as they figure out needs and issues in relation to participation in physical activity in your local area, determine possible actions to positively influence participation based on those needs and issues, implement the actions and then evaluate the actions. It is important, therefore, that the focus of the actions to be taken by students (or the actions themselves) is not "pre-determined" (eg by having it in your year plan that students will promote participation for a tournament in term two), as use of the action competence cycle requires that the actions are based on needs determined by the answers found to questions as part of the steps in the first half of the process.

Furthermore, if such decisions are made for students, then opportunities for critical thinking and insight, throughout the steps in the process, are less likely to occur.

For further reading, see:

The Curriculum in Action: Making Meaning, Making a Difference (Ministry of Education, 2004); page 28 (hard copy) or online at: <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Teaching-and-learning-approaches/Action-competence-learning-process>

Robertson, J (2005) Making Sense of Health Promotion in Context of Health and Physical Education Curriculum Learning. <http://health.tki.org.nz/content/download/2195/22302/version/1/file/Health+promotion.doc>

You could also investigate Te Pae Mahutonga - A model for Māori Health promotion

Rachael Dixon provided this response. Rachael is the National coordinator Health and Physical Education and Secondary Curriculum and Learning Facilitator, UC Education Plus, Te Tapuae o Rehua Consortium | University of Canterbury.



Teaching for intelligent game players through representation, shaping and mandate coaching

Dennis Slade - Massey University

Within New Zealand it is my observation that to a greater extent, teachers and coaches embrace Game Centred Learning (GCL) strategies. Teacher education programmes frequently cover this methodology under the title of Teaching Games for Understanding (TGfU). My research in 2011 with elite level sport coaches also revealed an understanding and belief in a parallel GCL approach to teaching sports, Game sense. The coaches' use of these GCL strategies reflected earlier work by Lynn Kidman (2001) who in her investigation into coach practice tapped into concepts associated with empowerment of players to understand the game, especially as it related to decision making.

Recently, I was privileged to observe individuals who are expert in GCL and Game sense teaching at the AIESEP1 one-day TGfU Symposium in Auckland. The passion in their presentations along with the simple, easily comprehended progressions in their work was inspiring. Len Almond (2014) challenging address and practical workshops from Tim Hopper (2014), Wendy Piltz (2014) and Jeroen Koekoek and Wytse Walinga (2014) provided a wealth of information and ideas as to how one might improve the art of teaching games.

DEVELOPING INTELLIGENT GAME PLAYERS

Part of Len Almond's challenge was to consider how one could help young people become intelligent game players. In the first instance this

needed to be cultivated in play, then games and later, to transfer those qualities into more formal sports. He stressed that teachers should take care to 'not get in the way' of children inventing and discovering their own games. By all-means provide the constraints around the context of your teaching environment and even some basic directions e.g., the game has to have a target or you need to have a scoring system but in allowing children to explore a wide variety of games, especially ones they invent, you also allow them to discover the tactics and strategies that are required to play the game. In this sense, you help with the development of their generic understanding of game tactics and encourage them along the way to becoming intelligent players.

REPRESENTATION AND SHAPING

Messrs, Hooper, Piltz, Koekoek and Walinga all provided reference back to some of the basic principles of TGfU, e.g., representation (Thorpe & Bunker, 1989) and from Play Practice (Lauder & Piltz, 2013), shaping of games. The representation principle is the concept that in teaching a game one can modify it so children can play in a manner that requires many of the elements of the mature version of the game without the complexities required to play and enjoy the adult version. For example, Wendy Piltz employed a representative game involving the use of Velcro gloves and balls (See Slade, 2010 pp 35-38) as an introductory representative game for the sport of Lacrosse. Playing it, the players were being exposed

implicitly to the rules, shape and tactics of Lacrosse without a lacrosse stick in sight. It also allowed them to demonstrate their game sense.

Tim Hopper, in teaching some basic striking activities for tennis demonstrated that through the use of different level wall targets, players at different stages of development can play together as the different heights of the targets give time to the novice and take it away from the more advanced player. The game achieved that rear feat of being competitive for the individual players within a cooperative learning environment. Another feature of Tim's session was to allow players the fantasy to express themselves by adopting the characteristics of animals. For example, a person who described himself or herself as a bull, had to, in the game, constantly 'charge' the net to volley the ball. Through exploring the fantasy of playing 'like a bull' the player was implicitly being exposed to the technique of the volley.

In a presentation at Massey University Jeroen and Wytse (2014), provided various examples of representative games associated with Handball. One such game required players to throw a ball over a net to target cones. Simple enough, but the implicit learning occurred through making the players throw back from the net set at about shoulder height, at low targets. In order to throw down the players had to jump into the throw. Of course jumping into the throw and aiming at a target i.e., a goal, is fundamental to goal shooting in Handball.

1 AIESEP: International Association for Physical Education in Higher Education. World Congress, 2014, Auckland

MANDATE TEACHING / COACHING

While observing these presentations many ask about the requirement for repetition and the development of technique. In the examples just noted repetition was not an issue because the games constructed all reflected a representative learning design (Pinder, Davids, Button, Renshaw & Araujo. 2011). That is, they were representative of many of the perception and action responses required to play the actual game and in playing the representations of the game, required the same techniques to be continually repeated.

It is my view that as a coach or teacher when you observe technique that is hampering the fun and enjoyment of the game for the learners you now have a MANDATE to intervene, and state: "To get a little more fun in this game I think we need to spend the next 5 minutes working on this technique. Then, we'll come back to the game and see if you feel your level of enjoyment and your ability to apply your tactics has improved."

This mandate for developing technique comes after the modified or representative game is played. It is not the reverse - develop the technique and then play the game. In addition, the active teacher may not need to stop the whole class to provide mandated coaching. It may be a one-on-one suggestion that takes no longer than 30 seconds to deliver.

Providing a game learning environment that encourages inventiveness, fantasy, the use of tactics and strategies, is non discriminatory, reflects the players stage of development, and is fun for the learner is a good starting recipe for developing intelligent game players and a life long involvement in recreation and physical activity.

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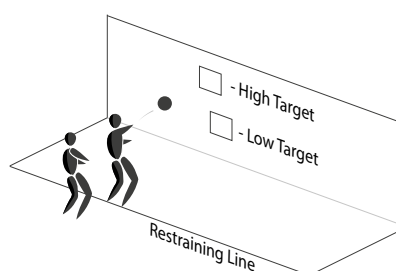
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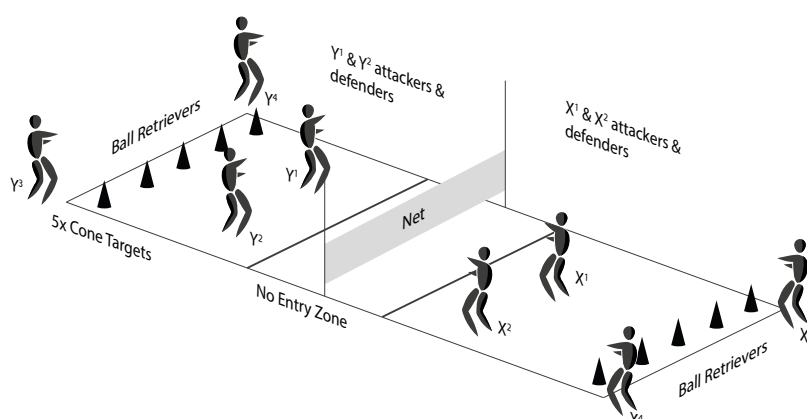
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1. Alternate hits
2. Adjust height of target so advanced player hits to high target that gives time for novice player to hit at low target



1. Throw soft balls at cones from behind no-entry zone line.
2. Two cones hit - wins and rotate players.
3. Retrievers feed balls back to throwers.
4. Set net high enough to encourage a jump into the no-entry zone and throw at targets.
5. 6 - 8 balls per game



The come alive campaign (1975)

Bob Stothart - PENZ Life Member

In the early 1970's, governments in Britain, Canada and Australia (and many European countries) set up national organisations to promote community involvement in sport and recreation. The aim was universally, to improve the health and well being of the nation(s) through purposeful, physical activity. In each case they established publicity and public relations programmes to stimulate interest and to convey encouraging messages about health and wellbeing. In Britain this was the Sport For All programme, in Canada, Participaction and Australia had the highly successful Life. Be in It campaign. In New Zealand Come Alive was launched by the New Zealand Council for Recreation and Sport (NCRS).

The Come Alive campaign was modelled on a successful Auckland programme, Fitness for Living. This programme promoted physical fitness and it included the highly successful and enduring Round the Bays run. Bob Larkin had been closely associated with this programme and in his new role with the Council for Recreation and Sport he was well placed to initiate Come Alive. In addition, Colin Kay who had chaired the Fitness for Living programme was invited to Chair a Come Alive committee to establish a national programme. As the programme grew in size, potential and recognition, Bruce Stokell was appointed to lead it with an enthusiastic and supportive Come Alive Committee. Bruce had been working in England and was well aware of the Sport for All programme and after being appointed the Promotions Officer to the NCRS, he travelled across Canada to observe and pick up ideas from the Participaction programme there.

Come Alive was a national campaign enhanced with a series of innovative press, TV and radio advertisements. These advertisements and indeed the Come Alive slogan (and many other ideas) came from the contracted advertising company hired to assist with development, led by Bob Harvey, later Mayor of Waitakeri and later Sir Bob Harvey. Local authority mayors were encouraged by central government to set up Come Alive committees to stimulate local activities and fifty five of these committees were set up around New Zealand. New Zealanders were being urged to take part in a chosen activity: art, craft, drama, music, sport, games, hobbies and more with family, friends, and communities, to derive

physical, social and psychological benefits.

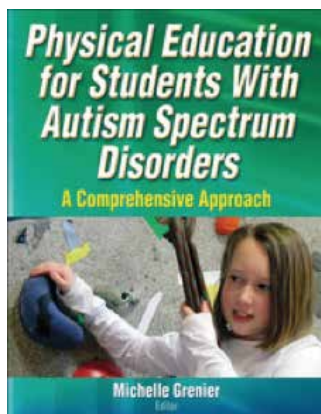
Aspects of the programme were delivered through national organisations for recreation and sport and many physical educators saw the potential of the programme and adapted their own teaching to emphasise Come Alive activities. Bumper stickers on cars proliferated with Come Alive messages e.g. Come Alive Go Skiing; Come Alive Go Caving; Come Alive Play Badminton; Come Alive Go Jogging and one, Come Alive Give Blood!.

But not all Local Authorities were entirely enthusiastic. The Mayor of New Plymouth fulminated, "we don't need the government to tell us what to do over recreation and sport." There was other condemnatory comment, often based on a misunderstanding of the aims of the programme, a common New Zealand characteristic i.e. to rush into print without a full knowledge of what was intended. Complimentary comment, however, was widespread and a writer in the Wanganui Chronicle stated, "If scepticism of seemingly lost causes amuses you, join the club of those debunking the Come Alive Campaign. Come Alive is broke, naïve, boring and a host of very unkind things according to its critics. Yet even if nothing else can be said in its favour it remains fundamentally the most thoroughly positive and optimistic programme ever sponsored by a government in the country."

The enthusiasm was palpable throughout New Zealand and many people were encouraged to take up new activities. With the change in Government (from Labour to National) in 1975 the Come Alive campaign was dumped as it was perceived by the incoming government as too closely associated with the Labour Government despite the fact that it was in reality a promotion of the New Zealand Council for Recreation and Sport.

It was an engrossing campaign which flourished and shone brightly for a while but was curtailed somewhat abruptly when political patronage was withdrawn.

ACKNOWLEDGEMENTS: References above are from a report by Bob Larkin (1979), Come Alive New Zealanders prepared for the New Zealand Council for Recreation and Sport. Bruce Stokell helped me in preparing this piece for publication.



PHYSICAL EDUCATION FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS A Comprehensive Approach

By Michelle Grenier

ISBN-13: 9781450419734 - \$47.70

<http://www.humankinetics.com/products/all-products/Physical-Education-for-Students-With-Autism-Spectrum-Disorders>

This book offers strategies, insight, and tools to help physical education teachers design a PE curriculum that includes students with autism spectrum disorders (ASD). Teachers learn to support students' abilities and learning interests, develop solutions for appropriate programming, and teach students with ASD the skills they need to learn through natural supports, social learning tools, and engaging activities. Many students with ASD have strong cognitive skills; it is often the social and behavioural aspects that lead to the biggest challenges for teachers in PE which can also affect their skill acquisition and relationships with their classmates. A checklist for inclusion of students in Physical Education is a good reflective tool for our practice..

This book is split into two parts - part 1 gives an understanding of students with autism spectrum disorders, their needs and an insight into the inclusion spectrum. It provides examples to minimise stress for the students when participating in PE and assists with planning examples to cater for all students. I found the 'proactive strategies for inclusion'

chapter provided invaluable and has strong connections to knowing the learner. The chapter on assessment provides examples to help identify motor, physical fitness, and sport skills in children with ASD and to provide next steps.

Part 11 provides a wealth of material on individual and small sided games and activities, many you will know but with the slightest adaptation become more inclusive. These activities range from primary examples through to secondary scenarios. Case scenarios of real students with ASD and other issues in PE provide an insight into a deeper understanding for the reader; all writers provide an insight into their work in developing inclusive physical education programmes.

If you are not convinced that this is a book for your library - check out the web address - it provides some excerpts of adaptations to tag games and strategies to communicate better.

FOOTNOTE

Some New Zealand resources to support students with Autism Spectrum disorders. <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SupportingChildrenWithASD.aspx> and <http://www.autismnz.org.nz/> Autism New Zealand for more information.

Halberg Disability Sport Foundation, formerly the Halberg Trust, aims to enhance the lives of physically disabled New Zealanders by enabling them to participate in sport and recreation.

- Creating opportunities
- Enhancing lives
- Building communities
- Honouring champions

It has a youth programme called AllSports and there are nine Disability Sport Co-ordinators throughout the country available to assist schools, teachers, teacher aides, sports -co-ordinators and coaches. The foundation has also done much work in ensure Athletes with disabilities are

able to complete the performance component of NCEA Physical Education. Check out their website www.halberg.co.nz

INCLUSION is not just a disability issue
INCLUSION is about our abilities
INCLUSION is about all of us
INCLUSION is about living full lives
INCLUSION treasures diversity and builds communities

The Ministry of Education is currently working on several initiatives to support schools and their communities to ensure students with special needs are participating, contributing and learning alongside their peers. There will be an on-line knowledge hub, professional development and the Regional offices will be running Inclusive Practice Clusters.

A new self-review tool: strengthening inclusive practices has been developed by NZCER.



LEARN TO PLAY A GAME OF TAG WITH VERBAL CUES

This is an excerpt from Physical Education for Students With Autism Spectrum Disorders, by Michelle Grenier.

Learn how to design a curriculum that includes students with autism spectrum disorders (ASD).

TAG, YOU'RE IT!

Tag, You're It! helps students learn how to play the game of tag with the help of visual cues.

Motor Skill Objectives Chasing and fleeing, adjusting to small-organization games.

Age Range Preschool, primary (K-2), intermediate (3-5).

Social Skill Objectives Assuming the role of "tagger" in a game.

Equipment and Materials Needed A tag stick (see appendix 7E for directions for building a tag stick), tagging hand, foam noodle, or thunder stick can supply the extra visual cue to help students with ASD understand the "it" in tag games (see figure 7.20). The idea is to make the tagger visually obvious and to teach the student with ASD what to do as the tagger.

PROCEDURE

Have students practice tagging in partners. Be very explicit and demonstrate the rules for tag in your gym or on the playground. Include such instructions as, "Where can you tag?" and identify specific body parts that students can tag such as the shoulder, back, or arm. Do not tell them where not to tag. Students with ASD generally have difficulty with negative instructions. Explicitly instruct students in how to tag with the tag stick and demonstrate what you want them to do. Check for understanding by saying, "Show me how to tag." Help them to get the right touch with the proper amount of force. Once they have the

tagging down, have them play partner tag. One partner should be an adult or experienced peer who has the tag stick and models what to do, saying, "Tag, you're it. Your turn [while handing the student the tag stick]. Come get me." Gradually increase the size of the group playing tag. Assign student with ASD the role of tagger along with three or four peers who can assist them.

Helpful Hints and Modifications

- Students with ASD can be made "all-time tagger," meaning that their job in the game is only to tag.
- Teach freeze tag, instructing students to stop and freeze when they are touched by the tag stick.



Get Set Go

A NEW AND EXCITING INITIATIVE FOR KIWI KIDS

GET SET GO helps our kids develop the skills they need so they can choose and enjoy being more active through play and sport.

Designed for young students between ages 4 – 8 to help them master the skills that will make participation in games, sport and recreation activities, more enjoyable and successful. These include:

- The fundamental physical movement skills
- The knowledge and cognitive skills, along with
- The emotional and social skills they need.

Get Set Go encourages the development of these skills through play, games and fun activities and is supported by quality resources around assessment, teaching and learning.

- **Get Set Go** is supported by Physical Education New Zealand (PENZ).
- **Get Set Go** is run by Athletics NZ, through the support of New Zealand Post's ActivePost programme and Sport NZ.
- **Get Set Go** is available in most regions in NZ, and offers options including teacher and coach professional development, delivery to students by qualified coaches, resources for parents and whanau.

GET SET GO TEACHING TIP: CATCHING

When focussing on developing catching skills with beginners, don't just focus on "watching the ball". Get them to think about "wiping the glue off our feet" to get them moving, and "reaching and shaping our hands" to grasp the object.

Moving to the flight path of the ball, eye tracking and timing hand closure are 3 of the essential skills criteria of catching. Build these skills into fun games and a range of activities to give students plenty of opportunities for quality outcomes.



To find out more about having your school or club involved: Contact our Get Set Go Manager Karen Laurie:

karen@athletics.org.nz

or visit our website:

www.gsg.org.nz



Get Set Go





PHYSICAL EDUCATION NEW ZEALAND

TE REO KORI AOTEAROA

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- * Make use of the Members Only area of the PENZ website. It includes information on professional development programmes, a wide range of resource downloads, upcoming events, online bookings and useful links to other sites.
- * Regional branches strengthen local initiatives and offer networks of support.
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PHYSICAL EDUCATION NEW ZEALAND

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NZHEA Members get the PENZ Member rate	Early Bird Fees Close 23rd May 2014
PENZ Member single registration	\$470 (early) \$515 (standard)
PENZ Member 3+ registrations	\$446.50 (early) \$489.25 (standard)
PENZ Member Single Day	\$210
Non Member	\$590 (early)
Non Member 3+ registrations	\$560.50 (early) \$598.50 (standard)
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kei konei, ināianei

‘right here, right now’

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PENZ and NZHEA invite you to submit an abstract for presentations at kei konei ināianei. We anticipate key strands of kei konei ināianei to include Health, te ao Māori and Physical Education within the context of the preschool, primary, secondary, and tertiary settings.

Abstracts are due by Friday 2nd May 2014. Email to admin@penz.org.nz

Accommodation

Accommodation is limited so book now to avoid disappointment. Click here for options.

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