

Canada

MOVE THINK LEARN

Physical & Health Education Canada

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Session Overview

- Sport and Physical Education
- Physical Literacy and Fundamental Movement Skills
- Teaching Games for Understanding
- Move Think Learn Resources Series
- What's Inside?
- Soccer 4-6 and 7-9: Special Editions
- Let's Move Think and Learn!

Physical & Health Education Canada

PHE Canada is a national advocate for issues related to physical activity, physical education and health education that influence the healthy development of Canadian children and youth.

PHE Canada's Vision

“...All children and youth in Canada living healthy, physically active lives.”

Sport and Physical Education

- Schools provide an access point for sports
- Development of basic fundamental movement and sport skills
- Confidence and desire to participate in sport outside of school

“The Canadian school system and the physical education curriculum is the single most concentrated opportunity to introduce children of all ages and backgrounds to the sport.”

- Scott Simmons, CEO, Golf Canada

Physical Literacy Definition

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy.

Physical Literacy is the Foundation

Participation in Physical Activity



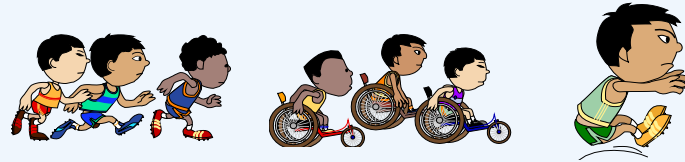
Confidence and Competence



Develop Fundamental Movement Skills

Fundamental Skill Categories

- Locomotion
- Stability
- Object Manipulation
 - Sending
 - Receiving
 - Retaining



Teaching Games for Understanding

An alternative approach to teaching physical education and sport:

- Works on **cognitive, affective** and **psychomotor** domains
- Teaches through **games** rather than set drills
- Engages players in **tactical discussions**
- Allows students to take **ownership of learning**
- Develops thinking through **problem solving** using physical activity

Move Think Learn Resource Series

- Physical literacy and Teaching Games for Understanding (modified version)
- Active exploration, discovery and creativity in skill acquisition
- Sport case studies provide context to learn transferrable skills, strategies and tactics



Resource Development

TGfU Category	2012-2013 (Pilot Phase)	2013-2014 (Development and pilot)	Fall 2014
Territorial Games	Soccer (4-6) Ringette	Soccer (7-9) Handball	All resources available for FREE
Net and Wall Games	Badminton	Squash	
Striking Games		Softball	
Target Games		Archery	
Racing Games	Canoe/Kayak Cycling		

What's Inside?

- **Part A:** Introduction
- **Part B:** Planning for Teaching and Learning
- **Part C:** Setting the Context
- **Part D:** Activities



Summary of Activities

Archery, an unopposed target game, is the sport through which this resource will explore the tactical problems related to target games. The goal of target games is to send away an object and make contact with a specific target (Mandigo, Butler, & Hopper, 2007).

THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL TARGET GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.

Tactical Focus	Move	Think	Learn
Throwing for accuracy – implementing a pre-shot routine	Get in the Gold	<p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed for archery, refer to the resources listed on page 6.</p>	
Throwing for accuracy – deciding when to shoot	Focus Focus		
Accuracy for navigating target	On the Mark		
Accuracy for distance and direction – hitting targets uphill and downhill	High Low		Field Course
Aim and accuracy for distance – selecting equipment	You Got the Right Stuff		3D Indoor Team Challenge
Aim and accuracy in pressure situations	In the Zone		

PART C Setting the Context

PART C

AN OVERVIEW OF SIMPLIFIED RULES FOR TARGET ARCHERY:

- Rules for Indoor:
 - o The face size of the target is 40 cm.
 - o The target is 18 m distance away from the archer.
 - o Each archer shoots 60 arrows in 20 ends; each end consists of 3 arrows, in a time limit of 2 minutes.
- Rules for Outdoor:
 - o The face size of the target is 80 cm or 122 cm.
 - o The distance between the shooting line and the target varies between 30 m and 90 m (depending on the competition).
 - o The archers have 4 minutes to shoot 6 arrows.
- Points are awarded depending on where the arrow strikes the target, ranging from the outer white ring to the inner gold ring (points range from 1 to 10).
- Arrows that strike the target on the line are awarded the higher score.

AN OVERVIEW OF SIMPLIFIED RULES FOR FIELD ARCHERY:

- Targets of varying marked or unmarked distances are set up in woodland and rough terrain.
- Four target face sizes are specified: 80 cm, 60 cm, 40 cm and 20 cm.
- Six target faces of each size are used on the course.
- Competitors shoot from 5 m - 60 m away, depending on the division, and at both uphill and downhill targets.

- Competitors walk from target to target around a set course.
- Points are awarded depending on where the arrow strikes the target, ranging from the outer black ring to the inner yellow spot (points range from 1 to 6).
- In 3D archery, a popular type of field archery, archers use life-size models of game animals such as deer as targets.

EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- Set up targets of different sizes and at different distances to allow for a diverse level of challenge (farther distance and smaller target makes the task more difficult).
- Before introducing the bows and arrows, incorporate some lead-up activities into the lesson to build the skills of aim and accuracy.
 - o Practice the proper stance and positioning of your shooting arm.
 - o Tape a hula hoop, disc, or use tape to make different size targets on the wall and try aiming to hit them from different distances with various equipment (e.g., small balls, scoops and bean bags).
- Remove the time limits associated with shooting a certain number of arrows to reduce pressure on students and allow more time for skill development.

For more information on rules, visit:
www.archerycanada.ca website or
www.archery.org



CANADIAN ATHLETE HIGHLIGHTS Marie-Pier Beaudet

- Born: December 12, 1986
- Birthplace: Québec, QC
- Event Type: Recurve Archery
- Youngest ever Canadian archer to qualify for the Olympics Games at age 17
- Won a silver medal at the 2007 Pan American Games
- Won a bronze medal at the 2010 Commonwealth Games



CANADIAN ATHLETE HIGHLIGHTS Christopher Perkins

- Born: May 1, 1992
- Birthplace: Athens, ON
- Event Type: Compound Archery
- Won the individual gold medal at the 2011 World Archery Championships
- Won his first senior World Archery competition while he was still a junior
- Is the defending 2013 Canadian Archery Champion
 - o Set a new world record (with a score of 715 out of 720) for a 720 round at 50 m with a compound bow during the Canadian National Archery Championships

PART D Move Think Learn Activities

MOVE



1: Get in the Gold

TACTICAL FOCUS:

Throwing for accuracy

OBJECTIVE:

Students will develop and practise implementing a consistent, pre-shot routine.

SPORT RATIONALE:

Good form is the foundation of accurate shot making in archery, and good form begins with a technically strong and balanced pre-draw position to initiate the sequence of movements. The ability of an archer to focus on and prepare for each shot in a consistent way is essential to maintaining accuracy.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- 1 target (e.g., brick on the wall, hoop, painted target)
- 1 hoop or bucket
- 2 pylons
- 3 self-selected objects that will not roll away (e.g., bean bags, koosh balls, fleece balls)
- lists of game conditions (see below) posted in the activity area

DESCRIPTION:

- Establish pairs and assign each pair to a target.
- Communicate to students the distance from each pylon to the target so they begin to recognize distance to a target. Students choose the distance from which they feel comfortable throwing.
- Students may choose the objects they would like to throw, but should choose three of the same objects that will not roll away.
- Pairs take turns throwing three objects overhand from behind a pylon, attempting to hit the target three times in a row.
 - One student throws; the second student chooses the condition for the thrower and retrieves the objects. The condition describes what the thrower will do before each throw. Students can refer to a list of conditions identified by the teacher and posted in the activity area. Conditions could include the following:
 - Throw without moving your feet.
 - Take a deep breath before each throw.
 - Throw the three objects in a 10 second time limit.
 - Count slowly to 10 before each throw.
 - Do five tuck jumps before each throw.
 - Visualize hitting the target before each throw.
- The term end means that both students have had one turn throwing three objects. Continue play for four ends.
- Pairs choose a different condition for each end.
- Each student in the pair tries to score more points. The thrower scores 1 point for every three hits in a row on the target.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- When your partner changed the action before your throw, how did it affect your shot?
- What helped you to hit the target?
- What can you do before you throw to increase your chance of hitting the target?
- What weather conditions could affect your throw if you were practicing outside?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.



MOVE



1: Get in the Gold (continued)

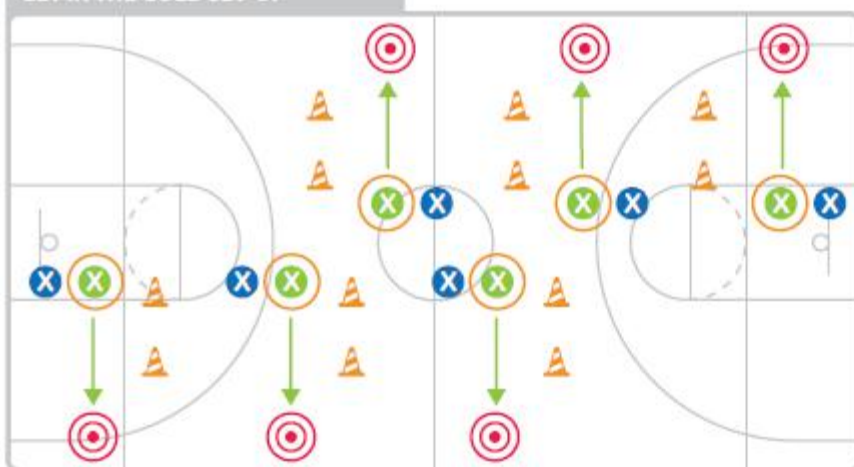
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PART D



Move Think Learn Activities

GET IN THE GOLD SET-UP



- Identify or place targets on the wall around the perimeter of the activity area at eye level/horizontal to the students.
- Place the pylons in front of the targets at intervals (e.g., a distance of 2 m, 3 m, and 4 m from the target) to designate the spots from which students can choose to throw.
- Place a hoop or bucket on the floor beside the pylons in which groups will place their three objects.
- Post lists of game conditions in prominent places.

TARGET THROWER RETRIEVER HOOP

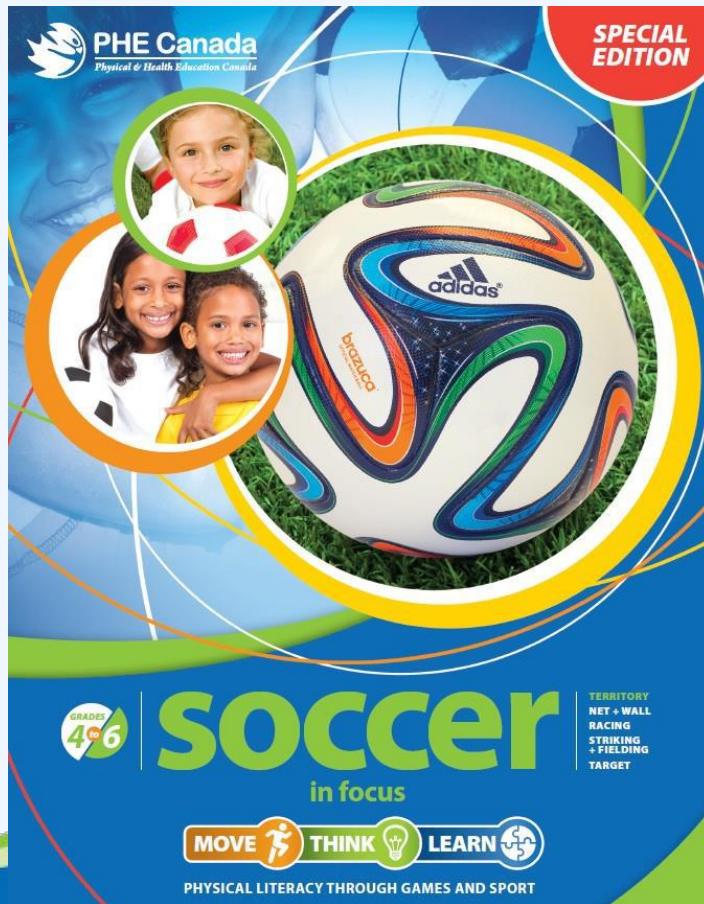
MODIFICATIONS:

- Increase or decrease the distances from which students throw.
- Increase or decrease the size of the target.
- Change the object students throw (e.g., half-lengths of a pool noodle).
- One of the pair moves on the spot in a moderate-to-vigorous way while the other throws.
- Students create new game conditions.



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FIFA Women's World Cup Canada 2015™ Resource Supplement



Learning Experience 1

HOW CAN SOCCER MAKE A DIFFERENCE IN OUR WORLD?

Essential Question: What is the impact of hosting a FIFA Women's World Cup™ of soccer?

Curricular Connections: The learning experience can support student learning and interdisciplinary connections in subject areas such as social studies, health education, career education, arts education, and English language arts.

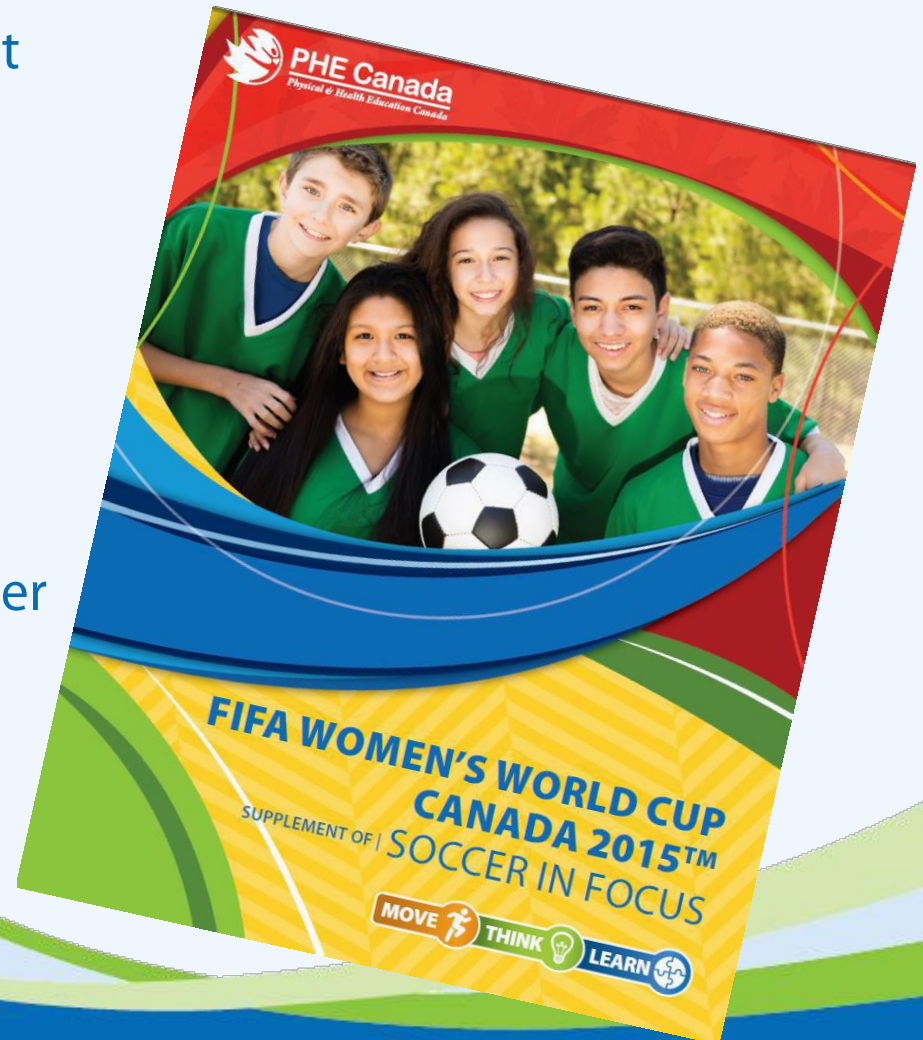
Setting the Context:

1. Show a picture of the Official Emblem of the FIFA Women's World Cup Canada 2015™ and explain that Canada will host the competition from June 6th to July 5th, 2015.
2. Show the competition website and begin a conversation about what is involved in hosting an international soccer competition by asking questions such as the following:
 - What does it take to organize a FIFA Women's World Cup™?
 - Who is involved?
 - What happens when the competition ends?
3. Introduce the idea of a legacy: those things that occur prior to, during, or following the FIFA Women's World Cup Canada 2015™ competition that benefit the advancement of soccer and the broader Canadian society (e.g., economic, community, cultural, and social legacies).

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FIFA Women's World Cup Canada 2015™ Resource Supplement

- Two Learning Experiences that include:
 - Essential (guiding) Question
 - Curriculum Connections
 - Setting the Context
 - Description (lesson plan)
 - Extended Learning Exploration
- Appendix with a variety of tournament information, soccer websites and videos



Move... Think... Learn

Available for download:

<http://www.phecanada.ca/resources/move-think-learn>



Thank You!

Questions? tricia@phecanada.ca

We acknowledge the [financial] support of the Government of Canada.

The logo for the Government of Canada, featuring the word "Canada" in a large, black, serif font. Above the letter "a" is a small red Canadian flag.