

**26TH ACHPER INTERNATIONAL CONFERENCE
CREATING ACTIVE FUTURES**

CONFERENCE PROGRAM

Tuesday 7th July 2009

16.00 – 20.00	Conference Registration Open F Block Foyer, Level 5
17.00 – 18.00	<i>Fritz Duras Memorial Lecture</i> Orator: Dr Cherrell Hirst AO F Block, Room F509
18.00 – 20.00	Conference Welcome Reception and Trade Display F Block Foyer, Level 5

Wednesday 8th July 2009

7.15 – 8.15	Conference Registration Open F Block Foyer, Level 5						
8.15 – 8.45	Opening Ceremony – 26 th ACHPER International Conference						
8.45 - 9.30	Keynote 1: Sarah Ashworth: PE Teaching Spectrum and National Curriculum Developments						
	Room 1 – B222	Room 2 – B202a	Room 3 – B202b	Room 4 – B201a	Room 5 – B201b	Sports Hall	Oval
9.45 - 10.30	<p>From surfboard wax to salient health inequity: School programs to develop globally aware and active citizens (Shannon H Queensland University of Technology, Australia)</p> <p>Physical Activity Programs: The Brazilian Experience (Matsudo V, CELAFISCS, Brazil)</p>	<p>Integrating the curriculum - a lived, learning experience for pre-service HPE teachers at the University of South Australia (Piltz W & Adams S University of South Australia)</p> <p>Identity, work & possible selves: stories told in learning to teach health and physical education (Wrench A & Garrett R University of South Australia, Australia)</p>	<p>Understanding and applying alternative teaching approaches (Ashworth S, Spectrum Institute for Teaching and Learning)</p>	<p>Expanding the Teaching Games for Understanding (TGfU) concept to include Sport Education in Physical Education Program (Webb P University of Wollongong, Australia)</p> <p>Sport Education as a curriculum model for boys' personal and social development (Pill S Flinders University, Australia and Priest T St. Thomas' School / Flinders University Australia)</p>	<p>Pedagogy for an individualised PE program: Utilising contemporary information communication technologies and new media (Garrard M Australian Children's Television Foundation, Australia)</p> <p>Digital assessment in high stakes Physical Education practical examinations (Penney D University of Tasmania & Jones A Edith Cowan University, Australia)</p>		
10.30-11.00	Morning Tea						

<p>11.00-12.45</p>	<p>Does sport participation facilitate acculturation among adolescents with migration background? Bridging the gap between political claims and lacking empirical evidence (Gerber M University of Basel, Switzerland)</p> <p>Importance of studying migrants' perspectives of wellness (Sharma-Brymer V, Kushala & Brymer E, Queensland University of Technology, Australia)</p> <p>Secondary school students' participation in sport, recreation and physical activity: Factors that influence decisions about their participation at key transition points (Gordon B & Hullena V, Victoria University Wellington, New Zealand)</p> <p>Secondary schools' provision of sport, recreation and physical activity opportunities: Students beliefs and understandings (Hullena V & Gordon B, Victoria University)</p>	<p>Beyond student-centred and teacher-centred in physical education (Quay J University of Melbourne, Australia)</p> <p>ACHPER SA Early Career Teacher Project (Priest T, ACHPER SA, Australia and Schmidt M ACHPER SA, Australia)</p> <p>HPE curricula in the classroom: Beyond the conflict in obesity discourses (Thomas T, James Cook University, Australia)</p> <p>Should making a serious mistake be a criminal act? An examination of some possible legal consequences of gross negligence in outdoor leadership Issues (Kellett P University of South Australia, Australia)</p> <p>Management of childhood obesity – A case for objective measurement of physical activity (Hills AP Queensland University of Technology, Australia)</p>	<p>Foundations underpinning successful programs in schools of sporting excellence: A case study (Wharton L Queensland University of Technology, Australia)</p> <p>Stories from the trenches: Setting up a Centre of Excellence moving from an abstract notion of an award scheme to establishing a global identity (Browne T Nanyang University, Singapore)</p> <p>Effective coaching: Case studies of professional sport teams in Australia (Bennie A Sydney University, Australia)</p> <p>Australian School Sport - Rich past, dynamic future (Rogers K School Sport Australia, Australia)</p>	<p>A tactical model for sport teaching in physical education – considering 'sport literacy' (Pill S Flinders University, Australia)</p> <p>Playing For Life – The Active After-school Communities (AASC) program (Jones S & Hall M Australian Sports Commission)</p> <p>Improving the quality of games teaching to promote physical activity (Pearson P University of Wollongong, Australia)</p> <p>Perception of Children about Physical Education and School Sports: A Comparison of Three African Countries (Toriola A & Amusa L, Tshwane University of Technology, South Africa)</p>	<p>Back to the future - actively travelling to school (like we used to) (Soper D & Gamble L Brisbane City Council, Australia)</p> <p>Harmony physical education: Its influence on primary school student's emotional intelligence (E Raffy Rustiana Semarang State University, Indonesia)</p> <p>Rural Education Matters: Access to opportunities to learn in physical education and school sport in rural Solomon Islands (Dorovolomo J University Of The South Pacific, Oceania)</p> <p>Holistic Water Safety Education – Surf Awareness Beyond the Beach (Whibley B Surf Life Saving Queensland, Australia)</p>		
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12.30-14.00	Lunch – <i>Sponsored by Speedminton</i>						
14.00-15.30	<p>Symposium:</p> <p>“Others in HPE”: Health promotion and external evaluation: Ways of knowing by others (Iisahunter University of Queensland, Australia)</p> <p>“They can’t judge us”: Cultural diversity and Australian HPE (Macdonald D University of Queensland, Australia)</p> <p>The place of physical activity in the lives of urban Indigenous young people (Nelson A University of Queensland, Australia)</p> <p>“Others in HPE”- Understanding the “Cultural Wealth” of Asian youth immigrants in school-based physical activity (Pang B University of Queensland, Australia)</p>	<p>Symposium:</p> <p>Overview of Finnish Physical Education (Watt A University of Victoria, Australia & Jaakkola T University of Jyvaskyla, Finland)</p> <p>Motivation and fundamental movement skill factors (Kalaja, S University of Jyvaskyla, Finland)</p> <p>Teaching Styles (Jaakkola T University of Jyvaskyla, Finland)</p> <p>Self estimated and measured fitness scores (Saakslahti A & Huotari P University of Jyvaskyla, Finland)</p> <p>The Sport Programme for Children and Youth in Finland - The divided management (Laakso N LIKES, Finland)</p>	<p>Access to Physical Education activities by girls with visual impairment in Pakistan (Bano H University of The Punjab, Pakistan & Hameed A University of Management and Technology, Pakistan)</p> <p>Crossing the cultural divide: Reflections on using game-centred pedagogies with Malaysian and Australian generalist pre-service teachers (Peter J & Shuck L Deakin University, Australia)</p> <p>Characteristics of Egyptian champion children Monofin athletes (Abouzeid M Alexandria University, Egypt)</p> <p>Contribution of school environments to physical activity in children with special needs (Sit C University of Hong Kong, China)</p>	<p>Competitive sport culture and curriculum development – Teaching Games for Understanding : Awareness, resistance and use (Clark D University of Western England, UK)</p> <p>The deconstruction and reconstruction of undergraduate students’ perceptions of games (Jones R University of Worcester, UK)</p> <p>An existential perspective on Teaching Games for Understanding: Let common sense prevail (Jones R University of Worcester, UK)</p> <p>No one said it would be easy!: Assessing Games for Understanding (Play /Practice) Employing Technological Support (Browne T Nanyang University, Singapore)</p>	<p>Teaching PE to the video generation (Murdock, G. Dartfish Australia)</p> <p>Wellness, its History and Applications for Schools (Lees R ACHPER QLD Wellness Project & Cuddihy T Queensland University of Technology, Australia)</p> <p>Ecological Perspectives and Wellness (Brymer E & Cuddihy T Queensland University of Technology, Australia)</p>		
15.30-16.00	Afternoon Tea						

<p>16.00-17.30</p>	<p>Developments in perceptual skill research: Implications for skill acquisition and pedagogy (Button C University of Otago, New Zealand)</p> <p>Exploring students' perceptions of school sport: A survey of secondary school students from the Hunter Region and Central Coast (Lubans D University of Newcastle, Australia)</p> <p>Policies and practices promoting physical activity in primary schools: A survey of principals from the Hunter New England area, NSW, Australia (Wyse R Hunter New England Population Health, Australia)</p>	<p>"Mum didn't put my togs in my bag". Teaching personal and social responsibility to juniors through Physical Education (Severinsen G University of Auckland, New Zealand)</p> <p>Social and emotional health programs: Do they work? (Swabey K University of Tasmania, Australia)</p> <p>Smart Moves, Smart Ideas, Smart Thinking (Macdonald D, Abbott R, Hay P, Iisahunter & McCuaig L University of Queensland, Australia)</p>	<p>Healthy Lifestyle for Good Health, Wellness and Fitness (Salvi B Mulund College of Commerce, Mumbai)</p> <p>Selecting and preparing parent/volunteer sporting coaches from a school's perspective. (Orman T Westminster School, SA)</p> <p>Why volunteers marketing in sport? (Samadi M Shahid Chamran University, Iran)</p> <p>Another Glossy Production, but does it just sit on the shelf? An examination of community youth physical activity in Tasmania. (Mainsbridge C University of Tasmania, Australia)</p>		<p>Changes in motivation and satisfaction with PE as a function of chronic stress experiences in PE classes (Gerber M University of Basel, Switzerland)</p> <p>What do parents know about their children's physical education (Michaud Tomson L Griffith University and Brooks C Education Queensland, Australia)</p> <p>Developing the descriptions of landmark teaching styles: A Spectrum inventory (SueSee B Education Queensland and Queensland University of Technology, Edwards K Bond University, Australia)</p> <p>I teach games in physical education this way because..... What learning theories support the way you teach? (Moy B Queensland University of Technology, Australia)</p>	<p>Developing intelligent games performers- One school's approach and perspective (Clancy J Brisbane Grammar School & Renshaw I Queensland University of Technology, Australia)</p> <p>The 'Fours Field' Project - Developing student understanding and personal skills through games-based problem-solving (Clark D University of Western England, UK)</p>	<p>A TGfU approach to the teaching of softball/baseball (Gordon B Victoria University Wellington, New Zealand)</p>
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26TH ACHPER INTERNATIONAL CONFERENCE CREATING ACTIVE FUTURES

Thursday 9th July 2009

8.00-8.30	Conference Registration Open F Block Foyer, Level 5						
8.30-9.15	Keynote 2: Professor Tim Hopper: Game-as-teacher in TGfU and video games: Enabling constraints in learning through game-play						
	Room 1 – B222	Room 2 – B202a	Room 3 – B202b	Room OB426 - Dance Studio	Sports Hall	Oval	Pool
9.30-11.00	<p>Using the Internet and game based technologies to promote mental health and wellbeing in the HPE classroom (Atkin J Inspire Foundation, Australia)</p> <p>Using the Internet to engage adolescent girls in physical activity: Rationale and intervention description of the Girls Recreational Activity Support Program using Information Technology (GRASP-IT) (Kelty T The University of Newcastle, Australia)</p> <p>Using the Reach Out website to promote mental health and wellbeing and develop help seeking behaviours in the health and PE classroom (Atkin J Inspire Foundation, Australia)</p>	<p>South Australian Catholic Primary Schools Sport Association Fundamental Movement Skills Pilot Project (Pill S Flinders University, South Australia and Priest T SACPSSA/ St Thomas, Australia)</p> <p>The core business of motor development (Saunders J, Williams, M & Wilson, C ACU National, Australia)</p> <p>An 'Indigenous' approach to Health and Physical Education (Heaton S University of Auckland, New Zealand)</p>	<p>SEQUENCING 'Adventure' in a K-12 Curriculum (Ricketts B Penn State University, USA)</p> <p>The Training and Qualification needs of teachers leading education outside the classroom activities (Thevenard L Victoria University of Wellington College of Education, New Zealand)</p> <p>The role of extreme sports in lifestyle enhancement and wellness (Brymer E Queensland University of Technology, Australia)</p>	<p>9.30 – 11.00 session held in O Block A Wing Room OA 201.</p> <p>Resistance training for children and adolescents (Shield A Queensland University of Technology, Australia)</p>	<p>Game-as-teacher: Using a constraints-led approach to make games fair, fun and for everyone (Hopper T University of Victoria, Canada)</p> <p>Playing the Game - What we can learn about Game-Play from video games (Sanford K & Hopper T University Of Victoria, Canada)</p>	<p>Cross Curricular Football (AFL) (Milbourne B AFL Queensland, Australia)</p> <p>The FUNdamental Skills of Athletics (Poulton M, Klar T & Wilson P)</p>	

	Using Web 2.0 Technologies in Health & Physical Education (Schembri G Australian Sports Commission, Australia)	100% attendance, participation and positive outcomes... This is possible! (Norman D EYE Fitness, Australia)					
11.00-11.30	Morning Tea						
11.30-13.00	<p>Communities, sporting clubs and alcohol: A rural perspective (Hickey C Deakin University, Australia)</p> <p>Play AFL, go to school, stay off drugs and alcohol, no violence and no crime: Enhancing life-skills for Indigenous youth in a Cape York community (Thompson M D James Cook University, Australia)</p> <p>The provision of Physical Education services for students with hearing impairment (Bashir R University of The Punjab, Pakistan)</p> <p>The level of access to quality HPE of children with disabilities in Pakistan (Fazil H Department of Special Education & Hameed A University of Management and Technology, Pakistan)</p>	<p>National Curriculum Symposium</p> <p>This session will involve members of the ACHPER National Working Group sharing their work to date specifically with regard to:</p> <ol style="list-style-type: none"> 1. The development of a National Statement on the curriculum future of HPE in Australia; 2. Preliminary work towards a Framing Paper for HPE in a National Curriculum context. <p>Conference participants are invited to attend the session to engage in open debate to help inform ACHPER's ongoing work to secure HPE as a curriculum entitlement for all Australian children.</p> <p>Assessment implications of a national curriculum in HPE (Hay P University of Queensland, Australia)</p>	<p>Comparing the effect of two reduced training programs on volume and frequency of changes to the muscle strength and flexibility of elite volleyball players (Birjandi KC Islamic Azad university- Birjand Branch, Iran)</p> <p>Effects of basic endurance training on level of fitness and special endurance indices: an experimental study in school children in the Republic of Belarus. Practical Application of Sport Science Within PE (Naoumov D Swimming SA, Australia)</p> <p>Neuromuscular training programs to reduce sports injuries – an Australian approach (Brown M Sports Medicine Australia)</p> <p>Upper and lower extremity midline crossing ability in children with and without ADHD (Swabey K University of Tasmania, Australia)</p>	<p>Primary Dance (Fox S)</p> <p>Exploring ways to acquire physical artistic skills drawing on cultural backgrounds (Legge M and Coe D University of Auckland, New Zealand)</p>	<p>Active Bods in Schools (Weston L Active Bods, Australia)</p> <p>Inclusive Physical Activity for all- students, teachers, parents, coaches, government and non government agencies (Ebbage A Kids Sports, Australia)</p>	<p>Indigenous Traditional Games (Dreise P Toowoomba Catholic Education Office, Australia)</p> <p>Practical guide to softball in schools (Vandenhurk J)</p>	
13.00-14.00	Lunch						
14.00-14.45	Keynote 3: Associate Professor Duarte Araujo: Promoting ecologies where performers exhibit expert decisions						
15.00-16.30	School Site Wellness Centres: High tech fitness		Using Mind-Body activities in Health & Physical Education	Innovative ideas and incidental exercise	The improvement of decision making in	Kids to Kangaroos – ARL Development	Introducing Water

	issues (Greenberg J Miami-Dade County Public Schools, USA)		(Brown L RMIT University, Australia)	(Thevenard L Victoria University, Wellington College of Education, New Zealand)	sport (Araujo D Technical University of Lisbon, Portugal)	(Hodges S, Howard K & Christ G) Integrating physical activity into the curriculum: Active Maths (Moy R Primary School Teacher, Education Queensland, Australia) Principles of Futsal (Bentnall I) <i><u>Principles of Futsal will take place on the tennis courts adjacent to the Oval</u></i>	Polo (Marriott P)
19.00	Conference Dinner @ Mt Coo-tha						

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Friday 10th July 2009

8.30-9.00	Conference Registration Open F Block Foyer, Level 5						
	Room 1 – B222	Room 2 – B202a	Room 3 – B202b	Room OB426 – Dance Studio	Room 5 – B201b	Sports Hall	Oval
9.00-10.45	<p>An analysis of Health & Physical Education curriculum in Australia – What are the implications for a national curriculum? (Matthews N Victorian Curriculum and Assessment Authority, Australia)</p> <p>What influence has the Federal Government had with the current area of Physical Education and Health Education in schools over the last 50 years, or is it just a myth and splashes of money? (Colvin A University of Western Sydney, Australia)</p>	<p>Post Modernism: Strengths and weaknesses as applied to education (Cheffers J Boston University, USA)</p> <p>Philosophical-anthropological justification for school Physical Education (Haag H University of Kiel, Germany)</p> <p>Parent and caregivers perceptions and attitudes towards children's physical activity and Physical Education - Results of a NZ Primary Schools Physical Activity Project (Cowley V University of Canterbury, New Zealand)</p>	<p>Understanding conflict through the teaching of games (A Curriculum Instruction Model) (Dudley D Faculty Of Education, Charles Sturt University, Australia)</p> <p>Using a self managed team model and play practice principles to develop skilful, responsible, team oriented players (Piltz W University of South Australia, Australia)</p> <p>Developing a new national physical education curriculum in Qatar (Baldock R ACHPER SA & Emmel J ACHPER National, Australia)</p>	<p>PE in the Latin American context (D'Amico R & Maracay VG Venezuela)</p> <p>Traditional dance in PE classes and its impact in the school syllabus (Maracay V G Venezuela)</p> <p>Enhancing student learning through collaborative inquiry in the teaching of Dance (Brown R Flinders University, Australia)</p> <p>Teaching artistic elements of physical activity (Legge M & Coe D University of Auckland, New Zealand)</p>	<p>CASE STUDY - A Successful Aquatic Sports Delivery Partnership between a State College (Aquatics Program) and a Sports Complex – Sunshine Coast. Desailly R APM College of Business and Communication, Australia</p> <p>Preventing physical activity induced heat illness in school settings (Shannon H Queensland University of Technology, Australia)</p> <p>The inclusion of first aid in an injury prevention curriculum program (Buckley L Centre For Accident Research & Road Safety QUT Australia)</p>	<p>A*B*B*A - Active Bodies are Better Able - a different way of looking at Disability. Games. Motor Activity & Same but Different or Different but Same? - Games and Physical Activity for All Students (Lanini D Education Queensland, Australia)</p>	<p>Play with Purpose - teaching games and sport for understanding (Pill S Flinders University, Australia)</p> <p style="text-align: center;">AND</p> <p>Play with Purpose - 'game centred' PE teaching for primary school PE (Priest T St Thomas School, Australia)</p>

	The prevalence and distribution of the outsourcing of curricular physical activity delivery in Queensland schools (Williams B University of Queensland, Australia)	Dear Kevin - How we have dropped the ball (Daly C Queensland University of Technology, Australia)					
10.45-11.15	Morning Tea						
11.15-12.30	<p>The natural environment and wellness (Townsend M Deakin University, Melbourne Australia)</p> <p>Wellness as higher education curriculum: a comprehensive framework for health education and promotion (Cuddihy T & Goss H Queensland University of Technology, Australia)</p> <p>Health advocacy or covert policing: The case of Eat Well Be Active (Leow A University of Queensland, Australia)</p>	The impact of personality type on physical activity and healthy eating: Using the Ennagram (Langford H Oliver & Langford Organizational Consultants, Australia)	POSTER SESSION		<p>Using visual feedback in Physical Education (Brown L RMIT University, Australia)</p> <p>Beginning health and physical education teachers' expectations and initial experiences of the staffroom: A micro-political perspective (Flanagan E University of Queensland, Australia)</p>	<p>Teachers' Toolbox – The template and tools for training youth activity (Lecture & Practical) (Baldwin K QPEC Fitness Solutions)</p> <p>The Core Connection – basic core progression from floor to standing stabilization and rotary power (Practical) (Baldwin K & Chadwick A QPEC Fitness Solutions, Australia)</p>	<p>Movement Improvement (Briggs S Acceleration, Australia)</p> <p>Learning to Perform at the Australian Institute of Sport (Shuttleworth R & Farrow D Australian Institute of Sport)</p>
12.30-14.00	Lunch						
14.00-15.00	ICSSPE Panel Forum & Close of Conference						

Posters (to be presented in poster session, 11.15 – 12.30 Friday)

A study on the understanding of bicycle environment factors influencing bicycle leisure activities (**Yong Jin Kim**).

Effects of acute and chronic pyramid and reverse pyramid resistance training on serum cell injury indices (AST, ALD,CK) in non-athlete girls (**S Razmjou**)

Leadership behaviours of coaches in Saudi Arabia and athletes' achievement motivation (**H. A. H. Rabaan**)

Relation between energy expenditure and time spent in physical activity and BMI, body fat proportion and distribution in middle age adults. (**M Durakovic**)

The Effect of Unified vs. Segregated Sport on the Self- Concept of Individuals with Mental Retardation (**A Almatar**)

The Effect of chest wall movement restricting during aerobic training on ventilatory efficiency and pulmonary functions of untrained student (**K Salamat**)

The Influence Anaerobic Test on Pulmonary Function Criteria in the Elite Basketball Players (**M Ghanbarzadeh**)

The Study and influence Exercise Program on the Respiratory Function of Adolescents with kyphosis in personal N.I.O.C (**M Ghanbarzadeh**)