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Greetings and Reflections

Editorial

Wayne Meadows

The 2004/05 school year is well under way. As you receive this issue of *Runner*, I suspect that you'll be remembering those dog days of summer when your only concern was what activity you'd be doing. Right? Maybe you were wondering what your students were doing to remain active, or maybe you were bored and couldn't wait for school to start again. Some of you may have been lucky enough to travel. Others may have completed remarkable treks or dealt with a significant lifestyle change, such as a new home, marriage, a new job or a baby. Even with such events, did you find time to stay active as well? This is so important in the summer. I hope you made time for activity with your students, family, friends or on your own. Developing a habit for daily physical activity is the best way to stay healthy and reduce stress in your life. It can also improve your attitude and general perspective on things.

Physical education teachers have an outstanding opportunity to affect youth. This was re-emphasized to me this summer during a conversation with a physician visiting from New Brunswick. On many occasions he had seen the effects of inactive young people and marvelled at how active Albertans are. He also remarked that teachers, particularly PE teachers, have an important vocation because it affects so many people in the long term. I encourage you to continue your efforts to be role models to our students.

This issue has many great articles. A new column called Reflections on PE promotes discussion and

personal awareness on what you do in teaching PE. Current research reports on the implementation of the K-12 curriculum in Calgary schools, healthy eating habits and the gender stereotypes that might exist in some schools are also included.

Daily Physical Activity (DPA) is an initiative a number of schools may be piloting this year. Keep informed of updates and resources to support the DPA by contacting your HPEC district representative or PE consultant, or checking online at the Alberta Learning website.

I want to thank all who have submitted original work. I have included some articles from other excellent sources, but I hope that my inbox is full of articles, lesson ideas and comments from members. Again, I encourage you to send a note or submission to me. It is great to share good ideas with others.

Conference 2004 in Lethbridge was another successful HPEC event. A review and photos are included. Conference 2005 information and a call for presenters is also included. Remember that presenting workshops is an excellent leadership opportunity to collaborate—a chance for growth and to share your experience and expertise. Apply early for PD support from your local ATA representative. Funding for HPEC conferences is always used and definitely comes in handy for purchasing resources, listening to inspiring keynote speakers, socializing and attending some super sessions. I hope you enjoy this issue of *Runner* and hope to hear from you soon. Cheers!

Wayne Meadows is the K-12 consultant for physical education and athletics with Calgary Catholic Schools. His favourite activities, when procrastinating from writing his thesis, include watching athletes do things he dreams of (Euro 2004, Tour de France, Olympics), doing squats and lunges at physio, and going on outdoor pursuits with Chantal and friends. Wayne was the 2004 recipient of the CAHPERD Young Professional Award.

President's Message

Carrie Yanishewski

I began my teaching career in a northern Alberta elementary school as the physical education specialist in 1982. I had no idea how progressive that concept was at the time. I was given the opportunity to teach in a high school setting the following year, which I envisioned as a two-year stay before moving on to larger centres. Needless to say, a young farmer swept me off my feet and I have remained at Savanna School in Silver Valley for the past 22 years. Farmers do not tend to move around very much! Teaching at Savanna School has allowed me to develop programs with a large variety, because I may teach the same student PE for six or more years, from Grades 7 to 12. In a K-12 school, the number of courses and grade levels, grade combinations, course combinations and variety of subject areas one can teach is impressive. I have taught every course there is in the curriculum at least once at one grade level or another. Physical education has been the only constant. Savanna School has always had 200 minutes/week of physical education for every student since I arrived there. The philosophy of the administration and teaching staff that preceded my arrival paved the way for QDPE and has set a precedent by being far ahead of its time.

My husband Wally and I have a mixed farm with grain, grasses and cattle. We also work with his parents to operate a construction company and a gravel pit. We all play hockey, and my daughter and I referee. I spend my free time gardening, picking berries, swimming and chasing after my very active children: Mallory, 15, and Taylor, 11. I recently finished my master's courses and will be finishing my thesis this year. My thesis is entitled "Jumping Through the Hoops: The Impact on Teachers of Restrictive Policies Regarding Field Trips." It has been very interesting and informative. I am also very involved with student leadership in the province. I believe that involvement of students in the decisions that affect them is imperative to a healthy, happy school environment. The fit with

phys. ed. and health is very nice. I am proud of the many successful graduates of Savanna's programs and of the collaborative efforts of the staff to make it a great place to learn and to teach. Come visit any time. Everyone is welcome!

Active Living for Active Learning: Daily Physical Activity Initiative

Several important initiatives are taking place this year. The one having the most impact on physical education and health will be the Daily Physical Activity (DPA) initiative, which will be implemented in Alberta schools to increase student activity levels and healthy behaviours. Another highlight is that 2005 has been declared International Year of Physical Education and Sport by the United Nations. As more information regarding this announcement comes forth, we will share everything we can.

The DPA is going to profile physical activity in our school. The initiative is to have a minimum of 30 minutes of daily physical activity linked to the acquisition of the knowledge, skills and attitudes of the current physical education program. This program will be a phased implementation beginning September 2004 on an optional basis. The program will become mandatory in Alberta schools in September 2005 in Grades 1-9 and September 2006 for Grades 10-12. Local authorities will decide how to best implement the requirement for daily physical activity. To address the implementation challenges, DPA will be phased in over a three-year period to allow school authorities to plan for implementation based on promising practices and to coordinate existing community resources.

Alberta Learning will work collaboratively with school authorities and partner ministries to develop program and policy supports and strategies. The government will provide implementation support for teachers and administrators and work with partners to develop

measurement tools to assess the change to students' physical activity behaviours.

HPEC supports teachers with implementation in several ways:

- HPEC provides funding to send one representative from each district to all the physical education and health curriculum implementation workshops for facilitators.
- Members are informed of district workshops that will help them implement new curriculum.
- Schools Come Alive provides resources and expertise to share throughout the province.
- The Ever Active Schools program assists schools to develop programs to improve health activity choices within the school and the community.
- District representatives organize workshops with sessions.
- The *Active Newsletter* is sent out through Schools Come Alive.
- Workshops and implementation updates are posted on the website.
- *Runner*, HPEC's professional journal, is published three times yearly.
- HPEC's annual conference is held at different locations in the province.

The Alberta Regional Consortia are partners as are Schools Come Alive and Ever Active Schools. There is agreement that collaboration between these partners will be vital to successful implementation throughout the province. It is hoped that DPA will increase the profile and confirm the importance of each of these stakeholders within the province as key to the delivery of healthy active living resources. Connecting school programs to community resources increases physical activity opportunities.

What will we accept as evidence that the goals we set to assist implementation of DPA have been reached?

We need to develop a method of evaluating the effect of the new curriculum on students. How will we know if this initiative has made a difference to students' physical activity, and if it has any impact on student learning? These are the questions we need to answer to be an effective contributor to DPA.

What contributions are you willing to make to support physical activity in your school? With quality programs comes a quality experience that can lead to healthy active living for a lifetime. I believe that this initiative supports HPEC's goals and objectives and will assist physical education and health educators to deliver their programs. I encourage readers to take up the challenge this initiative presents by collaborating with administrators, staff and students to develop your own strategies to make this work for you. Here are some examples of how you can do this:

- Attend the implementation workshops over the next few years.
- Join Ever Active Schools and get help in planning a program to improve the physical activity happening in your school.
- Bring Schools Come Alive to your PD day to explore activity possibilities for your school.
- Encourage non-PE teachers to attend local drive-in workshops organized by your district representative.
- Inform your administrator of your plans and work collaboratively to create a healthy, active school environment for everyone.

Continue to develop quality physical education and health programs within your school. Bring your school's student council into the discussions. They probably have many great ideas to explore.

Reflections on Practice

Therese Wirch

For the past two years I have immersed myself in studies pertaining to my M.Ed. degree. The focus of these studies has been my exploration into the development and implementation of the current Alberta Learning physical education curriculum. During this time I have discovered the need to address key concerns, such as the motivation for participation, curriculum potential for leadership development and the assessment of student progress in relation to the curriculum.

My experiences as a physical education teacher have been both rewarding and extremely frustrating. Despite a positive view of physical education and pleasant memories, I have come to realize that there is much more to the lived experience of a physical education teacher. Experiencing this frustration encouraged me to delve into the depths of physical education and to convert others to the same realization—that physical education helps develop the mind, body and spirit.

Leadership

The art of communication is the language of leadership.

—James Humes

The educational vision of the *Physical Education K–12* (Alberta Learning 2000) curriculum focuses on children and their ability to achieve their individual potential, create a positive future for themselves, as well as enhance their quality of life. It is believed that this curriculum will contribute to the life skills for personal management of health, for the use of physical activity as a strategy for managing life challenges, and for a setting within which to practise working with others

(Alberta Learning 2000). Through this last aspect of the curriculum, working with others or cooperation, students are expected to address and enhance their leadership potential.

Educators' hopes and visions push them to strive for excellence. These hopes and visions give them a sense of personal and social responsibility. Educators generally strive to achieve this vision for themselves and for their students. They pursue this avenue through the advancement of human thought and action, and the attainment of these possibilities for their students (Imada et al. 2002). Educators can develop student leaders; however, they must remember that leadership potential will never be developed if the students' surroundings do not call for their leadership skills. We can develop this potential by promoting student self-awareness, developing self-esteem and enabling students to take responsibility for their actions. Educators have the capacity to not only impart knowledge and life lessons but also ignite potential for leadership within each student (Imada et al. 2002). Educators need to think strategically about leadership and leadership development within their schools. They need to address student-leadership potential by asking, how can students develop their potential, and how can teachers develop future leaders? Physical educators and other teachers may recognize that they can develop leadership qualities in their students; however, they, educators and other teachers, question the methods by which they can develop leaders.

In physical education, leadership could be manifested by one student's ability to be responsible for two or more students while participating in activities. The leadership

This is a three-part series of reflections and ideas written as part of a graduate-thesis project. Therese Wirch is a teacher with the Calgary Board of Education and a graduate student with the Faculty of Kinesiology at the University of Calgary. Her physical education pedagogy project, papers and ideas are online at www.tpereflect.com.

Editor's Note: This is a new column intended to encourage readers to reflect on their practice. Current teaching and research in physical education includes an examination of how and why we do what we do and is intended to be a component of professional growth and lifelong learning. As part of my own graduate thesis research, I found it very important (not only for me but also for my interactions with colleagues, with other teachers and even with others) to be able to explain why one teaches and acts a particular way. I hope this column encourages others to do the same. Please consider submitting your ideas and opinions.

skills and strategies developed by the students in physical education relate to solving performance-related problems and resolving interpersonal conflicts among team members. Leadership skills would be evident through their knowledge of the sport, confidence in their ability to lead, the ability to understand and express team goals, dedication to participation, and self-control and respect for others (Magyar n.d.). If leadership is based on opportunity and experience, can it be developed, and if so, how? More importantly, how can physical education assist in the development of leaders?

For students, one benefit associated with physical education is the chance to participate in a variety of team sports that can enhance the development of leadership skills. In physical education, the leadership role of the teacher is clearly defined; the leadership roles of the students are not as well understood. In the physical education setting, certain students may earn the respect of others and naturally emerge or develop an informal leadership role. On the other hand, the teacher may designate students as formal leaders or captains. This selection of a leader does not mean that leadership skills are being developed or even attended to. To address the leadership opportunities presented in the physical education setting, educators must embrace a holistic approach to the development of the person and not just the physical activity being taught (Magyar n.d.). Student development of leadership skills and strategies require that the educator take time to teach students to think for themselves, develop a sense of independence and learn to work cooperatively with others. Through sport participation, leadership skills can be developed.

The addition of extracurricular athletics is another avenue by which physical education can enhance the development of leadership attributes in students. Through team membership, students may acquire, assess, refine and demonstrate leadership skills. Participation in competitive sports teaches students to cooperate with their teammates and opponents, share, value rules and develop a sense of fair play. Athletic team membership can also enable participants to control and shape their lives, feel empowered, develop self-confidence and increase self-esteem. Success in athletics can inspire students to pursue other leadership opportunities within their school and their community (Hart et al. 2003). The *Physical Education K-12* curriculum (Alberta Learning 2000) is structured to provide numerous possibilities for leadership development.

The physical education curriculum states that through General Outcome C—Cooperation, students will interact positively with others through communication, fair play, leadership and teamwork. By making such a statement, curriculum developers have acknowledged that physical education does provide numerous opportunities for students to assume leadership roles (Alberta Learning 2000). Specific leadership outcomes are defined for the Kindergarten through Physical Education 30 programs. While the context for developing leadership is the physical education classroom, the program may include other aspects of leadership carried over from the Life Skills curriculum generally taught by physical educators in conjunction with the physical education curriculum. Although this curriculum addresses leadership skills worth developing, it does not address exactly what leadership is or how it can be taught.

Currently, physical education focuses on providing opportunities for students to increase their understanding of the benefits of personal health and wellness. Although General Outcome C—Cooperation must be addressed, it is generally done to ensure that maximum activity participation for each student be achieved. The intent of Outcome C is participation through a predetermined set of rules, as seen in traditional sports such as basketball, that allow individuals to understand roles, positions and responsibilities from a sport perspective. Through active participation students will enhance their ability to interact positively with others through communication, fair play, leadership and teamwork. Unfortunately, for most teachers (and for students), the program is limited in time and in opportunity. With this in mind, I believe that leadership development should be taught as a specific and separate course so that students can practise leadership in their school and their community.

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Measuring Youth Exercise

Michael Bracko

Parents Promoting Exercise

A study from the University of Albany (Rensselaer, New York) examined (a) the strategies used by parents to motivate their daughters to be physically active, and the differences between mothers and fathers; and (b) links between the strategies and the daughters' physical activity. One hundred-and-eighty nine-year-old girls and their parents were involved in this study.

The girls' physical activity was measured by the Children's Physical Activity Scale, their participation in organized sports and their physical fitness. Parents were assessed with a questionnaire to determine the way in which they promote physical activity with their daughters. The analysis identified two factors used to promote physical activity by the parents: (a) logistic support—enrolling girls in sports and driving them to events, and (b) explicit support—the extent to which parents used their own behaviour to encourage their daughters to be physically active.

Mothers were found to have higher logistic support and fathers were found to have higher levels of explicit support. Even though the mothers and fathers were different in their encouragement of activity, either method was successful in increasing their daughters' physical activity. Finally, girls were more active even if

one parent was found to have a higher level of overall support compared with no parent giving support. The results of this study showed how parents can make a positive contribution on physical activity practices.

Who's the Fitter?

Mark Tremblay and colleagues from the University of Saskatchewan investigated the differences in fitness between 124 Old Order Mennonite children, 165 rural children and 110 urban children, all of whom were between 9 and 12 years old. The premise of the study was to see if differences existed in fitness between the Old Order Mennonite children, who live a life with no motorized vehicles, TV, radio, computers, video games or organized sports, and children who have access to all of these amenities.

The children were tested on the following fitness variables: height, weight, skin folds, waist girth, aerobic fitness, push-ups, curl-ups, grip strength and flexibility. The results show that Old Order Mennonite children had superior fitness on three tests: lower triceps skin-fold thickness, higher aerobic fitness and stronger handgrip. Rural and urban children did more push-ups and had greater flexibility. All three groups had the same weight and performed the same number of curl-ups.

Michael Bracko is fitness research editor for IMPACT Magazine. He is the director of the Institute for Hockey Research and develops training information at his website www.thehockeyinstitute.com.

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The results showed that children who live a lifestyle somewhat representative of previous generations are leaner, have more aerobic fitness and are stronger (as grip strength is predictive of total body strength). The superior fitness scores of the rural and urban children may be representative of more familiarity with physical-education-type fitness testing and the fact that they wore less restrictive clothing when being tested for flexibility. It also gives insight to the fitness of contemporary Canadian children and how their fitness has declined over the last few decades.

Weight Criticism

This study from the Obesity Research Center in New York tested the association between criticism of excessive weight (by other students) during physical activity and attitudes toward physical activity and reported physical activity levels in children. Five hundred and seventy-six Grades 5 to 8 students completed a questionnaire on physical activity patterns, weight-criticism history and coping skills. The results showed that weight

criticism during physical activity was more common among girls than boys and among heavier children. Weight criticism during physical activity was associated with reduced sports enjoyment and physical activity levels.

The authors concluded that children who are the targets of weight criticism by family and peers have negative attitudes toward sports and report reduced physical activity levels. But these relationships may be buffered by certain coping skills. These results give insight to reasons why some children do not like to participate in sports and are less physically active.

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We've Tuned Out Our Fitness Conscience: Participaction Made a Difference in the Promotion of Physical Activity of Canadians

André Picard

It was a 15-second television ad showing a white-bearded fellow in a Swedish blue track suit jogging effortlessly alongside a huffing and puffing much younger man, clad in Canadian red.

The voice-over said: "These men are about evenly matched. That's because the average 30-year-old Canadian is in about the same shape as the average 60-year-old Swede. Run. Walk. Cycle. Let's get Canada moving again." The ad was shown only a handful of times in 1973. Yet, three decades later, many Canadians still remember it, and the brilliant little marketing agency that produced it: Participaction.

Few Canadians realize that Participaction is dead, a victim of government neglect, indifference and underfunding. Despite its ubiquity and iconic status, Participaction never received more than \$300,000 in annual government grants. In its last full year of operation, it received a piddling \$122,000 (in constant dollars) from Health Canada. All its ads, on TV, radio and in print, were public service announcements (PSAs); the time and space were donated after a lot of begging and pleading. By one estimate, Participaction ran the equivalent of \$28 million in ads without ever paying a penny.

Let's not kid ourselves: Reviving Participaction is not going to magically resolve the obesity epidemic, or transform a largely sedentary nation into an active one. But as the new edition of the *Canadian Journal of Public Health*—an edition dedicated solely to the alternately uplifting and tragic tale of Participaction—demonstrates, Participaction made a difference. The knock against Participaction is that it was all talk and no action. But that is unfair. The group gave itself a specific mandate, to promote physical activity, and it did so relentlessly and superbly. It pioneered the now popular notion

of social marketing—of selling a philosophy rather than a product. The messages were memorable because they were served up with wit and humour.

Participaction also promoted a range of programs over the years—while being careful to not get in the program-delivery business—including the long-running cities fitness challenge, the Summeractive program, the Olympic Torch Relay and the Trans-Canada Trail.

Ultimately, Participaction floundered because governments failed to create supportive environments for physical activity. Only 16 per cent of Canadian children get daily physical-education classes at school. Taxation policies allow workers to write off business lunches but not health-club memberships. New suburbs are built without sidewalks or bike paths. Parks are closed because of liability-insurance concerns. Paradoxically, that means Participaction is needed now more than ever.

The reality is we still have no idea what it takes to make inactive people active. Surely it takes more than clever ads. The Coalition for Active Living said this week that at least \$100 million a year is required to improve physical activity programs and health education. That's a start.

So what is to be done? Should Participaction be resurrected? Or should it be replaced by one of its rightful heirs, a harder-hitting health promotion program like Saskatoon's In Motion?

Whatever the decision, there is a rich legacy to draw from, and from which to be inspired.

Inaction is not an option. And political leadership is urgently needed. We've heard enough about the sponsorship scandal. It's time for the parties and politicians to articulate their views on physical activity and healthy living, not just illness care and waiting lists.

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Feeding Our Minds, Our Bodies...

Sheilagh Mulcair

Any educator who has walked the lunchroom of his or her school could attest to the variety of contents emerging from lunch boxes. Some packaged lunches are as far from the nutritional guidelines as we can imagine. Others, we must acknowledge, have a very well-balanced feast to enjoy.

The aim of the new Health and Life Skills program of studies is “to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others,” and empowering children to make responsible and informed choices in the area of wellness choices, relationship choices and life-learning choices.

Educators need to support this health program in a comprehensive school model. Does your school have Texas Donut Days? Have you run a family fun night at school and thought the extra money from the sale of Krispy Kreme donuts might come in handy? And what about the number of well-intentioned teachers who stuff kids with sugary rewards for completing work?

My discussions with my 11-year-old son and 8-year-old daughter show me that I am the odd mom out. I seem to know little about how torturous it is for them to have healthy lunches in the school lunchroom. In our home,

we make a conscious effort to support a comprehensive approach to health. The same needs to be true in our schools. Our role as educators is to help children make healthy choices.

To this end, I call your attention to a resource entitled *Feeding the Future: School Nutrition Handbook*, which is easily downloadable from www.calgaryhealthregion.ca/schoolnutritionhandbook. Follow the links to the *School Nutrition Handbook*.

This handbook is a resource intended to support school nutrition choices. The School Nutrition Advisory Coalition (SNAC) includes representatives from education, the health region and outside agencies involved with youth. This handbook is created for school administrators, teachers, parents and health professionals involved with school food and nutrition. It is meant to help people make nutritious choices. The resource includes ideas for making your cafeteria food more nutritious and healthy ideas for fundraising. Having been part of this coalition, I can attest to this excellent resource. Although it was created in Calgary, the ideas can be used in other settings too, including rural ones.

May this resource put you on the path to encourage children to make the healthiest choices.

Sheilagh Mulcair is a consultant with Health and Comprehensive School Health, Calgary Catholic School District. She can be contacted at sheilagh.mulcair@cssd.ab.ca.

What You Should Feed Your Kids

L. Lee Coyne

An increased awareness of the perils of childhood obesity has many parents asking the question, so what should my child eat?

Most parents could easily make a list of what not to eat, but many, particularly those with picky eaters at the table, have some difficulty or are confused about what is best and how to get their children to eat what is best for them. The quandary about how to handle the picky eater deals with understanding the importance of and sources of good nutrition. Nutritional deficiencies can have devastating effects on child development both physically and intellectually. Poor nutrition leads to poor bone and muscular development and increases the risk of developing obesity. If the practice continues, the early development of type 2 diabetes and heart disease follows.

Leading by example is the first fundamental advice for any family. Children learn to eat and develop tastes based on what is presented and what is considered to be normal behaviour by those they love. A 1995 Cornell University study of the habits of 122 children aged three to five years demonstrated that a young child's preference for sweets was related to what parents do and do not allow. Children whose parents ate sweets frequently were likely to eat sweets more often than those whose parents did not. Sweet eating was also related to the amount of television watched as well as to the parents' attitude toward giving children sweets. Children are not born with a sweet tooth—they acquire the taste.

Marketing experts do a good job of convincing parents and children that their products taste good and are therefore good for you. We know that snacking is a way of life and if wise choices are made it can be a healthy habit. All snacks should be included in the daily nutritional intake plan and not be regarded as

outside nutritional parameters. Nutritionists at Iowa State University reported in a 1993 study that 40 per cent of school-age children did not eat vegetables, 20 per cent did not eat fruit, and 36 per cent ate five different types of snack food (cookies, ice cream, soda, chips and candy). Surely parents understand that this snack list is loaded with sugars, refined carbohydrates, salt, artificial flavours and colours, artificial sweeteners and acrylamides. None of these features in typical commercial snack foods have any redeeming nutritional qualities.

Wise food choices for children (and adults) include a variety of fresh vegetables and fruit along with smart protein choices. If protein is included with every meal and every snack there is less chance of creating insulin disasters and better blood sugar control. The objective should be to create a healthy balance because healthy people don't have silly food cravings. Protein deficiencies usually lead to the craving of sweets, and calcium deficiencies have been linked to chocolate cravings.

Good protein sources include milk and yogurt. Avoid the flavoured versions because they are sweetened with sugars and fruit concentrates and elevate blood sugar too quickly. If you must add flavour to yogurt, choose a small amount of berries (high in fibre, nutrients and low glycemic index). Other great protein sources include cheese, sliced beef, ham, turkey, chicken, smoked fish, shrimp and other seafood. Cottage cheese is a great choice, and you can flavour it with fruit because the protein content is so high. Nuts and seeds are also good sources of protein, even though they are primarily a fat. Whole grains like old-fashioned large-flake rolled oats and other hot cereals combined with milk or yogurt, nuts, and seeds make great breakfasts.

L. Lee Coyne is a nutritional consultant, lecturer and author of Fats Won't Make You Fat. He may be reached at dr.coyne@shaw.ca.

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Vegetables, precut and raw, are excellent methods to deliver good nutritional density and fibre to the diet. These can be used in meals or snacks. You can include a yogurt-based dip and a few herbs for taste. Remember that root vegetables are higher on the glycemic index list and green vegetables are lower. Many of these same colourful vegetables can be included in stir-fry dishes along with a favourite protein choice. Homemade tacos or burritos or quesadillas are also easy and fun choices.

Homemade healthy freezer treats can become part of the snack menu. Simply create your own popsicles, but add yogurt, real fruit, and some protein powder to the mixture to increase the nutritional density.

The bread, cereal, rice and pasta food group is often the most favoured and the lowest in nutritional density, so exercise caution here. Choose more whole grain and sprouted grain items with a plan for some protein food

to accompany the grain item. Wraps, pita pockets, small homemade muffins, sprouted wheat bread, whole grain granola (homemade is best to control the sugar and fat content), and whole grain pasta are among the better choices.

If these choices are new to your family, try to introduce one new item each month. Similarly, if your current choices are not the best, begin by reducing the amounts and frequencies and choose an item to eliminate each month. A transitional approach will meet with far more success than an attempted wholesale change overnight. To help the transition, begin a responsible vitamin/mineral/essential fatty acid supplement program. Make healthy choices to become a healthy person.

Children learn to eat and develop tastes based on what is presented and what is considered to be normal behaviour by those they love.



Creating the Healthy Child: It Is Never Too Late!

Peter Nieman

Are you to blame for your child's obesity? Does your child play endless basketball games on the computer but none on the court? Check out what you can do about it and why time is on your side.

According to a recent editorial in the *New England Journal* (February 26, 2004), being overweight in childhood can no longer be considered a benign condition or one related only to appearance. Dr. William H. Dietz from the Division of Nutrition and Physical Activity, Centers for Disease Control and Prevention, Atlanta, Georgia, in the same publication, offers disturbing data on the increasing prevalence of overweight and obesity in children.

Canadian figures released by Health Canada are equally disturbing, suggesting a doubling of the prevalence in children 6 to 11 years of age and a tripling among those 12 to 17 years of age. Childhood obesity is truly an epidemic.

However bad these statistics may appear, some physicians still remain optimistic that the trend can be reversed. As one of those physicians, my optimism is based on two years of clinical experience in a childhood-obesity clinic I have been privileged to run.

Certain patterns emerge when one studies the treatment and prevention of childhood obesity:

- It is never too early to address this important issue—from the perspective of both treatment and prevention.
- Healthy active living should become a top priority for families, and when the whole family does it together, the odds of a successful outcome climb dramatically.

- The best approach is simple and performed consistently; small changes over a long time lead to big differences.
- Two obstacles exist for even the most motivated families: Finding the time and using resources appropriate for the family's lifestyle.

Time

A psychologist once told me that love is spelled time. This is true. When healthy families visit my clinic, I have noticed how the parents love their children by making the time, deliberately, intentionally and in a focused manner to coach in the areas of exercise, nutrition, lifestyle choices and attitude formation.

Nobody needs to be reminded that families in North America are short of time and pressed for more energy. Fatigue causes failure, and like many marathon runners, some parents hit the wall. They pace themselves too intensely, and the children end up with leftovers in the time department. That is exactly why families have to intentionally make the time.

One way to make the time to focus on healthy active living is to have a family routine. Although at this time of year there are more opportunities for doing things together outdoors—hiking, biking, inline skating, walking, camping—the challenge is to do something all year round. A routine such as 15 to 30 minutes, five out of seven days a week, set aside specifically to address ways of engaging everyone in healthy, lean living will pay lifelong dividends.

Fifteen minutes only five times a week for 50 weeks in one year amounts to almost 63 hours. There simply

Dr. Peter Nieman is a pediatrician with more than 20 years' experience. He is also a parent who recognizes the challenges of raising children. See www.healthykids.com.

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is no excuse for being inactive. Lack of proper planning is a reason for inactivity and poor nutritional habits—it is not an excuse.

Families in my clinic who have been successful at making healthy lifestyles a reality have taught me these lessons:

- They made better nutrition and physical activity a priority—it all began with a deliberate choice.
- These families did things together and they had fun—with kids, no fun means not done.
- Consistency was critical and they established routines—which reminded me that nobody sets an alarm clock to brush his or her teeth at night.
- They researched their resources carefully and made it to fit their individual styles—one size simply does not fit all.
- They celebrated their successes and captured memories on paper or film—families with their own walls of fame.

In this time of debating Canada's looming medicare crisis, these words by Dr. Ken Copper remain timely: "It is always cheaper and more effective to maintain good health than to regain health once it is lost." Or as an ancient proverb asks the probing question: "If you are too busy to exercise, do you have the time to be ill?"

The bottom line with making time is to make healthy eating and physical activity a priority; do it at the same time as much as possible; keep it short; make it simple; and most important, make it fun for the whole family.

Resources

The Internet has become the library of choice. Its convenience and easy access to useful information through search engines make it a great starting point for busy families. Linking families with information that will make them more health-literate is the top reason why I decided to launch a website (www.healthykids.ca).

The details of preventing hypertension, obesity, high cholesterol levels, diabetes, smoking and the promotion of physical activity and fitness can be found on these useful Internet resources (see *Pediatrics in Review*, Volume 25, Number 1, January 2004):

- Obesity: www.niddk.nih.gov (under Health Information, click on Weight Loss Control)
- Hypertension: www.nhlbi.nih.gov/health (click on Heart and Vascular Disease)
- Cholesterol: www.cdc.gov/nchs (click on NHANES)
- www.aap.org (click on Policies and then Cholesterol in childhood)
- Diabetes: www.diabetes.org
- Smoking: www.surgeongeneral.gov (click on Being Healthy and then Kids)
- Physical Activity: www.fitness.gov (click on: Tips for Fit Kids)

For those parents who prefer paper resource, I highly recommend two books:

- *Kid Fitness* by Dr. Kenneth H. Cooper (ISBN 0-553-37112-6)
- *Dr. Sears' LEAN KIDS Program* (see also www.LEANKIDS.com)



Teaching PE

PE in Calgary-Area Schools

Roy Strum and Tina Gabriele

During March 2003, a study was undertaken to determine the effect of the Physical Education K-12 curriculum (Alberta Learning 2000) on teaching and learning PE in Calgary-area schools. The study's objectives included determining (1) the extent to which students are attaining the learning outcomes of the new curriculum; (2) what, if any, change had occurred in PE teachers' use of a variety of teaching and assessment methods; and (3) what, if any, change had occurred in PE programs in terms of content and planning. Over 1,000 questionnaire packages were sent to PE teachers in the Calgary public and separate school districts, and the Rocky View School Division with a response rate of 18.9 per cent (N=232). The following is a summary of the major findings of the research.

Most teachers (88.7 per cent) are using the new PE curriculum to guide their programs and are planning for learning in a variety of ways. Although the findings show that teachers use a combination of direct planning and planning for indirect learning for all four general outcomes (GOs), some trends emerged from the data. For GO1 and GO3, teachers tend to plan more directly, while for GO2 and GO4, teachers tend to plan more for indirect learning. Numerous studies have linked teaching to student learning in PE (French et al. 1996; Gabriele and Maxwell 1995) and have shown that a teacher's actions directly influence student learning. In the current study, teachers from all grade levels report

that students are achieving the learning outcomes to a greater extent for those areas where direct planning is occurring (that is, GO1 and GO3). This is not a surprising finding, because the 2000 PE curriculum intends that activity (GO1) be used as a medium for learning about the health benefits of physical activity (GO2), learning about cooperation (GO3) and acquiring active lifestyle habits (GO4). The results of the study clearly indicate that the vast majority of Calgary-area PE teachers are implementing the *Physical Education K-12* curriculum as intended by Alberta Learning (2000).

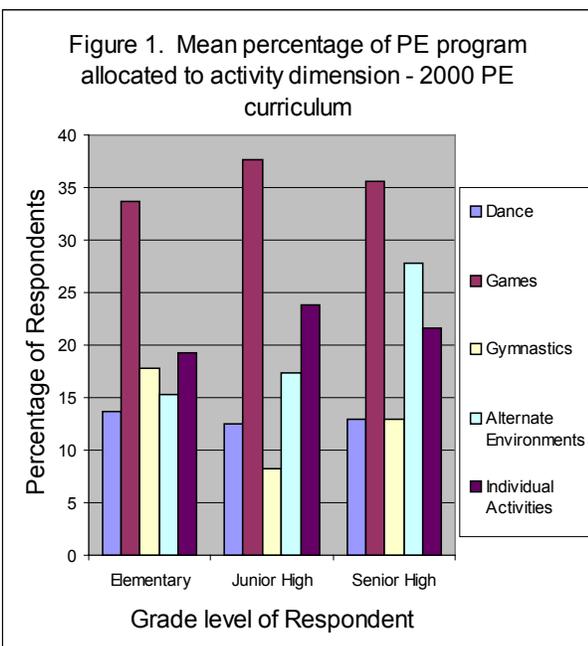
The 2000 PE curriculum aims to create knowledge, skills and attitudes that lead to lifelong participation in physical activity. The PE curriculum states that students must have opportunities for instruction in each of five activity dimensions. A large majority of respondents (78.8 per cent) feel that the content of their PE programs has changed as a result of implementing the new curriculum. Consistent with previous research (Thompson and Spence 2001), games continue to be allocated the greatest percentage of the yearly instructional timetable for elementary (33.7 per cent), junior high (37.6 per cent) and senior high (35.6 per cent) (see Figure 1).

As the physical environment of schools lend themselves most easily to games instruction, it leads naturally that teachers allocate the highest percentage of their PE timetables to games. Of note is the large drop in the percentage of yearly timetable allocated to games

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compared with Thompson and Spence's (2001) study of PE in Alberta schools. Respondents in the current study offer a more equitable distribution of their yearly PE timetable to all activity dimensions than in previous studies (Thompson and Spence 2001). This equitable distribution indicates an effort to diversify PE programs on the part of PE teachers in Calgary.

Results from the current study show that elementary teachers have made the greatest number of statistically significant changes in allocating their yearly timetable to all five activity dimensions. The results show that junior high and senior high teachers' yearly PE allocation of activity dimension reflect the priorities and recommendations of the 2000 PE curriculum, however with fewer statistically significant changes made than by elementary teachers. It appears that elementary teachers made a bigger change than junior or senior high teachers in the types of activity dimensions offered but only because junior and senior high teachers were already offering a well-balanced PE program before the implementation of the 2000 PE curriculum. The results show that senior high teachers have significantly decreased the amount of gymnastics they offer in PE, while elementary teachers have significantly increased the amount of time allocated to dance, types of gymnastics and activities in alternate environments and significantly decreased the amount of time allocated to games.



In the current study, teachers are using a variety of teaching methods as recommended in the PE Guide to Implementation. The most widely used teaching methods are demonstrations (53.6 per cent) and teacher-directed learning (40.2 per cent) for elementary and junior high teachers and demonstrations (55.6 per cent) and peer-directed tasks (44.4 per cent) for senior high teachers. PE teachers who indicate changing their choice of teaching methods in Calgary have diversified their approach to delivering PE across all grade levels. Unfortunately, 45.5 per cent of respondents indicate they had made no change in their choice of teaching methods as a result of implementing the new curriculum, perhaps signifying that there was no perceived need to change their teaching methods or that diverse teaching methods were already in use.

Results from the current study show that teachers have significantly decreased the amount they use teacher-directed learning across all grade levels. In addition, teachers across all grade levels have significantly increased the amount they use peer-directed tasks, guided discovery and checklists, and elementary and junior high teachers also reported a significant increase in the use of station learning. Overall Calgary-area PE teachers have made many significant changes in the way they are organizing and delivering PE. Despite the large percentage of teachers who have made a change in their PE teaching, there are still a large number of teachers, particularly elementary generalists, who would benefit from continued inservicing from HPEC initiatives, such as Ever Active Schools and drive-in workshops, to increase their familiarity with the new curriculum guidelines.

The PE Guide to Implementation recommends that teachers use a variety of assessment strategies and tools to ensure that evaluation be continuous, collaborative, comprehensive and criteria-based. From the current study, it appears that teachers are following the recommendations of the new curriculum and are using a diverse set of assessment strategies. The trend from the current study indicates that the use of authentic assessment strategies, such as rubrics, checklists and portfolios, has increased while the use of motor skill performance tools, such as fitness tests, motor skill tests has decreased. Again, junior and senior high teachers led the way in relation to using a variety of assessment strategies that reflected

the priorities of the new curriculum. There were statistically significant increases in the use of checklists, rubrics, peer assessment, portfolios and self-assessment questionnaires for teachers of all grade levels.

Despite teachers reporting many significant changes in their choice of assessment strategies in PE since implementing the new curriculum, the results from the current study show that most teachers have not changed the focus of their assessment. The most frequently evaluated areas of the PE curriculum in the current study were participation (97 per cent), effort (94.9 per cent), attitude (94 per cent) and cooperation (93.9 per cent). The current results are similar to previous Canadian studies (Carré, Mosher and Schutz 1982) indicating that although the PE program of studies has changed, the focus of assessment has not. Many areas of the new curriculum are being assessed less frequently (that is, GO2) suggesting that less priority is being given to some learning objectives than others. Therefore, a recommendation of the current study is that PE specialists be used more to encourage quality assessment in PE, and for those teachers requiring more training, that school divisions support teachers in creating quality learning and assessment in PE that addresses all areas of the PE program.

Students in Calgary-area schools appear to be receiving less PE on average in 2003 than in a 1996 study by Ross, Lumby and Katz. In the current study, 53 per cent of students receive 90 minutes of PE or less each week. In Ross, Lumby and Katz's (1996) study of elementary PE, only 6 per cent of students received 90 minutes or less of PE each week. In 2003, senior high PE students are receiving the greatest number of days per week of PE ($M=4.6$, $SD=0.92$) compared with junior high ($M=3.5$, $SD=0.9$) or elementary ($M=3.3$, $SD=1.06$) students. A recommendation of the current study is that elementary and junior high school administrators are encouraged to increase the amount of PE offered in schools. Increased quantity of PE results in more opportunities to attain the learning outcomes associated with the new curriculum and helps students to become enthusiastic about lifelong physical activity. Increased quantity of PE in combination with well-trained PE teachers who use a variety of teaching and assessment methods would likely result in an improved quality of learning for students in PE. The current study did not directly examine quality of learning experiences, although many indicators

of quality learning, such as the use of a variety of teaching and assessment methods, were present. Quality learning in PE could be the focus of future research.

Summary

The 2000 PE curriculum is designed to assist students in developing the knowledge, skills and attitudes to lead an active, healthy life. PE teachers in Calgary appear to be implementing the 2000 PE curriculum as intended by Alberta Learning. Further, PE specialists report a higher familiarity with the new curriculum than generalists. Additional inservice training is recommended to assist teachers less familiar with the new curriculum to implement the PE program as outlined by the 2000 curriculum. The PE guide to implementation was designed to assist those teachers less familiar with the new curriculum to develop the teaching skills necessary to promote learning in PE. Given the large number of statistically significant differences in practice by elementary teachers (where typically a larger percentage of teachers responsible for teaching PE are generalists), the new curriculum can be considered successful in assisting teachers to create well-balanced PE programs while using a diverse set of effective teaching and assessment strategies.

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Author Notes: This research is an excerpt of Roy Strum's recently completed M.Sc. thesis. Dr. Tina Gabriele is associate dean, Undergraduate for the Faculty of Kinesiology at the University of Calgary. Funding for this research was provided by a grant from the friends of HPEC.

Gender Stereotyping in the Gym—Students at Risk

Jan Matte-Gasparovic

Have you ever been concerned about the boy who throws like a girl or the girl who walks like a jock? What about the students who don't seem to fit our society's stereotypical boy and girl moulds? Daily, these students are put at risk for reaching their full potential due to the names they are called, the comments that are made about them and the innuendoes that are allowed from students and staff members. The Gender Colour Spectrum is a means through which physical and health educators can begin to examine potential biases about gender and the influences on teaching.

Terms Galore—Are We on the Same Page?

Certain definitions are central to analyzing gender, physical education, health teaching and sport. When addressing boys and girls, gender research has replaced the word *sex* with the word *gender*. All societies at their root distinguish between males and females, and it is the biological sex of a moving body that denotes sex differentiation: the difference between male and female, boy or girl. Gender identity is socially constructed and refers to the degree of masculinity and/or femininity with which a student identifies. Each society determines gender identity through what it accepts as appropriate masculine and feminine behaviours for each of the sexes. From birth, a child that can be labelled a *boy* or a *girl* begins to feel the environmental impact based on his or her sex. A gender role consists of activities that boys and girls engage in with different frequencies depending on the expected, socially accepted patterns of behaviour for that sex. A gender stereotype is the belief about the psychological traits and characteristics

as well as the beliefs and attitudes about masculinity and femininity. Finally, sexual orientation refers to the erotic attraction to members of the same or opposite sex (heterosexuality, homosexuality, bisexuality or transgender groups).

Because most of us have grown up in a predominantly heterosexual world, we have come to understand, have learned to comply with and tend to teach through the standard language of masculinity and femininity. Connell coined these familiar, safe and socially approved ideals of masculinity and femininity as *hegemonic masculinity* and *emphasized femininity*. It is against these extreme brands of masculinity and femininity that Canadian boys and girls still tend to be measured for approval, support and recognition by adults. A standard language exists to perpetuate the status quo and thrives to maintain the great divide between the sexes and it begins the minute a child is born.

The Life Cycle of Contrasting Language and Treatment

It begins at birth. We compare boys and girls with comments like, "What a strong little fella" and "What a pretty little thing." From the moment activity begins, different comments like, "Look, he's going to be a soccer player" and "Look, she's pushing the ball" separate boys from girls. Boys are scooped up by fathers and tossed in the air, and girls are placed on fathers' laps for hugs. As they grow, boys are "snakes, snails and puppy dogs tails" and girls are "sugar and spice and everything nice." Boys do trucks and trains. Girls do dolls and dishes. Boys are prompted to be tough and

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adventurous. Girls are prompted to smile and cuddle. In the junior years, the separation of the sexes is very obvious. Boys rule and girls drool (or the other way around, depending on what sex you are speaking with). We expect aggression in boys, and we are shocked when we find it in girls.

In the classroom, boys interrupt, demand more “air time” and get the attention of teachers more often than girls. Girls tend to raise their hands politely and wait to be called upon. Boys limit girls’ opportunities to learn by hassling them and girls limit their own opportunities to learn by accepting the boys’ hassles.

In sport, boys are expected to be skillful, aggressive and competitive. Girls who perform well are called tomboys and are measured against the boy standard. Boys like football and hockey. Girls like gymnastics, dance and jumping rope. In physical education class, teachers tend to use boys in the demonstration phase more often than girls, and girls volunteer to demonstrate far less than boys. Some still think boys don’t mind being yelled at, so the yelling continues. Girls on the other hand might cry if they’re yelled at, so this is kept to a minimum. Boys perceive boys to be more highly skilled. As well, girls perceive boys to be more highly skilled.

Right through to adulthood, boys are supposed to be men right away and girls are supposed to be little girls until they are 30, married or taken care of by a man. Women are empathetic, caring and sensitive. We don’t expect this in men but are surprised when we find it. You may be thinking that this all sounds a bit outdated. There is no doubt that our society is changing, but for the majority, stereotyping is alive and well, and it is on these stereotypes that we base the treatment of children and adults in our lives.

Development of Stereotypes

The standard language that defines what boys and girls should be like comes to us through our own lived experiences and how we were raised. Physical and health educators and coaches need to ask themselves if this is the standard by which they tend to view their students.

Gender rules are understood and gender lines are clearly drawn by five years of age. By this age, children understand “how to be” a boy or a girl. They segregate themselves into same-sex play groups and choose boy toys or girl toys depending on what sex they identify

with. Children grow to learn which types of behaviour are accepted and reinforced for each of the sexes. We, as adults, do the accepting and reinforcing of gender-role stereotypes without even realizing it.

A fitting example is a situation last year in a high school PE setting. I was responsible for evaluating a teacher-candidate in a field placement. The candidate was directing the warm-up for his Grade 9 girls track class when he yelled over to another class of boys who were falling behind in the class jog, “Let’s pick it up, ladies!” After talking about equity issues for the majority of the teacher-training year, I was astonished at his comment. During debriefing, he admitted that he did not realize he had yelled out this degrading comment. These off-the-cuff comments, supposedly used to motivate, come far too often and at a huge price, potentially offending students of both sexes. These comments create a potentially chilly climate for both sexes. Girls may continue to identify with the slower of the male runners in that girls must be slow runners, and second that the boys who are slow runners are not as manly as the other boys because they “run like ladies,” who are slow runners.

A male friend who is raising three boys by himself readily admits to using derogatory, sexist remarks when trying to motivate them during sports. Remarks such as, “What are you, a wimp?” “You throw like a girl,” “You’re acting like a wus! Be a man, it can’t hurt that bad.” Until pointed out to him, he thought nothing of these comments because “It’s just what you say to guys.” These young men, now 19, 16 and 14 years, have over time, come to understand what it means to “be a man,” based on a consistent diet of their father’s feedback. Teachers, who are constantly in the position of giving feedback to students during physical activity are cautioned to the possible negative impact of stereotypical gender comments.

The Great Divide or Not?

How far have we really come on the tumultuous equity highway? Most physical education classes are gender neutral, aren’t they? We’ve succumbed to placing the same number of girls and boys on our PE class teams and we’re following the fair play model. What’s the big deal? While visiting schools to evaluate teachers in training, I continue to witness an incredible amount of name calling, bullying and degrading comments directed

toward students who don't quite fit what society maintains as the typical boy or girl.

For a long while it has been considered okay for a girl to exhibit what might be viewed as predominantly male traits when engaged in sport. It is humoured if a girl likes the outdoors, is active, takes part in sports and helps the school win championships. If a boy acts in the least feminine way, people tend to get upset and demand that he be different, immediately, and go take up a manly sport for his own good. Boys who are sensitive, usually small, and who may choose art and music over sport run the risk of being blatantly and subtly ostracized by students and teachers. Girls who show promise in a sport had better be beautiful or they run the risk of being labelled a lesbian. We need to ask ourselves how successful we have been in understanding, supporting, promoting and reinforcing those students who come to our classes with atypical gender characteristics.

The Gender Colour Spectrum

The Gender Colour Spectrum (see Figure 1) is a one-dimensional model that visually depicts the stereotypical attributes that have existed in our North American society for ages for boys and girls. The Gender Colour Spectrum explicitly uses the colours of pink and blue that have separated the sexes for the longest time. Some people continue to view the world through gender-coloured glasses and hold stereotypical views of boys and girls, whereas others have developed more flexible attitudes about gender-related behaviours.

The Gender Colour Spectrum is a means through which the gender variances of our students can be conceptualized. It nudges us to assess our own beliefs and attitudes regarding gender stereotyping. It provides the backdrop to realizing students can and do vary in their masculinity and femininity with regard to physical activity and sport. It allows for characteristics of both sexes to exist simultaneously. It accepts and expects students to display androgynous characteristics while engaged in physical activity. It advocates for students to exist anywhere along the spectrum. The Gender Colour Spectrum encourages us to remove the gender-coloured glasses to see the realities of our changing society.

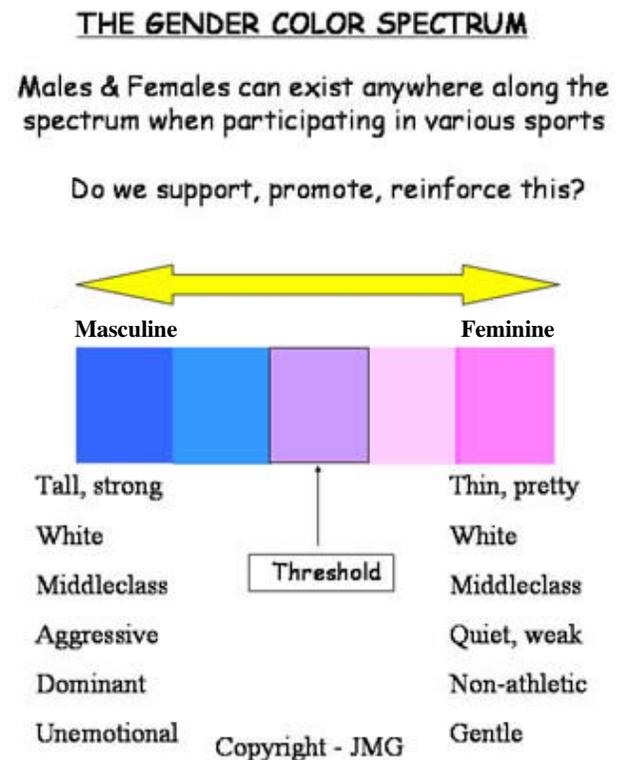
The extreme ends of the spectrum represent the male and female students who come in neat, predictable and,

dare we say, normal packages. These students are easy for teachers to deal with because they behave and perform in ways we have been taught are acceptable for each of the sexes. The extremely blue boy meets all the criteria for hegemonic masculinity. Think of Rambo, the Marlboro Man, a hockey or football player—these are traditionally seen as powerful expressions of orthodox masculinity. The extremely pink girl meets all the criteria for emphasized femininity. They fit the Barbie-doll image and are usually thin, pretty, nonathletic and quiet.

The Blue Blue Boys

Brannon lists several societal male-valued traits—aggressive, independent, unemotional, dominant, active and competitive. According to Connell, men who fit the hegemonic view of masculinity are tall, strong, muscular, white, middle class and heterosexual. We tend to like these male students best because they fit our expectations of what a boy is supposed to be. In physical education class, or as a sports team member, they learn physical skills easily, improve quickly, attempt any physical feat requested, rarely complain and are highly motivated, outgoing and eager.

Figure 1



The Not So Blue Boys

Moving toward the middle of the spectrum, the blue fades somewhat to depict the boys who demonstrate fewer of the characteristics than the extremely blue boys. Boys whom we see as not so blue, may be seen as less than real boys because perhaps they prefer not to engage in high levels of physical activity, are not as well coordinated, don't possess our expected skill level, don't play for any sports teams, display fewer masculine characteristics during physical education class or prefer activities that are stereotypically viewed as being for girls.

The Pink Pink Girls

Girls at the "emphasized femininity" or the extremely pink end of the Gender Colour Spectrum meet few of the criteria expected in our physical education classes, let alone our sport teams. Brannon lists societal female-valued traits as fragile, gentle and aware of the feelings of others. These girls seem too worried about perspiring, smudging makeup or breaking a nail and we can't stand their prissiness. We want to sit them down and tell them that regular exercise is the remedy for clear skin, not the layers of foundation and makeup they are wearing.

The Not So Pink Girls

Moving toward the middle of the spectrum, the pink fades to depict girls who demonstrate fewer of the characteristics than the extremely pink girls. Girls whom we see as not so pink may be at risk for being seen as less than real girls because perhaps they prefer to engage in sports, are well coordinated, possess good physical skill level, display confidence and competence in learning new skills and display fewer feminine characteristics.

The Purple Zone—Alert Zone for Some!

Inherent to the colour spectrum is the purple zone, where blue and pink overlap or blend, signifying that masculine and feminine characteristics overlap and blend. The colour threshold is justly named for two reasons.

First, it represents the point at which teachers may be individually convinced that a boy demonstrates more feminine characteristics than they are comfortable with. Likewise, a girl demonstrates more masculine characteristics

than they are comfortable with. Sadly, this demarcation begins the plethora of subtle and blatant assumptions about the sexual orientation of the boys and girls we place in this zone. On far too many occasions, teachers, coaches and parents voice their stereotypical viewpoints about young boys who they "just know are going to grow up gay—they're not athletic enough" and of girls who are "much too strong to be anything but lesbian." The purple/alert zone is where the not-so-blue boys and the not-so-pink girls may be at greatest risk for mistreatment.

Second, the colour threshold is an alert zone for students. Students inherently understand and have come to learn which gender-related behaviours are acceptable and tolerated in our society. So, too, they understand, for the most part, which activities and sports are accepted for their particular sex. Although we have come a long way in removing societal biases in physical education and sport, the truth is that not all physical activities and sports are genuinely accepted for both sexes. It takes a rare and strong-willed boy to venture into dance, ice-skating or horseback riding where he risks the wrath of his male counterparts. Traditional male sports of hockey, football and soccer are currently much more tolerated for girls; however, it takes a highly motivated and confident girl to stand up to the pressures of being assessed according to the boy standard. How often do students who have a passion for a non-stereotypical activity not pursue their dream based on the amount of perceived ridicule they might receive?

At-Risk Students in Physical Education—Not in My Class!

To determine if we are putting our students at risk for reaching their full potential, every teacher needs to honestly answer the following questions:

1. Do I treat the boys whom I see as not so blue differently?
2. Do I treat the girls whom I see as good athletes differently than the pink pink girl?
3. Do I treat the students whom I have placed in the purple area differently?
4. Have I ever made degrading gender-related remarks to a student?
5. Have I ever put students at risk through my comments or behaviour?

Boys who don't adhere to the "boy code" may try to avoid athletics all together—others may try to harden themselves against the pain of being persistently rejected and disgraced. Girls who don't adhere to the Barbie-doll image may either try to downplay their skill so not to appear too good or become overly competitive to be accepted against the boy standard.

Martinek, along with countless other research studies, confirm that teachers' expectations and perceptions of students can predict or affect teacher-student interaction and, consequently, student achievement. Gender is a static impression cue from which teachers form expectations. These expectations ultimately affect the quality and quantity of interaction between teacher and student, which in turn influences growth. Students perceive and interpret these interactions and may or may not perform in ways consistent with original expectations. What do I expect from the boys in PE class or on the school team? What is expected from girls? Do I expect the same from both boys and girls, irrespective of their skill level or their sex?

Students become at risk to reach their fullest potential due to one or all of the following ways:

What We Call Students

- He's a mama's boy, a sissy, a wuss, a wimp, a weakling, a faggot, a fag, queer or gay.
- She's a lez, a dike, a lezbo, a loser or a guy.

The Comments We Make

- He could never throw a ball right.
- You throw like a girl.
- I didn't know you could shoot so well. Do you have a brother at home?
- Sarah, slide down into that slot and press the zone! What are you thinking about? Your boyfriend?
- This next award goes to the little girl on our team. Baseball isn't just a boys sport anymore, you know.
- Come on, Vinny, you're running like a girl! How do you expect us to get a run?
- How gay is that kid?
- That kid goes both ways.
- She could always run with the boys.
- You're not going to let a bunch of girls beat you, are you?

The Innuendoes We Allow

- Through inaction we perpetuate inequity.
- Boys will be boys. We accept so much more inappropriate behaviour from boys.
- We fail to advocate for students when we hear stereotypical and/or disrespectful comments by adults or students.
- We choose teams by sex.
- We put students in order by sex. Since the girls went first last time, the boys will go first this time.

The Staff Room Jokes and Gossip

- Inaccurate information about students tends to proliferate the stigma attached to a boy who enjoys less physical activities or a girl who is athletic.

Recommendations for Providing an Emotionally Safe Teaching Environment

Each teacher is responsible for creating an emotionally safe teaching environment in which all students feel comfortable being themselves. This teaching/learning atmosphere should be one that accepts and respects individual strengths and weaknesses. Teachers can focus on the development of qualities in students that are gender neutral and that don't carry masculine or feminine coding. Qualities such as motivation, confidence, effort, responsibility and teamwork can be encouraged in boys and girls with equal enthusiasm.

Think of Boys as Being Kind and Nurturing

See boys as capable of kind gestures without seeing them as being sissies. Treat them in ways that these behaviours are rewarded not thwarted and guide them in areas of strength. We tend to be harder on boys in our comments and feedback because we think they are expected to be able to take the put-downs. If they don't, they appear even more wimpy.

Principal voices of the men's movement contend that we need an alternative to the dominant model of masculinity. Others conclude that only radical changes in child-rearing practices, in time, will bring a new male subjectivity to our culture. Physical and health educators can be key players in altering the traditional notions of what it means to "be a man." Because physical education

and sport has been so connected with how boys show their masculinity, we have within our grasps the ability to assist all students in feeling comfortable with who they are, their abilities and their sport choices.

Think of Girls as Being Strong and Powerful

See girls as being capable of mastering physical feats without seeing them as being boy-like. Reward them for these qualities and encourage them to continue in areas that require physical competence.

Give Balanced Praise for Boys and Girls for the Appropriate Reasons

Boys are praised for performance; girls are praised for effort. Boys receive more instruction, praise, control, management and criticism than girls.

Be Aware of Gender-Stereotyping Patterns

Truly listen to the comments your students make in your class and be honest about the perceived intent of the comment. Comments such as, "He thinks he's macho," "What a fem," "This is for boys because it's too dangerous for girls" need to be pointed out as unacceptable in your physical education class. It only takes 8 to 10 seconds to explain why these remarks are inappropriate and degrading. Let it be known that you are intolerant of any gender-related comments in your class. This is a small but powerful step in educating both students and coworkers about accepting all students.

Plan Classes that Eliminate Gender Inequities

Look carefully at the planning and implementation stages of your lessons. There may be hidden problem areas that continue to allow the separation of the sexes,

and subtly not allow our students to move along the gender colour spectrum. Comments such as "All the boys over here and all the girls over here" might be quick and convenient, but still the underlying message is that the girls aren't good enough to play with the boys because the boys are better skilled or are rougher or more dominant. The best excuse is, "Someone might get hurt." Many girls, if given the chance in a supportive and accepting environment, would risk themselves to play to their fullest potential on either team. Likewise, boys who are not motivated or highly skilled would be less likely to be embarrassed playing among the more skilled boys.

Check and Recheck Biases Before Commenting

The hectic pace of teaching can sometimes daunt our best judgment. The excitement and thrill of teaching new physical skills and motivating students can sometimes be the culprit in giving feedback in less than complimentary ways. It takes only a second to pause long enough to think of the effects of our comments on students. It is necessary to acknowledge any possible prejudices and biases toward students before commenting on their performance.

Conclusion

Girls who perform an outstanding athletic skill should be given as much credit as boys who show sensitivity toward classmates. Examining our own beliefs and attitudes about masculinity and femininity and revisiting what each of us may hold as stereotypical views of boys and girls is a solid first step in making physical and health education class equitable for all students.



Can I Use It on Monday?

Activity Unit Rubric

Mike Brillon

Activity Evaluation Unit _____ Name _____ Class _____

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Rules	I consistently follow the rules to the best of my ability. <input type="checkbox"/>	I frequently follow the rules, only sometimes making mistakes. <input type="checkbox"/>	I occasionally follow the rules when I feel like it. <input type="checkbox"/>	What rules? They don't matter anyway. They are not important. <input type="checkbox"/>
Skills	I consistently work hard on skills needed to succeed in the game or activity. <input type="checkbox"/>	I usually work hard on skills appropriate to the game or activity. <input type="checkbox"/>	I sometimes work hard on the skills appropriate to the game or activity. <input type="checkbox"/>	Skills are unimportant and are not all related to the game or activity. <input type="checkbox"/>
Ready Position	I am always in the ready position. <input type="checkbox"/>	I am usually in the ready position. <input type="checkbox"/>	Sometimes I am in the ready position. Sometimes I am not. <input type="checkbox"/>	I rarely find myself in the ready position, and, if I am, it is by accident. <input type="checkbox"/>
Participation	I work very hard to participate in all activities. <input type="checkbox"/>	I participate all the time, but there is some room for improvement. <input type="checkbox"/>	I find myself ready to participate only when I feel like it. <input type="checkbox"/>	I have to be really dragged into anything to participate. <input type="checkbox"/>
Attitude	I always display a positive attitude and enthusiasm toward games and activities. <input type="checkbox"/>	I do my best most of the time, but I could do some more work. <input type="checkbox"/>	I find myself really fired up some days, and have difficulty applying myself other days. <input type="checkbox"/>	I find it hard to get worked up and involved in games and activities. <input type="checkbox"/>

Mike Brillon is a physical education specialist at St. Alphonsus School, Calgary Catholic Schools.

Initiative	I work hard to learn new skills. <input type="checkbox"/>	I am getting better at taking responsibility to learn new skills. <input type="checkbox"/>	I do best when I get help from peers or my teacher when trying new skills. <input type="checkbox"/>	I don't really like to apply myself to learning new skills. <input type="checkbox"/>
Cooperation	I do my best to work with all the people in my class to encourage and support them. <input type="checkbox"/>	I am pretty good at working with others in my class. <input type="checkbox"/>	I find it easiest to work with my friends. <input type="checkbox"/>	I find it very difficult to work with my classmates. <input type="checkbox"/>
Leadership	I realize that when I am in a group, I must lead and follow to be successful. <input type="checkbox"/>	I realize that I am not the most important person in a group and others matter too. <input type="checkbox"/>	I am hesitant to take on any real leadership. I am happy to simply follow. <input type="checkbox"/>	I am not comfortable working or leading groups regardless of the activity. <input type="checkbox"/>
Fair Play	I consistently show fair play and sportsmanship because they are important. <input type="checkbox"/>	I frequently show fair play and lack sportsmanship only sometimes. <input type="checkbox"/>	I occasionally show fair play and sportsmanship because they are not important. <input type="checkbox"/>	I don't really care about fair play or sportsmanship as long as I win. <input type="checkbox"/>
Safety	I realize that my actions have reactions, and I always follow safe practices. <input type="checkbox"/>	I do my very best to take care of others, but sometimes I make mistakes. <input type="checkbox"/>	I usually consider the well-being and safety of others, and usually follow safe practices. <input type="checkbox"/>	I rarely, if ever, consider the well-being and safety of others, but sometimes follow safe practices. <input type="checkbox"/>



Body Image

Kendra Karch-Sinclair

Body image is how you

- see yourself when you look in the mirror or when you picture yourself in your mind;
- perceive your own appearance, including your memories, assumptions and generalizations;
- feel about your body, including your height, shape and weight;
- sense and control your body as you move; and
- feel in your body, not just about your body.

People with negative body image have a greater likelihood of not eating properly and are more likely to suffer from feelings of depression, isolation, low self-esteem and obsession with body size.

We all may have our days when we feel awkward or uncomfortable in our bodies, but the key to developing positive body image is to recognize and respect our natural shape and learn to overpower those negative thoughts and feelings with positive, affirming and accepting ones.

Negative body image is a distorted perception of your shape—you perceive parts of your body unlike they really are. You are convinced that only other people are attractive and that your body size or shape is a sign of personal failure. You feel ashamed, self-conscious and anxious about your body, and you feel uncomfortable and awkward in your body.

Body Shapes and Body Image

What Is a Natural Shape?

A natural shape is whatever your body assumes when you eat nutritionally balanced food outlined in *Canada's Food Guide to Healthy Eating* (with a modest amount of fun foods) and physical activity as a regular, daily part of your life. It is much determined by your genes. It is not the wasted look of forever-dieting, nor is it obesity resulting from overeating and under exercising. Everyone needs to recognize that the shape of one's body is determined by one's genes. Genetic makeup determines healthy weight, whether it be thin or heavy, and a moderate amount of balanced food with a moderate amount of exercise will allow people to achieve their natural, healthy shape.

Positive body image is a clear, true perception of your shape—you see the various parts of your body as they really are. You celebrate and appreciate your natural body shape and you understand that a person's physical appearance says very little about his or her character and value as a person. You feel proud and accepting of your unique body and refuse to spend an unreasonable amount of time worrying about food, weight and calories. You feel comfortable and confident in your body.

Kendra Karch-Sinclair is an elementary physical education specialist having achieved QDPE program awards at several Calgary Catholic schools. She was a recipient of the Teacher Plus Award.

Checking

So what is a “right” body shape for you? No one body shape is right. Nor is there an easy answer to this question. To start, your height and weight alone say little about your body.

Many factors affect body shape. For example, the amount of muscle and body fat differs between males and females, and from person to person. During puberty you can expect to increase your body weight and to gain body fat. Because we are all different, there is no right body shape. It’s okay to be different. We must try to accept a variety of body shapes and sizes, for ourselves and those around us. We must also begin to change the images of perfect bodies as seen in the media and particularly in advertising to those that are natural and attainable with healthy lifestyles.

Write five things that you like about the beautiful body that God gave you.

1. _____
2. _____
3. _____
4. _____
5. _____

Write five positive things that you will start to say about yourself.

1. _____
2. _____
3. _____
4. _____
5. _____

Twenty Ways to Love Your Body

Compiled by Margo Maine

1. Think of your body as the vehicle to your dreams. Honour it. Respect it. Fuel it.
2. Create a list of all the things your body lets you do. Read the list and add to it often.
3. Become aware of what your body can do each day. Remember it is the instrument of your life, not just an ornament.
4. Create a list of people you admire and who have contributed to your life, your community or the world. Consider whether their appearance was important to their success and accomplishments.
5. Walk with your head held high, supported by pride and confidence in yourself as a person.
6. Don’t let your weight or shape keep you from activities that you enjoy.
7. Wear comfortable clothes that you like and that feel good to your body.
8. Count your blessings, not your blemishes.
9. Think about all the things you could accomplish with the time and energy you currently spend worrying about your body and appearance. Try one!
10. Be your body’s friend and supporter, not its enemy.
11. Consider this: your skin replaces itself once a month, your stomach lining every five days, your liver every six weeks and your skeleton every three months. Your body is extraordinary—begin to respect and appreciate it.
12. Every morning when you wake up, thank your body for resting and rejuvenating itself so you can enjoy the day.
13. Every evening when you go to bed, tell your body how much you appreciate what it has allowed you to do throughout the day.
14. Find a method of exercise that you enjoy and do it regularly. Don’t exercise to lose weight or to fight your body. Do it to make your body healthy and strong and because it makes you feel good.
15. Think back to a time in your life when you felt good about your body. Tell yourself you can feel like that again, even in this body at this age.
16. Keep a list of 10 positive things about yourself—without mentioning your appearance. Add to it!
17. Put a sign on each of your mirrors saying, “I’m beautiful inside and out.”
18. Choose to find the beauty in the world and in yourself.
19. Start saying to yourself, “Life is too short to waste my time hating my body this way.”
20. Eat when you are hungry. Rest when you are tired. Surround yourself with people who remind you of your inner strength and beauty.

Don’t weigh your self-esteem. It’s what’s inside that counts!



Feature Teacher, Feature School

Certificates of Commendation 2004

Athabasca

Mike Simmons, Father J.A. Turcotte School, Fort McMurray

Two years ago, Mike Simmons transferred from a high school to Father J.A. Turcotte School (K-8). Mike used his high school experience to organize very successful junior high citywide tournaments. He also organized intramural programs and an after-school program for students wanting an active lifestyle. Mike constantly promotes school spirit at Father Turcotte. In August 2002, he spent most of the month painting the school gym with the school's new logo and husky slogans. The

response has been very positive. When Mike is not coaching, he is refereeing school games.

Mike has developed an adaptive physical education class for his special needs students in his physical education program. He coordinates these students with their educational assistants and provides special programming that stresses physical activity and cooperative skills. The growth in some of these students has been remarkable.

Feedback from the school community (students, parents, staff) regarding Mike's work at Father Turcotte has been overwhelming. Not a day goes by without a positive comment about Mike and the PE program that he established at our school.



Calgary City

Johanne Dubuc, St. Cecilia Elementary, Calgary

Johanne Dubuc is a regular at Health and Physical Education Council (HPEC) events. She has helped out at local drive-in workshops and has attended annual conferences for several years.

Johanne is instrumental in implementing the Ever Active Schools program in our school. In our immersion program, she has developed resources to help students achieve outcomes and develop physical talents. Also, she has structured a program where students can communicate in PE class in French.

Johanne's dedication to physical education is transmitted to her students through her enthusiasm and delivery of program. She runs an excellent intramural program for our students as well as organizes two health days a year centring on related themes (that is, healthy choices, hygiene, nutrition, safety). Johanne's professionalism and enthusiasm for activity rubs off on her students and colleagues.

Tom Parker, Forest Lawn High School, Calgary

For almost three decades, Tom Parker has been affecting young people's lives in Calgary. Tom's passion for coaching sports and teaching in a quality physical education environment has influenced the many students in his charge, as well as the colleagues who have been lucky enough to work with him. He is universally regarded as a polite and caring person who endeavours to find the positive in everyone.

Over 25 years ago, Tom's professional teaching career began after attending Weaver State University in Ogden, Utah. As a varsity football player in the Big Sky Conference, he developed a love for that sport and has since gone on to coach thousands of young men on the gridiron, and there are very few sports that Tom hasn't coached. His other passion is basketball. Tom is currently an athletic director in the Calgary Board of Education and has recently finished a term as the district physical education consultant and coordinator of all high school athletics.

Tom is a long-time HPEC member and has sat on numerous committees that support the work of local

and provincial professional development. He is also volunteering his time as a basketball cochair in the Calgary High School Athletic Association and recently took the lead on the 90th year reunion of the Calgary Senior High School Athletic Association. He is initiating an accreditation program to assist promising young physical education teachers who aspire to the role of athletic director. What little spare time Tom has left is dedicated to his daughter, Lauren, his wife, Joanne, and his hobby of model railroading and helping his daughter at dog shows.

Central East

Shauna Lindahl, Charlie Killam School, Camrose

Shauna Lindahl is completing her ninth year as a teacher for the Battle River Regional Division in Camrose. Serving as a physical education, health and French teacher at Charlie Killam School, Shauna's leadership and work ethic are appreciated by her colleagues and administration. Her genuine concern for the health and well-being of her students is evident in her dynamic teaching style and her active involvement in extracurricular activities.

Shauna has coached the school's volleyball representative teams, the *Journal* Games team and the junior high track and field team. She also has helped develop and implement the school's intramural program. Shauna sits on the Ever Active Committee and has helped organize many school initiatives involving physical activity and health. Her positive attitude and willingness to help out wherever needed prove her to be an exemplary model for her staff and students.

Shauna has been an active HPEC member and attends the conferences every year. In her busy schedule, she keeps her family as a priority and maintains a healthy, balanced lifestyle. Shauna is an exceptional teacher and a worthy recipient of this award.

Greater Edmonton

Michael Dorchak, King Edward School, Edmonton

For many years, Mike has assisted and coached youth soccer teams for his Lynnwood community. The ages

of these boys and girls have ranged from 9 to 19. At times he coached as many as three teams per season. He also coached his wife's team to a Division One league championship in 2002 as well as the provincial gold.

Players and parents have described Mike's coaching style as instructional, knowledgeable, encouraging, patient, enthusiastic and, best of all, extremely positive. Mike has a great commitment to learning and to player development, no matter the age or gender of those he is coaching, and he always models good sportsmanship. And what does Mike do in his spare time? He plays soccer, of course!

The only bigger love in his life is his wife, Char, and his stepchildren, Aaron, Nicole, Brandon, Tristan and Mikaela. (The last two children have been on teams he has coached.) They spend time together running as often as possible, and Mike also participates in cooking, gardening and listening to music.

As a teacher of mostly physical education at King Edward Academy in Edmonton, Mike is also a very respected educator and has earned the respect of his students and their parents for the same traits that he brings to his coaching. He coaches his school's cross-country and track teams with the same enthusiasm as soccer.

Mike is a regular attendee at HPEC conferences as well as at drive-in workshops, and he is generally a really fun guy to be around.

Thanks for all of your hard work and dedication to sport and children, Mike.

Carmelina Shim, J.J. Bowlen Junior High School, Edmonton

Carmelina Shim is a physical education and health teacher at J.J. Bowlen Junior High School in Edmonton. This is her second year there and her third year teaching. She spent her first year at Archbishop MacDonald High School, where she was the acting department head for several months. Carm has earned the respect of her colleagues and students at both schools and within the district. She is innovative in her teaching practices, strongwilled, professional and eager to learn.

She is an active HPEC member and loves to attend conferences to learn new ideas and share them with her students. In addition to Carm's commitment to teaching health and physical education, she also dedicates

countless hours to coaching anything and everything. She enjoys coaching soccer and volleyball, but has been seen behind the basketball bench and wherever else she needs to be for the benefit of her school and students.

Her students, colleagues and our profession are fortunate to have this fine young educator among us. Thank you, Carm, and keep up the great work.

Mighty Peace

David Bleile, Helen E. Taylor School, Wembley

Dave Bleile has been teaching at Helen E. Taylor School in Wembley, Alberta, for 18 years. Throughout his career there and at two other schools, he has been committed to students in and out of the classroom. His dynamic teaching style has captured the interest of hundreds of students and the respect of his peers.

For years he organized the annual school ski trip to Powder King. While he was on the slopes, beginners were always taken under his wing and taught to ski with patience and helpful instruction. It was Dave's personal challenge to have all kids enjoy a positive experience.

Dave is a superb role model. He demands much and gives the same. He is omnipresent at any intramural event, lending his support to his house team and encouraging them along the way. As a staff member, you could not ask for a more helpful staff member. He gives until it is a detriment to himself. Personal sacrifice for Dave is a constant.

Beyond what he has been able to achieve teaching junior high math and social studies, he has continually been an integral part of the extracurricular sports programs. As the sports commissioner for the Peace Wapiti Regional Division (previously County of Grande Prairie) for the past 18 years, he has tirelessly organized volleyball, basketball, and track and field schedules and tournaments each year. He is a constant representative at the zone track meet, whether it be in Grande Prairie, High Prairie or Valleyview. He is always there to lend a hand. He often acts as a taxi driver for athletes who need rides. In addition, he always coaches one or two different school sporting teams each year, sharing his expertise in the fields of volleyball and basketball.

His refereeing skills are in high demand during the basketball season. This job is always done with a high level of technical skill, yet with the intent to teach and coach along the way.

Outside of the school arena, Dave has coached minor fastball and currently spends many hours refereeing football for junior high and high school-aged teams.

Dave has touched the lives of many people. He has helped students shape a more positive future for themselves, and many of them seek him out years later, still feeling a connection. In Dave colleagues have a role model who continually shares his considerable knowledge and lends his support. Dave is a mentor to those who need him, and he models a healthy lifestyle through diet, activity and sportsmanship.

North Central

Glenn Wilson, Leo Nickerson School, St. Albert

Glenn Wilson teaches physical education for Grades 1–6 at Leo Nickerson Elementary in St. Albert. Glenn’s contributions to the students and community of St. Albert are outstanding. Glenn is responsible for public relations for the St. Albert Physical Education Council and is an active HPEC member. Most recently, Glenn has been assisting teachers in our district with the new health curriculum. Glenn is committed to the development of youth and providing a vision for a healthy active lifestyle.

He has given a workshop to district staff on multiple intelligences. He is currently working on a research project investigating the correlation between bimanual learning and multiple intelligences. He has also created the St. Albert Physical Education Council’s electronic monthly newsletter. Glenn has created a resource guide of cross-curricular (physical education, language arts and math) ideas for Grades 1–6 teachers. Glenn has introduced the integration of bimanual sports (speed stacking) into the physical education curriculum during no-gym days.

Glenn writes a monthly health and fitness newsletter for the students and families of Leo Nickerson School. When colleagues were asked to describe Glenn and his contributions to Leo Nickerson, the following comments were made:

“Since Glenn became our physical education specialist, our equipment rooms are better organized, our inventory is more extensive and better repaired, and there is more energy and excitement in the school.”

“Our gym hums every day with great intramural games watched by crowds of student spectators. He good-naturedly prompts many hesitant students into physical activity, which they might not otherwise enjoy. He invites students to engage in activity that fits their needs and interests.”

“He is a fabulous role model sharing his love for a healthy lifestyle.”

Parents have written letters thanking the administration for having Glenn as a teacher in this school. One such endorsement states “Glenn is a superb teacher! In fact, I have never witnessed a teacher more intensely dedicated to his calling than this fine man.”

As you can see, Mr. Wilson is a big part of the life of Leo Nickerson Elementary School. Glenn has been nominated on three occasions for Excellence in Teaching Awards. We are fortunate to have teachers in our district like Glenn. Thank you, Glen, for your constant passion for teaching and enthusiasm for students. Congratulations!

North East

Daryn Galatiuk, Glendon School, Glendon

Daryn Galatiuk has been an HPEC member for the past two years and has participated in several HPEC sessions in the North East District. He attended HPEC’s annual conference for the first time last year and loved it. He has his Level I certification for volleyball and track and field, and his Level II certification for volleyball and track, and basketball.

Daryn is Glendon School’s SPAA representative as well as the Northeast Zone representative. He was pivotal in making the switch to the SPAA for his junior high teams, and for this has been applauded by his administrator and fellow staff members.

Daryn recently received a Xerox Legacy Award for outstanding contributions in extracurricular activities in the Northern Lights School Division. He has been chosen as a media representative to approve video resources and has represented his school division for many years at media conferences. Daryn is Glendon’s social

studies department head, and he marks the Social 30 diploma exams twice annually. He is active in the incorporation of technology into his classroom as well as his athletic program by participating in many Telus collaborative projects.

As the athletic director at Glendon School, Daryn plans, organizes and runs several basketball and volleyball tournaments for both junior high and high school teams, all of which have been successful and received high praise from visiting teams and coaches. He also invites sports role models to attend and speak at Glendon's Annual Sports Banquet to encourage and inspire the young athletes in his athletics program. Daryn has been the students' union and grad advisor since he started teaching at Glendon School.

Daryn's greatest achievement lies in the hearts of his students. He truly believes that athletics are the perfect compliment to academics and he drives students to be better on and off the court.

The most noticeable achievement of Daryn's career is his effect on the attitude of students, staff and community in Glendon. He has made everyone believe that a small school like Glendon can have great academic and athletic success. Daryn takes pride in the fact that Glendon School is always in the top 10 rankings for sports; an amazing accomplishment for a school with only 60 high school students.

Personally, Daryn is an avid outdoorsman who enjoys a good game of tennis, long distance cycling, and mountain sports. His dedicated, outgoing and committed attitude motivates his students to do their very best. Daryn is selfless and is always willing to help his students when they are in need. For his tireless work at Glendon School, Daryn has earned the respect of his colleagues, friends and, especially, his students. Way to go G!

Gordon McNeill, J.R. Robson School, Vermilion

Gordon McNeill has been the physical education department head for 23 years at J.R. Robson School. Gord has many canoeing certifications, including flat water instructor, river canoe instructor and tripping instructor. He has his Level III coaching certification in volleyball and Level I coaching certification in soccer, cross-country skiing and football.

Gord's school and school district contributions are as follows:

- Initiated the Athletic Association for local district in 1980
- Initiated Fowl Supper fundraiser for school, which has run annually for 23 years and feeds 800 people each year
- Initiated and maintains an exceptional canoeing and outdoor pursuits program at a high school curricular level
- Coordinates school and district track and field days
- Hosted five AA provincial tournaments the past seven years
- Offered canoeing instruction at elementary school camps

In addition, Gord has broadened the lifetime activities offered to students in his class by maintaining a positive school/community use agreement. For many years he has upgraded and maintained cross-country ski equipment for the school (enough for 50 students at one time). He is an excellent role model for students by remaining active in sports on a personal level (hockey, golf, canoeing). He is also an excellent role model for students by maintaining an excellent level of personal fitness for a guy his age.

Among his career highlights and outstanding achievements are involvement in five AA provincial tournaments, over 30 years of enthusiastic teaching in physical education and extracurricular teams in competition every school year.

Gord also brings many personal qualities to his job. He juggles family, school and community responsibilities. He coaches hundreds of athletes (other than his own children) with enthusiasm, dedication, an incredible sense of humour, and high moral and ethical standards.

Gord will be retiring at the end of next year after a very successful teaching career. He leaves very big shoes to fill. His colleagues on staff feel that his enthusiasm and commitment to teaching kids makes him a very deserving candidate for this commendation.

Palliser

Jason Reid, Notre Dame Collegiate, High River

Jason Philip Reid grew up in Sudbury, Ontario. He went to an all-boys Catholic school, where he played basketball, hockey and football, and ran track. When

Jason was in high school, he started coaching girls' high school hockey, which led to his calling as a teacher.

Jason attended the Laurentian and Ottawa Universities and received a B.A. and a B.Ed. He has taught for six years and has coached volleyball, football, basketball, hockey, soccer and rugby.

In 1997, Jason was hired by the Christ the Redeemer Catholic Schools to teach at St. Paul's Academy in the online program. Jason has created online physical education courses and athletic programs for basketball, volleyball and track.

Jason taught physical education at Holy Trinity Academy for one year and then transferred to Notre Dame Collegiate as the athletic director in 2000. He has coached rugby, football and basketball at Notre Dame. Jason believes that athletics and physical activity help make the students well-rounded people.

Currently, Jason is the vice-president of the Foothills Athletic Council. When he has free time, he enjoys playing ultimate frisbee in Calgary and across western Canada. Jason has instructed ultimate frisbee courses at PD sessions and teachers' conventions. In addition to playing weekly hockey, he enjoys competing in mountain bike races. Thank you, Jason, for your efforts to enhance the lives of your students.

Red Deer

Mona Knudslien-Stock, West Park School, Red Deer

Mona Knudslien-Stock is principal at West Park Middle School in Red Deer. She has been teaching in the Red Deer Public School District for 15 years. She has been a vice principal, physical education teacher, intramural coordinator and coach.

Mona brings an incredible amount of energy and enthusiasm to her PE and intramural programs. She is creative and caring and loved by her students and staff. Her programs are both fun and innovative.

Mona is an HPEC member and has served on several programs and committees. Mona models the love of physical education in her own lifestyle. She runs half and full marathons, competes in triathlons, plays basketball, volleyball, hockey and indoor soccer, and is an outstanding role model for all who know her. She is truly worthy of receiving an HPEC Certificate of Commendation award.

South East

Donna Schneider, Irvine School, Irvine

Donna Schneider is not only an asset to her students but also to the school and community. Although she works half time, she puts in the equivalent of a full-time teacher doing 110 per cent of the job. You name it, she does it. Donna is one of the those teachers for whom the word *no* does not exist, especially when it comes to assisting students, parents and staff with athletic and healthy pursuits. Each year Donna coaches volleyball and basketball teams. If there are not enough coaches, she coaches two teams in the same season. When she is not coaching, she is actively promoting school spirit or coordinating things such as the PARTY and Take Our Kids to Work programs.

She does this in addition to being a mother and assisting with her family ranching enterprise. She is well respected among staff, students and community members. She does all this not for herself but for the love of the students and the teaching profession.

South West

Linda Balon-Smith, R.I. Baker Middle School, Coaldale

Linda Balon-Smith is the cochair of the 2003/04 HPEC conference in Lethbridge. She has just completed her master of education degree basing much of her work and research on "The Increasing Demands on Rural Principal Time."

Linda is the R.I. Baker Middle School representative and local ATA professional development committee representative. She is very active after school as well and acts as one of our staff representatives for student leadership. She coaches the Grade 8 girls' volleyball team and is the exploratory team representative to the Learning Team.

Linda is a part-time teacher working full-time hours. She teaches Foods to Grades 6-8 students, and physical education to a Grade 5 and a Grade 8 class. She also assists with the school's extracurricular sports programs, acting as the lead person in organizing the junior varsity volleyball tournament.

One outstanding achievement of which Linda is very proud is the completion of her master of education

degree, awarded in June 2003. She is also very proud that she has been an integral part of the Lethbridge HPEC Conference 2004.

Linda is an excellent person and an extraordinarily gifted teacher. She will assume any assignment given to her and perform the job admirably. She is very hard-working and puts in a tremendous amount of time toward her teaching responsibilities. She has limitless energy and juggles many demands on her time. She is thorough in everything she does and when she takes on a job, you know that the task will be done very well. She puts all her effort in whatever job she is doing.

Craig Patton, F.P. Walshe School, Fort Macleod

Craig Patton is a valued member of his staff at F.P. Walshe School in Fort Macleod. The following comments represent the feelings of other colleagues that value his contributions. He is quite an asset in our school district and deserves recognition.

Craig has enjoyed being actively involved in HPEC over the years. He has made many contributions to his school and district by coaching volleyball, basketball and rugby at the junior and senior high levels. He also sets up the interschool tournament schedule for all three sports.

Craig is actively involved in teaching and coordinating the school's physical education program as well as the health program.

Some of Craig's career highlights and outstanding achievements are being Fort Macleod's Citizen of the Year in 2002/03. He has instituted Rugby Sports in the Southern Alberta area. Craig's overall passions are his students, extracurricular activities and, particularly, his love for the game of Rugby.

John Seaman, County Central High School, Vulcan

John Seaman has been very active as a PE teacher and athletic director at County Central for 20 years. He is well respected across Palliser Regional Schools for his involvement in all aspects of athletics.

John has often taken a leadership role in guidelines and procedures involving policy and regulations for sports programs. He is often asked to volunteer for committees and organizations in that regard.

This year, John has been instrumental in developing a new endeavour we have come to know as the Sport Council. Charged with the responsibility of managing, monitoring and funding the entire sport program at County Central, the Sport Council looks like it will be a great new venture for us.

In the past few years, John oversaw the completion of our Sportsfield Improvement Project. Gathering funding, working with contractors and organizing the entire project, John worked hard to make the new facility become a reality. We now enjoy a fine space for our students to practise and compete in track and field.

John has been a leader in all of southern Alberta with rugby, and track and field. Our teams have done well and are respected in these areas. In recent years, our junior high cross country running teams have done very well, bringing home the 2J zone banner.

John is a no-nonsense black-and-white character when it comes to teaching physical education and organizing extracurricular activities. Kids know his parameters and work well within them. He has shown a particular affinity for taking kids on outdoor trips, and his winter trip in PE 20/30 is a favourite of many of our students.

John is committed to providing quality physical education to our students. He is a deserving candidate for this award.

Distinguished Service Award 2004

Brian Erickson, HPEC Past President 1985/86

Bryan Bienert, Joe Clark School, High River

Since 1980 I have taught at Spitzee Elementary School in High River while Bryan Bienert taught at Joe Clark School, also in High River. As I worked my way through the HPEC executive in the mid-eighties, Bryan was always at my side attending all conferences and drive-in workshops in Calgary. He may as well have been on the HPEC executive at that time because his input was very valuable. He has given many presentations from activity-based to classroom curriculum sessions.

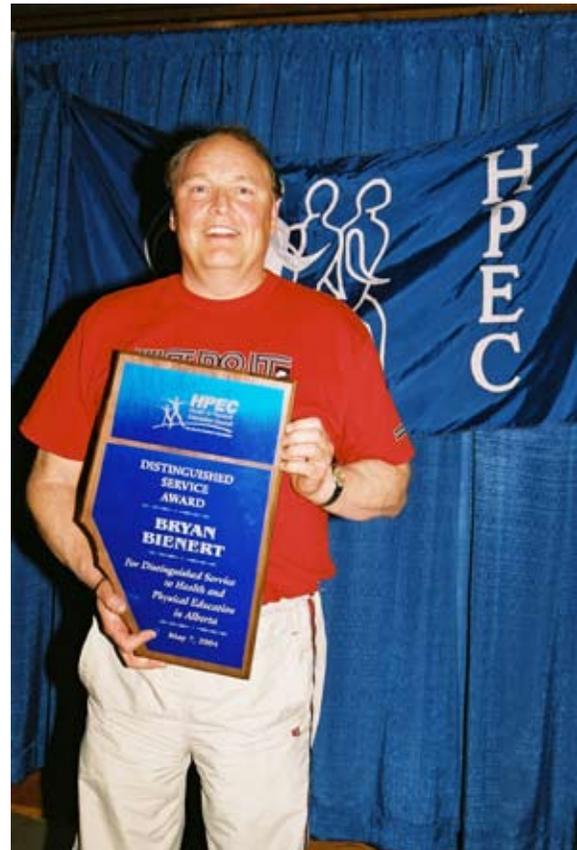
Bryan served as the HPEC district rep for the Palliser Regional Division for six years and was the protocol chair for HPEC 1993 conference in Banff. Bryan has attended provincial curriculum workshops on implementation and assessment, and then conducted numerous inservices to spread the word. Bryan has continually changed his own physical education program to keep up with the times.

Bryan continues to be the driving force behind physical education curriculum implementation in the Foothills School Division as is evident by the letters of support from two associate superintendents and many principals and teachers in this division. He has given countless workshops at the drop of a hat to any school in need.

Bryan single-handedly implemented QDPE at Joe Clark School by teaching double classes, teaching 10 classes a day and running a quality intramural program at the same time.

Needless to say his energy and commitment have not faltered in all the years he has been a teacher. Bryan is a solid citizen who works hard and always sees the happy side of life with his students and peers.

It appears that this will be Bryan's last year of teaching. Although that is not justification for an HPEC Distinguished Service Award, it would be fitting that Bryan



receive the award in Lethbridge, where so many of the people he has influenced would be able to share in the congratulations.

Gail Dennis Moisey, principal of Spitzee Elementary School, submitted the following letter to support Bryan Bienert's Distinguished Service Award nomination:

I first met Bryan Bienert in 1981 when we and several other teachers became part of the new Rt. Honourable Joe Clark School. I was Bryan's vice-principal as well as fellow teacher on this new school's staff.

Bryan made physical education and the curriculum skills he taught come alive. As we set out to create an exciting, caring and academically excellent school, Bryan devised very innovative activities for the climate-

building adventures for students and staff. Joe Clark School is located alongside Emerson Lake (a man-made lake), so Bryan divided students and staff into teams to run or walk for two kilometres on specified days of the week. These kilometres were charted on a map of Canada, with the goal of all of us travelling across the whole of Canada. Everyone was so keen to make it across Canada.

Bryan always has time for students, and in the 15 years that I taught with him, I never saw or heard of him ever belittling a child or making the child feel small. He always had time to listen to stories, tales of woe or achievement and to always encourage all students (and often the adults at the school, as well).

Bryan was, and continues to be, a master at creating new games and activities that have fun names, that sound a bit far out, but that involve the many skills that Bryan taught the students. The students were thrilled to play those games without realizing that they were working hard at practising the skills.

Bryan has always generously shared his neat ideas with others and has given many workshops and inser-

vices for his peers. He has never turned down fellow teachers who needed a few ideas and/or lesson plans to use with their physical education classes.

During my 15 years of teaching with Bryan, he was always involved in helping to organize tournaments for badminton, volleyball and so on, and he did it all with such great humour and enthusiasm.

Bryan has also been extremely active in working on new provincial curriculum and then helping to inservice fellow physical education teachers. He really is an amazing professional educator and a caring, compassionate colleague who has given and continues to give his all to the students and fellow staff members. Bryan has fostered a strong love of physical activity in hundreds of students because he helped them believe in themselves and their ability to be successful athletes at whatever level they chose. I'm sure that through all their lives they will hear his voice ringing in their memories saying, "Good job, way to go. You have really improved." What a guy! He really has earned the opportunity to be honoured with this Distinguished Service Award.



Biography of Bryan Bienert

Bryan Bienert grew up on a farm just outside of Leduc, Alberta. He attended the University of Alberta and graduated with a bachelor of physical education in 1971. He then attained a professional diploma after degree in 1972 and a graduate diploma in educational administration in 1991 from the University of Calgary.

Bryan began teaching in Hardisty, Alberta, in 1972/73, where he coached cross-country running, volleyball, basketball, badminton and track and field.

He joined the Foothills School Division in 1973 and taught at Oilfields Junior Senior High in Black Diamond for five years and at Senator Riley Junior High in High River for three years. He then moved to Joe Clark School (JCS) in High River to teach PE K-7 and coach extracurricular activities. For the last six years, he's been teaching K-5, which makes a total of 24 years with JCS.

Bryan was vice-principal of JCS in 1991/92. He has been an HPEC member for 30 years and has served as a district rep for 6 years.

As the new PE curriculum lead teacher for Foothills School Division (FSD), he has conducted several workshops in games, dance, gymnastics, racquet sports, cooperative games, outdoor education, initiative tasks, cross-country skiing, snowshoeing, canoeing, orienteering and outward bound.

Bryan served on the HPEC conference committee in charge of protocol in Banff in 1993. He won two HPEC Certificates of Commendation in recognition and appreciation of the valuable contribution made to the profession (1986 and 2000).

He served as the FSD president of the athletic council for 10 years and professional development rep, president, vice-president and past president of the local ATA.

He served on the FSD joint committee, local EPC committee, local curriculum development committee, development committee for new Heritage Heights School and as a communications rep.

Bryan completed the Lions Quest program and TESA course. He received a grant for Theme 5 Human Sexuality and the 1991 ATA Educational Bursary Award. He was an ambassador for the athletic category of the Alberta Summer Games 2004.

Bryan loves to be outdoors, cross-country skiing, playing tennis, boating, camping, sightseeing, hiking or biking. His favourite teams are the Edmonton Eskimos and the Oilers, but he'll watch any sport in the world.

Bryan and his wife, Lynda, celebrated their 30th anniversary in July 2004. Their son Shawn, a computer engineer, married Michelle in January 2004. Daughter Angela is in her second year of teaching in Drumheller.



Research

Physical Education, Health and the Internet: There Is a Connection

Stephen Berg and Clive Hickson

Using technology and the Internet for health and physical education can be very useful for you as a teacher and for your students. Although virtually hundreds of websites involve some area of health or physical education, it can be hard to keep up with all of the information. Below are several links to help you in teaching health and physical education. Each site has been categorized under specific headings for your convenience. All you have to do is type in the website and explore what each one has to offer you. Happy surfing!

Alberta Sites

Alberta Learning www.learning.gov.ab.ca/physical-educationonline/

Alberta Centre for Active Living www.centre4activeliving.ca

Alberta Coalition for Healthy School Communities www.achsc.org

Alberta Schools' Athletic Association www.asaa.ab.ca

Alberta Special Olympics www.aso.ab.ca

Athletics Alberta www.athleticsalberta.com

Ever Active Schools www.everactive.org

Schools Come Alive www.schoolscomealive.org

National and Provincial Documents

Canadian Association for Health, Physical Education, Recreation and Dance www.cahperd.ca

American Association for Health, Physical Education, Recreation and Dance www.aahperd.org

British Columbia Ministry of Education www.gov.bc.ca/bced

Manitoba Department of Education and Training www.edu.gov.mb.ca/manet/manet.html

New Brunswick Department of Education www.gov.nb.ca/education/default.htm

Newfoundland Department of Education www.gov.nf.ca/edu

Northwest Territories Education, Culture and Employment <http://siksik.learnnet.nt.ca/>

Nova Scotia Department of Education www.ednet.ns.ca

Nunavut Education www.gov.nu.ca/education/eng/index.htm

Ontario Ministry of Education www.edu.gov.on.ca/eng/welcome.html

Prince Edward Island Department of Education www.gov.pe.ca/educ/

Saskatchewan Education www.sasked.gov.sk.ca/k/index.html

Yukon Education www.gov.yk.ca/depts/education/

Stephen Berg is a Ph.D. graduate student in elementary education at the University of Alberta.

Clive Hickson was a school teacher and principal in British Columbia. He is currently assistant professor in elementary physical education at the University of Alberta and research coordinator for the Institute for Olympic Education.

Curricular Ideas

Active Healthy Kids Canada www.activ8.org
Heart and Stroke Foundation ww1.heartandstroke.ca
Kidnetic www.kidnetic.com.
PE Zone www.reach.ucf.edu/~pezone/
PE Central www.pecentral.org
PE Links 4 U www.pelinks4u.org
PE 4 Life www.pe4life.org
Think First www.thinkfirst.ca
Stay Alert Stay Safe www.sass.ca

Health Education

Canadian Association for School Health www.schoolfile.com/CASH.htm
American Association for School Health www.aahperd.org/aahe/
Canadian Health Network www.canadian-health-network.ca
Canadian Institute of Child Health www.cihi.ca
Canada's Food Guide to Healthy Eating www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html
Growing Healthy Canadians: A Guide for Positive Child Development <http://www.growinghealthykids.com>
Health Canada www.hc-sc.gc.ca
Osteoporosis Society of Canada www.osteoporosis.ca
Canadian Diabetes Association www.diabetes.ca

Interactive Sites for Students

Powerful Bones www.cdc.gov/powerfulbones
Net Steps 2 Learn www.2learn.ca/curlinks/
Kids Health www.kidshealth.org
Insurance Corporation of British Columbia www.icbc.com/Youth/roadsense_kids.html
Body and Mind www.bam.gov
Lifebytes www.lifebytes.gov.uk/indexmenu.html
Bullying www.talk-helps.com

Professional Development

Human Kinetics www.humankinetics.com
Get Active Stay Active www.getactivestayactive.com
National Center for Chronic Disease Prevention and Health Promotion www.cdc.gov/healthyyouth/physicalactivity
In Motion www.saskatchewaninmotion.ca

Sites to Recommend to Parents

Ready Set Go www.readysetgo.org
Growing Healthy Kids www.growinghealthykids.com
Capital Health www.capitalhealth.ca
Media Awareness Network www.media-awareness.ca
Safe Kids Canada www.safekidscanada.ca
Talk With Kids www.talkingwithkids.org



The Olympic Spirit Is Alive and Well at the Institute for Olympic Education

Deanna Binder

Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

—International Olympic Committee,
Olympic Charter

Alberta houses a one-of-a-kind in the world educational institute, focused on advancing the physical and moral development of children and youth through programs that bring the values of the Olympic movement—joyful physical endeavour, fair play, respect for diversity, excellence and peace—to life in schools and school communities. Through research, curriculum development and educational programs, the Institute for Olympic Education, housed in the Department of Elementary Education at the University of Alberta and now in its third year of operation, leads the world in connecting theory and practices related to the pedagogy of Olympism.

The programs of the Institute for Olympic Education respond to the looming health crisis arising from the alarming lack of physical activity among school-aged children in Canada and the world, and to concerns about rising levels of violence and substance abuse in sport and society. Although, according to the UNESCO Charter, access to physical education and sport is a basic human right, and physical activity is the key foundation for personal health, obesity has become a serious issue in all of Canada, and throughout the world. In Alberta, studies indicate that one-third of the population of children and youth lack sufficient physical activity to lay a solid foundation for their future health. In First Nations, Métis and Inuit communities, the rates are even higher.

“Champions Together” School/Community Projects

Projects of the Institute for Olympic Education include school/community projects that connect community-based physical activity programs with curriculum-based activities in schools. An important priority is to assist elementary school teachers, many of them without backgrounds in physical education, to integrate the learning outcomes of the new physical education and health curricula into other curriculum areas. These projects are grounded in theory and promising practices related to how students learn positive values through participation in physical education, physical activity and sport. It is the conviction of the supporters of the Institute for Olympic Education that the ideals associated with the Olympic Games of the modern era (joy in physical endeavour, fair play and international friendship) are just as relevant and important today as they were 100 years ago, and particularly because many of our children today follow sedentary, inactive lifestyles, face a physical activity crisis, and new challenges for developing respect for others in a global, multicultural society.

In the summer 2002, RBC Financial Group’s Aboriginal Program provided funds to support a pilot project of the Institute for Olympic Education (IOE) in the northern Alberta community of Slave Lake. The project, Champions Together: A Slave Lake Multicultural Project, was implemented in Grade 5 classes and through after-school activities of the Boys and Girls Club during March 1 to May 31, 2003. The age group chosen was Grade 5 because

- it is a critical age for proper development of bone structure at the prepuberty age level,

Deanna Binder is the director of the Institute for Olympic Education. She was the editor and project coordinator for the 1988 Olympic education program, Come Together: The Olympics and You. She consults on community educational programs and is the author of the award-winning handbook Fair Play for Kids.

- the elementary school programs will better facilitate an integrated approach for the curriculum materials, and
- it is an age for opportunity to influence attitudes to physical activity and to interest children in new activities.

Through pilot projects like the Slave Lake Champions Together project, it was hoped that materials, measures and activities could be developed and modified for use in other Alberta and Canadian multicultural contexts.

The overall goal of the project was to bring together the schools and the community of Slave Lake in an integrated school and community program to support healthy and active lifestyle choices. Through a consultation process with members of the Leadership Team, the following basic principles were agreed upon:

- The project will be based on the principles of integration and will emphasize respect and acceptance for diversity. Thus the program will welcome participation by young people from the general community as well as First Nations and Métis youth.
- Through a program of various physical activities carried out in the community, and curriculum activities carried out in the schools, boys and girls will be encouraged to develop their physical skills, affirm their cultural and community identities, and

participate in activities that build respect for other cultural traditions.

- The project will provide multiple opportunities for participation and involvement by adults in the community, for example, parents, media, the business community and educators.
- Activities will be identified for the first year within the budget, but the plan will reflect the desire of the community to an ongoing initiative.

“The community believes that respect for diversity and pride in identity are values that can be emphasized through this initiative.”

Components of the project included

- a weekly activity program in the community, including different activities each week, lead by a special coordinator hired by the Slave Lake Boys and Girls Club;
- a classroom program offering activities in a variety of subject areas to support themes of wellness and physical activity, including a parent/adult participation program;
- an evaluation, both quantitative and qualitative, to compare student experiences and attitudes before and after the three-month activity program; and
- two special Olympic-style ceremonies, a launch on February 12, 2003, and a celebration event on May 30, 2003.



Georgette Reed, Olympian, inspires Slave Lake Grade 5 students.

Curriculum materials were adapted from an international resource book titled *Be a Champion in Life*. These materials, a publication of the Foundation for Olympic and Sport Education in Athens, Greece, were authored by Deanna Binder. They have been internationally tested in such diverse cultures as China, South Africa, Brazil, Australia and the United Kingdom, and were endorsed by the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) and by the Canadian Centre for Ethics in Sport (CCES), and are based on the following values with respect to the ideals of Olympism:

- Physical activity can and should bring body, mind and spirit together.
- Physical activity and sport create contexts within which fair play, the spirit of sport in life and in the community, can be best tested and played out.
- Physical activity and sport provide a multicultural context within which children and young people can learn to respect others and to live with diversity.

- Participation in physical activity and sport can and should encourage pursuit of excellence, whereby a sense of identity, self-confidence and self-respect can be cultivated and enhanced.
- Learning about the past and present of Olympics supports the development of the values of Olympism and can and should foster a sense of history and continuity.

Results from this project will be published in a future *Runner*.

A second pilot project launched in three inner-city schools in Calgary in September 2003 and completed in December 2003, with the support of the Calgary Foundation and RBC Financial Group, is also offering valuable information about the challenges of implementing grassroots Olympic education initiatives.

Summer Institute 2004

The Institute for Olympic Education also offers an intensive one-week summer institute on the theme of



Participants of the 2004 Summer Institute with the 1988 Olympic Torch.

"Education and the Olympic Games" each July. This is a three-credit course for graduate students and students in the fourth year of their undergraduate programs. As a three-credit program, the summer institute has three components:

Part I: A pre-institute assignment required of all participants

Part II: Full participation in the one-week of activities of the summer institute

Part III: A post-institute assignment, which is required of participants enrolled for course credit and is optional for other participants

The 2004 Summer Institute focused on educational themes leading into the 2004 Olympic Games in Athens. Participants to the 2004 Summer Institute came from all over Canada and included an Olympic Education specialist, Dr. Roland Naul, from the University of Essen in Germany. These educators explored the theory and practice of converting Olympic values, such as fair play, international understanding and participation in physical activity and sport, into interesting and useful educational programs for children and youth. Five themes form the core of the summer institute program:

Theme 1: "The Olympic World Past and Present—A Values Comparison" explores the similarities and differences between the educational traditions of ancient Greece—as represented in pan-Hellenic festivals like the Olympic Games—and the educational philosophy of the modern Olympic Games—as articulated by Pierre de Coubertin and others—and represented in the ritual, traditions, structures and issues of the modern Olympic movement. This comparison serves to sharpen a discussion of current educational theory related to values-based teaching.

Theme 2: "Olympic Education as Values Education" explores the theory and practice of Olympic education with examples of Olympic education initiatives from around the world.

Theme 3: "Enabling Participation and Excellence" explores issues in the provision of equitable and safe facilities, leadership and resources for active, healthy living programs for all children. At the Olympic facilities

in Calgary, participants compare and contrast how the facilities at various Olympic Games venues try to meet the needs of elite as well as grassroots participants.

Theme 4: "Issues Related to Quality Physical Education in Schools and Sport for All" identifies theoretical issues and explores promising practices for offering physical activity and sport programs to all children regardless of ability.

Theme 5: "Cultural Difference and the Olympic Dilemma." Is there such a thing as "universal fundamental values?" (Olympic Charter) This theme explores the issues and challenges of cultural difference within the context of physical education and sport.

Students are inspired by the intensive week of Olympic-related activities:

"The week has been a journey."

"The Olympics unites the world in spectacle and festival, but it also provides an opportunity for learning."

"Although I am not a teacher, it was great to be with all these wonderful people with experience. Thank you for creating this wonderful institute. Keep the flame burning."

"The sharing of research was very valuable for insight on resources and research facilities, and for ideas on how to incorporate Olympism into our classes."

The 2005 Summer Institute will take place from July 11 to 15, 2005. Participants are welcomed from all faculties and from all discipline areas. The Institute is currently working with the Canadian Olympic Committee; the Canadian Centre for Ethics in Sport; the Canadian Association for Health, Physical Education, Recreation and Dance; Action Sport BC; and the 2Learn.ca Education Society of Canada on a website project for the Vancouver 2010 LegaciesNow Society. It is also active in the process of developing an Olympic education network of postsecondary colleagues and demonstration schools. Its first demonstration school initiative was launched in Wuhan City, China, in February 2004.

For further information on the Institute for Olympic Education, please contact Dr. Deanna Binder, director, at (780) 492-3178, dbinder@ualberta.ca; or Lorraine Parry, project administrator, at (780) 492-4201, lparry@ualberta.ca.



Resource Reviews

ABCDs of Movement

Edmonton Public School Board, 2002

Reviewed by Ashley Clarke

ABCDs of Movement is a grade-specific curriculum support resource for physical education teachers. This resource is to be used with the *Physical Education Guide to Implementation, Kindergarten to Grade 12* (Alberta Learning 2000). It includes a general description of the ABCDs of movement for the specific grade level, lesson plans in each of the five different activity dimensions and several additional activities and skill considerations in the appendices. The resource was compiled by the Edmonton Public School Board and published in 2002. There is no additional Internet support for the book. *ABCDs of Movement* supports the physical education goals of the province and is very specific to Alberta's curriculum. Because it is also specific to the grade level, one book for each grade would need to be purchased for each grade level. Each set of lesson plans provides a variety of developmentally appropriate activities and the ability level in the lesson plans increases from the first lesson to the last. In the beginning of *ABCDs of Movement*, there are several excellent suggestions as to how to incorporate children with disabilities into different activities.

The *ABCDs of Movement*, on the whole, is well organized. The lesson plans are in order of the sample year plan, but there is also a table of contents if teachers are looking for different ideas to supplement their own program. The lesson plans are written based on a two week per unit, three day per week, 30 minutes per class

physical education program. The plans use the Alberta Curriculum Guide Template with lesson outcomes clearly specified. The font is easy to read and lessons include diagrams and simple pictorials to clarify the text. The book suggests doing two units of each dimension of physical activity per month. It provides one of the monthly units with explicit lesson plans, leaving the second unit and planning up to the individual teacher and situation. Each lesson includes the equipment, safety considerations, key criteria for the skills being covered and connections to other subjects if applicable.

On the downside, the skill and cognitive level of the students is assumed to be very minimal, and this resource does not provide variation or challenge for more matured or skilled students. The safety considerations are all very basic and don't vary much from lesson to lesson. For example, the safety considerations of a dance lesson are exactly the same as those for most of the gymnastics and alternative environment activities.

Overall, this resource would be good for a generalist especially one who is not comfortable or familiar with the physical education curriculum. It makes sure that all of the specific outcomes are met and explains how to teach basic skills properly.

Reference

Alberta Learning. 2000. *Physical Education Guide to Implementation, Kindergarten to Grade 12*. Edmonton, Alta.: Alberta Learning.

Ashley Clarke is a University of Calgary student seeking her bachelor of kinesiology with a pedagogy major. Thanks to Teresa Maxwell for encouraging her students to review teacher resources in physical education.

Exercise Science: An Introduction to Health and Physical Education

by Ted Temertzoglon and Paul Challen

Thompson Educational Publishing, 2003/04

ISBN 1-55077-132-9

Reviewed by Tara Deeks and Greg Almond

This resource would be excellent for any school interested in offering an option course in this area. Because it approaches the theory and concepts of exercise from a theoretical and academic perspective, it should not be considered as a substitute for the regular physical education program. It would be best offered as an option in Grades 11 or 12 and aimed primarily at those students who might be considering postsecondary education in related fields. The content is extensive and would require a similar time commitment as a normal academic subject area. The resource covers the following units: an introduction to anatomy and physiology, human performance and biomechanics, motor learning and skills development, the evolution of physical activity and sport, and social issues in sport and physical activity.

The overall organization for *Exercise Science* was well done. Three separate yet focused resources are part of the package: a textbook, a teacher's manual and a student workbook/lab manual. Each text is well written and easy to follow. Each unit is, for the most part, self-contained and can be taught in any order; however, it is recommended that teachers follow the progressions suggested in the text. The illustrations are up to date and generally use recognizable Canadian athletes.

Important concepts are highlighted throughout the textbook allowing the teacher and students to know which elements of the units are most important. The teacher's manual is well thought out and provides the teacher with suggested time allotments, learning objectives, lesson plans and sample quizzes for each unit. The student workbook allows the students to learn through application with the use of key terminology, unit quizzes and practical knowledge.

As near graduates from the Faculty of Kinesiology, we believe that this type of course would benefit students by providing a solid theoretical basis for pursuing an active lifestyle and studying the body from a theoretical perspective. It could easily be integrated with both the biological and health offerings in the school. The resource provides teachers with the required materials for putting together an excellent offering, not too in-depth for either the teacher or the students. The suggested timeline for the course is given for a non-semestered school but can be adapted to a school that is organized on a semester or modular basis. The Exercise Science course is a great introduction for students interested in possibly pursuing a kinesiology degree, and we would recommend this resource as an option course.

Tara Deeks and Greg Almond are bachelor of kinesiology pedagogy major students.



HPEC Updates

Conference 2004



The 43rd annual HPEC conference “Whirlwind of Wellness” was held in Lethbridge May 6–8. There were 525 delegates in attendance. The 236 evaluations received confirmed that the conference was a success. The University of Lethbridge, which is a growing institution, hosted our conference. People enjoyed the facilities.

The delegates were treated to a wonderful program that included both French and Native sessions. The 84 quality sessions were well attended and very active. We are grateful that 300 people filled out the online evaluations because Conference 2005 in Fort McMurray will be provided with great insight.

We were fortunate that Danièle Sauvageau, head coach of the 2002 Women’s Olympic Hockey Team, opened the conference on Thursday. On Friday morning, Cary Mullen gave us an inspirational presentation. Unfortunately comedian Catherine Samson did not work out, but she tried her best. The facility was partially to blame.

Thirty-six displayers came to our conference to share their expertise and enlighten all physical educators on new health and physical fitness ideas.

The socials were very well attended and everyone had a great amount of fun.

The Friday night Mardi Gras saw people dress up with beads and other apparel. The evening was full of energy and a great night of dancing.

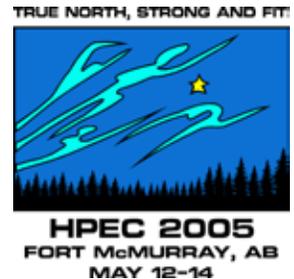
Conference 2005

“True North Strong and Fit”

May 12–14, 2005

Keyano College/
Sawridge Hotel

Fort McMurray, Alberta



Physical education and health teachers province-wide are invited to Fort McMurray in 2005 to enjoy the hospitality of the North. Come prepared to network with colleagues, have fun and receive the ultimate professional-development experience.

Keynote Speakers

- Silken Laumann, former Canadian Olympic Rower, appearing courtesy of the National Speakers Bureau. Make sure this is included in any promotional materials.
- Gerry Dee, stand-up comedian who was a PE teacher in his former life.

Look for registration information and more details on the conference program in the near future.

Conference Locations

- | | |
|------|-------------------|
| 2006 | Calgary, Alberta |
| 2007 | Edmonton, Alberta |
| 2008 | TBA |



Be a Runner Contributor

Runner is a professional journal for physical education teachers in Alberta. Submissions are requested that have a classroom, rather than a scholarly, focus. They may include

- personal explorations of significant classroom experiences;
- descriptions of innovative classroom and school practices;
- reviews or evaluations of instructional and curricular methods, programs or materials; and
- discussions of trends, issues or policies.

Manuscripts on other themes will also be considered for publication.

Manuscripts may be up to 2,500 words long. References to works cited should appear in full in a list at the end of the article. Photographs, line drawings and diagrams are welcome. To ensure quality reproduction, photographs should be clear and have good contrast, and drawings should be the originals. A caption and photo credit should accompany each photograph. The contributor is responsible for obtaining releases for use of photographs and written parental permission for works by students under 18 years of age.

Manuscripts should be submitted in duplicate, typed double spaced. Please include an electronic copy or a disk labelled with program identification and the name of the contributor. A cover page should include the contributor's name, professional position, address, and phone and fax numbers. The Copyright Transfer Agreement should be completed and attached to manuscripts. Disks will not be returned.

Contributions are reviewed by the editor, who reserves the right to edit for clarity and space. Send manuscripts for future issues to Wayne Meadows at wayne.meadows@cssd.ab.ca.

Copyright Transfer Agreement

I/we, _____, the author(s), transfer copyright of the manuscript entitled _____ to the Health and Physical Education Council of The Alberta Teachers' Association, in consideration of publication. This transfer shall become effective if and when the manuscript is accepted for publication, thereby granting the Health and Physical Education Council the right to authorize republication, representation and distribution of the original and derivative material. I/we further certify that the manuscript under consideration has not been previously published and is my/our own original piece. I/we understand that the work may be edited for publication.

signature(s) _____ date _____

Address _____

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