

E-SPRINTER

A newsletter of the Health and Physical Education Council of the Alberta Teachers' Association

October 2019

HPEC President's Message

2020 Vision Towards Wellness

Your HPEC executive team kicked off this year at our annual Thinkers Retreat, where we hunkered down on a snowy September weekend to continue into year two of our three-year strategic plan, this year's theme being a 2020 Vision Towards Wellness. Look for a number of amazing professional development opportunities, starting with our regional drive-in workshops, health and physical education symposiums at teachers' conventions and our always anticipated annual HPEC conference, to be held in Lethbridge, Alberta. You can



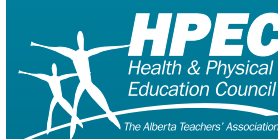
find more information and register for these events via our website at www.hpec.ab.ca. Your HPEC team is here to connect and serve our members, so reach out to us.

Nadeen Halls

What's Inside

- HPEC Conference 2020
- HPEC 2019 Award Winners and HPEC 2020 Award Applications
- HPEC 2020 Grants
- Searching for Sasquatch — Lesson Plan
- Friends of HPEC
- HPEC Blog Submission Highlights
- Upcoming HPEC Drive-In Workshops
- Important HPEC Links
- HPEC Executive Members in the Spotlight
- Resources from Alberta Health Services: Healthy Eating
- Ever Active Schools: Highlighted Resource and Conference

www.hpec.ab.ca



HPEC Conference 2020



Go to the HPEC conference website for all the latest conference information: www.hpec.ab.ca/hpec-2020-20-20-vision-towards-wellness.

April 30–May 2 at Lethbridge College

Check out the HPEC Conference 2020 video at https://youtu.be/iWSw8Mfdj_Y.

Conference Keynote Speaker: Laval St Germain

Expert at turning dreams into goals into reality, Laval St Germain (www.lavalstgermain.com/) knows what it takes to unzip the tent door and step out from high camp on Everest for a cold, gasping trip to the top or to shove off the dock to row alone across the North Atlantic Ocean.

Laval is the only Canadian to have climbed Mount Everest without the use of supplemental oxygen, the only person to have climbed and skied Iraq's highest peak, and the holder of the fastest-ever crossing of the North Atlantic Ocean by solo ocean rowboat from mainland North America to mainland Europe.

Laval has climbed the highest peak on all of the earth's 7 continents (the 7 Summits) and the highest peaks of more than 18 nations.

Uniquely blending extreme high-risk outdoor adventure with the deliberate and strict adherence to procedures, checklists and risk management inherent in an airline pilot has kept Laval alive.

Laval is an acclaimed keynote speaker, with emotional and striking stories from up there above the clouds and out there beyond the ocean horizon

Call for Presenters

Do you have great ideas and activities to share with your fellow health and physical education teachers? Fill out the conference call for presenters at <https://forms.gle/y9o5YPtmgKuiNrR8>.

Conference Accommodation

- Lethbridge College Residence
 - 4-bedroom units: \$140/night/unit
 - Single unit: \$40/night
 - To book, call 403-329-7218 or e-mail res.life@lethbridgecollege.ca and reference the HPEC 2020 conference.
 - Visit <https://lethbridgecollege.ca/departments/residence-life/summer-housing> to learn more about amenities in the rooms.
- Holiday Inn
 - 2375 Mayor Magrath Drive South; telephone 403-380-5050
 - Contact: Curtis Burton/Allen Laygo
 - Group: Health and Physical Education Conference Group
 - Two queen beds including waterpark passes: \$129 per night + taxes
 - Two queen beds including waterpark passes and breakfast: \$149 per night + taxes



Conference Friday Night Social Theme: Sunny South Beach Party

Watch for conference registration,
coming soon on the HPEC website.



HPEC 2019 Award Winners

HPEC acknowledges the winners of the 2019 HPEC Awards and thanks these deserving individuals for their outstanding contributions to health and physical education throughout the province of Alberta.

HPEC Distinguished Service Award

Sonia Sheehan

PHE Canada Dr Andy Anderson Young Professional Award

Kimberly Bates

HPEC Robert Routledge Address

Barb Young

HPEC Certificates of Commendation

Region 1 (Southeast)

Amanda McGarry

Region 2 (Southwest)

Michaela Dilworth-Baum

Region 3 (Greater Calgary)

Susan Shearer

Region 4 (Calgary)

Jim Thorne and Michael Murray

Region 5 (Central)

Dan Cormier

Region 6 (Central East)

Katherine Wagner

Region 8 (Edmonton)

Aaron Corsaro and Jackie Koval

Region 9 (Central West)

Megan Jones

Region 10 (Northeast)

David Hurley

Region 11 (Northwest)

Neil Ashworth

Congratulations to all our HPEC 2019 award winners.

To nominate a deserving individual for the 2020 HPEC awards, please visit the HPEC website: www.hpec.ab.ca/awards-grants.

- HPEC Distinguished Service Award nomination deadline:
January 15 each year
- HPEC Certificate of Commendation Award nomination deadline:
February 15 each year

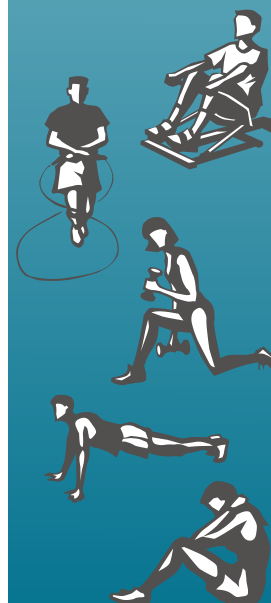
HPEC Student Leadership Grant 2019 Recipients

Caitlyn Gibson

Kelly May

Maya Leszkowski

Kori Kissinger



HPEC 2020 Grants

HPEC supports its membership through grants to attend the annual HPEC conference. HPEC awards three HPEC membership grants and four HPEC preservice teacher grants annually. Applications for the HPEC grants are available online at the HPEC website, www.hpec.ab.ca/awards-grants. The deadline to apply is January 15 each year.

Consider applying for a grant to attend the HPEC 2020 conference, 20/20 Vision Towards Wellness.

HPEC Preservice Teacher Grant

Award

- Sponsorship of up to four (4) education preservice teachers from education programs recognized by the Association.
- The grant will cover the student registration fee and \$200 for costs related to attend the HPEC conference; receipts for registration and other costs must be submitted to the HPEC treasurer.
- Allocation of funds will be contingent on the funds being available in the current year's HPEC budget.

Eligibility

- Full-time student/preservice teacher in their final two years of a BEd program with an interest in health and physical education
- HPEC member and a member of their ATA student local
- Secondary or elementary school focus
- Award winners must be present at the HPEC annual general meeting (AGM) during the annual HPEC conference to receive their award.

Application Procedure

- Student to complete online application form by January 15 each calendar year

Award Presentation

- Successful recipients to be notified by February 28
- Awards to be presented to the preservice teachers at the AGM at the HPEC conference
- Names of recipients will be published in the HPEC Runner and minutes of the AGM.

HPEC Membership Conference Grant

Grant

- The purpose of the HPEC Membership Conference Grant is to provide financial aid to HPEC members to support their attendance at the annual HPEC conference.
- The grant supports up to three (3) HPEC members who are currently teaching (full- or part-time) in K–12 schools.
- HPEC will reimburse successful applicants the HPEC conference registration fee and one day of substitute costs; this grant will not exceed \$700 per teacher. An HPEC conference registration receipt and an invoice issued by the applicant's school for substitute costs must be submitted to the HPEC treasurer for reimbursement.
- Allocation of funds will be contingent on the funds being available in the current year's HPEC budget.



Eligibility

- Full- or part-time teacher currently employed in an Alberta Teachers' Association recognized school
- Current HPEC member
- Successful applicants must submit an activity write-up (for example, a practical game, new ideas and/or activities) for publication in the HPEC *Runner*.

Application Procedure

- Teachers are to complete the online application form by January 15. (The form requests teacher name, school and contact information.)
- All applications will be reviewed by the HPEC table officers.

Award Presentation

- Successful applicants will be notified by February 15.

2019 Grant Recipients

Preservice Teacher Grant

Meaghan Dickert
MacKenzi Newman
Evan McKinlay

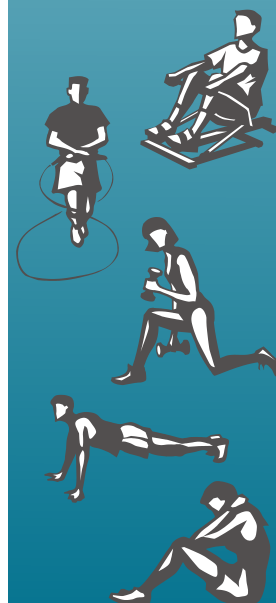
HPEC Membership Grant

Tiffany Archie
Stacy Bauer
Joe Faught





Friends of HPEC Grant

Lisa Taylor
David van den Bijgaart

Congratulations to the 2019 HPEC and ATA grant recipients. We look forward to seeing you in Red Deer at the 2019 conference "Life Is a Journey, Let It Be Active!"



Searching for Sasquatch— Lesson Plan

 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
BASIC SKILLS	APPLICATION OF BASIC SKILLS	FUNCTIONAL FITNESS	BODY IMAGE	WELLBEING	COMMUNICATION	FAIR PLAY	LEADERSHIP	TEAMWORK	EFFORT	SAFETY	GOAL SETTING/ PERSONAL CHALLENGE	ACTIVE LIVING IN THE COMMUNITY
X	X	X			X	X	X	X	X			

Introduction/Warm-Up

Who knows who Sasquatch is? He's a very fast runner and hard to catch. Let's warm up and try practising catching our friends to prepare ourselves to catch him if we do see him. Pick four or five people to be Sasquatch and have the kids try and catch those selected. Play until all the Sasquatch have been caught and then pick new people to be Sasquatch. Play a few warm-up rounds.

Learning Activities/Teaching Strategies

Make a square area with the pylons where the marbles and a Sasquatch toy will be located. When the kids are there, throw all the marbles and Sasquatch into the air so that they land all over the marked area.

Separate the kids into teams; I did boys versus girls, but you could possibly make groups of two or four, or do class versus class.

Give each team a container and say Go!

The goal of the game is for each group to find as many items as possible. When they collect an item, they must put it into their container. The group with the most items at the end is declared the winner of the game; however, if someone finds the one and only Sasquatch, that team is the instant winner. After time is up you can quickly count the items in each container to determine a winner.

Closure/Cool Down

Did anyone find Sasquatch? Was he hard to find?

Count totals and tell the kids who found the most items if he wasn't found.

What do you think he sounds like if we did find him? Have a couple of kids attempt to make a sound. Then say, "Let's all make Sasquatch sounds before we go. Ready? Go!" Dismiss them as they are making the sounds.



Assessment/Evaluation

- Are the kids working together to achieve the mission?
- How many items did each group or child find? (observation)

Safety Considerations

- Space adequate so kids don't crash into each other
- Be careful of ice on the playground
- Snow stays on ground when digging
- No throwing snow

Equipment

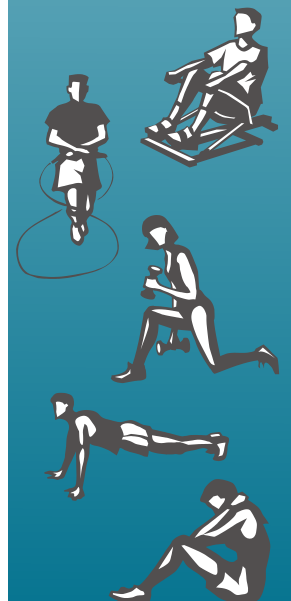
- 4 or more pylons to designate area to be searched
- Plastic container filled with items that can be used or stay outside until spring for the kids to look for. I used marbles of various sizes and colours. I suggest using over 100.
- One rubber/plastic small Sasquatch
- Soft snow, the deeper the better
- Margarine containers for the groups to place their items in when they find them (optional)
- Plastic shovels to dig in snow to find marbles (optional)

Differentiation/Modifications

- Keep a list with each team's names; they can run the items to you each time, and you can put a tally on the sheet to keep track. If they come each time they find something, they are getting more aerobic activity.
- Boys vs girls, or one class vs another
- You could give different point amounts for marbles that are harder to find or those that are fewer.
- Eliminate the Sasquatch instant winner.

Stacy Bauer

2019 HPEC Grant Recipient



Friends of HPEC

HPEC established the Don Williams Special Project Fund in 1991 in honour of Don Williams's retirement. At Don's request, the name was formally changed to Friends of HPEC in 1996 to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPEC members. The purpose of the HPEC Friends of HPEC Grant is to provide financial support for up to two grants of \$500 each year to assist with work on projects that will promote the teaching of health and physical education in Alberta schools. Application forms for this grant are available on www.hpec.ab.ca.

To make a donation to the Friends of HPEC Professional Development Fund, please contact pastpresident@hpec.ab.ca. Your donation may be in any amount and may be given in honour or in memory of a colleague in our profession if you wish.

Friends of HPEC honorees include Sharin Adams, Kirk Bamford, David Bean, Bryan Bienert, Lynn Bonnah, Dr. Andrea Borys, Terry Brady, Dave Brosh, Tom Brunt, Rollie Comeau, Dan Cooney, Barry Dillon, Marlene Doherty, Jim Drefs, Mary Ann Downing, Lynn Dyck, Myrna Empey, Brian Erickson, Merri Ann Ford, Dr. Gerry Glassford, Wendae Grover, Rick Haines, Mike Hay, Ed Henderson, Kath Hindan, Marion Irwin, Neil Johnston, Nestor Kelba, Lawrence King, Dr. Colin Lumby, Al Lutz, John Mayall, Ken Mc Kennam Ann McKinnon, Dean McMullen, Herb McLaughlin, Rollie Miles, Myrna Pauls, Bev Robinson, Dr. Chuck Rose, Donna Schneider, Brian Scott, Joey Shackelford, Keith Shaw, Carvel Skaret, Joy Taylor, Linda Thompson, Eleanor Torjek, Dr. Jan Valance, Debbie Yonata, Don Zablosky.

Friends of HPEC Grant

Deadline: January 15

If you wish to apply for grant money to assist with your work on projects that will promote the teaching of health and/or physical education in Alberta schools, please complete and submit the application at www.hpec.ab.ca/awards-grants, along with pertinent supporting documents. Projects such as writing or researching articles for the *Runner*, developing and delivering workshops for teachers in our province, developing resources for teacher use, or any other worthwhile project that meets the criteria listed below will be considered.

- Applicants must be members in good standing of HPEC.
- Grant applications can be received at any time during the year. (Please note: if you are planning a workshop, your request for funding should be received at least one month prior to the workshop.)
- To qualify for a grant from the Friends of HPEC, your activity or project must provide direct benefit to teachers and students in Alberta schools and will need to be completed by the following year's HPEC AGM.
- Two grants of \$500 will be awarded in each calendar year; please note that funding is limited to the interest earned from the principal invested in this trust fund.
- Grant recipients will be recognized at the HPEC annual general meeting, and the \$500 cheque will be awarded upon receipts being provided to the HPEC treasurer. All receipts must be submitted prior to June 1.
- Grant recipients will communicate with the HPEC vice-president of communications (vpcommunication@hpec.ab.ca) about the best medium to capture the project for which the Friends of HPEC \$500 grant funds were awarded (for example, blog, *E-Sprinter*, YouTube video and so on).



From the HPEC Blog

Visit <http://www.hpec.ab.ca/blog> for more health and physical education blog posts.

Heart Rate Monitors in Physical Education

I am currently in my eighth year of teaching, and have been at the same medium-sized school in Devon, Alberta, where I teach almost exclusively PE to Grades 5–9. My teaching is constantly evolving as I dream up new ideas—some great, some good and some terrible. I am very thankful for my PE team, which helps me keep my dreams and ideas in check.

I have always valued assessment and am constantly changing how I assess and evaluate my students. Assessment is an important piece in quality physical education because it provides the feedback students need to make changes to what they are learning. With that being said, I believe that PE is a subject that needs to be assessed differently from academic core classes such as math or science, where the answers are more clearly correct or incorrect.

It is difficult to accurately assess effort in PE classes, but I believe it is very important. A student who is putting forth partial effort is still getting many health benefits over a student who is doing nothing at all. I have always disliked how subjective assessing effort in PE can be. A student who is a fit athletic individual can physically perform more movement than a student who is just starting their personal fitness journey, so it may appear that the fitter student is putting forth more effort. This is why I started to pursue trying to get a class set of heart rate (HR) monitors—so that I could help educate our students on how the heart responds

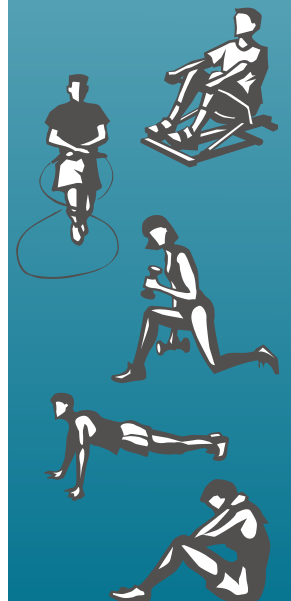
to work that their body is doing. The heart does not lie in response to the work that you are doing and the effort that you are putting forth.

This journey has not been a short one. It took about five years from having the idea to actually getting the HR monitors into our building. A lot of time was spent researching and trying to find the best monitors to be used in a PE program. Some of the things that had to be considered were cost, ease of use, cleanliness and accuracy. Through my research, I discovered that many equipment dealers provide many options and seem to be adding more each year; check out some options here:

- Gopher Sport
- Flag House
- IHT Spirit
- Heart Zones

Our school found the Heart Zones system to be the best fit. It was designed by a former physical education teacher specifically to be used in PE programs. One thing I liked the most about this monitor was that it was a forearm monitor rather than a chest strap. Even though it is known that a chest monitor is the gold standard for accuracy, I struggled with the cleanliness of sharing monitors between classes and with showing kids how to wear the monitor properly to get an accurate reading. The forearm monitor can easily have the strap switched out (which allows students to bring their own strap), it is comfortable to wear, and showing students the proper placement does not present the same issues as a chest monitor.

Another advantage of this system is that it allows for instant feedback—the students are able to see their zone in real time (on the monitor they wear, as well



as the big board display). This has proven to be a *huge* motivator in my classes. Once the kids have worn them, I literally cannot get them to stop moving, as they just want to see their colour change in response to their increased HR. This system also allows teachers to run reports to see how the class is doing as a whole and e-mail those reports to students/parents. Soon, Heart Zones is coming out with an online portal, which will allow us to track individual progress over set time periods.

In addition, this system does not have any ongoing fees. Some of the systems researched require yearly subscriptions, which would not be feasible for our school to continue. Heart Zones provides constant updates and improvements to their system at no extra costs after purchasing.

Heart Zones has also created something called Fit Points (read more about them here). This is essentially calculated by $LOAD = Intensity \times Frequency \times Time$. This gives the teacher and students a number that can be used as a target to hit in specific classes. As a teacher, I change that target number based on the activities that I am doing that day. Sometimes I give my students choices as to what activities they do as long as they achieve “x Fit points” by the end of the class. There are so many ways that FIT points can be used in a PE setting, and kids love trying to set a new high score.

This process of researching and choosing a monitor system worked well for our school. I have really enjoyed having the monitors and hope you can also find a way to get a class set to be used in your PE program. Next, I will provide some ideas to help with getting the funds for a monitor system, because I believe one of the biggest barriers for schools is the cost of a system and funding at the school level.

Our school division, for a couple of years now, has offered money from the Innovative Grant Fund. Individuals were able to apply for funding for projects that would improve the learning environment in their school. Although I was unable to receive money from this fund, I did apply in the years that it was offered. I do know some schools in our division were successful in receiving this fund for HR sets. Check to see if your school division has something similar on offer.

Another great place to start is with your parent advisory council (PAC). We have an amazing group of parents who are constantly raising money to be used in our building. I know one of their main objectives is to spend money on things that will benefit the entire student body and not just a select number of students. Our PAC was able to contribute about \$2,000 to our PE program for the monitors. I would highly suggest going to a PAC meeting and pitching your idea to them—show them that you have a passion for physical education and the well-being of their children. I found it far better to go in person rather than sending a submission to them because then you can answer any questions they might have.

The contribution from our PAC was a starting point, but did not cover the entire cost. With the help from our school secretaries, I ran a gift card fundraiser for two weeks before Christmas. We used a company called Fund Scrip, which was a quick and painless fundraiser. Other than collecting orders, this company took care of the packaging and sending of gift cards to purchasers. Fund Scrip has a couple of different options available, so check out their website to see what would work best for your school. From this fundraiser we were able to make about \$600. The key is to encourage people to purchase gift cards for everyday items that they buy anyway. Gift cards for groceries or gas are an easy



sell because the customer still gets the same dollar for dollar value but the school will receive a percentage in return. There are many fundraiser options out there, but this one worked for us.

I also made a deal with my administration that they would match any money that I was able to raise or bring forth. I used \$1,200 from our school PE budget, which was almost the entire budget for the year outside of replacing some consumable items such as dodgeballs, shuttles and so forth. With the \$600 raised from the gift cards and the \$1,200 from the PE budget, our administration gave us another \$1,800 from the schoolwide budget to purchase a class set of monitors.

I hope that you are able to take some items from our experience to make it work for you and your students. Below are a few websites that offer grants that might be useful for funding as well:

HPEC

OPHEA

Health Canada

David van den Bijgaart
Friends of HPEC Grant Recipient

Ready for Recess?

In schools, recess is a temporary break from the usual schoolwork that occurs throughout the school day. Regardless of the temperature outside or other circumstances like student behaviour, staff members and students of all ages need these regularly scheduled breaks throughout the day, every day. So why have many Alberta schools abolished the afternoon recess, and/or why are teachers still “punishing” student behaviour by taking the much-needed recess break away?

When we talk about the importance of a comprehensive school health (CSH)

approach and spreading physical literacy throughout our schools, we have to look beyond what is happening solely in the classroom. CSH requires that the whole school community be invested and involved, and physical literacy takes into account four domains of a person: physical, social, emotional and cognitive.

Therefore, recess is a significant piece of the pie that should not be overlooked. Recess, like physical education, is so much more than just the physical. We cannot separate the physical domain from the social, cognitive or emotional domains. Children (people) are not wired that way! Recess is an essential break that can provide a short distraction for children, help break up long periods of sedentary time, enhance children’s development in all four of the domains of physical literacy and provide children with the benefits of being outdoors. I would strongly argue that these benefits can be for big kids (adults), too!

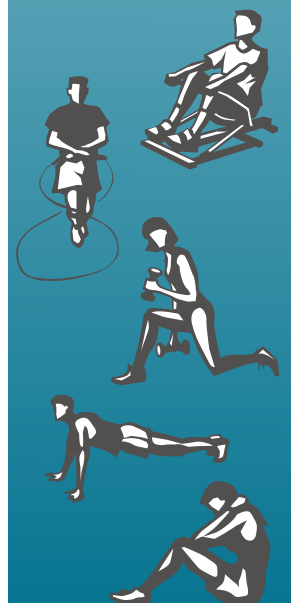
If you haven’t heard about what Bruderheim, Alberta is trying out this year for recess, I encourage you to go to the *Edmonton Journal* website and read “Stretching Out Recess: One Alberta school doubled its breaks and is finding more focused kids.”

Also, the Canadian Public Health Association has just launched an article on recess and outdoor play that has some useful information as well as additional references and links to check out.





Last, for now, the province of Quebec put out this resource in 2017, which also has some great advocacy points and suggestions for schools: Recess: An Important Aspect of School Success.

Who is ready for recess? We all should be!

Heather Rootsart
HPEC Edmonton Regional Corepresentative



Floor Hockey—Stickhandling Lesson Plan

 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
BASIC SKILLS	APPLICATION OF BASIC SKILLS	FUNCTIONAL FITNESS	BODY IMAGE	WELLBEING	COMMUNICATION	FAIR PLAY	LEADERSHIP	TEAMWORK	EFFORT	SAFETY	GOAL SETTING/ PERSONAL CHALLENGE	ACTIVE LIVING IN THE COMMUNITY
X	X									X		

Grade: 3–5

Introduction/Warm-Up

Run IF

Kids line up against the wall with their backs against the wall. The teacher stands in front of them and tells them to run if

- they are wearing sweat pants/shorts,
- their family has a car/truck,
- they have a brother/sister/are an only child,
- they prefer white bread/brown bread
- and so on.

Be creative in your questioning to learn about your students. Depending on the skill level of your students, they can either simply run to the wall and back, or stickhandle to the wall and back.

Assessment/Evaluation

Circulate and provide feedback to students as they stickhandle.

Evaluate hand placement, eyes being up, and proficiency in stickhandling around obstacles and controlling the ball (checklist).

Ask students to self-reflect on their stickhandling at the beginning of the lesson vs by the end of the lesson (self-reflection sheet).

Learning Activities/Teaching Strategies

Review the following items with students about how to handle a floor-hockey stick and ball.

- Parts of a stick: knob, blade shaft, toe
- Stick length: should be between collarbone and nose
- How to grip a stick: top hand facing in and bottom hand facing out
- Right-handed vs left-handed holds and curves
- Curve: how to properly curve the floor-hockey sticks and what a curve does
- Stick blade height: never above your waist
- Head and eyes up



Have the students get a ball and stick and complete the following stickhandling challenges:

1. Stickhandle while maintaining eye contact with a friend (2 minutes)
2. Stickhandle keeping the ball on top of a gym line (2 minutes)
3. Take off one shoe and stickhandle in circles around it (ensure proper foot traction) (2 minutes)
4. Take off another shoe and stickhandle in a figure 8 between them (ensure proper foot traction) (2 minutes)
5. Stickhandle between your legs (2 minutes)
6. Come up with your own stickhandling trick (3 minutes)

Game: Payphone Stickhandling (10–15 minutes)

Start students off stickhandling around the entire gym, then half the gym, then a quarter of the gym, making the dimensions smaller and smaller. Kids have to be walking around—they can't stickhandle on the spot. As the space shrinks, they will need to focus more and refine their skills. If their skill level is high enough, one or two students should not have a ball, and it is their job to steal someone else's ball. If their ball gets stolen, they need to go steal one from someone else.

Closure/Cool Down (5–10 minutes)

Open the Gates

Divide the children into two groups. Ask one group to hold hands and make a circle and to lift their arms to make arches or doors.

The other children can run in and out through the arches until the teacher says "Shut the gates!"

All the arches are brought down.

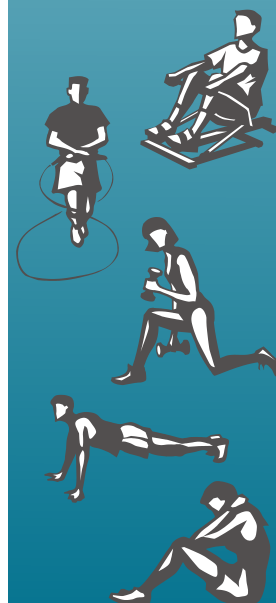
Any child caught in the centre joins the circle.

Have students complete self-assessment (5 minutes).

EQUIPMENT	SAFETY CONSIDERATIONS	DIFFERENTIATION/MODIFICATIONS
Hockey sticks Balls	Stick blades should never be raised higher than the waist. Balls are not to be shot. Reinforce keeping head and eyes up.	Sticks of different lengths Balls of different sizes Ringette sticks and rings

Joe Faught

2019 HPEC Membership Conference Grant Recipient



Upcoming HPEC Drive-In Workshops

Save the date for these professional development opportunities brought to you by the HPEC regional representatives:

Southwest HPEC Region

Tuesday November 5, 2019
5:30–7:30 PM
Winston Churchill High School,
Lethbridge

Edmonton HPEC Region

Tuesday November 5, 2019
4:30–7:30 PM
Michael Phair School, Edmonton

Greater Calgary HPEC Region

Wednesday November 13, 2019
4–6 PM
Exshaw School, Exshaw

Northwest HPEC Region

Wednesday November 20, 2019
5–7 PM
I V Macklin School, Grande Prairie

Calgary HPEC Region

Thursday November 21, 2019
6:00–8:30 PM
Bob Niven Centre (Winsport), Calgary

Please check the HPEC website for details regarding all HPEC drive-in workshops, at <http://www.hpec.ab.ca/hpec-workshops>. All HPEC drive-in workshop registrations can be done through our HPEC Eventbrite page: www.eventbrite.ca/o/alberta-hpec-4789981795.



HPEC Executive Members in the Spotlight

Members of the HPEC Executive Communication Committee

Name: Sonia Sheehan

HPEC Executive Position: Vice-President Communications

Health and/or PE Teaching Tip: Show your passion for your subject area when you teach. When students can tell you enjoy what you are doing and are passionate about teaching the foundations of a healthy active lifestyle, they will be eager to learn and present their personal best in class each day.

PE Energizer: RPS (Rock, Paper, Scissors) Baseball

Setup: Create a baseball diamond with four bases (home base, first base, second base, third base). Use a pylon or poly spot to mark each base. All students start at home base.

Object of the game: to score as many baseball runs as possible by winning a rock-paper-scissor (RPS) challenge at each base.

Rules: Starting at home base, challenge someone to RPS. If you win, proceed to first base; if you do not win, stay at home base and challenge someone else to RPS. When you arrive at a new base, complete the designated activity challenge (5 jumping jacks, 3 pushups, 3 jump tucks and so on). The challenge can be the same at each base, or a different task card can be posted at each base. After completing the designated activity challenge, complete RPS with someone at the new base. If you win, proceed to the next base and complete the activity challenge at the new base. If you do not win, stay at the base and challenge someone new to RPS. Keep track of how many runs you score. Runs are scored by making your way around all the bases and back to home base.



Sonia Sheehan

Name: Jillian Nanavaty

HPEC Executive Position: Secretary

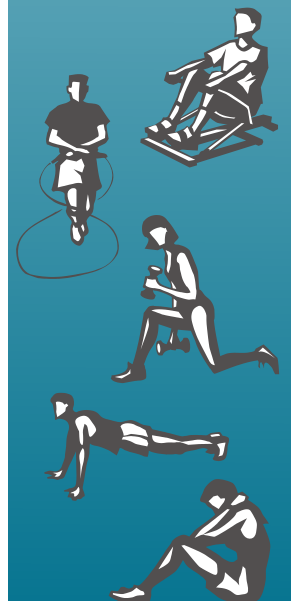
Health and/or PE Teaching Tip: Lead by example and have a fun time doing it.

PE Energizer: Team Tag

Divide the class into four teams (I use pinnies to help differentiate the teams). To start the game I will say "Ready, set, red!" That means all the red players are "it" and their job is to freeze everyone. When you are tagged, you freeze in a T pose and someone from your team who is not frozen needs to high-five you to unfreeze you. When the music stops, it acts as a reset and everyone is unfrozen. I will then say "Ready, set, green!" All the green players are then "it," and so on.



Jillian Nanavaty



Resources from Alberta Health Services: Healthy Eating

Please visit the Healthy Eating Starts Here website (www.healthyeatingstartshere.ca or www.albertahealthservices.ca/5602.asp) for information and resources on healthy eating in child cares, school nutrition and other topics.

The general website for Alberta Health Services is www.albertahealthservices.ca.

Alberta Health Services registered dietitians are pleased to share the updated Junior Chef Snack Competition resource. This resource provides everything needed to facilitate a fun and

interactive healthy snack competition for students in a classroom or other setting, and outlines the following topics:

- Overview, including target audience and time needed to implement the activity
- Outcomes and curricular links
- Equipment, ingredients and estimated cost
- Preparation, facilitation and discussion questions
- Competition rules and judging forms
- Adaptation ideas for classroom celebrations
- Links to handouts to support learning in school and at home

You can find the resource online on the Healthy Eating Starts Here website at www.albertahealthservices.ca/nutrition/Page2918.aspx.

If you have any questions, please send a message to PublicHealthNutrition@ahs.ca.

Important Links

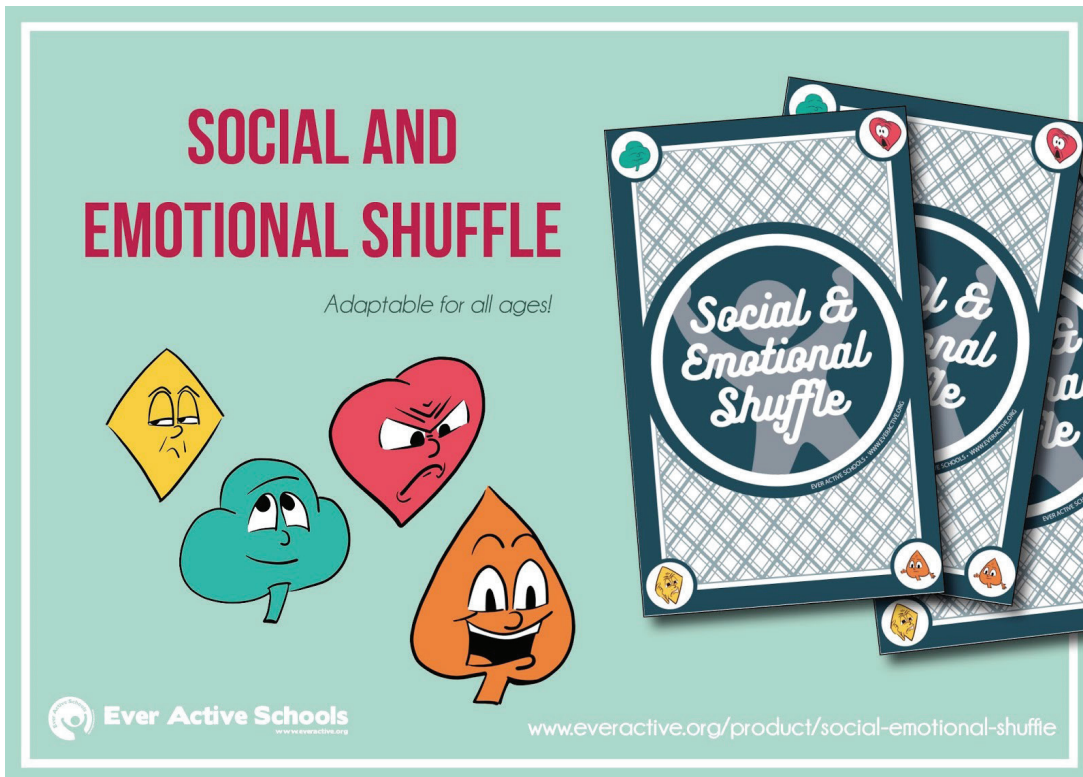
- HPEC website: www.hpec.ab.ca
- If you are not an HPEC member, please consider joining HPEC as your specialist council membership—go to www.teachers.ab.ca>For Members>Professional Development>Specialist Councils>Specialist Council Memberships.
- HPEC Social Media: <https://twitter.com/albertahpec> and www.facebook.com/HPECAlberta



Ever Active Schools Resource

Social-emotional learning (SEL) is foundational for students to thrive throughout different facets of their lives. That's why Ever Active Schools developed the Social and Emotional Shuffle: a resource to support SEL in the

classroom and beyond. Games and activities adaptable for all ages make this resource not only a handy tool, but a lot of fun, too! Order your copy today—go to <https://everactive.org/product/social-emotional-shuffle/>.



Ever Active Schools Conference

Shaping the Future is an annual conference that brings together educators, health and wellness professionals and researchers to discuss aspects of comprehensive school health. This year, hear from award-winning

journalist and author Tanya Talaga as she aims to empower an equitable future. Engage with a panel of university faculties working to instill wellness tools in our future teachers. And don't forget to enjoy the magic of our conference location in beautiful Lake Louise. Register now to receive the early bird rate!

Not sure what to expect at the conference? Have a peek at our insiders guide for some tips, hacks, and frequently asked questions!



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