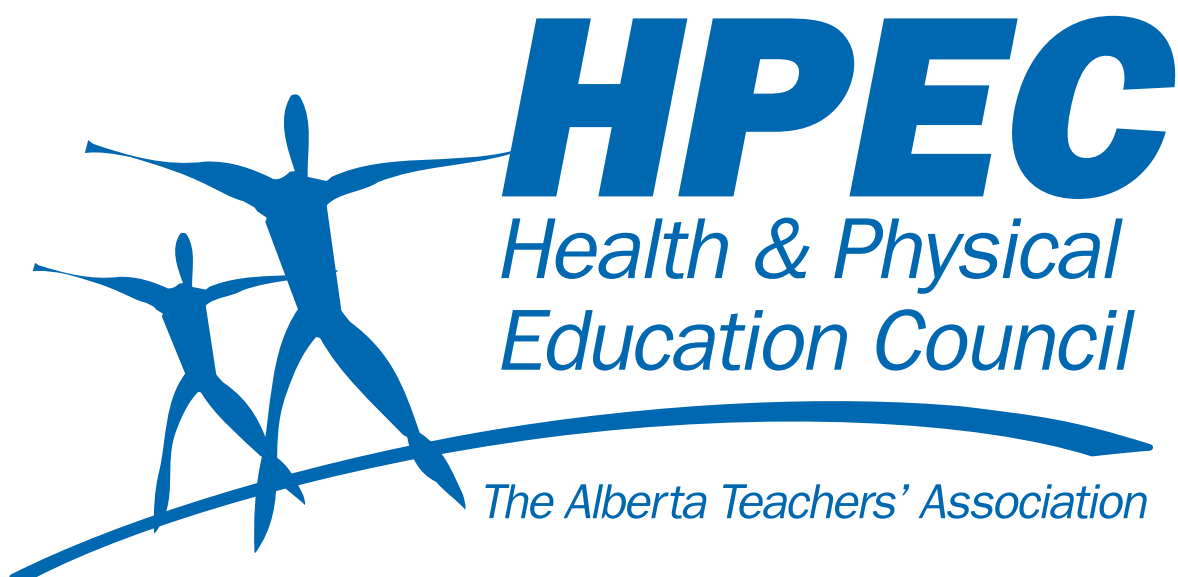


RUNNER

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Greetings and Reflections

Editorial

Jenn Flontek



The Theory of Relativity

The 2008 Olympics was a triumph of training smarter rather than harder. We often look at the world's best athletes as models of what we should strive for. In the '70s, those who were talented rose to the top, and the PE teacher served as the scout. The science of training was relative to how hard the athlete could work. A Canadian coach was cited as saying that the selection of the elite was like placing eggs into a burlap sack. After that sack was swung overhead then slammed against the wall, it was checked to see which eggs didn't break. The unbroken eggs were the elite athletes. As technology and science progress rapidly, such archaic notions are being replaced by well-sorted information.

The lack of money for elite athletes has been cited as the reason for not achieving golden results. However, just beneath the national flag and under the cloak of their national team attire, are athletes who are not only

talented but also tapped into all the latest intelligence related to their discipline and able to apply it at the right time.

Runner is one of Alberta's premier venues for promulgating physical education and health knowledge. Alberta's elite athletes all have one thing in common: an elite physical education specialist somewhere in their arsenal of resources. Physical education and health specialists are not just gym teachers (gyms may be where they teach)—they are the harbingers of physical literacy.

Creating elite athletes is a science. It starts with the science of health, the discipline of the physical world.

Herein you will find information that will not only create the underpinnings of future gold medal winners but also save the lives of every first grade student who looks longingly at his or her teacher who guarantees fun. Creating a zest for a healthy, happy, active life is what the well-educated PE teacher does. The view toward progress in health and fitness is relative to the direction provided. Welcome to a new year with the Health and Physical Education Council. Welcome to a new era of knowledge.

President's Greeting

Rob Willms



"Not changed AGAIN?" "No partner AGAIN?" "Come on, all you do is stand against the wall." "Can't you do any better than that?" We have all said these comments to ourselves about some students.

The first paragraph of the physical education program of studies sticks with me. The aim of the K-12 physical education program "is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle" (Alberta Learning 2000).

I always ask myself, "What have I done today to develop these KSAs (knowledge, skills and attitudes) of PE? What have I done with each class to instill a good feeling about being active and knowing how to play? What have I done with that difficult child who never seems to want to do any activity?"

The answer is assessment and how I look at students in my classes, and I am quite often torn between what I see and what I believe is best for the student. They don't always match. Inactive students who are uncooperative and have the lowest skill level in the class should be marked appropriately for what I see. Then I think of that opening paragraph and ask, "How will reaffirming what this student probably already knows help him or

her achieve the KSAs of PE?" Well, the short answer is it won't. So what will make a difference? Here is where the self-talk really starts to drive me crazy. I was trained to be a performance-based educator. A student who does not perform does not deserve a good grade. It is as simple as that. But the current program of studies has moved away from that, so I find myself in transition. I don't like transition, so the self-talk continues.

Physical education teachers make assessments by looking at students and making specific judgments. Assessment does not result in a percentage but rather a current point on the continuum of leading a healthy active lifestyle. Granted that failing students will not do anything to move them to a higher level of activity. However, through assessment, the physical education curriculum allows us to identify areas in which students can improve and make small steps to get to the next level. Thus both the student and teacher can achieve what our curriculum expects us to do.

Interesting food for thought. Have you had this conversation with other PE teachers? It is a good one to have. It makes you dig down and find what you really believe PE is about. It answers that question we were all asked in our second or third year of university: "What is your philosophy of education?" After 20 years of teaching PE, I can finally give an answer that my professor and final cooperating teacher may accept.

Reference

Alberta Learning. 2000. *Physical Education Kindergarten to Grade 12 Program of Studies*. Edmonton, Alta: Alberta Learning.

Past President's Message

Glenn Wilson

Lather, Rinse, Repeat

Lather, rinse, repeat are the instructions on the back of shampoo bottles, although I don't know who needs them. Then there is the question, when does one stop repeating? The directions seem so basic that it is easy to assume that everyone understands them.

Learn, unlearn, relearn is the educational equivalent. The dogmas of physical education, although evolving, are often clothed in the garb of our profession. Event shirts and sports-specific footwear become the badges or, rather, the costumes of our specialty. We tuck away that garb for the much-anticipated HPEC conference social.

The HPEC conference socials are quite often what every HPECer talks about over the years. The biggest laugh comes from the retro costumes of each year's themes. If you missed last year's social, you also missed the 1990 Swedish hockey team, one of whom is apparently HPEC's new treasurer. Without the blonde wig, it is hard to tell. If our students could only see the lengths we go to to bring quality health and PE to them.

Physical education and its healthy academic offshoots have come a long way since waffle-shoe gym magnates struck fear into the hearts of the weak. At the 2008 ATA Leadership Conference, international experts in education illustrated repeatedly that the most important concept of education for those who wish to experience

heightened job satisfaction and truly affect students' lives is to change one's view on learning. Tomorrow's success will be based on students' and teachers' ability to be lifelong learners.

Concepts that were the standard for health and physical education in the '90s and before have gone the way of Speedos and black socks on the beach. Recognition of learning styles and win-win activities has replaced running laps for being late and interminable mainstreamed dodgeball games.

In keeping with this forward thinking, HPEC's special projects, Schools Come Alive and Ever Active Schools have merged their efforts and hired additional personnel to better serve the whole province. *Runner* as well as updates and website links to hot topics will be e-mailed to you. All of this and more is backed up by ATA's complimentary specialist council membership—a reliable way of keeping learning in pace with the world of the 21st-century health and physical education needs.

Keep those leg warmers, terry towel shorts, fluorescent running tights and headbands in your tickle trunk for the next great PE party, but the throwbacks of by-gone eras of health and physical education should be saved for HPEC conference socials. The students we are teaching today are depending on our foresight to save their lives tomorrow.

Lather, rinse, repeat.

Learn, unlearn, relearn. Repeat relentlessly.



Instant Inspiration: Quotations for Displays

Opportunity and Persistence

The drop of rain maketh a hole in the stone, not by violence, but by oft falling.
—*Bishop Hugh Latimer*

In the middle of difficulty lies opportunity.
—*Albert Einstein*

Each man is the architect of his own destiny.
—*Appius Claudius Caecus*

Luck is when preparation meets opportunity.
—*Anonymous*

The trouble with opportunity is that it always comes disguised as hard work.
—*Anonymous*

Defeat doesn't finish a man—quit does. A man is not finished when he's defeated.
He's finished when he quits.
—*Richard Nixon*

Do what you can, with what you have, where you are.
—*Theodore Roosevelt*

A hero is one who knows how to hang on one minute longer.
—*Novalis*

You may trod me in the very dirt. But still, like dust, I'll rise.
—*Maya Angelou*

Each man can do only what he can do. But if he does that each day,
he can sleep at night and do it again the next day.
—*Albert Schweitzer*

By nature, men are really alike; by practice they get to be wide apart.
—*Confucius*

Consider the postage stamp—its usefulness consists of the ability to stick to one thing till it gets there.
—*Josh Billings*



Conference Updates

Conference 2009

Announcing ★ CAHPERD/HPEC 2009 Banff, Alberta ★★

We are pleased to announce that the 2009 CAHPERD National Conference will be held in partnership with the Health and Physical Education Council (HPEC), Alberta.

This special 75th Anniversary conference will take place in beautiful Banff, Alberta from April 30 to May 2, 2009.

Visit www.cahperd.ca for more information.



CAHPERD • ACSEPLD



Conference 2008 Wrap-Up

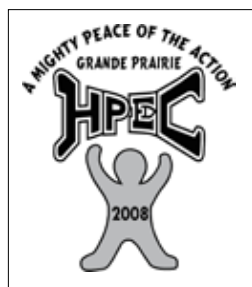
HPEC 2008

"A Mighty Peace of the Action"

May 1-3, 2008

Grande Prairie Regional College

Carrie Yanishewski



Once again, the Health and Physical Education Council has the bragging rights for having hosted the best conference in the province. HPEC 2008, "A Mighty Peace of the Action," was a big success for delegates and

organizing committee members.

On Thursday, the conference committee packed the delegate bags and rechecked the arrangements. The early sessions had a good turnout despite the late arrival of most delegates who had to travel to Grande Prairie. When the Edmonton and area bus arrived, the college room keys were ready as well as a banquet of finger food for the past presidents' social. A committed group of volleyball players took part in the drop-in pairs volleyball in the gym. The game of schlockey at the social kept the past presidents on their toes. Congratulations to Shawn O'Neill; his table ate first on Friday night.

The delegate bags that contained a CD with most of the session handouts, shooter glasses, candy, tissues, and coupons and information items kept us all organized and comfortable. The delegate name tags and conference overview sheets kept things easy. Heather Kostek, our promotions chair, did it all. Her students even volunteered at the conference to help us find our way around.

On Friday morning, the conference was on at full speed. While some people registered, others went straight into sessions. A wide variety of sessions were offered with "use it on Monday" appeal. We hope the videos of some of the conference sessions will be posted on the HPEC website for all of us to learn from. We recommend that many of the presenters return to next year's conference in Banff. Our guest speakers,

Rick Matishak, Christine Nordhagen and David Bleile (Robert Routledge address) gave us all a snapshot of their lives and how their ideals can be a part of our teaching. We highly recommend these speakers for your conventions and district PD days.

The food was good and on time. The college caterer met many of our requests. The Friday night social kept folks busy with puck-shooting games, loonie stick draws (worth over \$250) and penalty shots. There were so many draws during the conference that everyone went home with a prize. Thank you to our many generous sponsors and the sponsorship committee for promoting this conference in the community and rounding up so many coupons and prizes. The set up at the TEC Centre gave us time and space to relax. This fantastic facility was transformed into a hockey arena atmosphere. The social committee did an amazing job, and we all had a great time.

The Grande Prairie Regional College was a beautiful and functional venue for this conference. We also had nice weather, without any rain.

The protocol committee welcomed everyone, took pictures, set up the speaking areas and made all of the special guests and past presidents feel really special. Thanks for making this event a delight.

Travel to and from the venue were well coordinated. Rides were always available. Delegates were picked up and dropped off at the airport. Steady and reliable, the transportation folks were the best.

The displayers had limited space, but all of their needs were met by one dynamic lady.

The registration table was always manned and ready to help. Getting 314 delegates registered and pointed in the right direction was handily accomplished. Well done and greatly appreciated.

By Saturday night, we were a tired but happy crew. Most delegates left by the afternoon. We apologize to the delegates who attended the Saturday night social; they were really on their own after the meal.

The organizing committee was terrific to work with and spent many hours getting everything ready. I wish to acknowledge the organizing committees of the 2008 HPEC conference who know how to make things happen.

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Cindy Clarkson

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Carrie Yanishewski (chair)
Cindy Clarkson
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Darren Flynn
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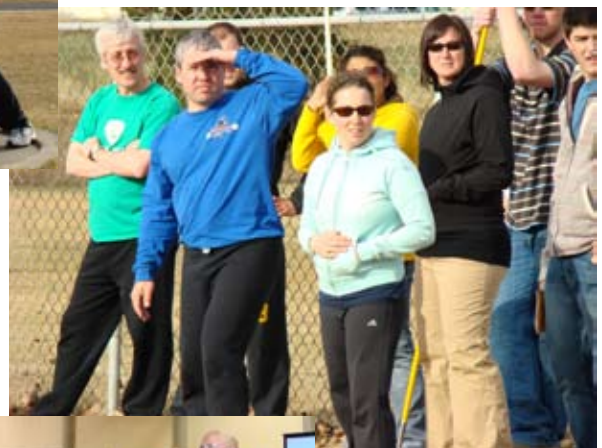
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Laura Hancharuk
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Harry Stevens
Leeanna Nagel
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Leigh Goldie
Lori Fleming
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Chris Levoir
Chris Nicol

Socials

Dawn Marie Balisky (chair)
Randy Nagel
Candice Collins (chair)
Tanya Dechant
Irene Freisz
Nicole Martens





Fond Memories and Great Accomplishments

Doing the cha cha slide at the Friday night social.

—Tracy Lockwood
Ever Active Schools Education Coordinator

Every conference offers opportunities to learn, work and play with high energy people who are passionate about health, physical activity and wellness. One memory of Conference 2008 that stands out for me is when our bus broke down. Out came rubber chickens, Frisbees, Hula Hoops and skipping ropes! I couldn't help but giggle as motorists slowly drove by and saw a bunch of HPECers playing on and beside the highway!

Some exciting opportunities that I have been involved with include facilitating health and DPA workshops, delivering sessions at HPEC conferences and being invited to write some of the activities for the DPA handbook.

Some of my proudest moments are

- doing the cha cha slide with the Grades 4, 5 and 6 classes simultaneously;
- being asked by my students if they can walk across Canada just like my last class;
- listening to a parent's story about my influencing her daughter to choose water over pop.

—Karen Potts
*Eleanor Hall School
Pembina Hills Regional Division*

HPEC conferences always offer awesome activities, friendships and events.

As a K-6 PE teacher, I love doing my dance unit. I include a variety of dances at each grade level. To end the unit, I invite parents, guardians or adult guests to join us during our final dance class. During this session, each class performs its favourite dances. They also teach three to four dances to the guests, and we all dance together. It is a lot of fun! Adult guests rave about the interactive class, and families have another activity to share at home.

—Joyce Sunada

Seeing the joy of Bethe Goldie upon receiving the Distinguished Service Award.

—Carrie Yanishewski

Many great laughs, stories and moments shared on the Mighty Peace fun bus dating back to the 2005 conference in Fort McMurray. Scott Randall as driver and dedicated passengers Kerri Wiebe, Carmen Fawcett, Brad Harrop, Rob Poterfield and Bill Yasinski helped make some of these long hauls seem way too short. Looking forward to doing it again this year with Banff as our final destination.

—Darren Flynn
Glenmary School, Peace River

My fond memory is reconnecting every year at conference with friends and acquaintances.

I'm proud of hearing students tell me at the end of an active class: "That was fun!"

—Brenda Bower
Crescent Heights High School, Medicine Hat

I am thankful for the opportunity to teach physical education in Alberta. Providing positive physical education opportunities to help students feel successful and enjoy being active has been extremely rewarding. Over the past 17 years I have also enjoyed encouraging and supporting teachers in the implementation of daily physical activity and health.

—Susan Dillabough
Delburne School, Chinooks Edge School Division

My fond memory is bringing Diana Perri, a new HPEC member, to the conference and watching her learn and fall in love with HPEC conferences. She is a fantastic PE teacher thanks to our PD opportunities. It is always great to share.

Thank you to Diane Clarke and Heather Rootsart for nominating me for the Certificate of Commendation. It was an honour to be recognized by fellow professionals. This was one of my proudest moments in my short career.

—Jodi Harding
St Cecilia School, Edmonton

Unfortunately, this was the first conference I have had to miss in 10 years. However, as the Edmonton regional representative, I still helped to organize the transportation of 47 fellow HPECers to Grande Prairie. Meeting and sending off the delegates from our two stops was both a highlight and heartache. It was a highlight to feel and see the excitement, especially of first-timers, and a heartache as the bus drove away. My other highlights have been the birth of our second child, Jessica, and my appointment as Alberta representative for the Physical and Health Education Canada (formerly CAHPERD). Thanks to all of you who took the time to vote for me. I appreciate your support and look forward to serving you during my term. On that note, if you are not a member, please become one today at www.phecanada.ca.

—Heather Rootsart

*Archbishop Joseph MacNeil, Edmonton Catholic
Schools*

The networking, putting faces to names and having the opportunity at the social functions and especially the HPEC bus to Grande Prairie to meet, discuss and share with the array of PE and health stakeholders.

I am proud of the networking and connections I have made in the field of health and physical education. Through the various stakeholders, I have had the confidence and support to set up district tournaments of a variety of sports and partner with companies to better enhance daily PE in the schools in which I have taught.

—Dylan Dellzay

École Coloniale Estates School, Beaumont

I have been attending and presenting at HPEC conferences since 2000. Each conference has been an excellent professional development opportunity, and an outstanding place to network and socialize with fellow physical educators. One specific highlight was the 2002 Banff Brewster Tents. The “I am Canadian” theme will last the test of time.

I am very proud to be teaching K–4 physical education at Foundation for the Future Academy Southwood Campus. I enjoy going to work each day and being an active role model for the young students in my school.

—Sonia Sheehan, Calgary

Introduction to the Robert Routledge Memorial Address 2008

Patti Nichol

Dave Bleile has taught at the secondary level for 26 years. A majority of this time has been spent in Wembley, Alberta, at Helen E Taylor School, but he also taught in Bezanson and Sexsmith. Most of his teaching assignment has been devoted to language arts, math and social studies. His love for travel enables him to deliver his social studies curriculum with an extra flair. Travelling is a passion of his, and he has visited many different places, including Central America, South America, southeast Asia, Europe and Africa.

Occasionally he has taught physical education classes, but most of his dedication to this field has been in the form of organizing, coaching and refereeing. Dave has tirelessly carried out the tasks of Peace Wapiti's sports commissioner (formally County of Grande Prairie) for the past 22 years. Under his skilful direction, our district participates in leagues for volleyball, basketball, badminton, and track and field. He organizes and

schedules league games, tournaments and track meets. While doing all this, he finds time to coach and referee. Dave has coached many sports, such as volleyball and basketball, and for a couple of years even led a team of 14- and 15-year-old boys to a provincial championship in fastball.

Refereeing is a job that many of us avoid. Dave doesn't. Whether it is volleyball, basketball, hockey or football, Dave does it. While he refs, he teaches. He doesn't just run the game and blow the whistle; he helps kids improve at their given sport.

As he nears retirement, Dave still beats all the junior high students in our annual turkey trot. He consistently maintains a healthy lifestyle. Living on his farm raising an extensive assortment of livestock keeps him busy. Many of us wonder who will ever take his place. I don't think anyone can.

Robert Routledge Memorial Address 2008

David Bleile



Accepting an award such as this leaves me somewhat uncomfortable. I genuinely doubt my worthiness of such an honour, and it also thrusts me into this position which goes against my nature.

When I was first informed of this award, I must admit that I did not know who Robert Routledge was, and I had no knowledge of the award. Upon checking who Robert Routledge was, the nature of his contribution to athletics and the list of previous winners, I was quite humbled. In fact there was some trepidation in accepting the award because so many of you are likely far more deserving. I haven't taught physical education for several years. My teaching assignment has been language arts, math and social studies for some time now.

Nevertheless, I am completely committed to the value of sport and physical activity among young people. I honestly believe that there are few things that have such a positive impact on youth. Unfortunately, parents and other educators often fail to appreciate this. On numerous occasions, I can recall at parent-teacher interviews some parents being unconcerned about a son or daughter performing poorly in physical education. Physical education was not considered important. They couldn't be more wrong for so many reasons.

As wonderful as technology is, it has had a devastating effect on the health and fitness of today's youth. In fact studies suggest that this is the first generation of young people that may not live as long as their parents because of a lack of fitness. Perhaps those parents who dismiss physical education as being insignificant need to contemplate this. Today as our students are obsessed with video games and junk food, a sedate and inactive generation has emerged that prefers to play computer games instead of street hockey or some other physical activity. I find this so disappointing. Times certainly have changed. As kids, my generation never needed to be encouraged to be active or to have activities organized

for them. Childhood obesity was quite rare. This generation is different. Physical educators, coaches and, especially, parents bear a huge responsibility in ensuring that our young people remain active.

I know of no study that will support this, but sometimes a gut feeling is more reliable than any study. Students who are involved in sports, especially team sports, tend to be better students. Being part of a team and playing any sport competitively involves committing to being the best that one can be. There is no doubt in my mind that this tends to carry over into other school subjects because once a standard has been set, it becomes difficult to accept less. Discipline and teamwork are essential ingredients to the success of any team. Those same qualities make for better students and better people.

Many students are able to make their school life a much more rewarding experience through involvement in sports. Involvement, in even one sport, often completely transforms a student's mindset, which makes school a much more meaningful and positive experience. I have known several students whose interest in school was low, but their involvement in sports made school something that was at least tolerable. Removing that dimension from their school experience would have been a recipe for disaster.

Those of you who coach teams can appreciate the special bond that is formed between you and your players. This is something that transcends a typical student-teacher relationship and will serve as a lasting bond. Years into the future they will always remember the experience of being part of a team. Teachers who never coach often fail to understand the nature of this relationship. To them coaching is a burdensome experience that is an enormous time commitment. In one respect they are correct, but they will never understand the nature of the coach-player relationship, nor will they reap the rewards that carry over to the classroom.

Competition can be a wonderful experience. The prospect of any sort of competition inspires kids. I always

loved to compete, and others loved to compete against me. It meant that they usually won. But watch kids rally together and support each other when faced with the challenge of a difficult opponent. Sport, in general, challenges teams and individuals to rise to levels they may not have believed possible.

School sports generate school spirit in a way that no other activity can. How many of you remember the Canada–Russia hockey series in 1972? Hockey captivated the spirit of the nation in a way that nothing else could. We see something similar at the Olympics when sport helps to promote a strong sense of identity and belonging. In a way school sports do much the same thing. It is in the best interests of any school to have its students proudly display school logos or jerseys as they take pride in their school and its accomplishments.

Some will see the time and effort spent on organizing, officiating and promoting sports as some sort of sacrifice. In truth, I derive such a sense of satisfaction in providing students with the opportunity to play and compete that the notion of sacrifice is not really an issue. The greatest reward lies in watching kids play.

And like many of you throughout the province, in Peace Wapiti we have tried to let much of this guide us in developing school sports programs that encourage as many of our students as possible to participate. My greatest strength has been the support, direction and guidance of my colleagues. Those who teach and coach have shown me that sportsmanship and fairness

supersede winning. It is through their support that we have instituted a policy that in junior high all players must play at least one third of each and every match in all our team sports. I recognize that at times this can be difficult to follow when it may jeopardize winning, but I am proud of this policy because I believe it shows our commitment to fairness and participation. I would like to think that Robert Routledge would approve.

A short time ago I received an e-mail suggesting that I was to articulate something that would touch the hearts and minds of health and physical education teachers. I doubt that I can touch hearts or minds, but I hope that I can impress upon you that what you do plays a huge part in the lives of so many young people. Whether it is through physical education instruction or coaching a team, you can make more effective connections with young people than most other teachers. It may be as simple as promoting a more healthy lifestyle, helping a student develop a greater sense of self-esteem and confidence, exercising a little more self-control and discipline, interacting more effectively through teamwork, developing a more positive outlook toward school or inspiring a student to be the best that he or she can be. Touching hearts and minds is something that is best left to you.

I am honoured to accept this award, but I do so less on my behalf and more on behalf of those teachers and coaches in Peace Wapiti who have done so much to promote sport within the district.

HPEC Distinguished Service Award

Bethe Goldie

Nicole Martens



Service, passion and enthusiasm are what Bethe Goldie is all about. She obtained a BPE and BEd after-degree from the University of Alberta in 1975 while competing with the Panda's gymnastics team. She and her husband, Leigh, moved to Grande

Prairie 33 years ago in 1975. Bethe began her career teaching part-time at Grande Prairie Regional College while also coaching with the Grande Prairie Gymniks Gymnastics Club. In 1978 she began teaching kindergarten at Avondale Elementary School and then became a full-time elementary physical education specialist, which began a lifetime of inspiring others to be active. She took some time to have and raise their two children, Jonathan and Karen, in the early 1980s, while obtaining a master's degree and teaching part-time at Hillside Elementary School. She then returned to the college full-time to begin a 20-year teaching position that is still going strong. She has taught, moulded and inspired hundreds of students in the area of physical education. From dance and gymnastics classes to elementary education methodology courses to being the department liaison for students of physical education, athletics and kinesiology, she's done it all. Anyone who knows her can attest to her boundless enthusiasm and passion. She emits so much positive energy and kindness that they have spilled over into numerous other endeavours.

Bethe pioneered a tradition of coaching excellence for the newly formed Grande Prairie Gymniks Gymnastics Club upon arriving in Grande Prairie in 1975. She continued to be involved with the club as an NCCP course conductor, and helped to train more coaches. The Gymniks now boasts a world-class facility with national-level coaches and many former athletes-turned-coaches who teach and coach more than 2,500 children

and adults annually. In 1994 she played a key role in hosting the Western Canadian Gymnastics Championships and then was the sport chairperson of gymnastics for the 1995 Canada Winter Games, which Grande Prairie hosted.

In 1999/2000, Bethe began coordinating Kidsport in Grande Prairie. The national organization collects donations of new and used sports equipment for distribution to kids in Grande Prairie and area who would otherwise not be able to participate in various sporting activities. She continues to work tirelessly for the organization that annually helps 200 or more children to be active.

She was awarded a Northern Woman of Distinction Award a couple of years ago. Bethe and Leigh are both currently on the executive of the 2010 Arctic Winter Games Committee as cochairs of care and comfort (accommodation, meals, transportation, medical, security and mission staff).

Finally, she has been involved in all three HPEC conferences that Grande Prairie has hosted. In 1987 Bethe worked on the program committee. In 1996 she cochaired the conference with me and Brenda Valerio. Bethe is on the HPEC 2008 steering committee as facilities chair.

Her energy and enthusiasm are contagious, and she has managed to generously spread it around Grande Prairie and area over the last 33 years. The people whose lives she has touched have become the lucky beneficiaries of her dedication, drive, passion, kindness, professionalism and genuineness. There is only one Bethe Goldie, and the words *distinguished service* barely begin to describe her contribution to our community and its citizens. I can think of no more deserving a recipient than this tiny bundle of dynamite; that is, if you can stop her long enough to honour her!

Nicole Martens is a physical education teacher at Grande Prairie Composite High School.

Harry Stevens

I have known Bethe Goldie for 30 years and feel that in all areas she fulfills the search for excellence in teaching physical education and service to the field.

I have been fortunate enough to work with Bethe as a colleague for over 22 years, and I can honestly say that my appreciation for this outstanding woman has always been strong yet continues to grow. I have an advantage in writing this because I have been in a position to observe Bethe at work, and I have seen her with family and friends as well as with strangers and can honestly state that she is a true servant-leader.

Bethe is an excellent instructor, but more important she leads by example. Students will often select Bethe as a role model. Bethe continues to amaze me with the amount of energy she gives to others. Whether it is students or staff, Bethe always finds time to make them feel important. She sincerely cares about the well-being of others. I have met only a few people who care more about others than themselves, and none of them match up to Bethe. She ends up putting in many long days because her work hours are consumed by others. Yet, she still finds time to volunteer her services to many great causes. Bethe always volunteers to help out in any project, and she has been the leader and innovator in many.

She is the founding member of the Grande Prairie Gymniks Gymnastics Club, director of the 1994 Western Gymnastic Games and director of gymnastic competitions

for the 1995 Canada Winter Games. She has been an executive committee member for hosting national college volleyball championships from 1998 to 2002 and gymnastics course conductor since 1997. In 1999, she was a founding member for KidSport in this region and presently remains an active executive board member. This past year she has again stepped forward to volunteer for the 2010 Arctic Winter Games as a director in care and comfort with Leigh Goldie. I may have missed some areas of involvement, but I'm sure you can see that Bethe has devoted a great deal of her time to making this community a better place, and physical education and sport a priority.

There have been many barriers along the way, but Bethe magically gets over them and pulls the rest of us along. The barriers are turned into opportunities, and the attitude becomes one of belief that anything can be done. For example, no other college in Canada has ever hosted five national volleyball championships in a row and no Canadian gymnastic competitions have ever been run so well and so far north in Canada as those organized by Bethe.

Yet, the best part of Bethe Goldie is that she lives on in all the people she meets. It's the feeling that she is special, and that we can all be a little more special, too, because we know her.

Harry Stevens is from the department of physical education and athletics, Grande Prairie Regional College.

HPEC Certificate of Commendation Awards

HPEC Certificates of Commendation are awarded to HPEC members who have made or are making an outstanding contribution to health and physical education in their school and community.

Chris Shaw

Calgary

Chris Shaw is in his fourth year of teaching for Foundations for the Future Charter Academy (FFCA). His mission to promote healthy active living to K-5 students through quality daily physical education and to increase the number of children meaningfully involved in sport exemplifies how he is a healthy active leader. He has been an active HPEC member by attending drive-in workshops, and the 2006 and 2007 annual conferences.

Chris strives to develop professionally by reading continuously and attending PD sessions and conferences. He attended the Teaching Games for Understanding (TGfU) conference in May 2008. TGfU has become his passion. He recently submitted an article to the *Physical & Health Education Journal* highlighting how he uses the TGfU approach in his daily lesson plans, specifically while teaching *tchoukball* to Grades 4-5 students. Another area that Chris has selected for professional development is assessment and creating rubrics for the various skill sets that students develop at each grade level. He continuously assesses students to keep up to date with their achievements and to help them improve their skills. Chris has also become a certified Red Cross CPR and first aid instructor to recertify the school staff.

This year Chris initiated a new intramural approach at Alice M Curtis School to strengthen cross-grade and gender relationships among students by organizing them into cross-grade countries. Every month students engage in a noon-hour international intramural competition by which they increase their activity level, and develop teammate relationships and sportsmanship characteristics. In conjunction with the intramural program, Chris also leads a group of eager Grade 5 students

in a leadership club where they learn how to assist younger students with various active learning experiences each month.

Chris's teaching load took on a new responsibility this year when he became the curriculum leader and coach for Grades 4-5 teachers who teach PE to their own classes. Chris has been a tremendous resource for teachers who have added PE to their daily planning. His organization and selflessness have helped teachers to make this transition with ease.

Chris has an extensive history in national and international tumbling and trampoline. In 2006 he was named the national tumbling coach for gymnastics in Canada. He has been an energetic and enthusiastic advocate for gymnastics, and has served as a leader for the entire PE department with his abundance of knowledge, training and experience. He recently retired as the national tumbling coach but continues to volunteer much time to the organization.

Chris has certainly earned the respect of all students, staff and families at the Alice M Curtis campus, and he continues to give tirelessly to enhance the PE program.

Congratulations to Chris for receiving a Certificate of Commendation for his outstanding contributions as he strives to ensure that FFCA as well as the National Gymnastics Organization continue to shine as Ever Active communities and that students continue to grow to be healthy and active.

Dean Gau

East Central

Dean Gau is a Grades 7-9 PE specialist at Blessed Sacrament School, in Wainwright, Alberta, and is a deserving recipient of the HPEC Certificate of Commendation for his outstanding contributions to health and physical education.

Dean is currently in his 12th year of teaching at Blessed Sacrament School. His mission to promote healthy active living to Grades 7-9 students through quality daily physical education and to increase the number of children meaningfully involved in sport exemplifies how he

is a healthy active leader among staff and students. He currently sits on the Wainwright Wellness Forever committee, a three-year program working in conjunction with all three schools in Wainwright and the government of Alberta. This committee has received \$50,000 for its inaugural year; its mission is to promote a healthy lifestyle through physical activity, nutrition and mental wellness throughout all of Wainwright. Dean is one of the principal chairpersons on this committee, and was instrumental in obtaining its funding.

Dean strives to develop professionally through continual professional reading and attendance at PD sessions and conferences. He also coaches numerous extracurricular activities. Track and field, badminton and community hockey are just some of the sports that consume his time outside of an already busy schedule. Dean has also become a certified Red Cross CPR and first aid instructor to recertify the school staff and will continue to do this for our staff and other campuses as the need arises.

For the last two years Dean has implemented a new extracurricular activity called MOGA (most outrageous group activity). Every month, the K-12 students participate in an intramural competition during early dismissal. This enables students to increase their level of activity, develop the characteristics of sportsmanship and develop team-member relationships. In conjunction with MOGA, Dean also organizes referees and scorekeepers for our entire basketball program at Blessed Sacrament School. Under Dean's guidance, these students have been learning the skills to facilitate the scorekeeping rules of basketball.

Dean's teaching load is impressive as well. He teaches both PE and junior high math. Dean has been a tremendous resource for all of the teachers who have added PE to their daily planning. His organization and selflessness have allowed all teachers under his direction to make this transition with ease.

He has been an energetic and enthusiastic advocate for PE and has served as a leader for the PE teachers within our school district. Dean has certainly earned the respect of all students, staff and families at Blessed Sacrament and continues to give tirelessly to enhance the PE program. I have no qualms about nominating Dean for this award. He is a worthy recipient. Congratulations, Dean.

Nathan Hodgson

East Central

Nathan Hodgson has been employed at Bassano School in the Grasslands School Division for the past seven years. His main responsibilities include teaching the Grades 7-12 physical education program and serving as a resource for elementary teachers teaching daily physical education. He also teaches junior high social studies. Nathan is not unlike many high school physical education teachers in that his extensive involvement and contributions beyond the classroom as a coach and athletic director have been greatly appreciated by students, parents, staff and community.

Nathan created an online athletic handbook and tirelessly ensures that all teachers coaching our teams have the necessary resources. Before tournaments, Nathan goes over the checklists with teachers and fills in the uncovered areas. His involvement has ensured well-organized and well-run tournaments.

Nathan helps new coaches run practices and gives them strategies for individual and team skills. He visits other practices and helps out when required.

Nathan runs his physical education classes according to the provincial curriculum and ensures that a meaningful fitness component is part of each lesson. He encourages students to chart their daily activities and nutritional intake. This is a reflective exercise that helps students review their fitness pursuits.

Nathan is an accomplished athlete and even with a young family finds time to participate in our community's recreational hockey team, slow-pitch league and golf club. His coaching commitments come first, even at the expense of his personal athletic pursuits.

His own coaching focuses primarily on the girls' volleyball and basketball programs. From a small school perspective, Nathan has shown amazing flexibility in managing work and ringette schedules. He has helped to establish some competitive programs in these areas.

Nathan has helped our students to win zone banners in cross-country, and track and field and is also significantly involved with our Terry Fox Run, which this year raised an amazing \$12,000. His shining accomplishment to date was bidding for and hosting the 1A girls' provincial basketball championship in 2006. The event was

absolutely first class all the way. All teams were treated to a well-decorated school, classes were organized to cheer for certain teams, our girls represented themselves extremely well on and off the court, our opening ceremonies and banquet were huge successes, and our sponsorship was first rate. It was a great celebration of girls' basketball, and our entire community is very proud of this event.

In addition to his tireless commitment to athletics at school, Nathan's other main strength is his ability to relate well with students and student athletes. His ability to build and maintain meaningful relationships with players, parents and the majority of his students is most impressive. Some teachers look for friendships by lowering expectations; Nathan Hodgson improves relationships by raising expectations. Nathan is an exemplar of the many teacher coaches who give of their time for students and is a deserving award winner.

Jodi Harding

Edmonton

Jodi Harding teaches physical education and health at St Cecilia Junior High School in Edmonton. As an active HPEC member, Jodi has been a conference participant and served on the conference 2007 volunteer committee.

Jodi is a teacher and leader with heart. She makes rapport building a priority, and the young females she works with admire her as their teacher, friend and mentor. Jodi is kind, compassionate and enthusiastic in her creative ways of inspiring her students to find an activity they enjoy, in pursuit of a healthy active lifestyle. With a focus on fun, cooperation and teamwork, she seeks to not only motivate her students but ultimately provide them with a multitude of experiences to enable each student to achieve success and confidence at their individual level of proficiency.

Jodi serves on many committees within her school and district, working tirelessly as a wellness advocate. She is currently the AISI Wellness Works representative and assumes a leadership role in developing and implementing SMART goals and strategies to improve nutrition and substance-abuse awareness. She manages a breakfast and lunch program from the school health hut to provide low-cost nutritional choices.

Apart from her coordination of a schoolwide nutrition program, she works diligently on a number of committees to foster healthy, active lifestyles among students and staff, such as intramurals, activity days, student leadership, and physical education and health professional learning community work to name a few. In addition, she coaches at least two school sports per year, volunteering even more of her own time.

Jodi brings a wealth of experience and knowledge about the importance of overall wellness and lifelong active living to her teaching. The extra courses she has acquired over the past couple of years demonstrate a desire for personal growth and a dedication to learning and becoming an expert in her field. She is studying courses at the master's level as well as locally and abroad; for example, extended first aid, Alberta fitness leadership certification as a certified group exercise leader, resistance trainer, personal fitness instructor, and weights and advanced weights trainer. In addition to pursuing knowledge, she engages in personal goal setting and fitness cross-training for triathlons; she has set her sights on eventually completing a Half Ironman Triathlon.

Jodi's dedication to the teaching profession is evident in everything she undertakes. Her sense of volunteerism is outstanding as she attempts to create and sustain an exemplary model for school-community health. School staff, students and parents are recognizing the positive effects of her initiatives. Benefits to student learning have been achieved as is evident in her school's PAT results as well as student-impact statements. Congratulations, Jodi! Your efforts and obvious enthusiasm in fostering the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle are commendable.

Kirsten Smyth

Greater Edmonton

Kirsten Smyth has been a junior high physical education teacher at Steele Heights Junior High School in north Edmonton since 1999 when she graduated from the University of Alberta. Kirsten's PE classes are known for their high-activity and energy levels. Her students have fun while learning and practising the benefits of an active, healthy lifestyle. She is a great role model because she is involved in several activities of her own

outside of school, such as soccer, basketball and curling. Kirsten is also an avid runner.

Kirsten was instrumental in making Steele Heights an Ever Active School and ridding the school store of junk food and pop.

She is an active coach and dedicates countless hours to her teams; for example, this year Kirsten has already coached girls' soccer, volleyball and basketball, and assisted with the school cheer team. Her teams are always well prepared, and many of her players have gone on to play high school soccer and volleyball. This year's junior girls' basketball team won gold in the city championships. Her players love playing for her.

In 2006, Kirsten served as social cochair steering committee member for the 2007 HPEC conference committee. There were steering committee meetings every six weeks and subcommittee meetings on top of that, not to mention the many hours of meetings in the week leading up to conference. This was a huge commitment of time, organization and passion, and in true Kirsten style, she did an excellent job. In addition, Kirsten even found the time and energy to present a gymnastics session at the conference, which was very well received. Congratulations, Kirsten, and thank you for your continued dedication to physical education. You are a worthy recipient of the HPEC Certificate of Commendation.

Cynthia Clarkson

Mighty Peace

Cynthia "Cindy" Clarkson has been the athletic director and physical education department head at Sexsmith Secondary School for the past nine years. In this capacity, she has demonstrated exceptional organizational ability and a strong commitment to leading a quality curricular and extracurricular sports program. She is an extremely hard and efficient worker and has the ability to motivate others.

Whether working with students or colleagues, Cindy can be a team player and a team leader. She regularly organizes sports trips for students and has accompanied them to provincial competitions and out-of-province tournaments. These trips have always been extremely well planned and successful because of her leadership and organizational ability. Recently, Cindy has been teaching junior/senior high school social studies and

has proven her proficiency in instructing these classes, too. And she does all of this with a positive attitude and pleasant demeanour.

Cindy's efforts for her school and students were recognized when she received the Rotary Service Above Self Award; however, this has not slowed Cindy down. She has recently completed her master's of education and has taken on the duties of vice-principal at Sexsmith Secondary. As well, Cindy and her husband, Darren, recently celebrated the joys of parenthood when they welcomed their son, Grady, into the world. To top things off Cindy cochaired the HPEC 2008 conference in Grande Prairie during her maternity leave. Congratulations, Cindy!

Dan Woodman

Mighty Peace

Dan "Woody" Woodman, from IV Macklin Public School, in Grande Prairie, is a worthy candidate of the Certificate of Commendation. Dan has been actively involved with HPEC since 1983 by attending annual conferences or helping to host them in 1987 and 1995. As well, Dan has provided drive-in workshops locally to aid in professional development.

Dan has represented the Grande Prairie Public School District on provincial committees to help develop and implement the new health and PE curriculum. Dan is also a valuable member of his school and district's Professional Learning Community (PLC) team to help develop essential PE outcomes and common assessments. Throughout his career, Dan has coached all elementary-level teams ranging from cross-country, basketball, mini-volleyball, bordenball, track and field, soccer, and curling. He currently serves as the district's interschool athletic league director.

Dan has been IV Macklin's PE coordinator for the past eight years, and staff and students appreciate his leadership in and enthusiasm for health and physical education. Dan is comfortable learning and implementing new curriculum, while embracing new instructional strategies and philosophies. Dan has even developed Total Body Fitness, a fitness trainer course that students strive to keep up with. It is the option class that everyone wants to take. Dan is truly a master teacher, makes PE class fun and pushes students to be the best they can be.

Dan Woodman challenges his students and colleagues to strive for excellence. Dan is remembered fondly by students and staff, past and present, as having made a positive difference in their lives. Dan is an outstanding person and a great teacher and certainly worthy of the HPEC Certificate of Commendation.

Lynn Bonnah

North Central

Lynn Bonnah teaches in the Black Gold Regional Division, where she has taught physical education and health for over 20 years at Ecole Bellevue School, in Beaumont. Her leadership and guidance as a physical educator in this K-4 school have been prevalent in all of her teaching years at this school.

Lynn is a very devoted and committed teacher. She is a perfectionist and spends endless hours preparing materials to enthusiastically share with her staff and other schools. She genuinely wants students to take pride in leading an active life and promotes this in her program. Lynn's focus has always been on safety guidelines, and she has always been a strong sounding board for teachers who have questions about the safety component of their respective physical education programs.

Lynn's involvement with and commitment to her school in organizing and running school events have affected many of her students through the years. She has continued to run one of the most notable Jump Rope for Heart events in the province in addition to various sports and winter fun days. Lynn was instrumental in working with the architects during her school's renovation. With her knowledge and experience, she designed her physical education facilities to best suit her students' needs.

Lynn's charismatic leadership at the district level has been important for daily physical education programs. Her school has been an Ever Active School since the program's inception, and she has taken pride in endorsing the program not only at the district level but provincially. She has served as division lead teacher on two AISI projects for two consecutive three-year periods: "Healthy Hearts" and "Promoting Healthy Lifestyles." She continues to provide numerous workshops at professional development days and teacher institute days focusing on her successful daily PE program. Her

notable guidance in providing alternative environment/small space activities to complement daily physical education programs has been much appreciated by classroom teachers throughout the Black Gold Regional Division.

Lynn has been a devoted and passionate long-time member of the Health and Physical Education Council and has regularly attended HPEC and CAHPERD conferences throughout her tenure. Lynn is a very deserving candidate for this award.

Kim Lerbekmo

North Central

Kim Lerbekmo is the physical education teacher at Wes Hosford Elementary School, in Sherwood Park. She was nominated for a Certificate of Commendation for her conscientious dedication to enhancing the lives of the students in her school by delivering a high quality physical education program. This, coupled with Kim's choice to be a role model in every facet of the term, has set the school up for a health-first attitude.

Kim follows the three Ms of a successful PE program: maximizing success, maximizing involvement of the whole school and maximizing each student's participation through innovative use of equipment. Kim creates an atmosphere wherein children naturally gravitate to positive lifestyle choices.

She has often been seen supporting her students at soccer, ringette, basketball and other sporting events. As an active marathon runner and ironman triathlete, she models the nutritional, physical and relationship choices that she expects from her students. Kim has created a following of kids who step carefully in her worthy footsteps.

In addition to the laurels Kim dons on the walls of her school, she has also been called on to represent the health and physical education interests of the Elk Island Public Schools Regional Division at district and provincial health and physical education meetings. By shadowing successful physical education teachers and programs and by attending physical education professional development conferences, Kim has demonstrated the humility necessary to be truly great in an era when our youth need solid heroines. Kim Lerbekmo is truly a gem among physical educators and therefore worthy of this award of commendation.

Steve Searle

North Central

Many of Steve Searle's colleagues have gained a deep and enduring respect for Steve's incredible commitment to the students of his school. Across the spectrum of the student population, Steve is respected and admired for his unequivocal dedication to the health and well-being of each and every one of his students. Steve cares deeply for each and every student in the school, regardless of the issues they bring to the table; he is a trusted and caring confidante, teacher and coach.

Upon his arrival at New Norway School, it soon became apparent that Steve had a passion for running. Steve took over our fledgling cross-country running program and transformed it into a premiere program at both the Central Alberta School's Athletic Association (CASAA) zone level, and at the Alberta School's Athletic Association (ASAA) provincial level. Since accepting this challenge, New Norway School has won numerous zone championships and an ASAA provincial championship in 2002. This past October, under Steve's capable guidance and direction, New Norway School hosted the CASAA zone championships, as well as the ASAA provincial championships—two huge undertakings—and in the process set a new standard of excellence for both events. While coordinating both events, Steve also coached our cross-country team to a CASAA zone

championship and an ASAA provincial silver medal performance.

Locally, Steve has been the driving force behind the New Norway invitational cross-country race, an event that has grown over the years to the point that we are now hosting in excess of 700 runners for the event, a testament to the calibre of the meet.

Upon his arrival at New Norway School, Steve also took over our junior high boys' basketball program. Steve's deep commitment to each and every student is reflected in his no-cut policy for this team. Any boy with interest is accepted, welcomed, coached and played. While this may not be the easiest method, it is a truly outstanding experience for our young boys. They are valued and celebrated for whatever they bring to the table; they experience a sense of belonging to something greater than themselves as they learn to be a part of a team. Despite the obvious challenges associated with Steve's no-cut philosophy, our junior boys' basketball team has won two Battle River Regional championships. This is truly an incredible accomplishment and tribute to all that Steve brings to the school.

Further, Steve is an outstanding support for any and all other activities that the New Norway students are involved in. No matter what the event, Steve can be counted on to be the first person to step up to the plate to help and the last person to walk out the door when the event is over. Steve is most deserving of this commendation.

PHE Canada Update

Wayne Meadows



Registration

Online Registration Available Now

- Keynote addresses
- Engaging workshops
- Access to the marketplace
- Nutritional breaks on Friday and Saturday of the Conference
- Bag lunches on Friday and Saturday of the Conference
- Friday night social—Join us for an evening of networking and socializing!
- Saturday banquet—This formal event is a celebration of 75 years of successes in physical and health education.

Note: If you wish to purchase extra tickets for a spouse or guest to attend the Friday night social or the Saturday banquet, they are available for an extra fee in the online registration. **Tickets must be purchased in advance with registration and are nonrefundable.**

	Earlybird	Regular	Late
	Until Feb 15/09	After Feb 15/09	After Apr 20/09
PHE Canada member	375.00	405.00	450.00
HPEC member	375.00	405.00	450.00
Not-a-member, and wants either membership	415.00	445.00	490.00
Not-a-member, do not want any membership	515.00	515.00	515.00
Student registration	125.00	150.00	150.00
Retired registration	125.00	150.00	150.00

Applicable taxes will be added to the fees.

Please note that there is no day rate available.

If you are a member, please have your HPEC or PHE Canada membership number ready when you register!



BANFF 09

APRIL 30 - MAY 2, 2009

PHYSICAL & HEALTH EDUCATION CONFERENCE

MOVING MOUNTAINS

Presented by PHE Canada and HPEC

General Info

Welcome to the Physical and Health Education conference website. "Moving Mountains" will take place in beautiful Banff, Alberta, from April 30 to May 2, 2009. The conference will be held at the Banff Centre for the Arts.

Welcome Message

With the majestic Rocky Mountains and the world-class Banff Centre as our setting, we've planned an outstanding program of sessions and events connected to our 2009 theme "Moving Mountains."

I invite you to join us for an awesome professional experience. This year's theme speaks to the tremendous accomplishments we have achieved in promoting health and physical education for school-aged youth across Canada. Together we can overcome the challenges we face as a profession and attain even greater heights.

The conference is also proud to host the pinnacle event of the 75th Jubilee of PHE Canada. Activities are taking place across Canada this year to "celebrate the past, recognize the present, and embrace the future."

Take this opportunity to re-energize your skills and to network with colleagues from around the world. You'll have fun and learn new ways to motivate your school community to be healthy and active. Come be a part of an inspiring experience and celebrate with us ... we will move mountains!

See you there.

the Ever Active Schools program

2007-2008 HIGHLIGHTS

In 2007-2008 Ever Active Schools:

Demonstrated Leadership

- Participated on the Coordinating Committee of the Alberta Healthy Living Network, the Executive Board of the Alberta Coalition for Healthy School Communities and the CAHPERD Quality School Health Program Advisory Committee.
- Developed and delivered sessions at Alberta Teachers' Conventions.
- Partnered with APPLE schools and the University of Alberta to develop a Healthy School Assessment Tool and accompanying Action Plan framework to be implemented in 2008-2009.
- EAS received a number of short-term grants and contracts in 2007-2008.
 - Live outside the Box grant - \$9,000 in support of HASS.
 - Healthy Eating, Active Living School Audit Tool - \$25,000 (ASRPWF)
 - The Battle River Project – funding of \$105,000/yr (Active Living Strategy and Wellness Fund) to positively improve health behaviours of children and youth through the implementation of EAS with school district support

Increased Capacity

- EAS successfully delivered three *Healthy Active School Symposia*. These one day symposia were held in Edmonton, Red Deer and Calgary to bring together teachers, administrators, students and parents for a day of learning how to create and support a healthy active school community. (97% of adults and 94% of students would recommend this day to their peers).
- Revised the membership process (effective September 2008) to allow more schools to benefit from the supports and services provided by EAS.
- Began work on an Alberta wide Promising Practices database to share health promoting school successes.
- Supported member schools with materials, school visits and professional development.

Vision

Alberta students live, learn and play in healthy, active school communities.

Mission

The Ever Active Schools Program facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.

Goals

1. The EAS program is a recognized Provincial leader for contributing to the development of healthy, active school communities.
2. EAS member schools have increased capacity to support healthy, active living within their school communities.

Target Audience

School Communities – teachers, administrators, students, parents, health practitioners and community stakeholders.

2007-2008 Impact Stats:

Healthy Active School Symposia »
3 locations, 47 schools, 129 adults and 156 students

Presentations/Workshops » 41

Number of participants » 1,315

Bulletin Distribution » 502



www.everactive.org

Ever Active Schools is a special project of the Health and Physical Education Council of the Alberta Teachers Association and is funded through grants from the Alberta Sport Recreation Parks and Wildlife Foundation, Alberta Education and Alberta Health and Wellness.

Doug Gleddie, Director
doug@everactive.org
Joyce Sunada, Schools Coordinator
joyce@everactive.org
Rhonda Schilberg, Administrative Assistant
rhonda@everactive.org

Tracy Lockwood, Education Coordinator
tracy@everactive.org
Shannon Horricks-Prins, Project Coordinator
shorricks-prins@brsd.ab.ca
Karen Gouge, Office Manager
karen@everactive.org

the Ever Active Schools program

2008-2009 INITIATIVES

Check out the new EAS in September 2008!

Ever Active Schools is pleased to add the staff and services of Schools Come Alive under the EAS umbrella. As one organization we will be more efficient in the delivery of services and supports, development of partnerships and providing leadership in the area of healthy active school communities. This merger enables more Alberta schools to access a wide variety of improved services and supports for **physical activity, healthy eating and mental wellbeing** under the following four *pillars* of Ever Active:

Education: Developing and delivering professional development opportunities, supporting the implementation of wellness curricula, planning and coordinating events to support Alberta schools.

Schools: Providing support and services to member and associate schools, maintaining a provincial database of members and associates, assessing the capacity for health promotion and assisting schools with Action Plans through the development and delivery of implementation supports.

EAS will continue to align with government initiatives such as the Active Living Strategy, Healthy Kids Alberta and Healthy Alberta School Communities. All services and supports formerly offered by SCA will now be available through EAS. Discover what EAS can offer to your school community at www.everactive.org.

2008-2009 Priorities

- New membership designations will allow more schools to access the programs and services of EAS – sign up on the website!
- **EAS Member:** schools currently in the EAS database and actively working on an Action Plan for a healthy active school community. These schools will complete an online assessment each year and also submit their Action Plan annually. Member benefits include recognition programs, full website access, full EAS event support, opportunities to participate in special projects and events and member rates for workshops and presentations.
- **EAS Associate:** schools signed up as “interested” through the registration page on the EAS website (form to change slightly for Fall 2008) and beginning to plan their healthy active school community. These schools will have an opportunity once a year to complete an online assessment and move to member status.

Communication: continued website development, updates and improvements, producing and distributing a regular Newsletter (Ever ACTIVE!), maintaining the Health Promoting Schools Alberta Promising Practices Database and networking and advocating for health promoting schools.

Research: promoting and monitoring research in member schools, linking with key HPS research and developments, linking member schools with current research from Alberta universities and evaluation of the EAS framework.

Associate benefits include greater website access, invitations to events, partial EAS event support and a discount for workshops and presentations.

- Solidify connections to relevant research going on in Alberta’s universities.
- Continued support and direction for the Battle River Project (funded by the Active Living Strategy and the Alberta School Community Wellness Fund).
- In continued partnership with health regions and funding agencies, deliver the Healthy Active School Symposia (HASS) – 11 locations are planned across the province.
- Launch the Health Promoting Schools Alberta Promising Practices database – a “one stop shop” for resources, activities and supports across the province.

Member Feedback

I had a great day! I loved getting up & moving and speaking with colleagues, also loved getting free posters!

(TEACHER – CALGARY)

I loved the activity and discussion sessions. I thought the topics were great. The planning sessions with the students were great.

(ADMINISTRATOR – RED DEER)

The best part of the day was going into groups to list ideas about how to help our school. I also liked the juggling, cooperation games etc.

(STUDENT – EDMONTON)

I thought that today was great and we learned a lot about a Healthy Active School.

(STUDENT – RED DEER)

It was well done, very fun, I felt like I could be myself and express my opinions.

(STUDENT – CALGARY)



FUNDING PROVIDED BY:

ALBERTA TOURISM, PARKS AND RECREATION (ASRPWF) » \$175,000
ALBERTA HEALTH AND WELLNESS » \$110,000
ALBERTA EDUCATION » \$110,000





Active Living Column

Cardiovascular Reactivity: How It Relates to Stress About Exercising

Shawn N Fraser and Terra C Murray

For some people, the thought of doing even a single bout of exercise can be nerve-racking. They might have little experience or bad past experiences with exercise, so they view exercise as a stressful activity. This might be especially true if they've suffered some type of health problem. For example, imagine that you've had a heart attack, and now a doctor wants to send you to rehabilitation and get you exercising. You haven't exercised in many years, you aren't sure about your heart, and the thought of getting on a treadmill and pushing yourself is a little frightening.

Cardiovascular Reactivity (CVR)

Many people experience "normal" increases in blood pressure (BP) and heart rate (HR) when they feel stressed. This response is sometimes known as cardiovascular reactivity (CVR).

In some people, CVR is exaggerated. Mental stress, like the stress some people feel when they anticipate an exercise session, can lead to rapid and large increases in BP (Rozanski, Blumenthal and Kaplan 1999).

Exaggerated CVR puts extra strain on the cardiovascular system and may adversely affect health; for example, by increasing risk of cardiac morbidity and mortality. Among heart patients, CVR has been linked to poorer recovery from heart disease and increased chance of

having another heart attack (Krantz et al 1999; Strike and Steptoe 2003).

Because CVR may be a concern for both symptomatic and asymptomatic populations at risk for heart disease, it's important to explore factors that are related to CVR.

Anticipation of Exercise and CVR

Some people perceive exercise tests as threatening and stressful, because these tests are evaluative and physically challenging. Thus, measuring people's HRs and BPs before they take an exercise test is a way of examining their CVR response to mental stress.

We examined how

- patients entering cardiac rehabilitation responded to the anticipation of an exercise test, and
- social and psychological factors might influence their responses to the anticipation of exercise (Fraser, Rodgers and Daub, in press).

What We Found

We measured patients' HRs and BPs at rest and then while standing on the treadmill just before their exercise test (anticipation of exercise). From rest to anticipation of exercise, HR increased by an average of six beats per minute for women and seven beats per minute for men.

Shawn N Fraser is assistant professor at the Athabasca University Centre for Nursing and Health Studies, and research affiliate at the Glenrose Rehabilitation Hospital, in Edmonton. Terra C Murray is assistant professor at the Athabasca University Centre for Nursing and Health Studies.

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Minor changes have been made to conform to ATA style.

Systolic BP (SBP) increased by an average of 22 mmHg for women and 19 mmHg for men, while diastolic BP increased four and six mmHg for women and men, respectively.

We also examined if social support or exercise self-efficacy might help reduce CVR. Social support refers to feeling like one belongs to a group or has someone to talk to about problems. People with low social support might feel more anxious because they feel alone or have no one to talk to about their concerns. Exercise self-efficacy refers to a person's confidence about exercising (Rodgers and Sullivan 2001). We might expect that people who are more confident that they can exercise will experience less CVR.

In women, having emotional and belonging social support were related to smaller increases in HR. Similarly, women with higher self-efficacy for exercise experienced smaller CVR responses.

In men, belonging social support was associated with lower SBP changes. Similar to the women, men with greater confidence for exercise had smaller CVR responses to the exercise test.

Practical Implications for You

Anticipation of an exercise test resulted in large increases in CVR parameters among both men and women. It's useful to be aware of these increases in HR and BP prior to an exercise test for at least two reasons.

First, large increases in HR and BP before exercise might help you identify individuals who are vulnerable

to the effects of mental stress. For example, people with heart problems and vulnerability to stress might be at increased risk of having another heart event if they encounter a stressful situation in their daily lives (Krantz et al 1996).

Second, it's possible that stress related to anticipating exercise might influence the results of exercise tests. For example, previous studies have found that HR and BP increases associated with mental stress add to increases associated with exercise (Roth, Bachtler and Fillingim 1990; Siconolfi et al 1984).

So, observed increases in HR and BP during exercise tests might be exaggerated, leading to lower fitness scores (Fraser et al 2007). And because the results of exercise tests are often used for exercise prescription, this could lead to inaccurate prescriptions. It's also useful to be aware of how psychosocial factors relate to CVR responses. People reporting low social support may be more likely to experience exaggerated CVR when anticipating exercise, while having social support seems to reduce increases in BP. So, for example, if patients come to cardiac rehabilitation showing large CVR, integrating these patients into cardiac rehabilitation so that they feel part of a group might be helpful.

Of particular importance for HR was exercise self-efficacy. For both men and women, more confidence to exercise was related to smaller HR increases. So, helping people feel more confident that they can exercise might reduce their stress associated with the exercise test.

For Easy Access

The following are links to programs, organizations and associations that support the development of healthy active school communities.

When looking for information to support the teaching of health and physical education programs, be sure to link to the outcomes included in the program of studies, which can be found in both English and French at www.learning.gov.ab.ca/k_12/curriculum/bySubject.

Physical Activity

- Activ8
www.active8.org
- Alberta Centre for Active Living
www.centre4activeliving.ca
- Provincial Fitness Unit of Alberta
www.provincialfitnessunit.ca
- Canada's Physical Activity Guide
www.phac-aspc.gc.ca/pau-uap/paguide/
- Physical and Health Education Canada (formerly CAHPERD)
www.cahperd.ca
- Canadian Association for the Advancement of Women and Sport and Physical Activity
www.caaws.ca
- Canadian Coalition for Active Living
www.activeliving.ca
- Canadian Intramural Recreation Association (CIRA) Ontario
www.mohawkcollege.ca/external/cira/template/index.html
- Health and Physical Education Council (HPEC)
<http://hpec.teachers.ab.ca>
- Alberta Centre for Injury Control and Research
www.acicr.ualberta.ca/
- National Coaching Certification Program
www.coach.ca

Healthy Eating

- 5 to 10 a Day
www.5to10aday.com
- Alberta Milk
www.albertamilk.com

- Dietitians of Canada
www.dietitians.ca
- Canada's Food Guide to Healthy Eating
www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php

Mental Health

- Be Cool
www.stanfield.com/conflict-1.html
- Boys and Girls Clubs of Alberta
www.bgcalberta.com
- Challenge Day
www.challengeday.org
- Dare to Care
www.daretocare.ca
- Promoting Positive Body Image—A Guide for Schools
www.crha-health.ab.ca

Comprehensive School Health

- Alberta Coalition for Healthy School Communities (ACHSC)
www.achsc.org
- Canadian Association for School Health (CASH)
www.schoolfile.com/CASH.htm
- Communities and Schools Promoting Health
www.safehealthyschools.org
- Lions Quest
www.lions-quest.org

Provincial and National Health Organizations

- Alberta Alcohol and Drug Addiction Commission (AADAC)
www.aadac.com
- Alberta Cancer Board
www.cancerboard.ab.ca
- Alberta Healthy U
www.healthyalberta.com
- Alberta Healthy Living Network (AHLN)
www.health-in-action.org

- Canadian Cancer Society
www.cancer.ca
- Alberta Healthy Weights Campaign
www.createamovement.ca
- Heart and Stroke Foundation
www.heartandstroke.ca
- Schools Come Alive
www.schoolscomealive.org

Other

- Alberta Lung Association
www.ab.lung.ca
- Communities in Bloom
www.communitiesinbloom.ca
- Cops for Cancer
www.copsforcancer.com
- International Trails Day
www.internationaltrailsday.com
- June Parks and Recreation Month
www.june.arpaonline.ca
- Learning Resources Centre (LRC)
www.lrc.education.gov.ab.ca
- Peacemakers
www.peacemakers.ca
- Positive Playgrounds
www.positiveplaygrounds.com/
- Renaissance Program
www.jostens.com/renaissance
- Safe, Healthy, Active People Everywhere (SHAPE)
www.shapeab.com
- SummerActive
www.summeractive.ca
- WinterActive
www.winteractive.ca
- Terry Fox Run
www.terryfoxrun.org
- Alberta Teachers' Association
www.teachers.ab.ca
- Centre for Active Living
www.centre4activeliving.ca/
- Everactive Schools
www.everactive.org/
- Schools Come Alive
www.schoolscomealive.org/
- PHE Canada (formerly CAHPERD)
www.phecanada.ca/eng/index.cfm
- Canadian Association for the Advancement of Women and Sport and Physical Activity
www.caaws.ca/onthemove/e/aboriginal/index.htm
- Sport Canada
www.pch.gc.ca/pc-ch/sujets-subjects/jeune-youth/index_e.cfm
- Public Health Agency of Canada
www.hc-sc.gc.ca/ahc-asc/branch-dirigen/phac-aspc/index-eng.php
- For those HPEC members who use Facebook, join the HPEC group that Shawn O'Neil has created. To give it a trial run, go to www.facebook.com, group link: Health and Physical Education Council of Alberta. Glen Wilson has created a group as well. Check them both out.



From the Runner Vault

Compiled by Paul Marlett

I love the smell of Runner's old issues in the archives. The things and ideas one can find, and the similarities between today's situation and that 40 years ago are amazing. Please keep in mind the original publication date.

While scanning previous issues, I came across this article, and it made me laugh out loud. It is a problem all PE teachers face. What I find so enjoyable about this article is how differently current students act; I wonder how this approach would go over in our locker rooms.

Dealing with Lost Locks

Peter J Sansiviero

"Coach, someone stole my lock and uniform, and now I can't get dressed for class." Physical education teachers must repeatedly deal with this situation throughout the year if their school uses padlocks.

Regardless of the system your school uses to solve this problem (and I am sure there are many), in the final analysis the student must lock his own locker. He must be responsible enough to secure his own property, because no teacher can personally see that every student locks his lock.

After several years of trying different ways to minimize this annoying problem, I have found the following approach to be the most efficient. My system is based on the assumption that students will lose their locks. My only concern is to find an administrative process that will restore these lost locks to the student in an efficient manner, relieving the teacher of the time-consuming burden of finding lost locks, serial numbers, combinations, etc.

At the beginning of the school year, students are issued their locks, combinations and lockers. A master sheet is used to record all names in alphabetical order and period order. Only the name, locker number, serial number and combination are recorded on the master

sheet, which is kept locked in the physical education office and used only as a reference for class changes. After the locks are issued and the master sheet compiled, a second list is typed. This sheet is posted on a bulletin board in the locker room. The only item missing from the second list is the combination for each locker. A plexiglass front should cover the bulletin board for protection, since this must be a permanent structure for a full year. Besides the bulletin board, a long rack is permanently fixed to the wall. This rack should be similar to a towel rack so that the locks can be hung on it. The students are instructed to follow this procedure if they lose their locks.

1. Go to the master bulleting board and find the serial number of your lock.
2. Go to the lost lock rack and try to locate your lock.
3. If your lock is not on the rack, CHECK EVERY LOCK IN THE LOCKER ROOM.
4. If you still can't find your lock, consider it lost and see your teacher to buy a new one.

The initial administrative work involved in this system may seem time-consuming, but the time is well spent. This system has freed me of the awesome details of

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looking up serial numbers, combinations, locker numbers, and having my office cluttered with scores of lost locks. Students are asked to hang any lost lock they find on the lost lock rack.

This system will not make irresponsible students lock their locks. It will free the teacher of the frantic job of looking, finding and asking about all of the locks lost in a year. It also gives the student a systematic approach for finding his own lost lock without going to the physical education teacher. Students sometimes forget their combinations at the beginning of the year; the teacher can always refer to the master sheet in his office when this happens.

The responsibility for securing a lock and a locker still lies with the student. The teacher's responsibility is to issue and collect locks; the rest of his time should be spent in teaching physical education, not looking for lost locks.

"Check every lock in the locker room." I love that. It is reassuring that this is a universal problem. There may be something to a lock rack, but not in the locker room, at least not in our locker room.

I stumbled across this poem from 1976 and was impressed at how concisely the author finds many of the issues we still face today (minus the smoking part).

Phys Ed It Ain't

Ambrose Brazelton

Recess is when two times each day
The staff go to smoke and the kids go to play.
The kids slide and swing and muddy their socks,
Climb and jump and even throw rocks.
The boys tussle and wrestle, chase the girls till they faint.
Recess is important, but phys ed it ain't.

Recreation and leisure, very essential I'm told.
Re-create the body and upgrade the soul.
Learn interesting pastimes for use when it rains,
Pursuits for all children, the Bobbys, the Janes.
But no matter how structured, no matter how quaint,
No matter how joyous, phys ed it ain't.

Physical fitness proclaimed far and wide.
Vitality, vigour, pep in the stride.
Lift that barge, tote that bale,
Be hearty, be hale,
Push up and sit up without complaint,
In spite of its value, phys ed it ain't.

Athletics and sport, oh, perish the thought,
It's hard to think of the havoc we've wrought.
Shoot baskets, play baseball, hold that bat steady.
We make them play football before they are ready.
Please let them be kids without rancour or taint,
Athletics can hurt them, phys ed it ain't.

Then, what is phys ed if it ain't the above,
And what are the goals for the children we love?
Dig this. An integral part of the total process,
Focus on personalized growth and success.
Striving to enhance, through instructional giving,
Productive, efficient, harmonious living.

A great reminder to stay in the moment with every student.

Originally printed in Runner, Volume XIV, Number 3, Fall 1976, page 7.



Use It on Monday

Scooter Fun

Sonia Sheehan

Unit Plan

Grades 1, 2 and 3

Resources:

Dimension/Unit: scooters

Dates: January/February

Equipment: scooters, scooter links, balls

Specific Outcomes to Achieve from the Program of Studies

A1: Experience, develop and perform locomotor activities.

A5: Experience, develop and demonstrate ways to receive, retain and send an object using various body parts and implements (individually and with others).

A7: Experience, demonstrate and perform basic skills in a variety of environments using various equipment.

A10: Demonstrate, create and play space awareness games.

A11: Demonstrate and apply basic rules of fair play (Grade 3 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games).

B3: Experience cardiorespiratory activities and other components of health-related fitness.

C1: Respectful communications skills.

C3: Etiquette and fair play.

C5: Teamwork and the willingness to play cooperatively with others.

D1: Willingness to participate in class.

D3/D5: Listen, follow instructions, stay on task and move safely.

Student Learning Targets

- Experience, develop and perform ways to move on a scooter using different body parts.
- Experience, develop and perform ways to send, retain and receive an object while on a scooter using various body parts and scooter hockey sticks.
- Move to open spaces in the gymnasium while on the scooter.
- Follow all rules while playing scooter games.
- Work cooperatively with classmates during scooter games and activities.
- Develop arm strength while participating in scooter games and activities.
- Participate in all scooter activities to the best of your ability.
- Participate safely in all scooter activities.

Sonia Sheehan teaches at the Foundations for the Future Charter Academy, in Calgary, Alberta.

Lesson	General Outcomes	Specific Outcomes	Learning Activities/Teaching Strategies	Assessment/ Evaluation/ Communication	Safety Considerations
1			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Pardon me please.</p> <p>3. Intro to scooters: Review safety. Flip the scooter over gently when the whistle goes, and place it wheels up on the ground in front of you. State student learning targets for the unit (see above).</p> <p>4. State learning targets for the day: Move on the scooter using different body parts. Move into open spaces while on the scooter. Develop arm strength while moving on the scooter. Participate safely, and do your best.</p> <p>5. Allow students to explore different ways to move safely around the gym into open spaces using different body parts.</p> <p>6. Focus student work by specifying different ways to move on the scooter; for example, arms only, legs only, on your stomach, on your back, kneeling arms only, one knee pushing with opposite leg, forwards, backwards, sideways, in a circle, one foot only, one hand only, two feet, two hands, one foot and one hand, one foot and two hands, two feet and two hands, print you name, draw a picture (house, school, tree, yourself).</p> <p>7. Scooter frozen tag: Designate a certain colour of scooter to be it. If tagged, that student must freeze and create a bridge or tunnel. To be free, another scooter must go under the bridge or tunnel. Switch colour of scooters being it.</p> <p>8. If there is time, explore different ways to move with a partner on the scooters using different body parts and different ways to attach to partner.</p> <p>9. End of class: Put equipment away. Discuss learning targets for the day; for example, different ways to move on the scooter, moving into open space, arm strength, being safe and doing your best.</p> <p>10. Line up at the door.</p>	D Participation, safety and listening	<p>1. No standing on scooters.</p> <p>2. Always be in control.</p> <p>3. Tuck long hair into shirt.</p> <p>4. Watch your fingers. Hands should be protected inside the handles.</p> <p>5. Always be in your own space when moving on your scooter.</p> <p>6. Do not run into anyone or anything.</p>

2			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: May I please have a....</p> <p>3. Mingle to find a partner and then sit with partner.</p> <p>4. Review scooter safety.</p> <p>5. State learning targets for the day: Move on a scooter using different body parts, work cooperatively with classmates during scooter activities and games, develop arm strength, do your best and move safely on the scooter.</p> <p>6. Get one scooter each and work with partner: Partners must be attached at all times to each other or each other's scooter while moving creatively and safely; for example, sitting or kneeling using two hands and two feet, two hands and three feet, two feet and four hands, three feet and two hands or three feet and three hands. Allow time to practise and have show time for some of the best creativity.</p> <p>7. Partner scooter frozen tag (introduce scooter links at this time): Partners must be attached at all times and must move around the gym into open spaces. Designate the way to move in each round of the game; for example, sitting and holding hands, or one sitting and one standing and pushing. Designate the it partner groups with pinnies. If a partner group is tagged, they are frozen and must create a bridge by standing up and joining hands. To be free, another partner group must go under their bridge. Change it groups often.</p> <p>8. If time allows, have partners join with another partner group to form a group of four. Explore different ways to move on the scooter with the group of four.</p> <p>9. End of class: Put equipment away and review learning targets for the day; for example, moving on the scooter using different body parts, working cooperatively with partner or group, developing arm strength, doing your best and moving safely.</p> <p>10. Line up at the door.</p>	Cooperation	<p>1. No standing on scooters.</p> <p>2. Always be in control.</p> <p>3. Tuck long hair into shirt.</p> <p>4. Watch your fingers. Hands should be protected inside the handles.</p> <p>5. Always be in your own space when moving on your scooter.</p> <p>6. Do not run into anyone or anything.</p>
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3		<ol style="list-style-type: none"> 1. Immediate activity: Laps around the gym. 2. Warm-up game: Jailhouse rocks. 3. Mingle: Sit down with group of four. 4. Review scooter safety. 5. State learning targets for the day: Move on the scooter with different body parts and in different ways. Move into open space while on the scooter. Work cooperatively with classmates during scooter games and activities. Develop arm strength. Be safe, and do your best. 6. With group of four: All students must be on a scooter, and all students must be connected or attached in some way. Experiment how many different ways your group can move. Change the criteria; for example, only two students need to be on the scooter, the other two must be connected but do not need to be on the scooter. How can your group move? Allow time to explore and experiment, and then allow show time. 7. Play follow the leader: Make sure each group member gets a chance to be the leader. 8. Group/team relays: Set up on a designated line and run some relay races. Some races may have all the members go at once. Some can be individual relays. Each group of four is a team. 9. End of class: Put equipment away and review learning targets for the day: moving in different ways and with different body parts, using open space, working cooperatively, arm strength, being safe and doing your best. 10. Line up at the door. 	Cooperation	<ol style="list-style-type: none"> 1. No standing on scooters. 2. Always be in control. 3. Tuck long hair into shirt. 4. Watch your fingers. Hands should be protected inside the handles. 5. Always be in your own space when moving on your scooter. 6. Do not run into anyone or anything.
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4			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Everyone's it.</p> <p>3. Review scooter safety.</p> <p>4. State learning targets for the day: Moving safely, doing your best, moving to open spaces, following rules, and sending, retaining and receiving a ball using a scooter hockey stick.</p> <p>5. Students need a scooter, a soft ball and a scooter hockey stick: Practise moving around the gym on scooters controlling the ball. Move around the pylons set up in the gym.</p> <p>6. Scooter pirates: Students without a ball are the pirates. Pirates must try to get a ball with a scooter hockey stick, while students in possession of a ball try to keep control of it with a scooter hockey stick. If students lose their ball, they become pirates and must go after someone else's ball.</p> <p>7. Keep my backyard clean: Divide class into two groups and send each group to different sides of the gym. Their job is to keep their side (backyard) clean of balls. On go, students must get the balls over to the opposite side of the gym using only their scooter hockey sticks.</p> <p>8. End of class: Put equipment away and review learning targets for the day: moving safely, doing your best, moving to open spaces, following rules, and sending, retaining and receiving a ball using scooter hockey stick.</p> <p>9. Line up at the door.</p>	Activity—Movement on a scooter and control of the ball	<p>1. No standing on scooters.</p> <p>2. Always be in control.</p> <p>3. Tuck long hair into shirt.</p> <p>4. Watch your fingers. Hands should be protected inside the handles.</p> <p>5. Always be in your own space when moving on your scooter.</p> <p>6. Do not run into anyone or anything.</p>
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5			<ol style="list-style-type: none"> 1. Immediate activity: laps around the gym. 2. Warm-up game: Hospital tag with scooters in the hospital. 3. Review safety. 4. State learning targets for the day: Send, retain and receive a ball using scooter hockey stick while on a scooter. Work cooperatively, follow all rules, be safe and do your best. 5. Students need a scooter, scooter hockey stick and a ball: Move around the gym controlling the ball with the stick. 6. Scooter Pirates 7. Mingle with partners: Practise passing a ball back and forth with partner while on a scooter. Start stationary, and then move around the gym. Key points: make a target for your partner to pass to (hockey stick), follow through to the target, absorb the pass and trap the ball with the stick before passing back. 8. Set up bowling pins and pylons around the gym: While passing with a partner, move around the gym and try to knock over or hit the bowling pins and pylons. Earn a point for each hit. 9. Scooter pin ball: Create two teams, and send each team to different sides of the gym. Each team tries to knock over all the bowling pins on the other side using scooter hockey sticks to hit or pass balls across the centre line. 10. End of class: Put equipment away, and review learning targets for the day. Send, retain and receive a ball, work cooperatively, follow rules, be safe and do your best. 11. Line up at the door. 	Activity—Movement on scooter and control of ball	
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6			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Scooter partner frozen tag with scooter links.</p> <p>3. Learning targets: Move on scooter, send, retain and receive a ball using a scooter hockey stick. Move into open spaces, follow rules, work cooperatively, do your best and be safe.</p> <p>4. Scooter hockey: Create teams, and designate teams by scooter colour. Object of the game is to control ball, pass and score on hockey net using scooter hockey stick while on the scooter.</p> <p>5. End of class: Put equipment away, review learning targets and line up at the door.</p>	Activity—Movement on scooter and control of ball	
7			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Pardon me please.</p> <p>3. Learning targets: All.</p> <p>4. Continue scooter hockey games from last day.</p> <p>5. End of class: Put equipment away, review learning targets and line up at the door.</p>	Cooperation	

8			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Asteroids and ankle biters.</p> <p>3. Learning targets: All.</p> <p>4. Scooter Ball: Need Hula Hoops, baskets and soft balls. Split class into four teams, and provide each team with three Hula Hoops or baskets. Each team tries to get as many balls as possible into their team's Hula Hoops or baskets. Start with all balls in the centre of the gym and all team members touching their team's Hula Hoops or baskets. Students move on a scooter to try to pick up one ball at a time. Once a ball is picked up, they must move on their scooter to put the ball into their Hula Hoop or basket. Students can take balls from the floor or from other teams' baskets. Students cannot guard their hoop or basket. Vary the way students need to move on their scooter. At the end of the game, count how many balls each team has. Designate teams by scooter colour or pinnie colour.</p> <p>5. End of class: Put equipment away and review learning targets (what we learned throughout the entire unit and how can we use this in the future).</p> <p>6. Line up at the door.</p>	D	1. Participation, safety, listening
9 10			Lessons 9 and 10 would be fitness Friday lessons with scooter-related fitness activities.	B	

Unit Plan

Grades 1, 2 and 3

Resources:

Dimension/Unit: parachute

Dates:

Equipment: parachute, balls

Lesson	General Outcomes	Specific Outcomes	Learning Activities/Teaching Strategies	Assessment/Evaluation/Communication	Safety Considerations
1			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Partner tag.</p> <p>3. Intro to parachute and learning targets: Listen to and follow parachute instructions, participate willingly and safely, cooperate and communicate respectfully with others, take turns with the parachute, participate in different roles, and work together toward a common goal.</p> <p>4. Invite students to hold on to a colour of the parachute (not the handles). Hold on to the parachute (do not let go unless asked). Practise small, medium and large waves with the parachute. Test listening and following instructions.</p> <p>5. Inflation of the parachute: Practise holding the parachute overhead when the teacher says up, and down to the ground when the teacher says down. Do waves in between up and down tests for listening and following instructions.</p> <p>6. Colour run: Students do waves and up and down motions on teacher's command. When the colour they are holding is called, they must let go and run around the outside of the parachute and return to their original spot. All students must run in the same direction for safety.</p> <p>7. Igloo: Students make waves and then allow the parachute to go up high in the air. When the teacher gives the down command, the students go under the parachute, sit on its side and make an igloo. Repeat a couple of times.</p> <p>8. Colour exchange: Make an igloo, and have students sit on a colour. When their colour is called, they must crawl across the parachute to a new spot of the same colour.</p>	<p>D</p> <p>Listening, following instructions and safety</p>	<p>Do not walk or run on the parachute (crawl on hands and knees).</p> <p>Do not put any body parts through the opening in the middle of the parachute.</p>

		<p>9. Jokes or telephone. Tell jokes or play telephone while in the igloo.</p> <p>10. Climb the mountain: Students make waves on the up and down commands. On the down command, students stay on the outside of the parachute and kneel on its edge creating a mountain. Practise a few times. Once a mountain is created, call out one colour. If students are kneeling on the colour called, then they climb on their hands and knees to the top. For safety, ask students not to run or walk on the slippery parachute. Once students climb to the middle or top of the parachute, they can climb back down on their hands and knees, and get ready for the next mountain. One or two colours can be called at a time.</p> <p>11. End of class: Review listening, cooperation and following instructions with the parachute.</p> <p>12. Put equipment away (parachute in a basket), and line up at the door.</p>		
2		<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Asteroids and ankle biters.</p> <p>3. Parachute review from last day: Waves, inflation, colour run, igloo and climb the mountain.</p> <p>4. New: Mouse trap: Choose four to six students to be mice. The mice start outside the parachute. Students who are not mice make waves with the parachute. The mice try to run all the way under the parachute multiple times without being caught in the mouse trap. When the teacher calls mouse trap, the students holding the parachute quickly put it to the ground trying to trap the mice inside. Once the mouse trap is closed, see how many mice are caught inside and then let them out. Play until everyone gets to be a mouse.</p> <p>5. Cat and mouse: Choose two to three students to be cats and four to six students to be mice. Cats crawl on their hands and knees on top of the parachute. Mice crawl underneath the parachute. The remaining students wave the parachute. The object of the game is for the cats to find the mice under the parachute and gently tag them. When the mice get tagged, they must immediately go outside the parachute. Choose new cats and mice once all the mice are caught.</p> <p>6. End of class: Review listening, cooperation and following instructions with the parachute.</p> <p>7. Put equipment away (parachute in a basket), and line up at the door.</p>	<p>D Listening and safety C Cooperation</p>	<p>Safety for cat and mouse: Cats must tag mice gently and be on their hands and knees on top of the parachute. It is recommended that cats take off their shoes before going on top of the parachute.</p>

3			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: May I please have a ... (tag).</p> <p>3. Review from last day: Waves, inflation, colour run, igloo, colour exchange, climb the mountain.</p> <p>4. Cat and mouse: Allow students to be cat or mouse (whichever they did not get a chance to be yesterday).</p> <p>5. New: Wave run: Practise cooperating as a whole class to make a wave run around the parachute (similar to the wave in a crowd at a sporting event). Everyone starts with their hands at their waist. The starting person puts his or her hands in the air and then lowers them back to the waist. The next person follows, and this repeats around the parachute. Practise the wave run around the parachute five times. Switch to the opposite directions. Once the class can get the wave running around the parachute, add a ball. The ball should ride the wave around the parachute. All students must work together and cooperate for this to be successful. Change directions.</p> <p>6. New: Popcorn: Everyone will wave the parachute to pop up light balls in the air. To pop the popcorn really high, practise the up and down commands.</p> <p>7. New: Housekeeping (continuation of popcorn). Goal of the parachute is to pop everything off the parachute. Four to five housekeepers try to collect what was popped off and put it back onto the parachute safely (housekeepers are keeping our gym clean). Switch housekeepers often.</p> <p>8. End of class: Review listening, following instructions and cooperation with the parachute.</p> <p>9. Put equipment away and line up at the door.</p>	<p>D</p> <p>Listening and safety</p> <p>Cooperation</p>	
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4			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Topper tag.</p> <p>3. Review: Waves, inflation, igloo, mountain, colour run.</p> <p>4. New: Wrap the present: Have two to four students sit in the centre of the parachute with their legs crossed, shoes off and hands in the air. Students holding the parachute will walk slowly around wrapping the parachute around the students in the centre. Centre students need to keep their hands in the air so the parachute does not go above their underarms. Once the students are wrapped and on the teacher's signal, everyone will step backward and pull the parachute back, quickly unwrapping the present. For safety, centre students must put their hands around their head and stay seated when being unwrapped. Make sure everyone who wants to get wrapped has a turn.</p> <p>5. New: Alligators: Students sit with their legs straight and under the parachute. Choose four to six students to be alligators. At the command of swamp, the alligators crawl under the parachute and try to touch someone's toes. Students whose toes are touched will put their arms straight out in front and clap their hands like an alligator's mouth. The alligator that touched the toes will switch places with the student under the parachute. (Modification: alligators go to the swamp and wait until all students turn into alligators.)</p> <p>6. End of class: Review listening, following instructions and cooperation with the parachute.</p> <p>7. Put equipment away, and line up at the door.</p>	<p>D</p> <p>Listening and safety</p> <p>Cooperation</p>	
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5			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Jailhouse rocks.</p> <p>3. Review: Waves, mountain, igloo and colour run.</p> <p>4. Wrap the present: Wrap students who were not wrapped yesterday or rewrap students.</p> <p>5. New: Jaws: The parachute will be the ocean, and everyone will make waves. Four to six students will be chosen to be sharks. They will put their dorsal fins on (one hand on top of their head with fingers pointing up). Sharks will swim under the ocean waves without being seen. When the teacher calls out shark attack, the sharks will try to touch people standing. If students get touched by a shark, they must run one lap around the parachute before joining the game again. Switch sharks under the parachute to make sure everyone gets a chance to be the shark.</p> <p>6. End of class: Review listening, following instructions and cooperation with the parachute.</p> <p>7. Put equipment away and line up at the door.</p>	<p>D</p> <p>Listening and safety</p> <p>Cooperation</p>	
6			<p>1. Immediate activity: Laps around the gym.</p> <p>2. Warm-up game: Dynamite.</p> <p>3. Last day of parachute: Let students choose their favourite parachute games (climb the mountain, igloo, cat and mouse, mouse trap, jaws, alligator, wrap the present).</p> <p>4. End of class: Review listening, following instructions and cooperation with the parachute.</p> <p>5. Put equipment away, and line up at the door.</p>	<p>Cooperation</p>	

Types of Gymnastics: Floor Supports for Grades 1–6

Tracy Lockwood

Activity	
Basic Skills	
Application of Basic Skills	A(1–3)–12

Clues that students are achieving the outcome:

“Students will select and perform basic skills in educational gymnastics; eg, use of different body parts, types of effort, space and relationships to develop a sequence” (Alberta Learning 2000).

- Students can hold a variety of floor supports for 7–10 seconds.
- Students can modify front and back supports to be more or less difficult and use different body parts.
- Students can stop and perform a floor support when doing the eggbeater the length of a mat.

Equipment

- Obstacle-free area
- 10–20 accordion mats
- 6–8 dice

Related Resources

Ready-to-Use PE Activities for Grades K–2 (LRC# 257180) or *Grades 3–4* (LRC# 257198), J Landy and M Landy, 1992. www.lrc.education.gov.ab.ca.

Physical Education Online website. www.education.alberta.ca/physicaleducationonline.

Safety First! For safety, equipment and supervision considerations when planning fitness activities, the “Safety Guidelines for Physical Activity in Alberta Schools,” Alberta Centre for Injury Control and Research (ACICR), 2008.

Warm It Up—Stuck in the Mud

Choose one or two students to be it. If tagged, students must freeze, put their hands on their heads, spread legs in a straddle stance and call for help (“We’re stuck in the mud!”) Someone may free them by crawling under their legs. Consider having students move using different locomotor movements, such as skipping, galloping or leaping. Students with visual impairments can move with a partner.

Whoop It Up—Floor Supports

Be sure to consider the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Explain to students that a gymnastic floor support is a static skill, which when performed is strong and stable; that is, does not move. Invite students to flex their arms to demonstrate *strong* and to extend their arms as if holding a balance to demonstrate *stable*.

Criteria for Balances

- Keep a tight controlled body.
- Keep eyes forward.
- Keep the body centred.
- Hold for three seconds.

Roll Support

Have students find their personal space. Roll one of the dice, and the number rolled is the number of body parts the students are to balance on. Once everyone is balanced, ask them to balance the same way, but using a low, medium and high position. Have students work in partners with one die per pair. They are to mimic their partner after the die has been rolled and take turns

being the leader. Students can also be placed into groups of four or five. Give each group one die. One student rolls while the others balance on the number rolled. The child rolling the dice goes around and checks the others to see if they are using the correct number. Switch rollers after each turn. You can also have the students get in groups of four or five. They roll three dice. All of the students in the group must combine their body parts to reach the number rolled. They will have to add and subtract body parts in order to reach the number. They might also, depending on the number rolled, have to lift some of the others in the group so they aren't touching the ground or floor.

Wrap It Up

As a large group, lead a head-to-toe stretch. Pause during the stretch and do the arm actions to review the two key words for all floor supports: *strong* and *stable*.

Warm It Up, Whoop It Up and Wrap It Up are headings taken from the *Ever Active Schools Recipe Lesson Plan Cards* and *soon-to-be-released Recipe Card Lesson Plans for Elementary Teachers*. Visit the *Ever Active Schools* website for more information at www.everactive.org; 3rd Floor Percy Page Centre, 11759 Groat Road, Edmonton, AB; phone 780-454-4745.

Reference

Alberta Learning. 2000. *Physical Education Program of Studies*. Edmonton: Alberta Learning.



K-12 Wellness Programs of Study Revision

Alberta Education

- To achieve improved learning and wellness outcomes, a review of the current wellness-related programs of study (K-9 Health and Life Skills, Career and Life Management, and K-12 Physical Education) was initiated in the 2007/08 school year.
- A comprehensive literature review and stakeholder consultations were completed between November 2007 and March 2008 and indicated a need for a moderate to significant level of change to the current wellness-related programs of study.
- The focus group sessions focused on the following two questions:
 1. Does K-9 Health and Life Skills + K-12 Physical Education + Career and Life Management + Daily Physical Activity = Wellness?
 2. Do our current programs of study provide students with the knowledge, skills and attitudes to make lifelong healthy choices, develop healthy active lifestyles and achieve optimal wellness?
- Key findings from the literature review indicate
 - that current health and physical education programs are not consistent with the factors identified by the World Health Organization as correlates of successful health and wellness promotion in schools;
 - that drawing upon innovative strategies for curriculum design and implementation developed in Alberta and around the world will provide schools with the opportunity to affect the health of students in profound and long-lasting ways;
 - the need to offer a comprehensive description of wellness and wellness-related curricula; and
- it is important that government ministries, communities, families and schools work together in partnership through a comprehensive school-health approach to create a culture of wellness to ensure a successful program.
- Key themes that emerged from the stakeholder consultations include:
 - While stakeholders indicated that much of the content from the current programs of study would be appropriate for a new wellness program, some changes could be made to better meet the needs of students.
 - Stakeholders indicated that wellness is multidimensional in nature and includes elements such as physical, emotional, spiritual and mental health
 - Significant overlap between the current programs of study and opportunities for integrating outcomes into other subject areas should be addressed.
 - Implementation of a revised wellness program needs to be supported in a variety of ways to ensure the successful delivery of a quality program.
- Results from the K-12 Wellness literature review and stakeholder consultations will be posted on the Alberta Education website.
- A draft K-12 Wellness Framework is currently being developed.
- Education stakeholders will have an opportunity to provide feedback through a variety of methods including face-to-face meetings and online interactive feedback forums.

Daily Physical Activity

Results from the Daily Physical Activity (DPA) survey indicate that DPA has had a positive effect on student learning and the school environment, has increased student wellness, and is considered a positive initiative and a priority in schools. The Daily Physical Activity Survey Report, including an executive summary in French and English, is available on the Alberta Education website.

DPA brochures have been developed to help school authorities promote physical activity in the school community. A copy of this brochure will be sent to all Grades 1–9 schools along with details for ordering additional copies.

The DPA Survey Report and recommendations include creating a series of topic-specific booklets in French and English to complement the DPA Handbook. Alberta Education provided a grant to Ever Active Schools to develop, print and distribute these booklets. The first issue was distributed in October 2008.

Nutrition Guidelines

- The Alberta Nutrition Guidelines for Children and Youth, released in June 2008, have been developed to assist organizations in providing young people with healthy food choices from the time they enter daycare right through to high school.
- The Guidelines have divided foods into three categories: Choose Most Often, Choose Sometimes and Choose Least Often. Categorizing foods will allow schools to make nutritious foods more accessible and limit the availability of foods that are less nutritious in the school environment.

- The Guidelines also include information to help school boards develop nutrition policies. Nutrition policies that include eliminating the sale of junk food should use the Choose Least Often category to define junk food.
- Copies of the Guidelines have been sent to each school authority central office and to all schools.

Meet the K–12 Wellness Team Members

Curriculum Branch

Michelle Kilborn, K–12 Wellness program manager, michelle.kilborn@gov.ab.ca and
Lori Olson-Johns, K–12 Wellness program consultant, lori.olson-johns@gov.ab.ca

Alberta Education, and Alberta Health and Wellness

Gail Diachuk, school health and wellness manager, gail.diachuk@gov.ab.ca

French Language Services Branch

Alan Chouinard, K–12 Wellness program manager, alan.chouinard@gov.ab.ca

Learning Technology Branch

Lin Irvine, K–12 Wellness resource manager, lin.irvine@gov.ab.ca

Learning and Teaching Resources Branch

Jeff Bath, K–12 Wellness resource manager, jeff.bath@gov.ab.ca

Distributed Learning Resource Branch

Candace Long, project manager coordinator, candace.long@gov.ab.ca

EVER ACTIVE!

NEWS AND
UPDATES REGARDING
HEALTHY SCHOOL COMMUNITIES IN ALBERTA

Schools Come Alive and Ever Active Schools **JOIN FORCES!!**

Ever Active Schools is pleased to add the staff and services of Schools Come Alive under the EAS umbrella. As one organization, we will be more efficient in the delivery of services and supports, development of partnerships and providing leadership in the area of healthy active school communities. This merger enables more Alberta schools to access a wide variety of improved services and supports for *physical activity, healthy eating* and *mental wellbeing* under the following four *pillars* of Ever Active:

Education:

Developing and delivering professional development opportunities, supporting the implementation of wellness curricula, planning and coordinating events to support Alberta schools.

Schools:

Providing support and services to member and associate schools, maintaining a provincial database of members and associates, assessing the capacity for health promotion and assisting schools with Action Plans through the development and delivery of implementation supports.

EAS will continue to partner with Alberta school communities to facilitate the development of healthy children and youth. **All services and supports formerly offered by SCA will now be available through EAS.** Check out www.everactive.org for further information.

Communication:

Continued website development, updates and improvements, producing and distributing this newsletter (EverACTIVE!) three times per year, maintaining the Health Promoting Schools Alberta Promising Practices Database and networking and advocating for health promoting schools (HPS).

Research:

Promoting and monitoring research in member schools, linking with key HPS research and developments, linking member schools with current research from Alberta universities and evaluation of the EAS framework.

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Ever Active Schools is the number one source for physical activity, physical education, and health and wellness program in-servicing in the province! For a complete listing of all the workshops offered, visit www.everactive.org or call 780-454-4745.

The Ever Active Schools Program facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.

EAS is a project of the Health and Physical Education Council of the Alberta Teachers' Association and is funded by Alberta Tourism, Parks and Recreation (ASRPWF), Alberta Health and Wellness and Alberta Education.

Upcoming Events

- October 31 •** Alberta Happily Ever Active Calendar orders due » www.everactive.org
- November 14 •** World Diabetes Day » www.worlddiabetesday.org
- November 16-22 •** National Addictions Awareness Week » www.naaw.net
- December 3 •** International Day of Disabled Persons » www.un.org/esa/socdev/enable
- January 15 - February 27 •** WinterActive Campaign » www.winteractive.ca
- January 21-27 •** National Non-Smoking Week » www.nnsw.ca
- February 11 •** Winter Walk Day » www.shapeab.com
- February •** Heart Month » www.hsf.ca
- March •** Nutrition Month » www.dietitians.ca

Have an idea for how Ever Active Schools can further support the creation of healthy active school communities? We always welcome feedback as to what is working and how we can improve. Call (780) 454-4745 or email info@everactive.org with your suggestions.



A COLLABORATIVE PROJECT
The Health and Physical Education Council
acknowledges the generous contribution of



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HEALTH PROMOTING SCHOOLS UPDATE

Battle River Project (BRP) Update

The Champions meeting last June provided time for everyone to plan and share. The Champions had an opportunity to share their dreams and aspirations for the project and our schools. Below is a list of some of their dreams:

- A culture and environment that is positive everywhere (healthy food choices, active students and teachers, respect and care for one another.)
- Policy that is useful, firm and true
- All students and staff being aware of healthy lifestyles and knowledgeable about making healthy choices. Being a leader in this field.
- Schools working with health agencies to promote healthy living.

We have used some of the dreams of the Champions to help guide our direction in year two. We are also using the results from the REAL Kids Survey and the SHAPES survey.

The results of the surveys will be provided to the schools at the upcoming Champions meeting. The meeting will also consist of presentations by Mental Health Promotion, AADAC, East Central Health and BFFL. It will be a great day for learning and sharing.

This year is going to be very successful! We are going to continue to survey the grade 5, 8 and 11 students. The schools will also have the opportunity to meet and network and share. They will be provided with various chances to attend workshops based on their goals. We are looking forward to an exciting year!

If you would like more information about the Battle River Project please contact the Project Coordinator, Shannon Horricks, at shorricks@brsd.ab.ca or at 780-672-7785.

Educational Opportunities

Ever Active Schools workshops are tailored for school, district or convention needs (e.g., grade level, intended audience, awareness of program of studies). Access these learning opportunities for professional development days, conferences, staff meetings or school council meetings. Costs are \$250 for an hour, \$350 for a half day, or \$600 for the full day plus GST and applicable travel and accommodation expenses from Edmonton or Calgary. Member schools receive a 25% discount upon booking a workshop, associate schools receive a 10% discount. Learning opportunities can also be designed to meet individual needs. Call 780-454-4745 or email tracy@everactive.org to request a workshop today!

Health Promoting Schools Alberta Promising Practices Database

EAS is currently working on the development of a website that will become a "one stop shop" for resources, activities and supports for health promoting schools across the province. This tool would be searchable, flexible and expandable through a continual submission process vetted by EAS staff. Preliminary consultations have occurred with teachers and health professionals to determine content, format and design. This new site will enable schools to benefit from the great ideas, resources and supports that may currently only be available on a local or regional basis. Searchable categories will include:

- Home, school, community
- Curriculum: physical education, health, cross-curricular links, DPA
- Rural, urban
- Physical activity, healthy eating, mental wellbeing and student leadership
- Grade levels
- The EAS 4 E's (education, everyone, environment, evidence)

EAS Program Staff

Introducing the EAS Team!

Director: Doug Gleddie

Doug has worked in education since 1994 and has been the Director of the Ever Active Schools Program (EAS) for the past four years. Doug's previous experience includes 10 years of teaching encompassing two continents, 12 grades and a wide variety of subjects including health and physical education. He is also currently a PhD student in the Faculty of Secondary Education at the University of Alberta.

Education Coordinator: Tracy Lockwood

Tracy's previous teaching experience includes 11 years of teaching a variety of subjects, including Physical Education and Health to elementary and secondary students. She brings a wealth of experience and enthusiasm to her EAS role being the previous year's Schools Come Alive Project Coordinator and has had well over 100 speaking engagements in the past 3 years.

Project Coordinator (Communications and Battle River Project): Shannon Horricks

Shannon obtained her Bachelor of Education degree from the University of Alberta in 2000. She began her teaching career in the classroom with grade six and soon added grades 1-6 physical education. She was also a School Health Champion and the lead teacher for the AISI Project in her school. Her teaching experience does not stop with children. Shannon also leads group fitness classes for adults in the evenings.

Schools Coordinator: Joyce Sunada

Joyce holds a Bachelor of Education Degree with a major in Physical Education and a Diploma in Radio Arts. Her 24 years of teaching experience includes all subject areas at the elementary level, junior high leadership, a four year administrative position and her favorite assignment, elementary Physical Education. Joyce is a trained workshop Facilitator and has presented sessions locally and provincially, including sessions at the Health and Physical Education Council Conference.

Some of the workshops offered by EAS include:

WORKSHOP TITLE	VENUE/LENGTH	DESCRIPTION
Assessment For Learning in Physical Education	Classroom <i>Half or Full Day</i>	WHO SHOULD ATTEND: <i>Kindergarten – Grade 12 Teachers</i> Changing assessment practices is similar to changing a golf swing - in the middle of a tournament! During this session we will build on Alberta Assessment Consortium resources and explore strategies to engage students in a meaningful assessment process in Physical Education. Leave with ideas that will motivate your students to achieve!
Beyond 'One Size Fits All' (Differentiated Instruction) in Physical Education	Gymnasium or Large Space <i>Half or Full Day</i>	WHO SHOULD ATTEND: <i>Kindergarten – Grade 12 Teachers</i> Come experience what differentiated instruction can look like in Physical Education. Participate in physical activities that support student learning and leave with ideas and strategies to meet the varied needs of all students in your PE classes.
DPA for the Classroom Teacher	Classroom or Large Space <i>Half or Full Day</i>	WHO SHOULD ATTEND: <i>Kindergarten – Grade 6 Teachers</i> Challenged to offer daily physical activities in the classroom or other small spaces? Interested in offering active learning opportunities for students? Learn about new resources available to support the implementation of DPA, the health and PE programs, and how to support student learning in all subject areas through participation in physical activity. Come prepared to participate!
Dynamic DPA: New Activities From the DPA Handbook	Classroom or Small Space <i>1-Hour, Half Day</i>	Come ready to move and have some fun as you discover many ways to enhance your DPA repertoire. This workshop will focus on newly added activities, equipment and facility usage tips, scheduling, mentoring tips, and other current research from <i>Daily Physical Activity: A Handbook for Grades 1-9 Schools</i> .
Interactive Health: A Resource Toolbox for Health Teachers	Classroom or Small Space <i>1 Hour or Half Day</i>	WHO SHOULD ATTEND: <i>Grades 1-9 Teachers</i> This hands-on, teacher focused workshop will showcase Health resources that are directly related to the curriculum. Participants will be exposed to online and print resources as well as sharpen their integration and technology skills to enhance the K-9 Health and Life Skills Program.
Recipe Card Lesson Plans	Gymnasium or Large Space <i>Half Day</i>	WHO SHOULD ATTEND: <i>Grades 1-6 Teachers</i> If you need quality PE lessons that meet the expectations of the program of study, then this workshop is for you. EAS has gathered six division I units and six division II units and have packaged them into an easy to follow and use resource. After this workshop, participants will understand the ABCD's of PE, participate in quality PE lesson plans and be able to improve their personal planning and preparation.
The Amazing Race for School Communities	Gymnasium or Large Space <i>1 Hour or Half Day</i>	WHO SHOULD ATTEND: <i>Grades 1-12 Teachers</i> A fast-paced teambuilding activity where groups work together to complete a variety of challenges, pass through road blocks and detours to complete the final puzzle. A great opportunity to support student learning of Physical Education General Outcome C-Cooperation, and integrate skills included in other subject areas. Come prepared to participate, cooperate and have fun!
The Hip Hop Comeback!	Gymnasium or Large Space <i>1 Hour or Half Day</i>	WHO SHOULD ATTEND: <i>Kindergarten – Grade 12 Teachers</i> Just like the sideburns of the 1980's, Hip Hop Dance has come back to the Schools Come Alive repertoire of workshops being offered. Come prepared to participate in this workshop of new Hip Hop and Top Rock moves that your students will be sure to love. Also included in this workshop, is a list of recommended songs.

Membership Categories

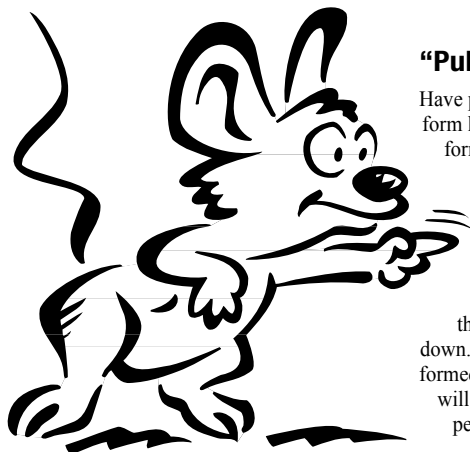
More schools can now access the programs and services of EAS. There are currently two types of memberships: EAS Member and EAS Associate. Check out www.everactive.org to sign up!

	EAS MEMBER	EAS ASSOCIATE
Definition	Schools that are currently in the EAS database and are actively implementing an Action Plan for a healthy active school community.	Schools that have decided to <i>associate</i> with EAS and are interested in learning more about healthy active school communities and potentially becoming a member.
Process and Commitments	Find out if your school is a current member by checking the list on the website. Complete an annual assessment of your school community (on-line each April-May). Submit an Action Plan. To maintain member status, both the assessment and action plan need to be submitted annually.	Go to the website (membership page) and complete the required form. Congratulations your school is now an Associate! Each year (April/May) your school will have an opportunity to complete the on-line assessment tool, submit an action plan and become a Member .
Benefits	Recognition programs, complete website access, full event support, opportunities to participate in special projects and events, connections with other member schools, and member rates for workshops and presentations and more!	Become part of a provincial network, greater website access, invitations to events, partial EAS event support and a discount for workshops and presentations.



Active Assemblies

Assemblies can be a regular occurrence at school. Why not energize your students by trying one of these large group activities at your next assembly?



“Pull My Finger”

Have participants in groups of 6-10 form large circles. Groups can be formed using Intramural groups, grade-level groups or picking the closest 6 people beside you. Each participant holds out their left hand with their palm up and flat and holds out their right index finger pointing down. Once the circle is properly formed, each participant's right finger will be touching the left palm of the person beside them. The teacher

or leader calls out a key word, such as “cheese”. When the key word is called out, participants attempt to squeeze the finger of the person beside them with their left hand while trying to pull their right finger away. The leader can feel free to call out words that rhyme with the keyword, such as, “please”, “keys”, “sneeze”, etc. to see if the participants are paying attention.

Have participants change hands for round two and for a real challenge have them cross their arms.

The “Aroostasha” (a-ROO-stah-shaw)

Actively Remembering the Benefits of Physical Activity

Try this activity at your next assembly or special event. It is a sure way to get the entire group moving and laughing. This activity is also effective for staff meetings, parent council or any general gathering.

Starting off:

- Participants should be facing the leader (elevate the leader in some way for a large group) with enough space to turn around in a circle.
- Explain that participants will be repeating the words after you EXCEPT the Aroostasha dance, which is done all together
- The Aroostasha dance just consists of saying the following phrase in a rhythmic fashion while turning around in whatever position you end up in... Aroostasha, Aroostasha, Aroostasha, sha (one direction) – repeat in the other direction:

Aroostahsha, Aroostahsha, Aroostahsha, sha

- Repeat the phrases in order below starting with arms up and finishing with the aroostasha dance in the final position
 - Arms up – dance
 - Arms up - wrists together – dance
 - Arms up – wrists together – elbows in – dance
 - Etc...
 - Incorporate the “Benefits of PA” phrase after each direction – as you progress have the participants say those phrases on their own (good memory aid!)
- ARMS UP! - ACCESS the ENERGY
 - start bent over and raise your arms and torso as high as possible while shouting the phrase
 - feel free to elongate the
AAAAAAAARMS UUUUUP!

- WRISTS TOGETHER – INCREASE BLOOD FLOW

- Use a sort of whispery voice to say the phrase as you bring your wrists together in front of your face

- ELBOWS IN – MAINTAIN HEALTHY BODY WEIGHT

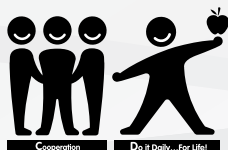
- Bring your elbows in tight to your sides
- Use a squeaky, high voice for the IIIIIIIIIN!

- KNEES TOGETHER – INCREASE BONE DENSITY

- Bring both knees together so they are touching

- FEET OUT – LIVE A BALANCED LIFE

- Keeping the knees together, move your feet out as far as possible
- Tip! For the dance you may want to hop a bit...



WINTERGREEN Phys-Ed

The Physical Education Activity Centre is sponsored by Wintergreen – visit www.wintergreen.ca for more information about unique Canadian products and services.

Check out our WINTERGREEN DPA Indoor or Outdoor Kits! Developed in response to Alberta's Daily Physical Activity initiative, it's all the tools you need to implement your DPA program! Contact your Alberta Sales Consultant, Marcel Gagne at: 1-800-268-1268 ext. 505, marcel@wintergreen.ca for a personalized preview today!

The "Aroostasha" (a-ROO-stah-shaw)...continued

7. BUM OUT – ENCOURAGE HEALTHY DIGESTION

- Keeping all your other body action stick your bum as far out as possible
- Try to maintain your dignity as you hop around and do the dance (good luck!)

8. HEAD UP – ENERGIZE YOUR BRAIN

- Lift your head up as high as possible and do the final dance!

The main ingredient to add to this activity as a leader is a ton of fun and an utter lack of embarrassment. Feel free to jazz up the phrases and use different voices and syncopation to add variety.

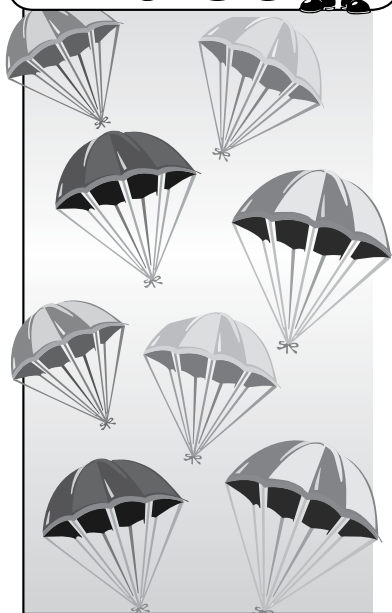
HAPPY AROOSTASHAING!

For a quick energizer at your next assembly try the following:

- Do the wave. Start with one side of the gym and work your way to the other side with everyone raising their arms above their head.
- Divide the audience in 3 or 4 groups and give each group a sound. Rehearse the sound with each group. Then tell a silly story, and use these sounds as sound effects.
- Have a cheering competition between certain grades or by gender.



equipment idea



MINI PARACHUTES

Looking for a new version of an old piece of equipment? How about trying the 6' Mini Prism Parachute. You can still play the some of the same activities as you did with the large parachute, except in groups of 4-6 students. Get your students soaring with the activities below:

Elevator

Hold the parachute with enough tension to keep it flat at waist height. One student in each group or the teacher gives the signals: first floor, second floor, third floor, etc. The students at the same time, raise or lower the chute according to the floor that is called out.

Popcorn

Ask the students while holding onto the parachute with two hands to make a fast wave action. Toss 4-6 light balls onto the parachute. The balls will 'pop' up and down. Try using a variety of types of balls to see how the size and material affect the popping action.

Floating Cloud

The students hold the parachute at their waist. On the signal, everyone raises the parachute without letting go. When the signal "release" is given, the students let go of the parachute. If everyone lets go at the same time and at the same level, the parachute floats straight down like a cloud. To make this activity more challenging, have the students try and catch another groups parachute.

For more parachute activities see the resource "Parachute Games", Strong, T.; LeFerre D. Learning Resources Centre (LRC) Order No. 396243, www.lrc.education.gov.ab.ca

HEALTHY EATING CENTRE

Nutrition Guidelines

The Alberta Nutrition Guidelines for Children and Youth, released in June, 2008, have been developed to assist organizations/schools in providing young people with healthy food choices from the time they enter daycare right through to high school.

- The Guidelines are divided into three categories: *Choose Most Often*, *Choose Sometimes*, and *Choose Least Often*. Categorizing foods will allow schools to

make nutritious foods more accessible and limit the availability of foods that are less nutritious in the school environment.

- The Guidelines also include information to help school boards develop nutrition policies. Nutrition policies that include eliminating the sale of junk food should use the *Choose Least Often* category to define junk food.


- A single copy of the Guidelines will be sent to each school authority central office and two copies will be sent to each school in the province by November 2008.

To download this resource go to: www.healthyalberta.com



Teaching Just Got Easier!

Visit **POWERTOPLAY.COM**



BOOK NOW!
FREE workshop for Alberta teachers and pre-service teachers.

BRAND NEW must-have healthy eating and physical activity resource for K-3.


Brock Lee and Coco Lait engage students through fun, healthy eating adventures in your own classroom.




Designed by teachers, dietitians and students, **POWER TO PLAY!** easily integrates healthy eating into the Alberta curriculum with a focus on Language and Mathematics. And the program is **FREE!**

Teachers receive:

- DVD featuring seven exciting super missions
- CD with creative, child-friendly songs
- Easy-to-use teacher's guide with four grade-specific programs
- Full colour support material including 103 food picture cards and 10 study prints
- Fun Energy Blasts that meet new Daily Physical Activity requirements

Be among the first K-3 teachers in Alberta to use this program based on the new Canada's Food Guide.



To book a workshop visit www.powertoplay.com or call 1-877-361-1231 ext. 333

Developed by the team of Registered Dietitians at Dairy Farmers of Canada. Adapted for use in Alberta by the team of Registered Dietitians at Alberta Milk.

MENTAL WELLBEING CENTRE

Mental Health First Aid Canada

If a child experiences a physical health emergency or injury it is important to have someone administer first aid until professional help arrives. The same is true for a mental health emergency.

Mental Health First Aid (MHFA) is the help provided to a person developing a mental health problem or experiencing a mental health crisis. Just as physical first aid is administered to an injured person before medical treatment can be obtained, MHFA is given until appropriate treatment is found or until the crisis is resolved.

MHFA is an evidence-based program being delivered world wide to improve mental health literacy and decrease stigma by providing knowledge, skills, and specific actions to:

- Recognize the signs and symptoms of mental health problems.
- Provide initial help.
- Guide a person towards appropriate professional help.

Based on interest expressed by schools in the past and as a start to increasing mental health literacy and reducing stigma, funding has been provided by Alberta Health and Wellness to establish MHFA as a resource in every school in Alberta. Alberta schools are the first in Canada to be offered this opportunity.

Program and registration information was sent to all school principals, and more than 500 individuals from more than 227 schools have already registered.

One person from each school can receive training and anyone can attend – teachers, counselors, librarians, administrative staff- and the training will continue until December 2009. Primary school participants are slated to receive the MHFA Canada - *Basic* course and Junior and Senior High participants are asked to enroll in MHFA Canada *For Adults who Interact with Youth* (MHFA Canada - *Youth*).

The MHFA curriculum

The intent of teaching the MHFA Canada - *Basic* course to Primary School participants is that it enables them to utilize MHFA with adults they come in contact with. Other more suitable programs for children under 12 are being piloted in Alberta this fall.

MHFA Canada - *Youth* (ages 12-24) contains additional program modules on deliberate self-injury and eating disorders along with activities and examples more suited for this age group. The same action steps and information about mental disorders are taught in both the MHFA Canada - *Basic* course and MHFA Canada - *Youth*.

ASI Funding

The Alberta Schools Initiative funding covers the costs of providing training to one person per school, instructor and facility fees, and material costs. Schools and/or school jurisdictions are responsible for identifying the individuals to be trained and to cover other costs associated with the training, such as travel and accommodation costs. Any additional participants beyond one person per school will be able to attend at a registration cost of \$95 per person.

Training is available in: Calgary, Edmonton, Fort McMurray, Grande Prairie, Lac La Biche, Lethbridge, Medicine Hat and Red Deer.

Other locations will be considered on a case-by-case basis and MHFA Canada will do its best to accommodate their needs. To help coordinate and plan for these requests, please identify:

- the number of participants interested in enrolling for this group session;

- the participant's school;
- preference for where the course will take place (city, town);
- preferred dates; and,
- the facility location

How to Register for ASI

If you are interested in registering your teachers or school staff in the Mental Health First Aid course please call; Toll Free 1-866-989-3985 or email: mhfacanada@amhb.ab.ca.

Individuals contacting MHFA Canada directly to register can either:

- check with their school Principal/Administration for the proper registration form and course schedules; or,
- request a copy of the registration form and course schedules from MHFA. However, please ensure you notify your school Principal/Administration that you are interested in enrolling on behalf of your school for the MHFA Canada in Schools program.

QUICK FACTS

The prevalence of mental health concerns in children and youth is estimated at 20%. The most common presenting mental health problems in teens are: depression, anxiety, disruptive behaviour disorders, eating disorders, ADHA and developmental disorders.¹

Although youth suffer more from mental disorders than other age groups, up to 80% will not receive mental health services. The main reasons help is not sought relate to stigma and shame and stigma comes from a lack of knowledge which is pervasive among Canadians.²

Almost half (48.7%) of male teens state they can't/don't talk to anybody about their mental health concerns. Nearly three quarters (72.9%) of female teens report that they feel really stressed and almost half (47.9%) of female youth state they feel really depressed. Surveys of youth behaviour show that the doctor is the last person that teens confide in with emotional concerns. Peers and teachers come first.³

Recognizing the need to de-stigmatize mental health problems with youth and encourage youth to seek appropriate help, Alberta Health and Wellness has funded training for one person in every school in Alberta to receive Mental Health First Aid Canada training.

^{1, 2, 3} Mental Health Commission of Canada, Countering Stigma and Discrimination: Operational Plan – June 2008. Retrieved August 20, 2008 from www.mentalhealthcommission.ca.

ALBERTA TOURISM, PARKS AND RECREATION UPDATES

SummerActive/WinterActive

These six-week community mobilization initiatives are designed to help Canadians of all ages improve their health and quality of life through healthy living. The goal is to spread the message that active living, healthy eating, living smoke-free and participation in sports are all key parts of a healthy lifestyle. WinterActive is the sister campaign to the popular SummerActive campaign which runs annually during May and June.

Last year, hundreds of events and programs organized as part of SummerActive and WinterActive helped thousands of Canadians take the first step towards adopting a healthy lifestyle. The Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPWF)

and Alberta Tourism, Parks and Recreation sponsor the SummerActive and WinterActive campaigns. The ASRPWF is a provincial Crown Corporation committed to the promotion of sport, recreation and active living in Alberta.

The WinterActive campaign runs from January 15 to February 27, 2009 (www.winteractive.ca) and the SummerActive campaign runs from May 7 to June 19, 2009 (www.summeractive.ca).

This year the SummerActive/WinterActive resource has been created as one. In it you will find a wealth of physical activity,

healthy eating and many other ideas for the home, school and community.

This resource is available as a pdf on the EAS website and copies should arrive at your school in November.



Funding Programs

Visit the Alberta Sport, Recreation Parks & Wildlife Foundation website to see if you are eligible to submit a grant for your school initiative:

www.tpr.alberta.ca/asrpwf/programs/funding/index.asp

Development Initiatives Program

Some guidelines of the project include:

Purchase of Equipment

- Equipment for the effective running of programs is eligible.
- Quotes and Sources of Estimate must be included.
- Office related equipment will be considered low priority.
- **Items not to be funded:** uniforms and similar club apparel, and items of a personal nature for club members (footwear, jackets, waterbottles, etc.).

Conferences and Events

- Application may be made for costs of speakers.

Alberta Coaches Education Voucher

opportunity is offered through the partnership with the ASRPWF and the Alberta Schools' Athletic Association (ASAA). The focus is to support and encourage high school teacher/coaches and physical educators to pursue NCCP certification by providing them with a voucher to be used towards an NCCP course. Visit www.asaa.ca/new/coachresources.php if you are interested and complete the application form. To find a list of approved agencies, check out the schedule of NCCP courses nearest you or find out how to host an NCCP course visit <http://www.tprc.alberta.ca/asrpwf/programs/sports/nccp/index.asp>.



Alberta Sport and Recreation Leadership Summit:

This bi-annual event provides opportunities for association staff, board members, coaches and officials to attend educational sessions, exchange ideas and to enhance networking opportunities. The next Leadership Summit is scheduled for April 16-18, 2009 at the Banff Centre. A total of thirty-four sessions will be available including an opening and closing keynote, four half-day institutes and twenty-eight concurrent workshops. As well, on the Friday evening of the Leadership Summit, the Alberta Sport, Recreation, Parks and Wildlife Foundation will host an awards banquet recognizing the contributions and achievements of athletes, coaches, officials and sport volunteers. For more information on the 2009 Leadership Summit, please visit www.tpr.alberta.ca/asrpwf.



ALBERTA EDUCATION UPDATES

K-12 Wellness Programs of Study Revision

To achieve improved learning and wellness outcomes, a review of the current wellness-related programs of study (K-9 Health and Life Skills, Career and Life Management, and K-12 Physical Education) was initiated in the 2007-2008 school year.

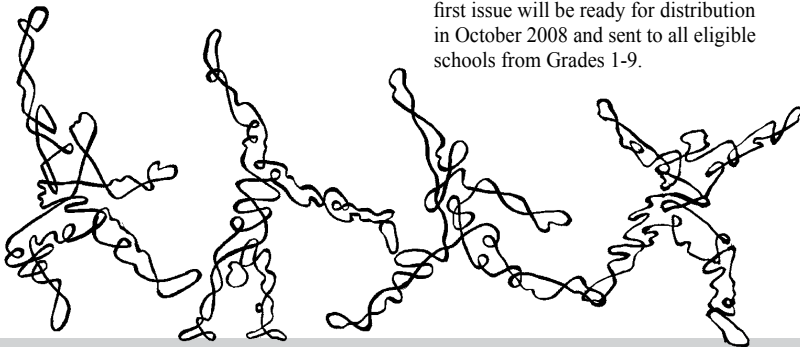
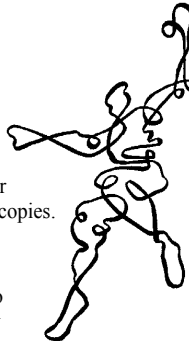
- A comprehensive literature review and stakeholder consultations were completed between November 2007 and March 2008 and indicated a need for a moderate to significant level of change to the current wellness-related programs of study.
- Results from the K-12 Wellness literature review and stakeholder consultations are posted on the Alberta Education website at website at <http://www.education.alberta.ca/teachers/program/pe.aspx> and <http://www.education.alberta.ca/teachers/program/health.aspx>.
- A draft K-12 Wellness Framework is currently being developed and is anticipated to be released by January 2009 for consultation.
- Education stakeholders will have an opportunity to provide feedback through a variety of methods including face-to-face meetings and on-line interactive feedback forums.

Daily Physical Activity

- Results from the Daily Physical Activity (DPA) survey indicate that DPA has had a positive impact on student learning and the school environment, has increased student wellness, and is considered a positive initiative and a priority in schools. The *Daily Physical Activity Survey Report*, including an executive summary in French and English, is available on the Alberta Education website, <http://education.alberta.ca/media/756345/dpaexesum.pdf>
- DPA brochures have been developed to support school authorities promote physical activity in the school community. A copy of this brochure will be sent

to all grades 1 to 9 schools in October 2008 with details for ordering additional copies.

- The *DPA Survey Report* indicated recommendations to implementing Daily Physical Activity. Included in the recommendations was to create a series of topic-specific booklets in French and English to compliment the *DPA Handbook*. Alberta Education provided a grant to Ever Active Schools to develop, print and distribute these booklets. The first issue will be ready for distribution in October 2008 and sent to all eligible schools from Grades 1-9.



Meet the K-12 Wellness Team Members

Curriculum Branch

Michelle Kilborn
K-12 Wellness Program Manager:
michelle.kilborn@gov.ab.ca

Lori Olson-Johns
K-12 Wellness Program Consultant:
lori.olson-johns@gov.ab.ca

Alberta Education & Alberta Health and Wellness

Gail Diachuk
School Health and Wellness Manager:
gail.diachuk@gov.ab.ca

French Language Services Branch

Alan Chouinard
K-12 Wellness Program Manager:
alan.chouinard@gov.ab.ca

Learning Technology Branch

Lin Irvine
K-12 Wellness Resource Manager:
lin.irvine@gov.ab.ca

Learning and Teaching Resources Branch

Jeff Bath
K-12 Wellness Resource Manager:
jeff.bath@gov.ab.ca

Distributed Learning Resource Branch

Candace Long
Project Manager Coordinator:
candace.long@gov.ab.ca

ALBERTA HEALTH AND WELLNESS UPDATE

Regional Health Promotion Coordinators for Healthy Weights

Health Promotion Professionals have been hired over three years, as of 2007, in each health region in Alberta to facilitate innovative community-based initiatives and approaches. The objective is to promote healthy weights for children and youth. See the list below to contact your region's Coordinator for the latest information and services that they might provide.

1 • CHINOOK

Margaret Banmann
Nutritionist, Healthy Weights
(403) 388-6655 ext. 3496
mbanmann@chr.ab.ca

Jill Lambden
Nutritionist, Healthy Weights
(403) 388-6655 ext. 3495
JLambden@chr.ab.ca

Lyndsey Robinson*
Kinesiologist, Healthy Weights
(403) 388-6655
Ext. 3496
lrobinson@chr.ab.ca

2 • PALLISER

Kimberlee Brooks
Health Promotion Facilitator
(403) 502-8225
Fax (403) 528-2250
kbrooks@palliserhealth.ca

Laura Lukye
Health Promotion Facilitator
(403) 793-6667
llukye@palliserhealth.ca

Stephanie Hlady
Health Promotion Facilitator (Phys Ed)
(403) 545-2296
shlady@palliserhealth.ca

3 • CALGARY

Nannette Gropp BSc RD CDE
Regional Health Promotion Coordinator
Healthy Living / Strengthening Community
Action
403-943-6726. Cell 403-880-5065.
Fax 403-943-6776.
Nannette.Gropp@calgaryhealthregion.ca

Theresa McIssac
Regional Health Promotion Coordinator
Healthy Living / Strengthening Community
Action
403-943-6778. Cell 403-519-7759.
Fax 403-943-6776
theresa.mcissac@calgaryhealthregion.ca

4 • DTHR

Patci Hopkins
Health Promotion Facilitator
(403) 887-4776
phopkins@dthr.ab.ca

Christine Vokins
Health Promotion Facilitator
(403) 773-3636 Fax 403 773 3949
cvokins@dthr.ab.ca

5 • ECH

Caroline McAuley
Health Promotion Facilitator
(780) 853-5270
caroline.mcauley@ech.ab.ca

Pamela Boyson
Health Promotion Facilitator
Ph. (780) 679-3158
Fax. (780) 679-2999
pamela.boyson@ech.ab.ca

6 • CAPITAL

Judy Newman
Healthy Eating Active Living Facilitator
Community Health Services
780-735-3041
Judy.Newman@capitalhealth.ca

Carrie Harfield
Healthy Eating Active Living Facilitator
Community Health Services
(780) 735-3042
fax: (780) 482-4203
Carrie.Harfield@capitalhealth.ca

7 • ASPEN

Kelly Lynn Spafford*
Health Promotion Leader
(780) 675-2235 ext 227
Kellylynn.spafford@aspenrha.ab.ca

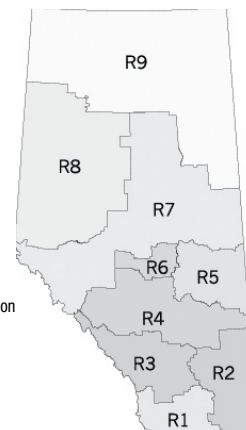
Lisa Basisty
Nutrition Clinical Lead
(780) 349 7016
fax: (780) 349-2519
lbasisty@aspenrha.ab.ca

8 • PCHR

Meg Irwin
Healthy Weight Project Lead
(780) 513-7557
margaret.irwin@pchr.ca

Renee Nuttall
(780) 228-0763
renee.nuttall@pchr.ca

- 1 Chinook Regional Health Authority
- 2 Palliser Health Region
- 3 Calgary Health Region
- 4 David Thompson Regional Health Authority
- 5 East Central Health
- 6 Capital Health
- 7 Aspen Regional Health Authority
- 8 Peace Country Health
- 9 Northern Lights Health Region



9 • NLHR

Kaitlin Niksic
Healthy Active Youth Specialist
Health Promotion
(780) 927-6428
kniksic@nlhr.ca

Melanie deSilva
Healthy Active Youth Specialist
(780) 788-1719
mdesilva@nlhr.ca

* Lead contact for region regarding grant or work plan.

CREATE A MOVEMENT CAMPAIGN

A life-altering condition is overtaking Alberta's youth.

Sales of fast food are plummeting. Living rooms are gathering dust. Reality show plots are being totally forgotten. Experts call it Health. The symptoms are unmistakable: more energy, sudden optimism, clearer skin, thicker hair, better grades and a general feeling of wellbeing are often the first signs. Even more terrifying, officials have new data showing that Health is highly contagious.

To contain this rapidly spreading situation, the Alberta Government is sending a team called the Healthbusters across the province. Their mission: to educate Alberta's youth about how easy Health is to catch and the mind-boggling symptoms that it can lead to.

Armed with an interactive video booth, free T-shirts, a wind tunnel full of prizes, and extensive knowledge of the causes of Health, the Healthbusters are prepared to blast teens out of their sloth-like existence and poor nutritional choices.

Is your school or community at risk for Health?

You need the Healthbusters. Email Allison Hunter at ahunterassociates@gmail.com for more information on how you can host the Healthbusters.

Make no mistake: The Health is coming.

PROMISING PRACTICES HIGHLIGHTS

Whether you call it best practices, lessons learned or promising practices, the ideas shared here demonstrate the success and positive impact on student learning in the school environment.

The Promising Practices document is a collection of ideas and resources to assist a school community in creating an environment that supports active living, healthy eating and mental health. These Promising Practices will be available soon as an online, searchable database. Contact the EAS office to submit your ideas.

To download your copy visit: www.everactive.org

Adventure Races – p.13

Equipment:

Varies depending on the activity or event, large outdoor area

Organization:

Have the staff or students at your school organize your “First Annual Adventure Race.” Students can compete in teams of four in an event that incorporates river canoeing, portaging, running, orienteering, mountain biking, kayaking, surprise challenges or rope climbing. Be sure to consult the safety guidelines for your school jurisdiction. Visit www.acicr.ualberta.ca for a copy of the new 2008 Alberta Safety Guidelines for Schools.

Bully-Free Zone – p.16

Equipment:

Community leaders

Organization:

Make your school a bully-free zone. Several initiatives exist to create healthy school environments. These include Peace Makers (www.peacemakers.ca), Be Cool (www.stanfield.com/conflict-1.html), Dare to Care (www.daretocare.ca) and Challenge Day (www.challengeday.org). Lions Quest also offers a conflict management program (www.lions-quest.ca). As well, you could develop a Problem Elimination Team (PET) of students that will monitor recess activity.

Fantastic Fundraisers – p.22

Equipment:

Varies depending on fundraising initiative

Organization:

Instead of selling chocolate-covered almonds or having a bake sale, come up with some healthy, creative ways to raise funds for your school. Here are a few ideas:

- Purchase *The Happily Ever Active Calendar* as a healthy alternative to traditional fundraisers. This Healthy Living Calendar-Alberta Edition will help families keep track of their healthy lifestyle while offering tips for healthy eating, mental well-being and active living. Visit www.everactive.org to order these full size calendars for your school.



- Invite members of the community to an active fundraising event at your school and use funds raised to purchase needed equipment.
- Rent out your gym in the evening, with proceeds going toward developing a school fitness facility.
- Sell entertainment books.
- Make a school cookbook, sell popcorn or auction off school promotional items (see the SummerActive/WinterActive resource for more great ideas available on the EAS website: www.everactive.org)



REGIONAL REPRESENTATIVES

The Health and Physical Education Council (HPEC) of the Alberta Teachers' Association, as a professional organization of teachers, advocates for quality health and physical education programs and provides opportunities for professional growth and development of its members. HPEC is committed to providing leadership in creating healthy active school communities.

There is an HPEC Regional Representative (RR) in each of the eleven districts across the province (see map on opposite page). The RR is your health and physical education lifeline! They are your source of information for events, opportunities and workshops happening in your area, and serve as a liaison between the HPEC executive and it's members across the province. If you are a new health or PE teacher, or would like to be added to your RR's contact list, please send them an email, introduce yourself, and provide them with your contact information. RR's always welcome suggestions and ideas for what professional development opportunities are needed in your area. Get connected today!

HPEC Members!
Not Receiving Your Copy of the Ever ACTIVE! Newsletter?



Mighty Peace District

RR: Darren Flynn
Glenmary School
PEACE RIVER

E-mail: flynn.d@hpcrd.ab.ca

Athabasca District

RR: VACANT

Thanks to Craig MacDougall who did a tremendous job serving as RR for the Athabasca district. If you are interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca

Central East District

RR: VACANT

Thanks to Jayson Boyson who did a tremendous job serving as RR for the Central East district. If you are interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca



Red Deer District

RR: Susan Dillabough
Delburne School
INNISFAIL

E-mail: sdillabough@chinooksedge.ab.ca



North Central District

RR: Dylan Dellezay
Ecole J.E. Lapointe School
BEAUMONT

E-mail: dylan.dellezay@blackgold.ca



Calgary City District

Co-RR: Sonia Sheehan
Foundation for the Future
Charter Academy
CALGARY

E-mail: sonia.sheehan@shaw.ca



North East District

RR: Shalynn Zakordonski
St. Mary's High School
VEGREVILLE

E-mail: shalynnz@eics.ab.ca

Palliser District

RR: VACANT

Thanks to Lori McCarthy who did a tremendous job serving as RR for the Palliser district. If you're interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca



Greater Edmonton District

RR: Heather Rootsart
St. Clement School
EDMONTON

E-mail: rootsaerth@ecsd.net

South East District

RR: VACANT

Thanks to Brenda Bower who did a tremendous job serving as RR for the South East district and is now the Vice-President. If you are interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca



Greater Edmonton District

RR: Jodi Harding
St. Cecilia Junior High School
EDMONTON

E-mail: hardingj@ecsd.net



South West District

RR: Fred Jack
Palliser Education Centre
LETHBRIDGE

E-mail: fjack@adlc.ca

The Ever ACTIVE! newsletter is now being sent electronically to HPEC members. If you are not receiving Ever ACTIVE!, please contact the Ever Active Schools office to update your member information today! Email karen@everactive.org or call Karen Gouge @ 780-454-4745.

HPEC Regional Representative Boundaries



Upcoming HPEC RR Events

Calgary Drive-In Workshop

Thank you to everyone that attended the October 22 Drive-In workshop at Woodman Junior High School. Be sure to enquire about the Calgary Spring workshop being offered. Email Sonia Sheehan for more details: soniasheehan@shaw.ca

Mighty Peace News

- A Drive-In workshop is being planned for December or April. Email Darren Flynn with your ideas and topics you would like to see presented: flynn.d@hferd.ab.ca
- A Mighty Peace "Fun Bus" to the HPEC Conference in Banff is being organized. If you are interested in getting on board email Darren Flynn.

Edmonton/North Central Drive-In Workshop

Plans are underway for two combined Drive-In workshops on Monday, November 3 and Monday, March 23. Contact Dylan Dellezay: Dylan.dellezay@blackgold.ca for more information on sessions provided and registration information.

The Council Needs You!

HPEC is currently accepting nominations of HPEC members that are interested in being on the Executive Council.

Being a part of this Council will allow you to:

- Be a leader in the province in the areas of Health and Physical Education
- Use the professional development that you gain as one of your ATA Professional Growth Plan goals
- Meet the requirements of the Alberta Initiative for School Improvement (AISI)

Currently there are vacancies within the Council in the following positions:

- Athabasca District Regional Representative
- Central East District Regional Representative
- Palliser District Regional Representative
- South East District Regional Representative

See the HPEC Regional Representative Boundaries Alberta Map to locate your area within the HPEC Districts and email Brenda Bower (HPEC Vice-President) if you are interested in this opportunity: brenda.bower@sd76.ab.ca

The Runner

The Runner is HPEC's Journal publication and has a collection of lesson plans, articles and information for Health and Physical Education teachers. To download your copy of The Runner visit www.hpec.teachers.ab.ca



HPEC/CAHPERD Conference 2009! Banff Alberta Moving Mountains

Be sure to register for this joint HPEC/CAHPERD Conference taking place April 30-May 2, 2009 @ www.cahperd.ca/Banff09

Automatic Specialist Council Membership is here!

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EVER ACTIVE SCHOOLS SUCCESS STORY

Foundation for the Future Charter Academy - St. Lawrence Campus

Submitted by: Brian Broad

Foundation for the Future Charter Academy (FFCA) – St. Lawrence Campus in North West Calgary has been an Ever Active School (EAS) member for six years. Their students range in age from Kindergarten to Grade 4 and they have about 20 staff members.

When FFCA set out to become a member of EAS they faced a number of hurdles. Due to the academic nature of the school and its high academic success, there was concern that less time would be spent on the core subject areas. Another challenge they came up against was, being a charter school, all of their students are bused from all parts of North West Calgary. None of their students live in the community where the school is located. Thus it was very difficult to host programs outside of school time, such as the 'walking school bus' program. Perhaps the largest challenge was the parent demand for a creative playground at a facility that not only did not have one, but that FFCA did not own.

In order to become an EAS school FFCA formed a committee that was comprised of a P. E. specialist, staff members and parents. This gave them view points from all parties involved. The initial 'game plan' addressed the following; 1) Continue to have P.E. classes taught by a specialist and increase students gym time. This ensured that all five dimensions of the P.E. curriculum were being taught as well as appropriate skill



progressions. 2) Host some 'out of school' activities that would get families engaged in 'active' events and allow students to showcase what they learned to their parents. This was also an opportunity for families to exchange ideas of how they are active outside of school. 3) Have Staff Members set good examples of an active lifestyle, even if additional training was required. 4) Build a creative playground.

Some of FFCA's proudest moments include; Great success hosting family evenings that include In-Line Skating and Mission Impossible. They also built their creative playground and managed to raise the money in only one year. They were the top fundraising school in Alberta for the Jump Rope for Heart event, raising over \$14,000.00 with a student body of only 275. And their Terry Fox Runs have experienced huge success.



The staff and students at FFCA love to be active. The obesity rate in their school is consistently under 1% of their student population. All of the staff maintain good health and participate with the students in extracurricular activities. This year FFCA is looking forward to hosting many new and favorite events, they will be incorporating a TGfU (Teaching Games for Understanding) approach to activities such as basketball and soccer.

EAS is an invaluable resource for keeping their school focused on Health and Physical Education goals. EAS also gives them the tools to achieve success. What FFCA Physical Education teacher Brian Broad really appreciates about being an Ever Active School are the contacts he makes with other professionals and EAS members. Brian states, "These are hands down the best Physical Education people in the province and probably the country. They are passionate about what they do and more than eager to help others do it better."



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Addressing Childhood and Youth Obesity in Alberta: A Shared Responsibility

Daniel B Robinson and Nancy E Melnychuk

The fact that childhood and youth obesity has been steadily rising in Canada for the past 25 years (Lobstein, Baur and Uauy 2004) has not gone without notice by governments, educators or the general public. As news media continue to inform the public about this issue, a sort of creeping intellectualism has seemingly invited everybody into discussions about the current obesity epidemic. Consequently, common perceptions about obesity are not altogether unlike the professional and academic perspectives on the subject. Students are indeed less active than they used to be and their diets are not as healthy as they once were (Kuntzelman and Reiff 1992; Vogel 1991). It is nonetheless important to resist the temptation to simplify these concerns and to conclude that school programs alone are capable of tackling this complex social problem. It is essential that children are engaged in transformative learning experiences in which a number of influential individuals and organizations are involved. The current Alberta situation could be improved if parents, educators and governments accepted



Daniel B Robinson



Nancy E Melnychuk

their responsibilities and recognized their authority to affect students' knowledge and decisions through meaningful and transformative educational practice.

Regarding active living and healthy eating, caregivers have a tremendous opportunity to affect their children's decisions and attitudes (Blasi 2003; Gable and Lutz 2000; Vagnini and Malone 1994). Not only do parents have the opportunity to teach and model healthy

Daniel Robinson, a field experiences associate at the University of Alberta, teaches in the undergraduate teacher education program. His active area of research focuses on the physical education attitudes of disengaged students.

Nancy Melnychuk is an associate professor and the coordinator of Secondary School Physical Education at the University of Alberta. She teaches in the undergraduate and graduate program, and engages in active research related to physical education pedagogy.

choices related to activity and diet, unlike teachers, they have the authority to decide what their children actually eat. That is, although teachers may suggest that students participate in intramural programs, sign up for community activities or eat nutritious meals, parents have the authority to insist that their children do so. Recognizing that effecting behavioural change requires more than an insistence that children adopt imposed behaviours, parents also have countless opportunities to actually go outside and play with their children and to include them in grocery shopping and cooking experiences. Most important, they can also use these opportunities to actually teach their children about these healthy practices. Students who are raised in homes in which their parents model these healthy behaviours are indeed more likely to adopt such behaviours themselves (Gable and Lutz 2000). Without simplifying parents' roles, it is nonetheless difficult to dismiss the reality that because parents have authority, opportunity and responsibility, they can dramatically influence their children's activities and diets.

Although many parents may believe that it is not the school's role to treat childhood and youth obesity (Price 1992), individual teachers and schools nonetheless should accept a responsibility to address this issue (Vogel 1991). Obviously this can be achieved through the delivery of the current physical education and health education curricula. With these programs, teachers are entrusted with programs, which at the very least outline general student outcomes explicitly related to developing active lifestyles and adopting healthy diets (Alberta Learning 2000a). However, simply providing teachers with these curricular resources, it cannot be expected that students' behaviours and choices will necessarily change. In addition to the availability of these programs to teachers, educational institutions also have a number of responsibilities to ensure that their programming will help address the obesity issue.

Schools might prioritize physical education and health education by ensuring that passionate and qualified specialist teachers can provide meaningful learning activities to students (CAHPERD 2000). By insisting that PE-specialist teachers have a minimum of 150 minutes of instructional time with students each week, teachers are further empowered to effect behavioural change, inculcate a passion for active living and provide meaningful movement experiences. Ideally, efforts might also

be made to increase PE instruction to daily lessons when and where it is possible (CAHPERD 2000). Numerous PE experiences with passionate and qualified instructors should further be supported through meaningful intramural activities, interschool athletics and the in-school promotion of participation in community-based opportunities.

The school environment should also be one in which healthy dietary choices are routinely available to students (Christie 2003). Cafeterias and vending machines that provide students with countless choices of high calorie and low-nutritional value foods do not support the efforts of PE and health teachers to educate students about healthy choices. Current efforts by some schools and districts to address this issue should be accepted and implemented by all provincial schools.

Individual school districts might demonstrate their commitment to addressing school-aged obesity by ensuring that professional support is readily available to PE teachers. In this effort, school districts might provide their teachers with frequent access to PE consultants. Such an effort will likely require that districts employ additional PE consultants (Goodwin, Fitzpatrick and Craigon 1996). Individual school districts might further demonstrate their commitment to addressing this obesity issue by financially supporting nonspecialist teachers to earn course-credit toward becoming specialists. By encouraging and supporting nonspecialist PE teachers to upgrade their qualifications through university coursework, it is possible for more students to benefit from teacher expertise that is sensitive to the issues associated with obesity.

Given the authority of the provincial government to develop and support the implementation of curricula, this presents one of Alberta Education's greatest opportunities to address obesity in the student population. The current physical education curriculum which explicitly outlines the importance of developing an understanding of the benefits about active living while also adopting desire to participate in daily activity suggests that the physical education program of studies (Alberta Learning 2000a) is sensitive to the need to address obesity among school-aged children. Furthermore, through resources such as the *Physical Education Kindergarten to Grade 12 Guide to Implementation, 2000* (Alberta Learning 2000b), Alberta Education's physical education online homepage (<http://education>

.alberta.ca/teachers/program/pe.aspx), and Alberta Education's support of Ever Active Schools and Schools Come Alive, the provincial government also provides useful supporting text resources to implement the current program. In addition to quality PE resources, new and updated curricula in health education further support the importance of providing curricula that support the teaching and learning of healthy life decisions about diet and exercise.

In addition to the previously mentioned text resources, there are additional responsibilities that the provincial government might consider. While the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) recommends that students have a minimum of 150 minutes of PE instruction per week (CAHPERD 2000), Alberta Education is yet to implement these guidelines (Alberta Education 2005a). Furthermore, the introduction of initiatives that mandate physical activity rather than physical education, such as Alberta Education's Daily Physical Activity (DPA) initiative (Alberta Education 2005b) are not likely to effect changes in attitudes or behaviours (Fishburne and Hickson 2005). Requiring students to be more active or to eat more nutritious foods is not the same thing as educating students about healthy activity and nutrition. Not only is it not the same thing, but it not an acceptable substitute.

If governments, educators and the public expect school-aged obesity figures to improve, they will all need to accept their authority and responsibility, rather than point fingers, place blame and defer the responsibility to others. All of these groups have the opportunity to begin tackling school-aged obesity, so long as they also identify and accept their roles. Through the shared efforts of all of these groups, improving the health and wellness of school-aged Albertans is possible.

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What Can We Learn from Students' Observations of Their Own Programs? Listening to Alberta's Future Physical Education Teachers

Daniel B Robinson and Nancy E Melnychuk

Many Canadian universities' teacher education programs have recently completed, or are soon to undergo, their own internal reviews (Wimmer and Walker as cited in Foster and Nocente 2007). Such self-initiated reviews have likely, in part, been in response to those institutions' goals of bettering the teacher education experiences of their own university students. Furthermore, as an increasing body of research capable of informing teacher education practice becomes available (see Cochran-Smith and Zeichner 2005; Darling-Hammond and Baratz-Snowden 2005; Levine 2006), universities are perhaps now more than ever able to address the perceived shortcomings of their programs with research-supported reforms or initiatives. As such, Liston, Whitcomb and Borko (2006) have urged teacher education programs to critically assess their existing programs while investigating the merits of others.

Further, as the "publication of teacher preparation practices in physical education teacher education has been scarce" (Strand 1992, 104) and the reality that the University of Alberta is also considering program changes due to its own recent undergraduate program review, we believe the insights of its own physical education teacher education (PETE) students deserve special attention. Such a focus on the insights of begin-



Daniel B Robinson



Nancy E Melnychuk

ning teachers is not new; an increasing number of teacher educators and researchers are rightfully concerned about and are taking notice of beginning teachers' observations and experiences (see Barrett Kutcy and Schulz 2006; Goddard and Foster 2001; Hobson 2002; Marable and Raimondi 2007).

Following, then, are some of the results of our recent study with PETE students from the University of Alberta. This study gathered the perspectives of preservice physical education (PE) teachers themselves, understanding that their experiences and observations might prove to be especially helpful when program reforms or initiatives are under consideration. While it was possible for the

Daniel Robinson, a field experiences associate at the University of Alberta, teaches in the undergraduate teacher education program. His active area of research focuses on the physical education attitudes of disengaged students.

Nancy Melnychuk is an associate professor and the coordinator of Secondary School Physical Education at the University of Alberta. She teaches in the undergraduate and graduate program, and engages in active research related to physical education pedagogy.

student teacher responses to have shared little with, or even to have contradicted, recent research-based conclusions about idealized teacher education programs (see Cochran-Smith and Zeichner 2005; Darling-Hammond and Baratz-Snowden 2005; Levine 2006), we believed that their perspectives must nonetheless be considered.

All secondary physical education majors in their final year were invited to participate in an online survey and follow-up individual and/or focus-group interviews. From these sessions a small number of themes emerged: addressing the subject-specific pedagogy courses within a PETE program, attending to the need to recognize and learn about diverse learners and contexts within a PETE program, supporting theory–practice understandings through cohort groupings that explicitly link content coursework with pedagogy courses and field experience, and increasing the quantity and improving the quality of the field experience. Given these emergent themes and their relation to current research, a small number of structural changes might be considered for introduction to PETE programs like that at the University of Alberta.

All PETE students ought to complete compulsory subject-specific content courses so that they can claim that they “know the subject matter they will teach” (Darling-Hammond and Baratz-Snowden 2005, 14). Levine’s (2006) suggestion that teacher education programs ought to recruit students who already have a defined content knowledge in the field in which they will teach certainly merits serious consideration. For not only are BEd students with physical education majors graduating without the same subject-specific content knowledge as those who also earn a BPE (through combined or after-degree programs), but BEd students with physical education minors are graduating with considerably less content knowledge. In fact, their degree requirements for subject-specific content coursework are one-half of that of their peers who are physical education majors. If the University of Alberta’s PETE graduates are to “understand the subject disciplines they teach” (Alberta Education 1997, 2), we question the current structure in which content knowledge is enabled or limited by the program route selected by students, particularly if they are all to teach the same curriculum. Consequently, like Levine (2006) we suggest that completion of adequate subject-specific content ought to occur for all PETE students. Within the current

program, we believe that such a goal can be achieved through two structures: the BPE/BEd combined-degree program or the BPE, BEd after-degree program. Although the university’s program size has allowed for a number of other programs to exist (for example, BEd with a physical education major or minor), these programs do not require the same degree of academic or scholarly rigour as do the dual degree programs.

Furthermore, as physical activity (PAC) classes offer an ideal opportunity for education students to begin making pedagogical connections between theory and practice, we also suggest that these classes ought to be provided by either faculty from the Faculty of Education or instructors who are especially aware of the possible pedagogical connections that might be made when such a class is geared toward meeting the needs of future physical education teachers. PAC classes should be offered in sections that are restricted to education students (or students intending to enter education as an after-degree) so that teaching and learning can address the unique needs of soon-to-be teachers. Furthermore, we strongly support our participants’ perspective regarding a need to assess them differently within these courses. PAC courses that are meant to teach preservice teachers how to teach games or activities rather than teach them how to play games or activities have an obvious potential benefit for future practice. With such a shift in goals of PAC courses, PETE students would be more inclined to take those courses they need most (with little fear of poor grades due to poor skill). We recognize that others might suggest that PAC courses are not unlike content-area courses in other disciplines, and as such, a shift toward an explicit focus on pedagogy does not make sense. However, two considerations make us question this position. Without a change, preservice physical education teachers will continue to avoid the courses they need most, and more important, we believe that PAC courses offer a unique opportunity for students to make connections between content and pedagogy, and between theory and practice.

Given the almost infinite number of diverse contexts affecting students and learning, one must be cautious about addressing this need by adding courses to students’ programs. Indeed, when one begins adding courses related to inclusive education, Aboriginal education, ESL and so on, it becomes difficult to know when and where to stop. Nonetheless, this is obviously an issue and student observation that must not be ignored.

So, while we recognize that requiring discrete courses focused on particular diverse groups or contexts has some value, we also suggest that such a focus ought to be infused throughout most, if not all, content and pedagogy driven courses that PETE students complete. Furthermore, although the varied array of learners and contexts might suggest that there is much diversity that ought to command equal representation, Alberta's shifting demographics (Royal Commission on Aboriginal Peoples 1996) suggest that increased attention ought to be given to issues related to Aboriginal education. That is, as Alberta becomes home to considerably more Aboriginal students within the next 20 years, explicit attention must be paid to this growing demographic. Whether such a change is implemented as a course on Aboriginal education or as a requirement within all classes, this much is clear: the University of Alberta's PETE students must gain a greater awareness and appreciation of issues related to Aboriginal education.

Students within the University of Alberta's PETE program currently have one nine-credit course (or one three-credit course for PE minors) with a cohort group before they begin their final field experience. We were not surprised to hear students praise this model that allowed them to be in class with like-minded peers. Moreover, while these PETE students were able to meet with their peers in this manner only after they had completed most of their degree programs, other teacher education programs purposely have students complete an entire academic year in cohort groupings. Such a model, we believe, would better meet the needs of the university's PETE students as they complete their degrees. Rather than requiring such cohort groupings only for subject-specific pedagogy courses, we suggest that other subject-specific content courses and general pedagogy courses be cohort-based. Such groupings might allow PETE students to approach these courses together in light of their shared future as physical education teachers. For example, although all University of Alberta students currently must complete the general pedagogy course Educational Policy Studies 310: Managing the Learning Environment, students are currently separated only by grade-level stream (elementary or secondary). However, our PETE students have often complained that the course does not adequately address their shared milieu, and that managing the learning environment within gymnasiums, outdoors or in swimming pools has not been addressed, something that

could be addressed if PETE students were in a cohort group.

Cohort groupings might allow students to address the theory-practice gap as well. If students were grouped in such a manner, they might have opportunities throughout their degree programs to make connections between their coursework and their shared real-life experiences. Undoubtedly, such connections would be more easily facilitated if students had prior required experiences and concurrent required experiences. Requiring students to gain some field experience while they also have time to meet as a cohort would provide opportunities for them to address the theory-practice gap.

The suggestion that cohort groupings occur within classes during field experiences brings us to our final, and most important, recommendation. Not only should PETE student teachers be given more field experience, but the quality of the experience must also be improved. First, under the current structure, physical education minors complete a five-week IPT and physical education majors complete a nine-week APT. Just as we do not support a minor program that requires minimal subject-specific content and pedagogy courses, we also find that the five-week field experience is an inadequate model for successful physical education teaching. Furthermore, we suggest that the nine weeks assigned to current physical education majors does not give future physical education teachers ample opportunity to engage in a meaningful field experience. Students' almost-unanimous suggestions regarding extended field experiences must be heeded, especially since their suggestions are supported by educational research (Darling-Hammond 2006; Levine 2006). Darling-Hammond's (2006) observation that exemplary teacher education programs feature "extended clinical experiences—at least 30 weeks of supervised practicum and student teaching opportunities ... that are carefully chosen to support the ideas presented in simultaneous, closely interwoven coursework" (p 305) reveals that the University of Alberta's current 14-week model is falling well short. We consequently suggest that the university's PETE students be given greater opportunities for in-the-field education.

We also strongly believe that the quality of field experience should improve as well. First, we believe that students should be placed in the field early in their degree programs (ideally within their first year). Moreover, we

also suggest that requiring students to have practical experience working with school-aged people before they are accepted into the degree program would equip them with valuable contextual knowledge before their coursework begins. In addition to an early field experience, we believe that students should get opportunities for field placement in each of their last two years of instruction. Moreover, we suggest that these field experiences should occur not between coursework but at the same time. While some courses could still be completed before students enter a field experience, it is important that subject-specific pedagogy courses continue throughout (and after) the field experience. Within such an extended field experience, students can complete term-long field experiences with weekly sessions with their cohort and university instructor. Such a structure not only allows students to learn theory within their pedagogy course throughout their field experience, but more important, it might help them make connections with practice. By requiring students to meet with their cohort after the field experience, the university instructor could facilitate further student reflection and theory–practice connections.

With these conclusions, we offer the following recommendations:

1. PETE programs should be two-year after-degree programs (after a BPE or BKin) or five-year combined degree (BPE/BEd) programs. Within either program, the final two years should focus on general and subject-specific pedagogy courses and field experiences.
2. PAC courses should be taught and evaluated in a manner that recognizes the unique knowledge, skills and attributes particular to future physical education teachers. Therefore, PAC courses should be structured so that sections are intended for PETE students. Given the possibility for pedagogical development within these courses, they could occur early in a degree program or within the final two years.
3. Diversity education, especially with issues related to Aboriginal education must be addressed within PETE programs. While a single course (or collection of courses) might be one method of achieving this end, we suggest that institutional leadership consider including such issues within all education courses.
4. PETE students should be allowed to complete more courses in cohort groupings. While cohort groups might be advantageous for students early in their degree program, we suggest that cohort groupings within the final two years are essential.
5. PETE students need to have experiences in the field before being accepted to university. Furthermore, formal field experiences need to occur early in pre-service teachers' education, possibly as early as their first year. The final two years should feature extensive field experience opportunities. Furthermore, term-long field experiences should also feature weekly meetings with larger subject cohorts and university instructors (rather than with small school-site cohorts and university facilitators).

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HPEC Executive 2008/09

President

Robert Willms
Bus 403-346-4397
Fax 403-342-3783
rwillms@rdpsd.ab.ca or
rmwillms1@shaw.ca

Past President and Historian/Webmaster

Glenn Wilson
Bus 780-459-4426
Fax 780-460-7792
wilsong@spschools.org or
doc2be@mac.com

President-Elect

Dean Rootsart
Bus 780-435-3964
Fax 780-437-7228
rootsart@ecsd.net

Vice President

Brenda Bower
Bus 403-527-6641
Fax 403-526-2018
brenda.bower@sd76.ab.ca

Secretary

Elisha Gordey
Bus 403-777-7490 ext 2738
Fax 403-777-7499
emgordey@cbe.ab.ca or
egordey@hotmail.com

Treasurer

Michael Rosentreter
Bus 780-956-3851
Fax 780-956-2352
roestwtmost@hotmail.com or
michaelr@fvds.ab.ca

Conference 2009 Chair

Wayne Meadows
Bus 403-301-0815 ext 2229
Fax 403-301-0821
wayne.meadows@cssd.ab.ca or
wayne_meadows@shaw.ca

Journal Editor

Jenn Flontek
Bus 780-929-5988
Fax 780-929-5258
jenn.flontek@blackgold.ca

Ever Active Schools (EAS) Director

Doug Gledlie
Bus 780-454-4745
Fax 780-453-1756
doug@everactive.org

EAS Education Coordinator

Tracy Lockwood
tracy@schoolscomealive.org

EAS School Coordinator

Joyce Sunada
joyce@everactive.org

EAS Project Coordinator

Shannon Horricks Prins
shorricks-prins@brsd.ab.ca

PEC Liaison

Patrick Duffy
Bus 780-538-0077
Fax 780-539-5135
patrick.duffy@teachers.ab.ca

ATA Staff Advisor

Michael Podlosky
Bus 780-447-9466
or 1-800-232-7208
Fax 780-455-6481
michael.podlosky@ata.ab.ca

LIAISON REPRESENTATIVES

ASAA

(Alberta Schools' Athletic Association)

Barbara Young
Bus 403-314-2020
Fax 403-309-4108
byoung@rdpsd.ab.ca

ATEPE

(Alberta Teacher Educators of Physical Education)

Nancy Melnychuk
Bus 780-492-0543
Fax 780-492-9402
nancy.melnchuk@ualberta.ca

Alberta Community Development

Kim Schmidt
Bus 780-415-0270
Fax 780-427-5140
kim.schmidt@gov.ab.ca

PHE Canada

Wayne Meadows
Bus 403-301-0815 ext 2229
Fax 403-301-0821
wayne.meadows@cssd.ab.ca or
wayne_meadows@shaw.ca

Intramural Liaison

TBA

Ever Active Schools Liaison

Lois Vanderlee
Bus 403-762-4411
Fax 403-762-9220
lvanderlee@crps.ab.ca

Provincial Wellness Liaison and Alberta Education

Michelle Kilborn
Bus 780-644-2530
Fax 780-422-3745
michelle.kilborn@gov.ab.ca

STANDING COMMITTEE CHAIRS

Health Education

Karen Potts
Bus 780-348-5341
Fax 780-348-5713
kpotts@phrd.ab.ca

DISTRICT REPRESENTATIVES

Athabasca

TBA

Calgary City

Sonia Sheehan
Bus 403-259-3527
soniasheehan@shaw.ca or
sonia.sheehan@ffca-calgary.com

Central East

TBA

Greater Edmonton

Heather Rootsart
Bus 780-471-4218
Fax 780-471-1731
rootsaerth@ecsd.net or
dhroot@telus.net

Mighty Peace

Darren Flynn
Bus 780-624-5656
Fax 780-624-3730
flynn.d@hfcrd.ab.ca

North Central

Dylan Dellezay
Bus 780-929-5977
Fax 780-929-5258
dylan.dellezay@blackgold.ca

North East

Shalynn Zakordonski
Bus 780-632-3934
shaylynnz@eics.ab.ca

Palliser

TBA

Red Deer

Susan Dillabough
Bus 403-749-3838
sdillabough@chinooksedge.ab.ca or
dilladel@shaw.ca

South East

TBA

South West

TBA

ISSN 0707-3186
Barnett House
11010 142 Street NW
Edmonton AB T5N 2R1