

# **RUNNER**

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## CONTENTS

### Greetings and Reflections

President's Message <i>Barb Young</i>	2
Past President's Message <i>Dean Rootsart</i>	3
What Is HPEC?	4
PhysEd Source	8

### K-12 Wellness

Alberta Healthy School Community Wellness Fund <i>Alberta Education</i>	9
Provincial Nutrition Initiatives <i>Doug Gleddie</i>	10

### Use It on Monday

Physiocopoly <i>Steven Langer</i>	13
Stones <i>Elisha O'Lain</i>	15
Treasure Island <i>Elisha O'Lain</i>	16
Physical Education Assignment for the Nonparticipant	18
Run, Jump and Throw <i>Shawn Miller</i>	20
Assessment Tools <i>Ever Active Schools</i>	24
Recipe Card Lesson Plans <i>Ever Active Schools</i>	30

### From the *Runner* Vault

Teaching in Rural Alberta <i>Clarke Pinnock</i>	31
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### Common Interest Articles

Why Do We Teach Physical Education? <i>Dean Rootsart</i>	32
Programming of the Off Season <i>Cory Gillespie</i>	34
20 Things You Didn't Know About ... Water <i>Rebecca Coffey</i>	36
Getting a Good Start: The Early Years Must Be Active Years <i>Active Healthy Kids Canada</i>	37
2010 Healthy Kids Fact Sheet <i>Active Healthy Kids Canada</i>	39

### Research

Recognizing Quality: 15 Questions to Assess Your Physical Education Program <i>Dwayne Sheehan and Stephen Price</i>	43
Promoting Early Physical Literacy in Alberta <i>Vicki Harber and Shona Schleppe</i>	46
Healthy Hearts: Physical Activity, Fitness and Obesity in Alberta Youth <i>Randi Lynn Rinaldi and Normand Boulé</i>	51

### Position Paper

Presenting the Evidence: Quality Physical Education for Canadian Children and Youth <i>James L Mandigo</i>	56
Quotable Quotes	67
Resource Links	68

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# Greetings and Reflections

## President's Message

***Barb Young***

Welcome to the fiftieth year of the Health and Physical Education Council of the ATA. It is my privilege and honour to serve as HPEC president this school year. I hope that you are enjoying your classes, and I thank you for your efforts in teaching and providing active living opportunities for the children and youth of our province so that they can experience the value of living healthy active lifestyles.

It has been a very busy fall but as always a productive one for our council. The HPEC executive met in September at the annual Thinkers' Conference. This year the executive worked hard in a strategic planning workshop and developed a three-year plan. Several committees were struck to look at three main goals:

1. Examine all forms of council communication including the website, print and social media
2. Undertake a comprehensive review of ATA policy and directives as they relate to physical education, health and wellness
3. Discuss common language and develop positive messages for Health and Physical Education (HPE) 10, 20 and 30

These messages will be communicated to the minister of education in support of the implementation of the wellness framework by 2014.

Other important goals to achieve over the next three years are to

- develop a process through which members can access planning resources and support materials. This process will begin with the K–6 curriculum;

- work with stakeholder groups to implement alternative delivery models for the professional development of members; and
- review current services to HPEC members and develop further initiatives or programs.

Many of you are wondering what is happening with the Framework for K–12 Wellness Education. Revisions to the current K–12 programs of study will begin at the high school level. Alberta Education will develop the HPE 10-20-30 programs of study, and implementation of these courses is expected to occur in 2014/15.

Ever Active Schools continues to offer many workshops to support the growing number of healthy school communities in Alberta. I encourage you to contact Ever Active Schools or your regional representative for workshops. The second annual Shaping the Future conference, which will be a National Health Promoting Schools Conference this year, will be held on January 27–29 at the Delta Lodge in Kananaskis.

I encourage all of you to plan to attend the 50th annual HPEC Elevate conference at SAIT, in Calgary, on May 5–7. This conference will be a celebration of 50 years of HPEC's leadership and professional development for physical education teachers in Alberta.

Please remember to sign up for your free membership to HPEC (and PHE Canada) and encourage your colleagues to do the same.

I wish all of you continued success in teaching health and physical education this year.

# Past President's Message

*Dean Rootsart*



I would like to thank Red Deer's 2010 conference committee for its valuable contribution and outstanding work in hosting a successful conference. Many HPEC executive members presented a variety of sessions.

Ever Active Schools (EAS) celebrated its tenth anniversary, and hosted a wine and cheese at which past and present EAS staff were introduced. EAS will be under new direction in its 11th year as we say goodbye to Doug Gleddie and welcome Brian Torrance. Thank you, Doug, for providing EAS with outstanding leadership and direction.

As HPEC president I represented HPEC on PHE Canada's Council of Provinces and Territories. My final meeting was held in St John's, Newfoundland. The Council of Provinces and Territories provides direction

from the provincial councils to PHE Canada's board. Some common major issues are communication to membership, gaining and maintaining membership, and value for membership. I suggested supporting resource sharing through the Promising Practices section of the [www.weightoftheworld.ca](http://www.weightoftheworld.ca) website, which is nationally supported with a direct link from Ever Active. We could now populate a national database of active community ideas that could be expanded to include lesson plans, such as the resources located on the [2Learn.ca](http://2Learn.ca) website. Using common databases would help all provincial councils increase the number of contributors.

Moving forward into my role as past president, I will support incoming president Barb Young and assist in steering HPEC into the next 50 years. I will be calling for award nominations early in the year to identify potential nominees that the regional representatives can watch throughout the year.

I am looking forward to the upcoming 50th year.

# What Is HPEC?

## About HPEC

The Health and Physical Education Council is a specialist council of the Alberta Teachers' Association. The purpose of the council is

- to improve curriculum and instruction in health and physical education through increased knowledge and understanding;
- to develop, study and propose professional resources and response to health and physical education issues;
- to provide opportunities for teachers to improve professional practice;
- to promote the importance of health and physical education programs within the school community;
- to liaise with other organizations that seek to promote healthy active lifestyles within school communities; and
- to further the continuous development and evaluation of standards and guidelines within the profession for personnel, programs and facilities in health and physical education.

## Overview

- HPEC is committed to providing leadership in creating healthy active school communities.
- HPEC believes that a well-delivered health and physical education curricula supported by quality instruction can change health behaviours of children and youth K–12.
- HPEC believes that health and physical education play a valued and vital role in providing a quality, balanced education for all children and youth in Alberta schools.
- HPEC believes that all students in all grades in Alberta schools should have the right and opportunity to experience sustained, vigorous physical activity through participation in quality daily physical education programs.

## Vision and Mission

### Vision Statement

Alberta teachers will provide quality instruction and programs in health and physical education to promote

the development of healthy active lifestyles in students.

### Mission Statement

The Health and Physical Education Council, 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.

## History

### Highlights of the Council History and Accomplishments

During its history, the council's persistent lobbying and other involvements have had a great influence on improved curriculum and teaching performance in health and physical education.

The first business meeting of the Health and Physical Education Council was held on April 26, 1962, during the inaugural conference at Henry Wise Wood School, in Calgary. The meeting adopted a constitution and elected a slate of officers, including Randal White as president.

There have been periodic fee increases to the original general \$5.00 membership fee. In 1978 these fees were raised to \$7.50, in 1980 to \$10.00, in 1982 to \$20.00 and in 1998 to \$25.00. Corresponding student fees were set at \$20.00, \$5.00 and \$10.00. Student fees were not increased in 1998.

Originally the officers of the council consisted of president, president-elect, past president, secretary and treasurer. Four directors were also appointed. Two of the directors were to represent health and two were to represent physical education. To ensure rural representation, one of each category of director was to be drawn from rural school divisions or counties. The position of editor-in-chief was added to the executive at the second annual meeting to improve communications between the executive and the HPEC executive handbook.

From the beginning, the executive council appointed a conference chairperson, but it was not until 1968 that this became an executive position.

Also in 1968, the directors were replaced by members at large appointed from the ASAA zones. Starting in 1981, these members were appointed on the basis of convention districts and became known as district representatives.

In 1978, the position of second vice-president was added to the executive. Standing committees began to play an increasingly important role in the council, and by 1980 standing committee chairpersons were part of the executive. The day-to-day business was carried on by the table officers, and the general affairs of the council were tended to by the whole executive, which met at least twice a year.

The annual conference has been an integral function of the council. Efforts have been made to rotate the conference location around the province. In 1988, HPEC and CAHPER joined together for their annual conference in Edmonton.

The long-term planning that has guided our executive and given their work direction and purpose took the form of five-year plans, which, due to rapid changes in our council, have evolved into three-year plans. Position papers stating the council's view and policies on problems or issues have improved cohesiveness on various issues. The first position paper was presented in 1973.

In 1971, the first Thinkers' Conference, a meeting of members at large and the executive, was held. These conferences were first held to improve communication between the executive and all areas of the province; they continue to fill this need and provide a forum for generating new ideas.

In 1972 the conference committee initiated the Robert Routledge Memorial Address in memory of Bob Routledge, the second president of HPEC, who was murdered in Calgary. In 1973, the criteria for the Distinguished Service Award were accepted by the general membership.

HPEC was influential in the formation of the Environmental and Outdoor Education Council, and its 1976 position paper on outdoor education influenced to some extent the directions taken by the new council.

In 1982/83, a recognition program was instituted. Executive members leaving their positions on the executive were presented with an HPEC pin at an annual general meeting. As of 1997/98 the council chose to present mugs to departing executive members.

Physical education has been stressed at the expense of health over the history of the council. However, the increased membership numbers resulting from the combined disciplines have led to increased support for health issues and health lobbies.

HPEC has always felt that one of its duties was to provide inservice to its members. In 1976 LeRoy Pelletier, of Calgary, originated the drive-in workshop concept, which, together with the annual conference, has been the major council inservice vehicle for its members.

Through conferences, workshops and publications, the council has kept its members conversant with current issues, research, and new approaches in health and physical education and has promoted teacher professional growth.

In 1990, PEC received funding from the Recreation Parks and Wildlife Foundation to form the Schools Come Alive project.

HPEC established the Don Williams Special Project Fund in 1991 in honour of Don Williams's retirement. At Williams's request, the name was formally changed to Friends of HPEC in 1996 to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPECers. Donations have also been received in honour of other HPEC retirees. Members of HPEC can apply for grant money from this fund to assist with work to promote the teaching of health and/or physical education in Alberta schools.

In 2000, HPEC received funding from Alberta Learning, Alberta Community Development and Alberta Health and Wellness to support the Ever Active Schools program, whose mission is to contribute to the healthy development of children and youth by fostering social and physical environments that support active living.

In January of 2002 HPEC adopted a new logo. The council's first international conference was held in Banff in 2002. HPEC launched its new website in 2004.

## Past Presidents

1962 Randal P White, Calgary  
1963 Robert Routledge (deceased)  
1964 John Semkuley, Calgary  
1965 Herb McLachlin, Edmonton  
1966 Ken McKenna (deceased)  
1967 Jim Donlevy  
1968 Don Williams, Calgary  
1969 Rolland Miles (Rollie) (deceased)  
1970 Charles (Chuck) Rose, Calgary  
1971 Roy Gouchey, St Albert  
1972 LeRoy Pelletier, Calgary  
1973 Marion Irwin, Edmonton  
1974 Nestor Kelba, Calgary  
1975 Ed Henderson, Lethbridge  
1976 John Mayell, Calgary  
1977 Ian Kilpatrick, Calgary  
1978 Dr Harry Hohol, Edmonton  
1979 Jim Paul, Calgary  
1980 John Reid, High River  
1981 Ann McKinnon, St Albert  
1982 Pat Brand, West Vancouver, BC  
1983 Phil Carlton, Calgary  
1984 Mary Ann Downing, Calgary  
1985 Brian Erickson, High River  
1986 Rollie Comeau, Ponoka  
1987 Val Olekshy-Greenslade, Edmonton  
1988 Bill Stillwell, Calgary  
1989 Lynn Dyck, Calgary  
1990 Lance Thierrien, Grande Prairie  
1991 Dean Lindquist, Edson  
1992 Ellen Hambrook, Edmonton  
1993 Sharin Adams, Calgary  
1994 Tony Makowski, Calgary  
1995 Anne Paskevich, Calgary  
1996 Kirk Bamford, Calgary  
1997 Bob Blanchette, Calgary  
1998 Lois Vanderlee, Banff  
1999 Tracy Loder-Stephen, Edmonton  
2000 Del Lomsnes, Red Deer  
2001 Joy Taylor, Calgary  
2002 Brian Mullally, Fort McMurray  
2003 Dwayne Sheehan, Calgary  
2004 Carrie Yanishewski, Spirit River  
2005 Vince Spila, Bonnyville  
2006 Shawn O'Neill, Calgary  
2007 Glenn Wilson, St Albert  
2008 Rob Willms, Red Deer

## Getting Involved with HPEC

The Health and Physical Education Council is a dynamic group of teachers who are interested in promoting and improving the state of

1. lesson delivery,
2. professional development and
3. long-range professional outlook.

Your first step in getting involved with HPEC is to attend one of the regional drive-in workshops. Please contact your regional representative (see HPEC Regions for more information) to find out when your next drive-in workshop will be held.

A definite must for any HPEC member is the annual conference. It is held in a different region each year to allow equal access for participants. It is two-plus days of education and fun. You will come away with the knowledge and energy to bolster your existing health and phys ed programs. Go to the HPEC web page (<http://hpec.teachers.ab.ca>) and click on Professional Development to find more information. While you are at it, consider contributing a session or activity at the next HPEC conference or teachers' convention. Contact your regional representative for more information on how you can become a presenter.

Still want to do more and get more out of your HPEC membership? Time to go to the HPEC Publications connection on the HPEC website, where you can read archived versions of the acclaimed HPEC journal, *Runner*. Under editor Jenn Flontek, this publication has received accolades from other national bodies in similar fields. Jenn is constantly looking for articles of interest, research and applicable activities for Monday morning. Maybe it is time for you to turn your ideas and lessons into a professional publication. It will elevate your thinking and your standing among your peers.

The next step is to join that dynamic group of HPEC members who volunteer their time to lead their peers to higher quality curriculum delivery. If this is something that you would like to undertake, contact the HPEC president or vice-president. They will steer you in the right direction and inform you of any vacancies in the executive.

## Membership

As of September 2008, ATA members can join one specialist council at no charge. Have you joined HPEC



yet? Please do. And remember to renew your complimentary membership every year.

### **Types of Membership**

#### **Regular**

Active members, associate members who are ineligible for active membership and life members as specified in ATA bylaws are eligible for regular membership in this council. All such members shall be entitled to full privileges of council membership including the rights to vote and hold office.

#### **Life**

Life members of the ATA, as specified in ATA bylaws, are eligible for life membership in the council and are entitled to all the benefits and services of council membership except the right to hold office.

#### **Student**

Student members of the ATA, as specified in ATA bylaws, may join this council and shall be entitled to all benefits and services of council membership except the right to hold office.

Membership in specialist councils is not available to those individuals who, under the *Teaching Profession Act* and the Teacher Membership Status Election Regulation, are eligible to make an election of membership and elect associate membership or nonmembership in the ATA.

### **Subscription Service**

Persons or organizations who are ineligible for active or associate membership in the ATA, such as school support staff, parents and libraries, as well as retired teachers and nonactive teachers, may be connected to the council by paying a subscription fee. Payment of

the subscription fee includes entitlement to the council's publications as well as other services determined by the council but does not provide membership in the council.

### **Fees**

Membership fees shall be established and may be changed by resolution at an annual general meeting of this council.

### **Membership Application Form**

At present, all applications for membership are to be made online. Go to the ATA website, [www.teachers.ab.ca](http://www.teachers.ab.ca), and, under For Members, click on Professional Development, then Specialist Councils, then Specialist Council Memberships and follow the instructions.

Should you have problems with your application, please e-mail the webmaster, and we will help you through this process as soon as possible. E-mails are answered once every 24 hours.

## **The ATA Educational Trust**

### **Teachers Helping Teachers Since 1978**

The ATA Educational Trust is a registered charitable organization, affiliated with the ATA and supported by annual donations from local teachers' associations, retired teachers and other groups or individuals wishing to improve teaching practice in Alberta public schools.

Each year the Trust offers three categories of awards: (1) \$500 bursaries, (2) \$300 conference grants and (3) \$1,000 to \$3,000 project grants. In addition, the Trust offers, through the University of Alberta, the Orest and Francina Lazarowich \$1,000 Bursary in Technology Education for third-year education students enrolled in the U of A CTS program.

# PhysEd Source

## THE PHYSICAL EDUCATOR'S RESOURCE

PhysEd Source is an online directory that aims to provide useful web links and other helpful resources for professionals in the field of physical education.



PhysEd Source ([www.physedsources.com](http://www.physedsources.com)) is an online directory that provides useful Web links and other helpful resources for professionals in the field of physical education. Such subheadings as individual sports, dance, gymnastics, outdoor activities, team sports and adapted phys ed are researched and salient links provided. For example, under the individual sports heading is cycling. Under cycling is a link for a bicycle safety teacher's package, a 24-page PDF on bicycle safety developed by the Toronto Public Health Bicycle Safety Workgroup.

This expansive website should prove helpful for all grade levels. Even better, if you know of a resource that would aid in the delivery of health and phys ed, you are invited to submit your information through the secure links on the site.



**Looking For A  
“One Stop”  
Physical Education  
Resource?**

**[www.physedsources.com](http://www.physedsources.com)**

**Check It Out!**





# K–12 Wellness

## **Alberta Healthy School Community Wellness Fund**

### ***Alberta Education***

The Alberta Healthy School Community Wellness Fund is a joint initiative of the Centre for Health Promotion Studies in the School of Public Health (University of Alberta), the Alberta Coalition for Healthy School Communities (ACHSC) and Alberta Health and Wellness.

The key objective of the wellness fund is to support school communities in planning, implementing and evaluating comprehensive school health approaches. Its goal is to build on and strengthen the excellent work already taking place in many Alberta school communities and to stimulate new activity within Alberta.

In January 2010, the Alberta Healthy School Community Wellness Fund awarded grants to 18 new school communities. With the addition of these new projects, the Wellness Fund has provided funding to 88 school communities. There are currently healthy school

initiatives in all of the five health zones, and projects in 37 school jurisdictions in Alberta. Since 2007, the Wellness Fund has provided almost \$2.6 million to support healthy school initiatives. This work has affected about 500 schools and 175,000 youth in Alberta. Initiatives are addressing healthy eating, physical activity and/or positive social environments.

Information on the Alberta Healthy School Community Wellness Fund can be found through Healthy U and through the Alberta Coalition for Healthy School Communities website.

For more information about wellness education, contact Corrinna Burdek (English) at 780-644-2960 or Alan Chouinard (French) at 780-422-1983. To be connected toll-free inside Alberta to either of these contacts, dial 310-0000.

# Provincial Nutrition Initiatives

## School Nutrition Policies

### *Doug Gleddie*

*Doug Gleddie is the director of Ever Active Schools. To view the article "School Nutrition Policies" in its entirety, please see [www.everactive.org/uploads/files/Documents/Annotated%20Nutrition%20Policy.pdf](http://www.everactive.org/uploads/files/Documents/Annotated%20Nutrition%20Policy.pdf).*

### **Alberta Nutrition Guidelines**

Excerpts Only

[www.healthyalberta.com/Documents/AB\\_Nutri\\_Guidelines\\_2008\(1\).pdf](http://www.healthyalberta.com/Documents/AB_Nutri_Guidelines_2008(1).pdf)

The *Alberta Nutrition Guidelines for Children and Youth* will help Albertans create an environment that provides and promotes healthy food choices and healthy attitudes about food. As individuals, families, organizations and communities, we can work together to increase the availability and appeal of healthier food choices, and to teach and model healthy eating behaviours. On a practical level, the guidelines will help Albertans to recognize and apply the concepts of healthy nutrition in a consistent way so that children will have access to nutritious foods wherever they go. The *Alberta Nutrition Guidelines for Children and Youth* will be an evolving resource manual.

### **Calgary Separate School District**

[www.cssd.ab.ca/default.asp?V\\_ITEM\\_ID=1456](http://www.cssd.ab.ca/default.asp?V_ITEM_ID=1456)

The CSSD recognizes the role of nutrition in growth, development, learning and activity. As well, it is important that healthy messages are reinforced by the food served or sold in a school setting. The primary goal for the district is for foods and beverages sold in schools to be consistent with Canada's Food Guide to Healthy Eating and the *Alberta Nutrition Guidelines for Children and Youth*. This should also be consistent with Alberta curriculum.

Here is an example of further policy information:

1. Beverage sales: schools will serve beverages from the "serve most," "serve sometimes" and "serve

least" categories according to the following percentages:

- a. Elementary: 100%, 0%, 0%
- b. Junior high: 90%, 10%, 0%
- c. High school: 70%, 20%, 10%

2. Snack food from vending machines: schools will serve foods from the "serve most," "serve sometimes" and "serve least" categories according to the following percentages:

- a. Elementary: 100%, 0%, 0%
- b. Junior high: 90%, 10%, 0%
- c. High school: 70%, 20%, 10%

### **Calgary Board of Education**

[www.cbe.ab.ca/policies/policies/AR3047.pdf](http://www.cbe.ab.ca/policies/policies/AR3047.pdf)

Rationale for the regulation is to encourage lifelong healthy living skills through curriculum, modelling and changing the school culture related to food offered in schools. Nutrition policy is linked with personal development: "Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential. Accordingly, each student will develop and maintain a healthy, active lifestyle."

### **Policy Contents**

1. Purpose: ensure that students are exposed to healthy food choices while at school
2. Role of the principal: ensure that strategies are in place to promote good nutrition; nutritious food is available in all delivery systems
3. Sale of food: requirement for nutritious food does not apply to occasional treats as long as they adhere to the 80/20 rule; principals ensure that all food sold in the school meets policy; students may not sell food to others unless it is approved as a fundraiser and meets the policy requirements
4. Beverages: pop, sweetened juice and sports drinks are not to be sold to Grades K–9; sports drinks are

permitted for sale to Grades 10–12; energy drinks are not recommended for children

5. Responsibilities: principal must ensure that an ingredient list is available on request for all foods offered for sale at a school; nutrition services provides advice; purchasing services approves all contracts and so on for food
6. 80/20: effective January 2011, 80 per cent or more of all foods for sale must come from the “serve most often” or “serve sometimes” categories and 20 per cent or less from the “serve least often” category.

### Edmonton Public Schools

<http://policy.epsb.ca/gbe.ar.shtml>

The EPSB recognizes the importance of both nutrition education and healthy eating. The policy has four general components:

1. The principal will link health education and foods available in the school, schedule lunch breaks with time for eating and recreation, limit the use of food rewards and include both choose-most-often and choose-sometimes foods on special-occasion days.
2. The school will promote healthy, reasonably priced food choices, access expertise in the community, and offer foods from the choose-most-often and sometimes categories.
3. The staff may choose healthy fundraising options, create a positive food environment, review options with food providers for healthy schools and define frequency of special food days.
4. Central services will link with the health region; coordinate information regarding school stores, cafeterias and vending; increase access to food programs to reduce hunger; and meet regularly with district suppliers.

### Edmonton Catholic Schools

[www.ecsd.net/policies\\_forms/general\\_school\\_admin.html](http://www.ecsd.net/policies_forms/general_school_admin.html)

ECSD commits, within the limits of resources, to support the creation of school environments that promote wellness and facilitate healthy lifestyle choices for staff and students. This is in line with the Catholic belief that the human body is good and is to be properly cared for. In order to grow, learn and thrive, students need access to healthy food. The district will engage

stakeholders to discuss and jointly make decisions that promote healthy eating.

1. All students, K–12, will have opportunities, support and encouragement to eat healthy foods.
2. Foods and beverages sold or served at school will support healthy eating choices.
3. Schools will provide nutrition education and will establish links between education, the food available at school and school activities.
4. Each school is unique and can meet these guidelines in its own way.

### Resources

#### ***The Alberta Nutrition Guidelines for Children and Youth***

In June 2008, Alberta Health and Wellness released *The Alberta Nutrition Guidelines for Children and Youth* to promote healthy eating habits for children and youth in childcare settings, schools and recreation centres. The guidelines are meant to help children and youth make healthy food choices in places where they live, learn and play.

The guidelines can apply to all food and beverages sold or served to students, including foods sold in vending machines, school stores, cafeterias, parent-organized lunch sales, team games, classroom parties and so on. For further information, download a copy of these guidelines at [www.healthyalberta.com/AboutHealthyU/280.htm](http://www.healthyalberta.com/AboutHealthyU/280.htm).

Provincial nutritionists have been working hard to create support materials for the *Alberta Nutrition Guidelines for Children and Youth*. Information is broken down into preschool, school and recreation/community centre materials. Some of the initiatives are outlined below with corresponding web addresses.

- ***Steps to a Healthy School Environment: School Nutrition Handbook***

[www.everactive.org/uploads/files/Documents/Nutrition%20Resources/SNH%20Part%201%20-%20June%202009.pdf](http://www.everactive.org/uploads/files/Documents/Nutrition%20Resources/SNH%20Part%201%20-%20June%202009.pdf)

Healthy food choices and adequate nutrition are essential to physical well-being, healthy growth and development, readiness to learn, school performance, and lowered risk of certain diseases. Schools provide an effective way to reach a large population—students, school staff, families and community

members. Schools can also play an influential role during the impressionable stages of students' lives, when lifelong eating habits are formed.

- **Portion Size Activities for the Alberta Nutrition Guidelines Portion Size Kit**

[www.everactive.org/uploads/files/Documents/Nutrition%20Resources/Portion%20Size%20Kit%20Activities%20added%20outcomes%20-%20intranet%20version%20Oct%202009.pdf](http://www.everactive.org/uploads/files/Documents/Nutrition%20Resources/Portion%20Size%20Kit%20Activities%20added%20outcomes%20-%20intranet%20version%20Oct%202009.pdf)

A healthy food choice addresses not only type of food but also portion size and preparation methods. Alberta Health and Wellness has created several tools to help organizations and individuals identify healthy food options.

Note: Links to other sites are provided as sources of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these external sites.



# Use It on Monday

## Physiocopoly

*Steven Langer*

### Set-Up

This game is played with teams of four to five players. Each team's goal is to score the most points by completing activities at stations to purchase fitness trainers, speed passes and gyms. Each team must complete each activity together before moving to the next one. Each team player must participate in the task. If one player cannot complete the task, another team player can assume up to half of the task in addition to his or her own, but their doing so must be agreed upon.

Draw to see which team goes first, and start the game on go. More than one team can be at a station at the same time. After one team goes, the other goes right after. Teams must go to every station. Each team starts with one die and must return it at the end of class. Loss of die results in minus five points.

As the game progresses and points are earned, two points can be exchanged for a second die. Two dice give teams the ability to roll both at the same time and choose the better number. As well, they have two dice in jail and can participate in free parking. If pairs are rolled, teams can skip the fitness activity and move to the next station.

To set up the game, print several (10–15) stations to place around the gym. Ensure that each station has a different physical activity as per your priorities. For each class, have a space for the team name that purchases this property. Photocopy and cut out several bonus cards. Once students are placed into teams, create a game sheet with each team name and space for scores, properties, purchases and so on.

### Purchasing Property

Each “gym” in the game can only be purchased by one team on a first-come, first-served basis. Teams can purchase property only when they are at that station and have enough points, and may need to work their way around the game to get there. Once a team buys it, the team name will be marked on the sheet. That team can now skip this station when they come by, so the more they buy, the faster they move through the stations. A station costs three points, and teams can buy as many as they like. Each gym is also paired up with another one. Owners of both gyms also have the choice of buying fitness trainers that cost one point each. If a team has two fitness trainers at their gym, every team that comes to that station must complete two tasks before moving on. Teams can put fitness trainers at one or both gyms. At the end of the game, teams can sell each property back to the banker for five points to make a profit. Fitness trainers can be sold back for one point. Teams can buy property from another team for a good price, but they cannot get a reduced rate on exercises at friends' stations.

After completing a task, all equipment must be returned to the centre circle. Failure to do so will result in the loss of one point.

There are also bonus cards, which are held by the teacher. Some come with tasks, and others come with points. If you roll a bonus card number, get one from the teacher. Please return it to the teacher immediately. If it is a get-out-of-jail card, your teacher will record it on your game card. Because the teacher cannot monitor

each group's rolls, honesty is a must. The game will not work if teams cheat, so please obey the rules. When a team scores a point or loses a point, one team member must report it to the teacher who is keeping score.

### Key Stations

- Free parking: When you have two dice, stop here on your way and roll the dice. If you get pairs on your dice, you get an extra two points. Report them to your teacher and move ahead.
- Jail: If you get sent to jail, your team chooses one person to roll the dice. Every other player must do jumping jacks until the roller gets a four. At this point all players can stop doing jumping jacks but cannot leave until they roll a two. If you have two dice, you can use both of them in jail.

### Keeping Score

- Pass go: one point
- Bonus cards: varying points
- Every time a team goes to jail on another team's property, the property owners get an extra point. The team sent to jail must send someone over for points owed.
- Immunity from jail can be purchased for three points.

### Bankruptcy

Teams that go bankrupt must go to jail and free themselves, and then complete the physical routine of 20 push-ups, 30 sit-ups and 10 star jumps to earn three points to begin the game again. Teams caught cheating automatically go bankrupt and must begin the game again with no points.

### Material

- Hoola hoops
- Beanbags
- Basketballs
- Skipping ropes
- Pinnies
- Bench
- Medicine ball
- Pylons
- Chairs

### Bonus Cards

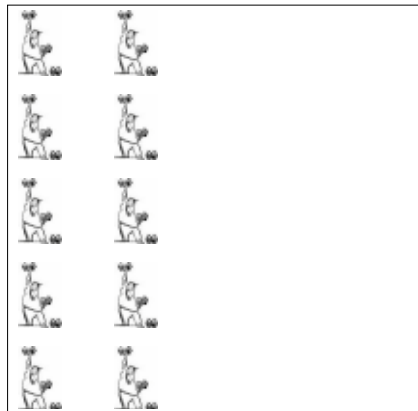
- Add one point to your score!
- Go to jail!
- Move back two spaces
- Take one point off your score
- Move forward two stations!
- Add two points to your score!
- Move forward one station!
- Take two points off your score
- Move back one station!
- Every team except you gains a point!
- Get out of jail free!
- Send one team of your choice to jail
- Every team except you loses a point!
- Get out of jail free!

### Tasks

1. Hoola hoop for 30 seconds.
2. Each team member must make one layup, one free throw and one shot from the bottom of the circle.
3. Your team must complete one set of towel suicides.
4. Free parking! Go directly to free parking, and if you pass go, collect one point.
5. Complete the beanbag relay.
6. Pair up and each group must do the wheelbarrow run to the other side of the gym.

This "gym" is owned by:

- 7B: \_\_\_\_\_
- 7H: \_\_\_\_\_
- 8-1: \_\_\_\_\_
- 8-2: \_\_\_\_\_
- 9-1: \_\_\_\_\_
- 9-2: \_\_\_\_\_





# Stones

*Elisha O'Lain*

The game Stones is a capture-the-flag-type, large-field, low-organized game. In this example footballs are used as the implement of play, but any field equipment and rules may be substituted (ultimate discs, rugby balls, lacrosse and so on).

## Equipment

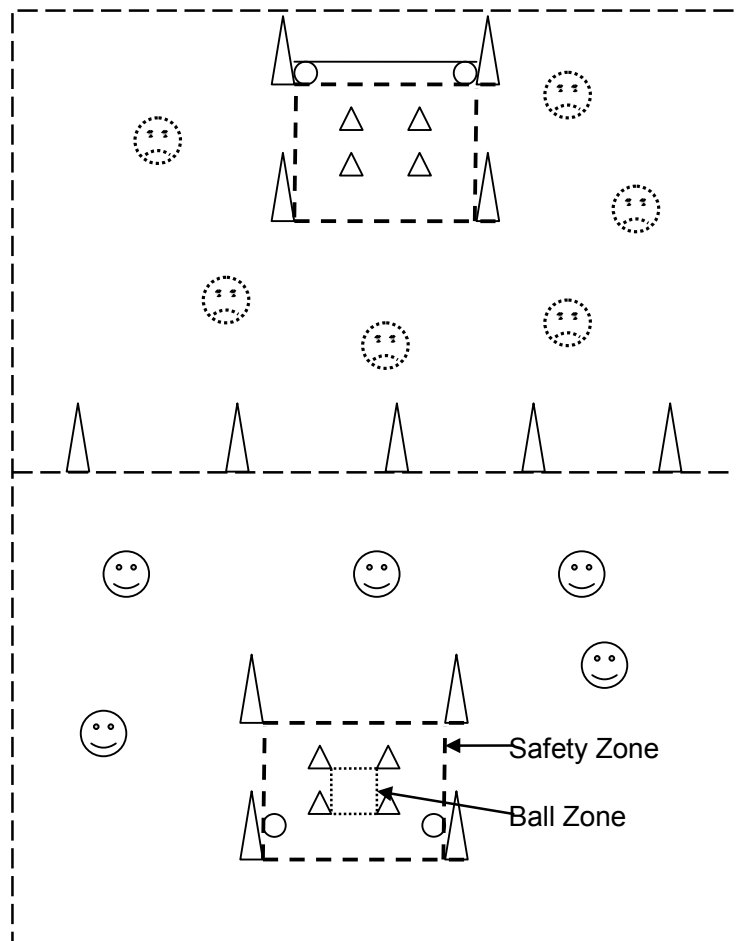
- 20 footballs (two different colours are great)
- 8 small cones
- 13–15 large cones
- pinnies for half of the participants

## Objective

The objective of the game Stones is to get all the footballs into your team's ball zone.

## Rules of Play

- Players tagged in the opponent's half must immediately return to their own side.
- Once in the opponent's safety zone, players can stay there for 15 seconds (counted in steamboats). If players are still in the opponent's safety zone when they reach 15 out loud, it is an automatic tag.
- Two balls can be played out of the opponent's zone. Once two balls have been played, players must return to their own side of play.
- Once players have left the safety zone, they must return to their own side of play before returning to their opponent's safety zone.
- To get the balls out of the opponent's ball zone, players can
  - run with the ball
    - Players may carry only one ball at a time.
  - throw the ball to a teammate
    - The ball cannot touch the ground until it is in the hands of a teammate. If it does, it must be returned to the opponent.
    - Players can throw the ball as many times as needed.
- Players tagged in possession of a ball must return it to their opponent.



# Treasure Island

*Elisha O'Lain*

## Equipment

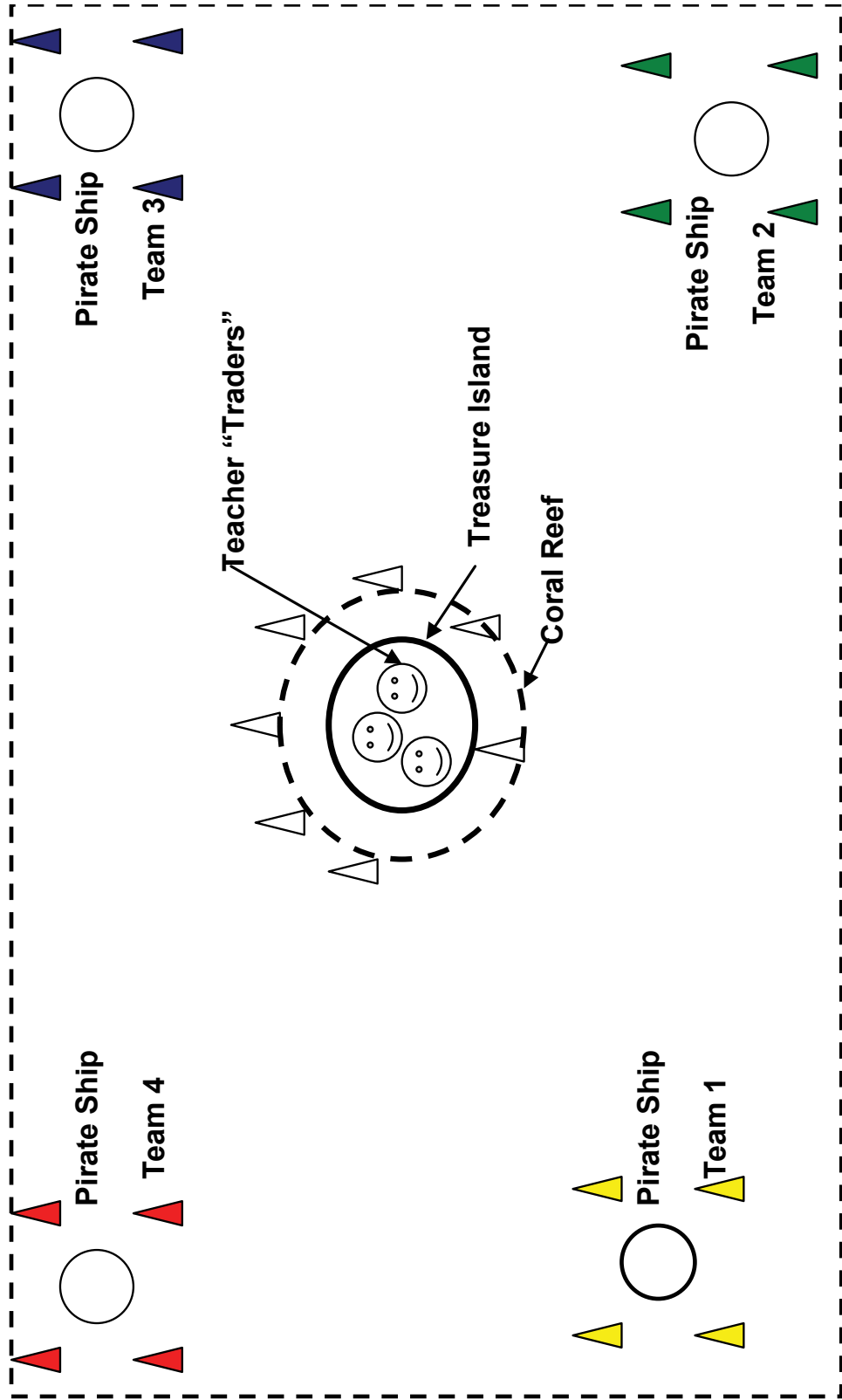
- Flag football flags (oxygen tanks)—you will need at least 30 more than you have players
- Pinnies—one colour for each team (Pirate Ship) you have
- Beanbags, balls and so on (Gold)
- Hula hoops—one for each team (Pirate Ship) you have
- Cones—four per pirate ship
- Cones—to mark Coral Reef
- Cones, tarp and so on—to mark Treasure Island

## Game Set-Up

- Field set up as diagrammed
- Each pirate ship starts off with 10–20 pieces of gold, depending on your number of participants, in their treasure chest (hula hoop). Each team starts off the game with the same amount of gold.
- Each participant starts off with a flag football flag (oxygen tank) at the beginning of the game.
- Extra gold and oxygen tanks are taken to Treasure Island (you need an additional supply here) where the supervisors will act as island traders for the duration of the game.

## Game Play

- Participants must have an oxygen tank to swim in the ocean. If their tank is stolen by another player they must go to their ship, get a piece of their team's gold and take it to Treasure Island to buy a new oxygen tank. If there is no gold in their ship's treasure chest, they must wait until some gold is brought to their treasure chest on their ship.
- Participants try to accumulate the most gold on their own ships. Participants can get gold by
  - stealing it from another ship or
  - stealing another player's oxygen tank and taking it to Treasure Island to trade for gold.
    - If a player's oxygen tank is stolen, everything in their possession (gold, additional oxygen tanks) goes to the player that stole their oxygen tank.
- You may steal only one piece of gold from a ship at a time.
- Both the coral reef and the pirate ships protect participants from other pirates, so their oxygen tank cannot be stolen in these locations.



# Physical Education Assignment for the Nonparticipant

Name \_\_\_\_\_

Date \_\_\_\_\_

PE Teacher \_\_\_\_\_

PE Class Period \_\_\_\_\_

## Directions

You are to work alone on this assignment.

1. Go to the library.
2. Find a recent issue of your local newspaper. Ask the media specialist for assistance if needed.
3. Use the sports section to answer the following questions on this worksheet.
4. Look at the questions before you begin reading the paper.
5. Answer questions in complete sentences. Use the dictionary to check your spelling. Be sure to answer all questions completely.

Your work will be graded, so do your best work. Write or print neatly. When the assignment is complete, turn it in to your physical education teacher.

Date of newspaper being used \_\_\_\_\_

## Questions

1. How many different sports are written up on the front page of the sports section? Give a number count and list each sport.
2. On the front page, how many articles describe male sports and how many articles describe female sports? Give a number count and list the sports for each.
3. Throughout the entire sports section, do the publishers give the same space and page location to both female and male sports? Explain why you think this is so. Give two specific reasons to support your answer.
4. What sports are you interested in that are NOT covered by this paper?
5. Find 10 sports terms. You may find these terms in a newspaper, magazine or book. Write the complete sentence in which the term was used. Underline the term. Identify what sport the term relates to. Write out the definition of the term. You may use the dictionary for spelling and definitions.

**Term:** \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

Sport: \_\_\_\_\_

Sentence: \_\_\_\_\_

Sentence: \_\_\_\_\_

Definition: \_\_\_\_\_

Definition: \_\_\_\_\_

**Term:** \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

Sport: \_\_\_\_\_

Sentence: \_\_\_\_\_

Sentence: \_\_\_\_\_

Definition: \_\_\_\_\_

Definition: \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Definition: \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

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Definition: \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

Sentence: \_\_\_\_\_

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**Term:** \_\_\_\_\_

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Definition: \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Definition: \_\_\_\_\_

**Term:** \_\_\_\_\_

Sport: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

Definition: \_\_\_\_\_

## Grading Rubric

5 points—

Neatly written, entire packet complete, spelling is correct, student caused no disruptions while working on assignment.

4 points—

Neatly written, questions 1–4 are complete, 8 out of 10 definitions for question 5 are complete and correct, student caused no disruptions while working on assignment.

3 points—

Neatly written, questions 1–4 are complete, 7 out of 10 definitions for question 5 are complete and correct, student caused no disruptions while working on assignment.

2 points—

Neatly written, questions 1–4 are complete, 5 out of 10 definitions for question 5 are complete and correct.

1 point—

Writing is difficult to read, questions 1–4 are not answered completely, 5 out of 10 definitions are complete.

# Run, Jump and Throw

Shawn Miller

*At the time of writing, Shawn Miller was a preservice teacher; the article was written in association with Glenn Wilson, physical education specialist at École Leo Nickerson Elementary School, in St Albert, Alberta.*

## Three-Week Unit: Three Classes per Week

### Lesson 1.1

- Running mechanics
- Knees, arms, feet

### Outcomes

A1-1, 11, 13; D1-1, 3, 4, 5 / A2-1, 9, 13; D2-1, 3 / A3-9, 10, 11; D3-1 / A4-1, 2, 6, 11, 13; B4-3; C4-1, 5, 6; D4-1, 2 / A5-1, 2; B5-4, 6; D5-1, 2, 3, 4 / A6-1, 2, 13; D6-1, 2, 4

### Objectives

Students will be introduced to the skills associated with differentiated running. Knee action, arm movement and controlled foot strike will be emphasized.

### Equipment

- Pool noodles (1/4-length—just less than a metre)

### Preparation

Pool noodles will be spread throughout the gym as indicated in the lesson.

### Safety Considerations

- Eye contact with noodles will minimize rolling ankles. Inform students of this hazard.
- On shuffle run, arms should hang loose, slightly behind the hips to be ready for any eventual falls.

### ASAP (Action as Soon As Possible)

- Students meet in the centre of the room in plank position.
- Knee tag. Students pair off and start the game by holding each other's shoulder. On the count of three, they both let go and attempt to tag each other's knee.

Game ends at the tag. After three games, they switch partners. Students shake hands with their partner to show good sportsmanship.

- Hint: Eye contact or eyes on partner will keep students from running away from partner.

(At least one pool noodle per student in class is spread around the gym floor at this time.)

### Lesson

Introduction (opening bracket):

This is a new unit: run, jump, throw. Everyone likes at least two of three events. The first part of this unit is the run. Running is a skill, not just putting one foot in front of the other faster than walking.

### Action 1

- Knee drive. Demonstrate that driving one knee upward will lift the floor-bound foot off the ground. Using the knee drive, students are to propel themselves around the space on one foot. Jump over noodles as the obstacles present themselves. Switch feet when noodle has been jumped over.
- Variation: Students bend over (on one foot), pick up the noodle and tuck it under their arm. Drop a noodle if they touch both feet to the ground.
- Noodle Nabbers: Students may now take noodles that other students have collected under their arms. Noodles may only be taken from behind, and students may not hold onto a noodle once they feel a tug. The one-foot rule is still in effect. This game is perpetual and may be played as long as time permits.

### Action 2

- Students line up along one end of the space (baseline of basketball court).
- Running progression
  - Shuffle step with no arms (arms hang to side, straight down)
  - Shuffle step with swinging arms
  - High-knee action with no arms

- High-knee action with arms
- High-knee action with arms and slight forward-falling motion.
- Add silent feet—no heel strikes

### **Action 3**

- Running game; for example, Sharks and Minnows
  - All but one student (the shark) line up against one wall. The rest (the minnows) are safe as long as they touch the wall.
  - When the shark, situated in the centre of the space, yells out “Minnows,” the lined-up minnows try to run to the opposite wall without being tagged by the shark.
  - If tagged, the minnow now becomes a shark.
  - Object: to get everyone to be a shark.
  - Last student caught becomes the first shark in the next game.
- Variation: use one of the running-skill progressions as a pointed reminder that proper running technique is always faster than shuffling or erroneous technique.

### **Closing Bracket**

Students will be collected at the door and the three running focuses will be reiterated. They are reminded that using all elements of good technique will result in greater running success. Always end on a positive note.

### **Lesson 1.2**

Running lateral movement

#### **Outcomes**

A1-1, 11, 13; D1-1, 3, 4, 5 / A2-1, 9, 13; D2-1, 3 / A3-9, 10, 11; D3-1 / A4-1, 2, 6, 11, 13; B4-3; C4-1, 5, 6; D4-1, 2 / A5-1, 2; B5-4, 6; D5-1, 2, 3, 4 / A6-1, 2, 13; D6-1, 2, 4

#### **Objectives**

Students will be introduced to the basic skills of good lateral movement. The role of shoulders, arms and hips in shifting the direction of momentum is examined.

#### **Equipment**

- Large cones
- Sticks/poles (ringette sticks)
- Pool noodles (1/4 length—opt)
- Hula hoops (one per student, less two)
- Rubber chicken or other easily identifiable tagging device

### **Preparation**

Large cones can be set up before class to create a slalom course. In each cone a stick or pole is inserted to create a 1–1½ metre vertical obstacle. Set these up about one metre apart in a straight line.

### **Safety Considerations**

Inform students about knowing their personal space and things that enter into it—that is, in this case, vertical poles in the obstacle run.

### **ASAP (Action as Soon As Possible)**

- Students meet in the centre of the room in the plank position.
- Run to one edge of play space with random arms, and then run to opposite end of play space using wild legs (side to side, big/small strides).

### **Lesson**

- Introduction (opening bracket)
- Quick review of the elements of good running (knees, arms, silent feet).

### **Action 1**

- Prepare cones with vertical poles spaced one metre apart.
- Starting Progression
  - Instructions: lead with chest and shoulders.
  - Have students progress through course keeping their eyes forward but leading with shoulder through each cone space.
  - Once slow and once fast.
  - Shorten the course by reducing the space between each cone by half a metre.
  - Extend principles by showing how it is natural to lead with shoulder, arm, hip and foot in that order.
  - Go through course at least twice, increasing in speed with each attempt.

### **Action 2**

- Prepare by laying out noodles in a line or follow the sidelines of a basketball court.
  - Step over the line with one foot; that is, right foot over line, while three steps are on the left side of the line so that the count is left, right, left, over, repeat—or 1, 2, 3, step across.
  - Increase speed as distance increases on line.

### Action 3

- Two-foot lateral jumping
- Instruct students to keep their feet together and jump over the line laterally in a side-to-side motion while progressing forward.

### Action 4

- Chicken checkers
  - This is an avoidance tag game that highlights lateral movement (parallels to sport are obvious when observing).
- Preparation: Lay out one hoop per student less two hoops (or more missing hoops, depending on size of class).
- One student gets a rubber chicken; other students who are not in a hoop are eligible to be tagged.
- The objective is to get rid of the rubber chicken by tagging a hoopless player.
- Players are only safe in a hoop. Only one player is allowed in a hoop.
- A hoopless player may bump a hooped player by saying “chicken checkers” while nudging the hooped player out. This now hoopless player is eligible to be tagged. The player in the hoop may not leave the hoop unless bumped out.
- Variations: take away a couple more hoops. Add additional chickens one at a time.

### Closing Bracket

Have students line up at exit and review the elements of lateral movement (shoulders, arms, hips). Illustrate the benefits of lateral motion in common activities or sports. End on a positive note.

### Lesson 1.3

Running transition to jumping

#### Outcomes

A1-1, 11, 13; D1-1, 3, 4, 5 / A2-1, 9, 13; D2-1, 3 / A3-9, 10, 11; D3-1 / A4-1, 2, 6, 11, 13; B4-3; C4-1, 5, 6; D4-1, 2 / A5-1, 2; B5-4, 6; D5-1, 2, 3, 4 / A6-1, 2, 13; D6-1, 2, 4

#### Objectives

Students will be introduced to the basic skills of speed (sprint) and standing (distance) starts. Distance (slow) and sprint (fast) running will be contrasted and

demonstrated. Students will practise the basic running lunge jump.

#### Equipment

- Small cones
- Sticks (ringette sticks)
- Flat cones
- Pool noodles (1/4 length—optional)

#### Preparation

Noodles will be placed end to end forming a continuous line across the space. Similarly, the small cones and sticks will be set up to create small hurdles spaced two metres apart. Three hurdles form one course, and multiple courses should be set up for larger classes.

#### Safety Considerations

Inform students about knowing their personal space and things that enter into it. Remind students to keep their hands ready—not in their pockets—to brace a fall.

#### ASAP (Action as Soon As Possible)

- Students meet in the centre of the room in the plank position.
- Cut off. Students run to cut off (or cross in front of) other classmates. When a runner succeeds in cutting someone off, that person is frozen in place. Students may only be unfrozen if someone else runs in front of them.
- Hint: While frozen, students can hold a static position like the one-footed high-knee position from lesson 1.1.

#### Lesson

Introduction (opening bracket):

Quick review of the elements of good running (knees, arms and silent feet) and the keys of lateral movement (shoulders, arms and hips). Introduce speed starts and their relation to sprint running.

#### Action 1

- Starting progression:
  - Prone speed start (students lie face down)
  - Speed (sprint) start—Ready, set, go!
  - Standing slow start—Difference between short and long-distance running

#### Action 2

- Lunge-jumping while running. Using the two cones and a stick to create a low hurdle, students will



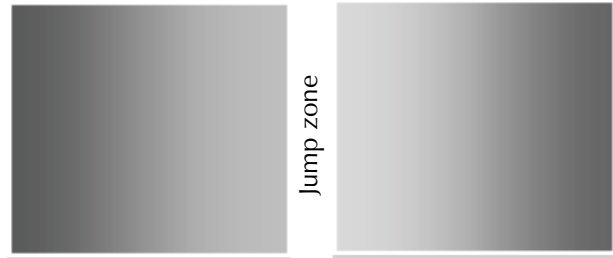
practise jumps in sequence. The focus is on timing jumps within their running stride.

- Hint: Use more than one set-up of hurdles to reduce line time.

### Action 3

- Buzz. In this game, students are divided into two numerically equal teams. Flat cones are used to define a play area with two large team zones and a middle no-man's-land that the students must jump over.
- Teams alternate selecting a student to leap over the middle divide and begin buzzing while they attempt to tag as many opposing team members as possible. That student must return back across the centre area before they run out of breath and cease to produce the buzzing noise. Any tagged players switch teams immediately. If the attacking player stops buzzing before they return to their own side, they become a member of the team they were attempting to tag. Any players tagged need not change teams.

- The play area can be modified to match age and class size. Smaller areas produce quicker games.
- Hint: Pinnies work great to identify opposing teams. However, most classes can do without. Great chance to stress fair play.



### Closing Bracket

Students are collected at the door, where they review the difference between sprint/distance running and speed/standing starts. They are reminded of the need to accommodate running jumps into their stride using timing. End with a positive comment about a game well played.

# Assessment Tools

## *Ever Active Schools*

### Components of Fitness, Exit Card

Name: \_\_\_\_\_

Today you learned about the three components of fitness. In the space below, please write down the three components and one activity example beside each and hand it in before you leave.

Component of Fitness	Activity Example
1.	
2.	
3.	

### Dance Self-Assessment—Outcome A (for example, Cupid Shuffle)

Please evaluate yourself and your group's performance using the scale below:

4 = All of the time/consistently

3 = Most of the time/usually

2 = Some of the time/occasionally

1 = Rarely/seldom

#### SELF:

Knowledge of steps \_\_\_\_\_

On count with the music \_\_\_\_\_

Maintains space w/others \_\_\_\_\_

Overall    4       3       2       1

#### YOUR GROUP:

Knowledge of steps \_\_\_\_\_

On count with the music \_\_\_\_\_

Maintains space w/others \_\_\_\_\_

Overall    4       3       2       1

# Dance Self-Checklist—Outcome C

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Check the column that best describes how you participated in dance:

DANCE SELF-CHECK	Some of the time	Most of the time	All of the time
I respected others.			
I helped someone who didn't understand.			
I encouraged others.			
I contributed to my group.			
I wanted everyone to participate and succeed.			
I told someone they did something well.			

## Create a Dance

### Group Members

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Draw where each participant will start the dance.

### Dance requirements:

- Must be between one and two minutes long
- Include at least four steps
- At least one step must be newly created by the group. Write your routine below:

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### Assessment elements:

1. Routine was between one and two minutes long.
2. At least four steps were used with one newly created step.
3. Steps flowed from one to another.
4. All group members participated and were equally involved.

<b>Dance Rubric</b>	<b>Create a Dance</b>			
	Routine was between one and two minutes long	At least four steps were used with 1 newly created step	Skills flowed from one to another	All group members participated and were equally involved
<b>Students</b>				

Rubric Scale: 4 = Criteria met 3 = Criteria mostly met 2 = Criteria partially met 1 = Criteria not met




<b>Hip Hop Rubric</b> 	<b>Hip Hop Rubric</b>			
<b>Students</b>				

Rubric Scale: \_\_\_\_\_

## Frisbee Toss Self-Check

<b>Frisbee Toss</b>	<ul style="list-style-type: none"> <li>• Same foot as hand forward.</li> <li>• Throwing shoulder facing target.</li> <li>• Lead with throwing elbow and lean toward target.</li> <li>• Snap wrist, roll Frisbee off fingertips and follow through to target.</li> </ul>
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**Part A: Circle the number below that shows your abilities with the Frisbee toss.**

			
<b>Frisbee Toss</b>	2   3   4 times out of 10	5   6   7 times out of 10	8   9   10 times out of 10

**Part B: After the Frisbee activity, I learned**

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\_\_\_\_\_ about throwing.

**Teacher's Comments:**

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## Effort Checklist

Students	Criteria	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
	Listens to, respects, elaborates on ideas of others.				
	Stays on task.				
	Displays enthusiasm.				
	Listens to, respects, elaborates on ideas of others.				
	Stays on task.				
	Displays enthusiasm.				
	Listens to, respects, elaborates on ideas of others.				
	Stays on task.				
	Displays enthusiasm.				

## Partner Challenges

<b>Partner Challenges Activity Checklist</b>	
<b>Balances</b>	
Hold a V-sit for 10 seconds	
Hold a Stork Stance on each foot for 10 seconds	
<b>Weight Transfers</b>	
Partner flip flop for 20 seconds	
Inchworm between pylons	
<b>Jumping and Landing</b>	
Star jump and land in a hoop five times	
Straddle jump and stick my landing five times	
<b>Partner Stunts</b>	
Back-to-back get up	
Three partner push-ups	

## Partner Challenges Peer Assessment

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- 4 = Excellent
  - Consistently demonstrated the skill.
  - Consistently helped me and explained what we needed to do to improve.
- 3 = Proficient
  - Frequently demonstrated the skill.
  - Frequently helped me and explained what we needed to do to improve.
- 2 = Adequate
  - Occasionally demonstrated the skill.
  - Occasionally helped me and explained what we needed to do to improve.
- 1 = Limited
  - Rarely demonstrated the skill.
  - Rarely helped me and explained what we needed to do to improve.

<u>Skill</u>	<u>My Rating</u>
Listened and spoke positively	_____
Stayed on task	_____
Displayed enthusiasm	_____
Considered my well-being and safety	_____
<b>Total</b>	_____

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Recipe Card Lesson Plans

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These sets are available for grades K-3, 4-6 and 7-9 and were developed for the Elementary Generalist teacher by experienced Alberta physical education specialists. Each set contains:

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- Organize the plans in a recipe card box. Add some tabbed dividers so you can quickly find the lesson you need.
- When a substitute teacher is in for you, photocopy a lesson plan – everything they need will be on one page!
- Keep a set in the library or staff room for all teachers to access.
- Download the Word template from the Ever Active Schools website and write your own plans into easy to use recipe cards.
- Laminate the cards for extra durability and weather protection.
- Make up equipment bags to match each unit plan so teachers can grab the cards and the equipment and be ready to teach!

## Strategies for Planning Safe and Engaging Physical Education Opportunities

- Choose the appropriate learning expectation(s) from the curriculum first, then decide what activity to do.
- Always consult the Safety Guidelines for Physical Activity/ Education.
- Incorporate warm-ups and cool-downs that are linked to the main part of your lesson.
- Decide upon and implement a "safety stop" signal as well as a way to get student's attention in a respectful way.
- Establish and stick to routines that provide for maximum amounts of physical activity.
- Collaborate and share ideas with colleagues.
- Be creative in your equipment choices and feel free to use innovative stuff (like grocery bags for juggling!).
- Allow for student input and ideas and be sure to give them voice and choice when possible.
- Maximum activity time, minimize wait time!
- One per ball and a ball for all!
- Be a role model for your students.
- Share the joy of physical activity with parents and staff.





# From the *Runner* Vault

Originally printed in *Runner*, Volume XIII, No 4, Winter 1975, pp 27–28.

***Compiled by Paul Marlett***

*Every once in a while I come across articles that offer such a clear and honest view into an author's situation, I can't help but get caught up in their plight or glory. The following, written in 1975, is one such article. Clarke Pinnock clearly expresses the situation of rural schools and describes very accurately the first few years of many physical education teachers. I have many great friends who teach in rural Alberta and have a huge respect for the work they do. Enjoy!*

## Teaching in Rural Alberta

***Clarke Pinnock, New Cessford School***

There are a few things that a physical education teacher must adjust to upon taking a position in a rural school. You may find yourself teaching all the physical education programs for the entire school in addition to other subjects. You might have all the boys and girls in coed gym classes from Grade 1 to Grade 12. Sometimes grades are combined, so you are working with different ages and sizes in the same class.

Due to varying enrolments in rural schools, you may find yourself with class sizes as small as 15 or as large as 35. Naturally, the lower enrolments are preferable as they permit more individual attention and a better understanding of the students. This is something that gives you and the student a good feeling and a more personal relationship.

In many cases the facilities, equipment and storage areas are less than adequate. If you are fortunate enough to have a gym, or maybe even one with a regulation-size basketball court, you may not have any basketballs. Certainly these are the extreme cases, as most schools are supplied quite well and have some money to buy new equipment each year.

In a school that houses Grades 1 to 12, you may find yourself not only coaching four teams but refereeing many of them. These demands on your time are the result of a lack of qualified or interested people in some rural Alberta areas. You must become a very adaptable person from September through February as you could be away from home five nights a week and possibly one out of every three weekends. If you are married with a family, your family tends to suffer unless you take them with you. Most rural schools have plenty of school spirit. It centres on both the extra and intramural programs. Sometimes it is difficult to harness it or to project it in the right direction. When choosing your extramural teams, you do not have much of a selection. Generally the students who live within 10 miles of the school are always there. Some students get their parents to drive 40 miles to pick them up from a practice or a game.

Teaching and living in rural Alberta does have its pleasant moments. I have found it to be a rewarding and challenging lifestyle. Although I am still very new at the job, I think it is something that every physical educator should try. Come on out!



# Common Interest Articles

## Why Do We Teach Physical Education?

*Dean Rootsart*

I am coming to the end of my 13th year of teaching. In 1994, I completed a degree in physical education with a major in coaching. I had no intention of being a teacher at that point in my life. One day I was coaching at a basketball practice and realized that I enjoyed teaching the boys about the game of basketball, so why not become a teacher?

This brings me to the question, Why do we want to be physical education teachers? Is it because we love sports or a particular sport? Do we love to coach? Do we love to see kids lead active lifestyles? And further yet, Which kids do we like to see leading active lifestyles?

In any subject it is easy to teach to the top kids in your class. Teaching science to a streamed group of honour students was quite rewarding. They all liked to learn. They were self-motivated. They did their homework and so on. Sometimes the toughest part of the year was dealing with the parents who needed an explanation as to why their child received 89 per cent instead of 90.

So what does this have to do with teaching phys ed? I challenge you to evaluate the students for whom you are designing and delivering your lessons. Are your lessons directed toward the athletes and high achievers, or are they directed to the poor movers and nonathletes? What is our job as physical educators? I admit that at one point in my career I was teaching to the top of the class. My best athletes received the best marks in the class because of their natural ability. Students I perceived as lazy did not receive high marks because

of what I perceived as a lack of effort, and I am sorry to say that I did not go out of my way to change them. Then one day in a Grade 10 class during a cricket unit, I noticed that many students could not properly throw the ball. This raised huge flags for me. We spent the next week learning how to throw a ball by playing catch. Some of them asked me why we were doing this. My answer was that one day their children would ask them to play catch, and I wanted them to feel able to do so.

I then took a hard look at what I was doing with my phys ed classes, and who and what I was teaching. I made a significant effort to direct the instruction of my phys ed classes toward the less physically active students in my classes and moved away from teaching what we would consider the more traditional games. Don't get me wrong—I still had a volleyball and basketball unit, but they were shorter in time and I began to introduce more nontraditional games, such as takraw and ultimate frisbee. My goal as a phys ed teacher became focused on students whom I used to consider lazy and noncompliant. What I discovered was that students all responded well to this and a larger percentage of them began enjoying phys ed, not just the athletes. One of my most gratifying moments was when a group of heavier and stereotypically lazy students who hated phys ed decided that they would register for the next level. I realized that these students were not lazy, they were just not motivated. When provided with different opportunities and experiences than they had experienced in previous years, they thrived. They

told me that when they had signed up for Physical Education 10, they were happy that it would be their last mandatory phys ed class, but then when they began to feel as though they fit in, they decided to continue with phys ed. After they told me this, I was proud that I had made an impact on this group of heavier non-athletic types, and I knew that they would continue and, hopefully, would develop a greater appreciation for physical activity. I was also sad. These kids told me that when they started in my class they hated phys ed. They had had years of boring phys ed classes that consisted mainly of traditional volleyball, basketball, soccer and track and field units. Knowing that they had felt so negative about phys ed class bothered me. It

wasn't that these kids hated physical activity—it was that they were not motivated by the stereotypical junior high phys ed class, where sports often seem to be taught as an extension of the athletics program.

So why do we teach physical education and who is the target audience? I am amazed that the heaviest and most nonathletic students in my class had such a huge effect on how and what I taught. As for the athletes in my class, they shone brighter and had more fun because they had a complete class to play with and lead. Discipline problems became almost nonexistent, and I rarely had a person not changed for class. They participated even if not changed, but that topic is left for another article.

# Programming of the Off Season

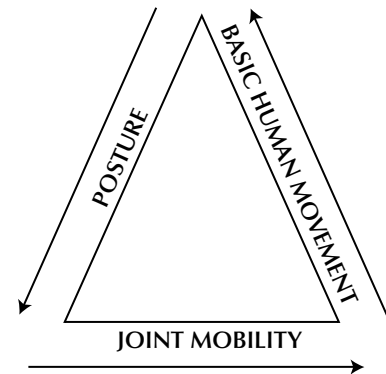
*Cory Gillespie*

Programming athletes for strength and conditioning is an important skill that every high school coach needs to take an interest in. High school athletes are notoriously bad for talking the big game and not putting in the effort to reach the next level. Coaches can be just as bad for not providing the appropriate resources their athletes need to get to that next level. The term *appropriate* needs to be stressed, because many coaches provide a lot of resources for their athletes to use, but not all of them are useful. When it comes to the success of a strength-and-conditioning program, many factors must be considered that are out of the coach's control—nutrition, sleep, stress and dedication. This article will focus on factors that are well within a coach's control, and will discuss how to avoid problems related to off-season programming for high school athletes and methods for putting together a successful off-season program. This will be a broad-spectrum approach and will not get into specific workouts. However, it will help you do proper planning so that you can use the off-season time to its maximum potential.

The first major pitfall that high school athletes and coaches fall into is the use of programs designed for elite-level athletes. Elite-level cutting-edge programs are designed for a higher-level athlete who is looking for nothing more than minor gains and perfecting an already near-perfect package. These athletes have already gone through the pains of general physical preparedness and have base skills and strengths. They are in a refinement period of training. High school athletes are still in the early stages of athletic development. The primary focus of their off-season needs to centre on becoming bigger, faster and stronger. Skill development will be taken care of during the on-season and anaerobic/aerobic conditioning will be taken care of during the preseason. Keep programs simple and follow a logical, realistic progression.

Movements should be restricted to those the coach is able to teach and monitor safely. At this age, technique is always going to be more important than intensity.

When we are building athletes, it is our responsibility to teach them the most accurate and technically proficient skills possible. You wouldn't let your shoot-



ing guard shoot the basketball incorrectly all season, so why would you let your athlete train and lift incorrectly? It is of paramount importance that we follow a design that builds first on posture and joint mobility in order to have basic, correct functional human movement. If either posture or joint mobility breaks down, movement degrades and the potential of injury increases. The movements chosen for all levels of programming should be based in the most functional realm possible. The better we teach our athletes to use their body, the more productive they will become. We have become too comfortable and reliant on machines and gimmicks and have moved away from what makes an athlete the most productive on the field of play. Choose basic multijoint compound movements, such as bench press, overhead press, deadlifts and squats. If your athletes can master them and you have the coaching skills to teach them correctly, implement advanced lifts (cleans, snatches and jerks) into the program. If you are not capable of teaching these movements, leave them out of the program. Incorporating these lifts without knowing how to correctly teach them is dangerous and makes it very difficult to undo bad habits in the future.

When it comes to programming in the off-season, the first thing a coach should do at the end of the season is buy a big desk calendar and tack it up on the wall. This calendar will be the blueprint for an entire year's programming. Step one is to mark in all of the seasons

that the team will go through. Use different colours to indicate the duration of each different season. Mark pre-season (approximately three weeks), on-season (variable/sport dependent), post-season (approximately two to three weeks) and off-season (variable/sport dependent). Each season has different corresponding training characteristics/goals; use this chart to summarize and simplify the process.

<b>Preseason</b>	<b>On-Season</b>	<b>Post-Season</b>	<b>Off-Season</b>
Metabolic conditioning and skill development	Maintenance and skill development	Recovery, rehabilitation, rest	Bigger, faster, stronger
Moderate volume	Low volume of training	Low volume	High volume
Moderate intensity	High intensity	Low intensity	High intensity
Agility, anaerobic based, multidimensional movements	Compound movements	Mobility, flexibility, stability	GPP skills

The next step in programming for the off-season is to break the off-season dates into individual phases. Again, use different colours for individual phases. The phases that should be included will be hypertrophy (muscle gaining), strength (increasing power output of a muscle) and power (making the newer, stronger muscle more explosive). There are transition phases that can be included between the main phases but, depending on the amount of time you have in your off-season, these phases will fluctuate from sport to sport. Ideally, try to program in three weeks per phase of training and per transition. If you can't, minimize and borrow time from the transition zones. The reason that three weeks is such a great amount of time is that the body takes about that long to master and become familiar with a program. At this point we see the start of a plateau in training effect, which is something we wish to avoid. Here is a breakdown of what you might see from week to week in a three-week phase:

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>
All systems and muscles firing. Maximal energy output by the body to meet demands. Baseline of performance.	Some adaptation to stimuli of training. Less energy output to peripheral, unnecessary muscle groups. Some performance gain.	Large adaptation. Body is shutting down all unnecessary muscle groups and diverting energy only to specific areas needed to complete the movement. Big performance gains!

Three weeks seems to be the optimum amount of time needed for mastery of movement and technique with continuous growth and development of the athlete.

Off-season programming should follow a logical progression and hierarchy, and should start with the general physical preparedness (GPP) skills. These movements and exercises are ones that every athlete, whatever the discipline, should learn and utilize. Once these skills have formed the foundation of the program, you may progress to the next level, which is the sport itself. A good programmer will look at the requirements of a sport and incorporate movements that will help the athlete to train with more specificity than in the GPP phase. The third element in the hierarchy is the need to differentiate between different positions and classes. For example, a lineman is not going to train the same way a receiver trains. The final piece of the puzzle is to look at the athlete, assess his or her weaknesses and strengths, and try to bridge any gaps by the time the following season comes around. When dealing with high school athletes, the predominant amount of time should be spent in the GPP area. Very few student athletes possess the skills to tackle a program of a full hierarchy calibre, nor do coaches have the time to do what is necessary to program and execute at that level.

If you have any questions, please contact Cory Gillespie at [cory.gillespie@lethsd.ab.ca](mailto:cory.gillespie@lethsd.ab.ca).

# 20 Things You Didn't Know About ... Water

*Rebecca Coffey*

*Reprinted with permission from Discover Magazine, May 2010, [http://discovermagazine.com/2010/may/20-things-you-didn.t-know-about-water](http://discovermagazine.com/2010/may/20-things-you-didn-t-know-about-water). Minor changes have been made to conform to ATA style.*

1. Water is everywhere—there are 332,500,000 cubic miles of it on the earth's surface. But less than 1 per cent of it is fresh and accessible, even when you include bottled water.
2. And *fresh* can be a relative term. Before 2009, federal regulators did not require water bottlers to remove E coli.
3. Actually, E coli doesn't sound so bad. In 1999 the Natural Resources Defense Council found that one brand of spring water came from a well in an industrial parking lot near a hazardous waste dump.
4. Cheers! The new Water Recovery System on the International Space Station recycles 93 per cent of astronauts' perspiration and urine, turning it back into drinking water.
5. Kurdish villages in northern Iraq are using a portable version of the NASA system to purify water from streams and rivers, courtesy of the relief group Concern for Kids.
6. Ice is a lattice of tetrahedrally bonded molecules that contain a lot of empty space. That's why it floats.
7. Even after ice melts, some of those tetrahedrons almost always remain, like tiny ice cubes 100 molecules wide. So every glass of water, no matter what its temperature, comes on the rocks.
8. You can make your own water by mixing hydrogen and oxygen in a container and adding a spark. Unfortunately, that is the formula that helped destroy the Hindenburg.
9. Scientists have a less explosive recipe for extracting energy from hydrogen and oxygen. Strip away electrons from some hydrogen molecules, add oxygen molecules with too many electrons, and bingo! You get an electric current. That's what happens in a fuel cell.
10. Good gardeners know not to water plants during the day. Droplets clinging to the leaves can act as little magnifying glasses, focusing sunlight and causing the plants to burn.
11. Hair on your skin can hold water droplets too. A hairy leg may get sunburned more quickly than a shaved one.
12. Vicious cycle: Water in the stratosphere contributes to the current warming of the earth's atmosphere. That in turn may increase the severity of tropical cyclones, which throw more water into the stratosphere. That's the theory, anyway.
13. The slower rate of warming in the past decade might be due to a 10 per cent drop in stratospheric water. Cause: unknown.
14. Although many doctors tell patients to drink eight glasses of water a day, there is no scientific evidence to support this advice.
15. The misinformation might have come from a 1945 report recommending that Americans consume about "1 millilitre of water for each calorie of food," which amounts to 8 or 10 cups a day. But the report added that much of that water comes from food—a nuance many people apparently missed.
16. Call waterholics anonymous: Drinking significantly more water than is needed can cause "water intoxication" and lead to fatal cerebral and pulmonary edema. Amateur marathon runners have died this way.
17. Scientists at Oregon State University have identified vast reservoirs of water beneath the ocean floor. In fact, there may be more water under the oceans than in them.
18. Without water, the ocean crust would not sink back into the earth's mantle. There would be no plate tectonics, and our planet would probably be a lot like Venus: hellish and inert.
19. At the other end of the wetness scale, planet GJ 1214b, which orbits a red dwarf star, may be almost entirely water.
20. Recent evidence suggests that when the solar system formed 4.5 billion years ago, comets had liquid cores. If so, life might have started in a comet.

# Getting a Good Start: The Early Years Must Be Active Years

## *Active Healthy Kids Canada*

*Reprinted with permission from Active Healthy Kids Canada (www.activehealthykids.ca). Minor changes have been made to conform to ATA style.*

We think of very young children as being in perpetual motion, constantly exploring their environments. But according to recent findings in the 2010 Active Healthy Kids Canada Report Card, they're not on the move enough.

"We assume that young children are full of energy and will just naturally be active, but that's not always the case," says Art Quinney, chair of the Active Healthy Kids Canada Board of Directors. "The Report Card tells us that less than half of Canadian kids under five are getting regular physical activity as part of their daily routines."

Canadian data indicate that less than half of kids aged four to five—and just one third of two- to three-year-olds—participate in regular, unorganized sports and other physical activities each week. And in child care facilities, where more and more kids are spending their days, physical activity levels are low, with as much as 89 per cent of kids' time spent sitting still.

The Report Card offers the most comprehensive assessment of child and youth physical activity opportunities in Canada. Active Healthy Kids Canada produces and delivers the Report Card in partnership with the Healthy Active Living and Obesity Research Group at the Children's Hospital of Eastern Ontario (CHEO-HALO) and ParticipACTION, as well as a national Research Work Group and network partner organizations that represent each province and territory in Canada.

"This year, we're shining a spotlight on the early years. Because unfortunately, we know that many young kids are on the path to inactivity and obesity before they even begin school," says Mark Tremblay,

chief scientific officer, Active Healthy Kids Canada and director of HALO.

"Growing evidence shows that physical activity must be a fundamental part of the early-life experience, but Canada does not currently have physical activity guidelines for children five and under."

According to the Report Card, physical inactivity in the early years should be high on the public agenda given that lifestyle patterns set before the age of six can actually predict overall health and obesity outcomes later in life. Children who are obese before the age of six are likely to be obese later in childhood, and those who are overweight by the ages of two to five are already four times as likely to be overweight as adults.

"Active play may be lots of fun for youngsters, but it's certainly not frivolous," says Tremblay. "Children under the age of five actually require plenty of active play for healthy physical, social, emotional and cognitive development."

While international guidelines vary, the global consensus is that all children aged one to five should get at least two hours of physical activity spread out throughout each day, over recreational activities, active transportation and playtime.

## **It Takes a Village to Raise an Active Child**

According to the Report Card, the overall physical activity levels of a child are impacted by a variety of influencers, including family and peers, schools, community and the built environment, and policy.

At the societal level, our country must make a stronger commitment to its youngest citizens. In a 2008 UNICEF study, which assessed 25 economically advanced countries on ten indicators ranging from the training provided to childcare staff, to national

investments made to help children develop in their early years, Canada ranked in last place overall. The study's key criticism of Canada's efforts? A lack of "substantial public investment in education until children reach the age of five."

"Our youngest generation deserves a strong start in life," says Michelle Brownrigg, CEO of Active Healthy Kids Canada. "We have the opportunity to secure a healthier future for our young children by ensuring that policies mandate daily physical activities in schools and childcare facilities, investing in safe parks and play structures, and providing caregivers and educators with training and support to provide adequate physical activity opportunities to kids."

In homes across Canada, parents and caregivers can also make a commitment to the youngest generation by dialling down the screen time.

"We're still seeing time spent in front of television, computer and video-game screens at unhealthy levels—even for kids as young as two," says Tremblay.

The Report Card tells us that 90 per cent of kids start watching TV before they've reached their second birthday—even though experts recommend that children of this age group should get zero screen time.

## **It All Adds Up to a Healthier, More Active Lifestyle**

Parents, educators, health professionals and community programmers might feel overwhelmed at the thought of trying to keep little ones active for two or more hours each day. What they need to remember is that the activity can be built into a child's regular routine and should be spread out in blocks of time throughout the day.

"Parents must know that smaller, incremental routine changes can have major benefits in the health and well-being of their children," says Kelly Murumets, president and CEO of ParticipACTION. "Families can make the local playground a regular destination, and encourage their toddler to climb, swing and simply explore the park with them. Or, they can rake the lawn, bike to the store or go for regular walks after dinner."

Healthy household habits, including reduced screen time, regular physical activity and lots of healthy role modelling, can set young kids on the path to physical activity for life.

For more information, or to download the 2010 Active Healthy Kids Canada Report Card, visit [www.activehealthykids.ca](http://www.activehealthykids.ca).



# 2010 Healthy Kids Fact Sheet

## Active Healthy Kids Canada

*Reprinted with permission from Active Healthy Kids Canada (www.activehealthykids.ca). Minor changes have been made to conform to ATA style.*

### Healthy Habits Start Earlier Than You Think

- The early years are a critical period for healthy development. Research shows lifestyle patterns set before the age of five predict obesity and health outcomes in later childhood and through adulthood.
- Sadly, 15.2 per cent of two- to five-year-old Canadian children are overweight and 6.3 per cent are obese (Shields 2006).
- These overweight children are four times more likely to become overweight as adults (Freedman et al 2005).
- Less than half of Canadian children under five are getting regular physical activity as part of daily routines—meaning many are already on the path to inactivity before they reach their fifth birthday.
- While international guidelines vary, the consensus is that all children aged one to five years should participate in at least two hours of physical activity every day, accumulated over many sessions through play, games, transportation and recreation (Okely 2008).
- Many children under five years old spend a lot of their time in daycare settings where active play should be routine, but recent research indicates this isn't the case. In fact, one study reported that 89 per cent of the day spent in day care was sedentary (Brown 2009).

### Canadian Children Are Still Glued to the Screen

- The 2010 Active Healthy Kids Canada Report Card once again assigns an F for screen time as 90 per cent of Canadian children are still spending too much time in front of television, computer and video screens instead of being physically active. Kids are accumulating six hours of screen time on weekdays

and more than seven hours on weekend days—roughly equivalent to an adult's work week (Active Healthy Kids Canada 2008).

- For healthy development, it's recommended that children under age two get zero screen time. However, 90 per cent of children begin watching TV before their second birthday (Christakis 2009).
- In 1971, the average age children began to watch TV was four years; today, it is five months (Zimmerman, Christakis and Meltzoff 2007).
- Despite the effects of early childhood screen time exposure, new e-parenting products continue to surface. A recent survey shows that four of the ten best-selling education apps in the iTunes store are designed for children under four years of age.
- The typical 8- to 18-year-old's home contains an average of 3.8 TVs, 2.8 DVD or VCR players, 1 digital video recorder, 2 computers and 2.3 console video game players (Rideout, Foehr and Roberts 2010).
- Children and youth living with household rules about media use are exposed to nearly three hours less screen time per day than those who don't have rules (Rideout, Foehr and Roberts 2010). However, only 28 per cent of children reported having rules about how long they're allowed to watch TV.
- Too much screen time is associated with negative psychological consequences, such as reduced academic achievement and sleep, and engagement at a younger age in high-risk behaviours, such as smoking, drinking alcohol and having sex.
- Active video gaming is a suitable replacement for sedentary activities, but should not replace outdoor play or physical education.

### Canadian Youth Are Still Sedentary

- For the fourth year in a row, the 2010 Report Card awarded an F for physical activity levels, as only 12 per cent of Canadian children and youth are

meeting the guidelines set forth by Canada's Physical Activity Guides of 90 minutes per day (CESP 2008).

- No Canadian provinces or territories are meeting the Canadian physical activity guidelines of 90 minutes of physical activity per day.
- It's notable that 31 per cent of Canadian children and youth are achieving international physical activity guidelines of 60 minutes of physical activity a day.
- The inactivity crisis is particularly serious for girls. Only 5 per cent of adolescent girls are meeting Canadian physical activity guidelines. However, 20 per cent of boys aged 5 to 10 and 15 per cent of boys aged 11 to 14 are meeting the guidelines (CFLRI 2007–2009).
- Physical activity doesn't just benefit children's physical health. Research shows that physical activity can be associated with improved psychological well-being, reduced depression and anxiety levels (Larun et al 2006), reduced bullying (Storch et al 2007) and improved self-esteem (Ekeland et al).

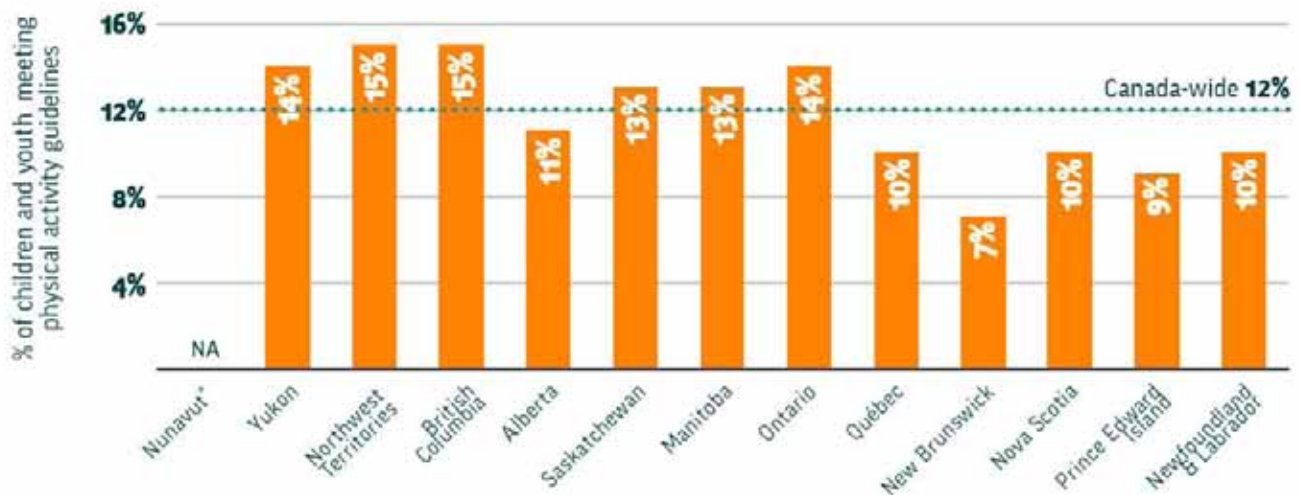
## The Importance of Active Play

- Active play is free, unstructured activity, such as running with friends at the playground, playing with balls and collecting sticks in the woods.

- Active play is critical for the healthy development of children under five as it helps build social skills, imaginations and self-esteem.
- It has been suggested that children require blocks of free time to plan, pretend and enact play as individuals and a group. Families, child care centres, schools and community settings need to provide safe, supervised yet unstructured play spaces for active play where children and their peers can engage in physical activity of their own design.
- Research indicates that at least half of the physical activity accumulated by children should be through active play.

## Is Canadian Society Investing Enough?

- The 2010 Report Card assigns an F for federal government investment for the first time this year. New data show funding in real dollars per capita has risen slightly since 2005 but is only half of what it was in 1986.
- The federal government has exhibited a commitment to funding sport and physical activity at some levels, but more investment is needed in getting Canadian children and youth more physically active.



Percentage of children and youth meeting physical activity guidelines in each province and territory.

\*Nunavut percentage not available due to small sample size.

- Despite being aimed at lower-income families, the Canadian Fitness Tax Credit appears to be yielding more benefit for middle- and upper-income families. More needs to be done to target households that require support to overcome barriers to sport and physical activity participation; such barriers include income, transportation and work schedules.
- A 2008 UNICEF study ranked Canada at the bottom of 25 countries for early childhood education and care, citing lack of substantial public investment until children reach the age of five (UNICEF Innocenti Research Centre).

### At the Community Level

- Sport and Physical Activity Opportunities at School receives a C this year in the Report Card, which is down from a B- in 2009. Schools must provide a variety of physical activity and sporting opportunities that appeal to students with different interests, ability levels and ages. A recent study shows preschoolers

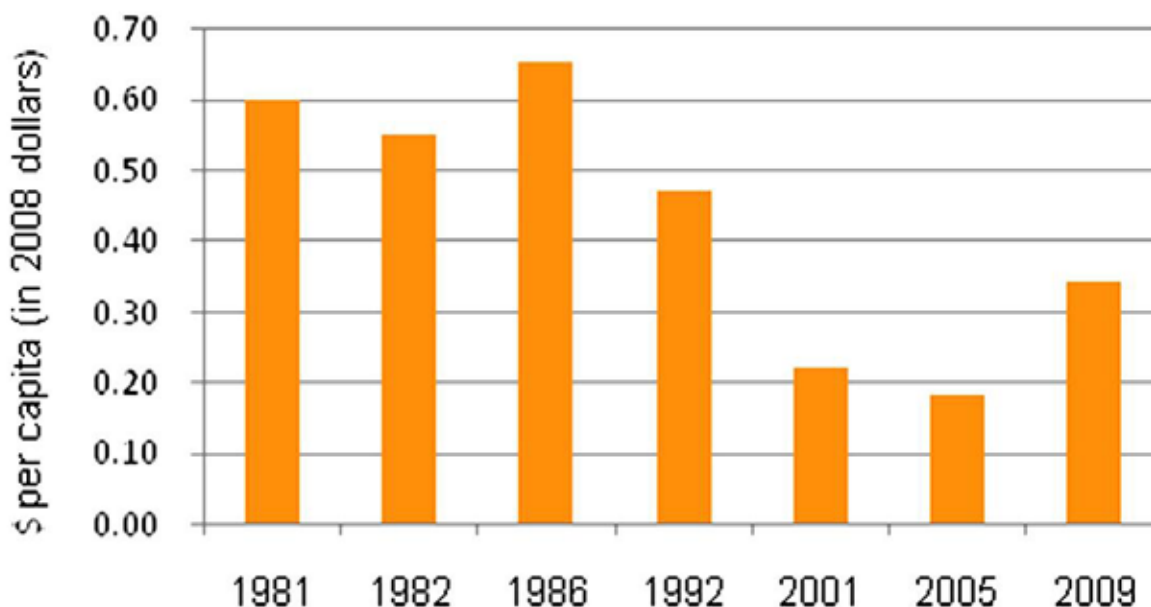
are products of their environments, as physical activity levels increase when children have access to appropriate play areas, green space, physical activity equipment and toys (Hannon and Brown 2008).

- More than half of Canadians have physical activity facilities, parks and recreation centres easily accessible to them. However, less than half of Canadian children and youth use the available community physical amenities.
- Ninety-six per cent of 24 major municipalities surveyed in Canada have a community-level policy that hinders physical activity participation by children and youth; for example, advertised bylaws that state ball and hockey playing are prohibited.

### Parents Need to Help Too!

- Parents need to keep the TV out of their child's bedroom, institute screen time limits and create opportunities for active outdoor play for their children and as a family.

Federal spending on physical activity, 1981-2009



*Federal government spending on physical activity promotion from 1981 through to 2009 in 2008 dollars (adjusted for inflation using the 2008 Consumer Price Index).*

- Parents can set their children on the path to an active life with healthy household habits. One study showed that four-year-old children with home routines of regular family meals, adequate sleep and limited screen time had a 40 per cent lower risk of obesity (Anderson and Whitaker 2010).
- Using active transportation to get to and from school is one of the easiest ways to incorporate physical activity into one's day. Parents need to walk their kids to school more often.
- There is a disconnect between what parents think their kids are doing and what they're actually doing when it comes to physical activity. A 2007 survey found that when parents and children of the same family were asked whether they engaged in family physical activity at least once per week their answers were very different—60 per cent of parents reported this was true while only 25 per cent of children corroborated the claim.
- Parents must take responsibility for their children's activity levels too. They should encourage their child to get involved in sports teams or clubs at school, advocate for physical education classes and active opportunities to be offered every day at school, and involve their youngest family members in active family chores such as raking, vacuuming and gardening.

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## Recognizing Quality: 15 Questions to Assess Your Physical Education Program

*Dwayne Sheehan and Stephen Price*

*Dwayne Sheehan is an assistant professor and Stephen Price is a faculty member in the Department of Physical Education and Recreation, Mount Royal University, Calgary.*

### Introduction

A model school should strive to meet the individual needs of each child by creating an inclusive, nurturing and safe environment. The development of a positive attitude about learning and physical activity is essential to helping children become productive and healthy young adults. A high quality physical education program is the key to ensuring that every child develops physical literacy and embraces a positive attitude about participating in physical activity for life. Instructing in a meaningful and enriching physical education program is within the grasp of every physical educator, and the 15 questions below will guide K–9 teachers and administrators in assessing and improving their program.

### Evaluating a Physical Education Program

*(Adapted from the Department of Health and Human Services and Centers for Disease Control and Prevention 2002)*

#### Principles of Evaluation

In order to facilitate improvement, an effective program evaluation must consider the following:

1. The evaluation is guided by those involved (the stakeholders) instead of being rigorously designed by an evaluator.
2. Rather than being tightly controlled, an evaluation is holistic and flexible by design to allow for changes and unexpected circumstances.
3. The scope of an effective evaluation is broad rather than narrowly focused.
4. Standards of evaluation include usefulness, feasibility, accuracy and fairness.

#### Standards of Evaluation

Throughout the various stages of evaluation the following questions can be used to guide the process:

1. Is the evaluation useful? Will the amount and type of information you collect meet the needs of those who intend to use the evaluation findings?
2. Is it feasible? Will the evaluation be practical, doable and realistic?
3. Is it accurate? Will the evaluation findings be correct?
4. Is it fair? Will the evaluation be conducted with awareness of the rights of the people involved in the program?

All standards cannot be achieved equally in every situation. However, some standards must always be preserved. For example, an accurate measurement of physical activity might not be feasible because of its cost or complexity, but you should never compromise on fairness. Likewise, an evaluation is not worth doing if the results will not be used.

## Standards of Excellence

A well-planned school program of compulsory physical education provides for a minimum of 30 minutes of quality activity each day, to all students, throughout the school year. An exemplary program includes the following:

- Daily physical education curricular instruction that is aligned with the Alberta Program of Studies
- A focus on student learning outcomes
- Well-planned units and lessons incorporating a wide range of activities and skill development
- Assessment that is designed to improve student learning and, when possible and practical, has student involvement
- A high level of participation by all students in each class, including those with disabilities
- An emphasis on fun, enjoyment, success, fair play, self-fulfillment and personal health
- Appropriate activities for the age and stage of development for each student
- A balance of games, gymnastics, dance, and individual activities in traditional and alternative environments
- Activities that enhance cardiovascular systems, muscular strength, endurance and flexibility
- A participation-based intramural program
- A diverse extracurricular experience for athletes
- Qualified, enthusiastic teachers
- Creative and safe use of facilities and equipment

Following these standards ensures that all children will have the opportunity to develop the knowledge, skills, and habits they need to lead physically active lives now, and just as important, in the future. A model school is one that values the importance of physical education as an important component in the complete learning of children and has engrained healthy behaviours and physical activity into the foundation and culture of the school environment.

## The 15-Question Checkup

*(Adapted from the National Association for Sport and Physical Education [NASPE] 2009)*

1. Are all students from K–9 taught by a physical education specialist?

2. Is there an opportunity for a quality daily physical education experience for each student in the school (minimum of 30 minutes/day)?

3. Is the physical education class size in alignment with recommendations by the Alberta Commission on Learning?

The suggested provincial guidelines for Alberta are as follows:

- Junior kindergarten to Grade 3—17 students
- Grades 4 to 6—23 students
- Grades 7 to 9—25 students

4. Is the equipment used in physical education class appropriate for the age group? Is there sufficient equipment to maximize participation of every student?

5. Is technology incorporated on a regular and ongoing basis?

6. Are indoor and outdoor facilities safe and adequate (so that physical education classes need not be displaced by other activities)?

7. Does the mission and vision of the school include a statement regarding the importance of physical education?

8. Are formative and summative assessments of student learning included in the physical education program? Are they related to meaningful content objectives?

9. Does the program provide for maximum participation for every student (inclusion, no elimination games, all students active in moderate to vigorous physical activity for greater than 50 per cent of each class, is the activity developmentally appropriate)?

10. Does the program systematically develop the physical, cognitive and social-emotional aspects of each student?

11. Do the physical education teachers regularly participate in physical education professional development activities? Are they members of Alberta's Health and Physical Education Council (HPEC)?

12. Do the physical education teachers receive student health information and have a plan for handling emergencies?

13. Is there a regular teacher evaluation completed by administrators of the school? Are the outcomes of the physical education curriculum embedded in the short- and long-range teaching plans?

14. Do the physical education teachers communicate with each other (and parents) on a regular basis?
15. Do the physical education teachers seek feedback for improvement from students, peers and parents for program evaluation and improvement?

### **PHE Canada's Position Statement on Quality Daily Physical Education (QDPE)**

A QDPE school provides students with the knowledge and skills necessary to develop a positive attitude toward physical activity—an attitude that will last a lifetime!

1. QDPE in every school is essential to successfully reversing the inactivity crisis plaguing Canadian children and youth.
2. All children and youth in Canada must receive physical education through compulsory kindergarten to Grade 12 QDPE programs.
3. All students must receive their physical education from teachers who are qualified to teach the subject.

4. The minimum acceptable criteria for the delivery of Physical Education in Canadian schools are those set out by PHE Canada.

### **Conclusion**

A high-quality physical education program is an important part of a school that values meeting the individual needs of every child. The most important objective is to instill a positive attitude about health and physical activity in every child. Habits of healthy choices and daily physical activity throughout a lifetime will lead to productive and healthy adults, and will help in the fight against obesity. Teachers and administrators should periodically use the 15 questions on the NASPE checkup to systematically assess and improve their program. Every child deserves an opportunity to develop the knowledge, skills and attitude necessary to lead a physically active life now and in the future. A quality physical education program that provides these opportunities is within the grasp of every school.

# WellSpring

## Promoting Early Physical Literacy in Alberta



VICKI HARBER, PhD, PROFESSOR, FACULTY OF PHYSICAL EDUCATION AND RECREATION, UNIVERSITY OF ALBERTA AND SHONA SCHLEPPE, SPORTS CONSULTANT, SPORT DEVELOPMENT BRANCH, ALBERTA TOURISM, PARKS AND RECREATION.

Regular physical activity is a vital cornerstone in leading a healthy life, for children and adults. This article addresses the importance of helping all children to achieve physical literacy at a young age and provides an update on steps being taken in Alberta by Canadian Sport for Life (CS4L) and other key stakeholders to better promote physical literacy to all Albertans.

The CS4L model for physical literacy (see Figure 1) is built upon Dr. Margaret Whitehead's landmark 2001 paper

(Whitehead, 2001) entitled "The Concept of Physical Literacy."

Physical literacy is gaining acceptance across Canada and around the world.

The first three phases of the CS4L model (Active Start, FUNDamentals and Learn to Train) are vitally important. They describe developmentally appropriate activities required to establish the foundation for skill acquisition, knowledge and attitudes needed for each individual to lead a life filled with regular physical activity, from early childhood forward.

Infused within the CS4L model is the Long-term Athlete Development (LTAD) model. LTAD also requires the initial development of physical literacy after which the pursuit of athletic excellence may follow, if the individual has the necessary talent, drive and commitment.

CS4L's overall vision is to improve the health, wellness, and sporting experiences of all Canadians by advancing physical literacy, improving performance, and increasing life-long participation in physical activity.



### What's in This Article for You?

- Counteracting the Results of Inactivity
- Early Physical Literacy is Part of the Answer
- Important Benefits of Physical Literacy
- Combined Efforts Towards Physical Literacy
- Developing Fundamental Movement Skills
- Building Support for Early Physical Literacy in Alberta

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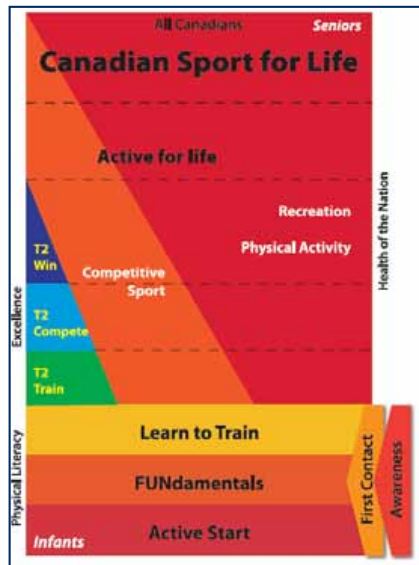


Figure 1 - CS4L model

### Counteracting the Results of Inactivity

Given recent data about today’s all-too-common sedentary lifestyles, the need for early physical literacy is becoming increasingly clear. When it comes to youth and children, the data is alarming.

For example, recent data from the annual Active Healthy Kids Canada Report Card (Active Healthy Kids Canada, 2010) indicates that only 11% of children and youth in Alberta are meeting Canada’s recommended guidelines of 90 minutes of daily physical activity. With a national average of 12%, physical activity rates among children and youth across the entire country are dangerously low.

Research indicates that without the development of physical literacy, many children and youth withdraw from physical activity and sport, and turn to more inactive and/or unhealthy choices during their leisure time (Burton & Martens, 1986; Côté, Lidor & Hackfort, 2009; Williams et al 2008; Wrotniak, Epstein, Dorn, Jones, & Kondilis, 2006).

Figure 2 offers an illustration of this issue.

### Early Physical Literacy is Part of the Answer

Physical literacy is physical activity and fundamental movement skills performed in different environments.

Physical literacy aims to develop the whole child. This requires more than simply doing the physical activity; it also includes the child’s knowledge and understanding of why physical activity is important and its resulting benefits (Haydn-Davies, 2005; Mandigo, Francis, Lodewyk, & Lopez, 2009).

CS4L defines physical literacy as:

“...the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations. Physical literacy also includes the ability to ‘read’ what is going on around them in an activity setting and react appropriately to those events.” (see Figure 3)

To achieve physical literacy, children should experience movement and sport skills in all kinds of indoor or outdoor environments, such as activities in or on the water, on the ground, on ice or snow, at the gym, or at parks and playgrounds.



Figure 2 - Fundamental Skills Needed First

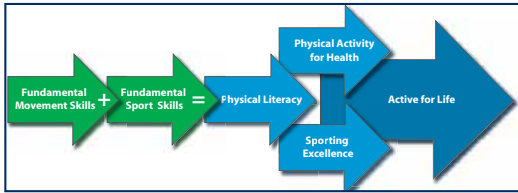


Figure 3 - Skills and Literacy Towards Active Lifestyles

### Important Benefits of Physical Literacy

Physically literate individuals not only move efficiently, but they also move creatively, competently, ethically, enthusiastically, and in socially responsible ways.

Individuals who are physically literate have the knowledge, skills, and attitudes to lead healthy lifestyles for themselves, and to assist others in acquiring these skills (Fisher et al 2005; Killingbeck, Bowler, Golding, & Sammon, 2007).

The benefits of regular physical activity are enormous, for individuals and society.

- Individuals profit from improved physical fitness, improved immune function, strengthened bone health, reduced risk of various chronic diseases and improved psychological health (Bailey, 2006).
- When more of the overall population is physically active, society can experience benefits such as reduced crime rates, lower health care costs, stronger academic performance and better community connections (Kental & Dobson, 2007).

### Combined Efforts Towards Physical Literacy

Developing physical literacy requires the combined efforts of many, including parents/guardians, day care providers, teachers, community recreation leaders, coaches and others.

Figure 4 shows a matrix developed by CS4L which outlines the many types of leaders and organizations that can support and implement physical literacy.

### Developing Fundamental Movement Skills

CS4L and other organizations have many resources for parents, educators and others which outline the

most important fundamental movement skills each child needs to master, in order to experience fun and success in different physical activities as they grow.

For example, the National Coaching Certification Program’s Fundamental Movement Skills (NCCP – FMS) Community Leader module has been presented to many groups in Alberta and other parts of the country.

### Building Support for Early Physical Literacy in Alberta

In Alberta, it’s fair to say that the underlying principles of CS4L and the evidence-based concepts of the LTAD Model are receiving significant support from sport, recreation, physical activity and health leaders, government bodies, and many other organizations.

There is a reasonable degree of recognition from key stakeholders that:

- physical literacy helps to pave the way for a lifetime of involvement in sport and physical activity; and
- all Albertans should be introduced to basic motor and sport skills in the formative stages of their growth and development.

The challenge now is to reach more people who are able to apply these principles and models “on the

	Where?	Physical Literacy	Who?
LTAD Stage	Schools Sport clubs Community recreation Sport programs Home	Learn to Train Girls 8-11, Boys 9-12	Parents/Guardians Coaches Teachers Recreation leaders Youth leaders
	Schools Sport clubs Community recreation Sport programs Home	FUNDamental Girls 6-8, Boys 6-9	Parents/Guardians Coaches Teachers Recreation leaders Youth leaders
	Home Pre-schools Day care Sport programs Community recreation	Active Start Girls and Boys 0-6	Parents/Guardians Day care providers Pre-school teachers Kindergarten teachers

\*Where specialist physical education teachers are employed at the primary/elementary level

Figure 4 - Matrix of Physical Literacy Responsibilities

## Mission Statement of the Alberta Centre for Active Living

Working with practitioners, organizations, and communities to improve the health and quality of life of all people through physical activity.

ground,” whether in schools, daycares, fitness centres, the healthcare system or other organizations.

To meet this challenge, one key initiative in 2010 is the development of a six-person “Ambassador Network” in Alberta, representing a range of sectors, such as early childhood education, education (K-12 and post-secondary), health services, physical activity organizations and services, recreation groups, municipalities, community groups and others.

In 2010, a Master CS4L Advisor for Alberta was designated. This position was created to coordinate communications and linkages among the sector leaders (ambassadors), provincial government bodies and the National CS4L Expert Group.

The “Ambassador Network” is supported, in part, by the Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPWF), a non-profit Crown corporation which reports to the Minister of Tourism, Parks and Recreation.

In addition to supporting this network, the ASRPWF has shown earlier support for CS4L concepts, through such means as:

- establishing online content about CS4L on the Foundation’s website;
- establishing a CS4L grant program, which offers grants to organization’s that are dedicated to CS4L principles; and
- supporting seven Sport Development Centres in Alberta, which serve to coordinate services for Alberta’s emerging athletes and coaches.

As the CS4L “movement” goes forward, it continues to be rooted in evidence-based research, while actively promoting early physical literacy to decision-makers, organizations and all levels of government, and to people and communities throughout Alberta and across Canada.

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Research and education for the promotion of physical activity

# WellSpring

## Promoting Early Physical Literacy in Alberta

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## Summary

This article highlights a study that assesses physical activity, fitness, body mass index and insulin sensitivity in youth aged 9 to 15 years. The Healthy Hearts research project is a school-based study conducted in seven rural communities in central Alberta.

## Key Terms

**Body Mass Index (BMI)** is defined as an individual's weight (kg) divided by his/her height, squared (m<sup>2</sup>). The resulting value classifies him/her as normal weight, overweight or obese, based on internationally derived sex- and age-specific BMI cut-points (Cole, Bellizzi, Flegal, & Dietz, 2000).

**Accelerometry** is a tool used to measure physical activity objectively. The device is lightweight, durable, portable and has the ability to measure duration and intensity of movement for up to weeks at a time. As the majority of previous research of physical activity in youth was done using self-reported measures, this tool provides a more accurate assessment of physical activity steps a person takes.

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## Healthy Hearts: Physical Activity, Fitness & Obesity in Alberta Youth

Randi Lynn Rinaldi, BPE, and Normand Boulé, PhD, Assistant Professor, Faculty of Physical Education and Recreation, University of Alberta

### Background

Over the past three decades, the percentage of Canadian children and adolescents who are overweight or obese has risen considerably. Recent results from the Canadian Health Measures Survey (CHMS) show that the percentage of overweight or obese adolescents aged 15 to 19 years rose significantly between 1981 and 2009 (Tremblay et al., 2010). The number of overweight or obese boys in this age group rose from 14 to 31%, while the rate for girls went from 14 to 25% between 1981 and 2009.



A major concern surrounding childhood obesity is that over 60% of obese children remain obese into adulthood (Serdula et al., 1993). Another concern is that the duration of a person's obesity is associated with an accelerated progression to chronic diseases, such as heart disease, type 2 diabetes and many forms of cancer (World Health Organization [WHO], 2010).

The Canadian Physical Activity Guidelines published by the Public Health Agency of Canada (PHAC) recommend that children do 90 minutes of moderate-to-vigorous activity above and beyond the incidental activities required by daily living. As of 2007, only 12% of children were meeting this standard (Canadian Fitness and Lifestyle Research Institute [CFLRI], 2009).

### What We Did

Using participants previously enrolled in the school-based research project called Healthy Hearts, a sub-sample of 457 youth (aged 9 to 15) were studied between January and October 2008.

Satellite laboratories were set up at each school, with research assistants from the University of Alberta completing various testing protocols with each participant, as follows:

- height and weight were measured;
- body mass index was calculated;
- fitness level was measured using a multi-stage run protocol (Leger Shuttle Run); and
- a fitness classification was determined, based on final stage completed.

In addition, an entire week of physical activity was measured using accelerometers. Duration and intensity of activity was formulated using specialized computer software (KineSoft, Denver, USA).

## Healthy Hearts: Physical Activity, Fitness & Obesity in Alberta Youth (Continued from front)

### What We Found

The following results are worth noting:

- 24.8% of female participants and 27.1% of male participants were considered either overweight or obese.
- 11.9% of females and 26.2% of males scored within the “needs improvement” category for fitness level, based on their age, sex and final stage completed in the multi-stage run test.
- 64.9% of female and 49.4% of male participants completed less than 30 minutes of moderate-vigorous physical activity per day (which is 60 or more minutes less than the recommended minimum of 90 minutes, as suggested in the Canadian Physical Activity Guidelines).
- While wearing the accelerometer, only 2% of this sample met the recommended minimum of 90 minutes of moderate-vigorous physical activity per day.
- There was no significant difference between boys and girls when focusing on body mass index, waist circumference, height and weight.
- There was significant difference between boys and girls for fitness final stage completion and average moderate-vigorous physical activity minutes/day.

The following table provides a portrait of an average 12-year-old from the Healthy Hearts study compared to the recently published data from the national CHMS (Tremblay et al., 2010).

Variable	Boys		Girls	
	2008 Healthy Hearts* (Alberta)	2007-2009 National (CHMS) Survey*	2008 Healthy Hearts* (Alberta)	2007-2009 National (CHMS) Survey*
Age (yrs)	12	12	12	12
Height (cm)	153.0	155.8	153.0	155.9
Weight (kg)	45.2	48.0	44.3	47.6
Body Mass Index (kg/m <sup>2</sup> )	19.0	19.2	18.8	19.5
Waist Circumference (cm)	69.0	66.2	68.0	68.0
Physical Activity/Day** (min)	32.66	Not available	27.85	Not available

\*estimates are based on median values for boys and girls

\*\* at a moderate-vigorous intensity which is equivalent to a walking speed or greater intensity

Since 1981, the national survey has shown noticeable increases in weight, waist circumference and body mass index (Tremblay et al., 2010). Our data suggests that the current situation in Alberta is similar to the national average.

This Healthy Hearts sub-sample is part of a three-year prospective cohort study, designed to pinpoint doses of physical activity and fitness associated with protection from obesity and risk for type 2 diabetes in youth. Additional results will be published at a later date.

### Practical Implications

The data presented herein reinforces many trends that have been noted in previous studies: overweight and obesity levels are high in youth and physical activity levels are relatively low.

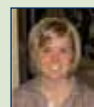
These realities are cause for concern considering the increased risk of chronic diseases associated with obesity and inactivity. Prevention steps or interventions are needed at multiple levels, across society, to help reverse these unhealthy trends in our youth population and to help reduce costs and demands on the health care system in the future. ↻

### About the Authors

**Randi Lynn Rinaldi**, BPE, is presently a graduate student at the University of Alberta. She has been part of the Healthy Hearts research team since 2006 and enjoys educating others on incorporating physical activity and wellness into their daily lives.

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**Jonathan McGavock**, PhD, and **Richard Lewanczuk**, PhD, MD are the Principal Investigators for the Healthy Hearts research project.





## Examining the Prevalence of Today's Chronic Diseases — How Did We Get Here?

### Summary

This article explores the root causes of current health epidemics, such as the rise in obesity, through examining historical trends that have led to an increasingly sedentary society.

### Key Terms

**Chronic Disease:** A disease that persists for a long time. A chronic disease is one lasting three months or more, by the definition of the U.S. National Center for Health Statistics. Chronic diseases generally cannot be prevented by vaccines or cured by medication, nor do they just disappear. Health damaging behaviours — particularly tobacco use, lack of physical activity, and poor eating habits — are major contributors to leading chronic diseases such as diabetes, heart disease, and obesity.

**Environmental History:** Environmental History involves the study of human interaction with the natural world. Discovering how humans have been affected by their natural environment, as well as how humans have affected the natural environment and with what results, is a main goal of the environmental historian [Smout, T.C. (Ed.). (1993). *Scotland since prehistory: Natural change and human impact*, Aberdeen: Scottish Cultural Press]. Understanding the relationships between humans and the surrounding world enables the environmental historian to understand the interaction between humans and their environment and, thus, the resulting effects on each.

**James Daschuk, PhD, Assistant Professor, Faculty of Kinesiology and Health Studies, University of Regina, and Associate Researcher, Saskatchewan Population Health and Evaluation Research Unit (SPHERU)**

Many factors have led to an increase in the prevalence of chronic disease in today's society. One of the biggest causes is our overly sedentary lifestyle; more than ever, we are physically inactive.

Ironically, even though we largely know the causes of chronic disease, including physical inactivity, we continue to lead sedentary lives.

Dr. Jim Daschuk, an environmental historian with SPHERU at the University of Regina, investigates the roots of this phenomenon by taking a closer look at the historical trends that have led up to today's high rates of chronic diseases, such as diabetes, obesity, and heart disease.



### The Unintended Consequences of Societal Advancement

The origins of the current chronic disease epidemic are rooted in environmental changes. Contributing factors, such as poor urban and neighbourhood design, and the ever-growing impact of technology on our personal and working lives, have had a marked effect on our health.

As a society, we greatly enjoy the benefits of "progress," invention, and innovation. However, the unintended consequence of our vehicle-dependent, highly-modernized society is the significant rise in various types of chronic diseases.

### The Environmental History of Modern Life

We tend to think of "environment" in the context of nature and ecology, but the increasingly urban environment we have built over the past decades has had unforeseen but significant impact on our declining health. The vast majority of neighbourhoods designed and built over the last 40 years or more have had a serious negative effect on the health of their residents. Most neighbourhoods built in the last four decades are not self-contained communities where access to amenities and services are within walking distance (Lawrence Frank and Company Incorporated, 2008).

In most communities, residents find it necessary to drive a vehicle to and from work, schools, shopping outlets, and other services, amenities or activities. Clearly, this has led to a large, decrease in the amount of physical activity experienced by most people in their daily lives. Physical inactivity has become an unintended consequence of our lifestyle; thus, unintentionally contributing to the rise in obesity rates.

As neighbourhoods have developed with traffic flow as an organizing principle, the way our children play has profoundly changed. For example, many parents today do not allow their children to gather at playgrounds for unstructured, and unsupervised, play. Instead, children and youth are more often driven in the family vehicle to and from structured activities or lessons during time that was once considered "free." The decline of play and decrease of physical activity among children and youth is our current reality, which can have a variety of social, developmental and health impacts.

## Examining the Prevalence of Today's Chronic Diseases ... (Continued from page 3)

### Technological Change and its Effect on Health

Originally intended to lessen the drudgery of physical labour, technological innovations have also fundamentally altered the way we work and the way we play. As electronic devices have come to dominate our daily life, we have experienced a drop in activity in our homes and workplaces. For example, children and adults of all ages are increasingly plugged into technology in a variety of ways, such as computers, portable music devices, video games and more (LeDrew, Zimmer, & Dorsch, 2010).



Typically, most people are sedentary at work, sitting at desks or in front of computers. At home, we continue our sedentary behaviour, as we sit in front of a television screen in our free time. Computers and other screens have become an integral part of daily life for people of all ages (Statistics Canada, 2006). By fully embracing these new technologies en masse into our lifestyles, we have become increasingly sedentary.

Over the last several decades, the physical activity associated with work has been significantly reduced, as technology permeates our workplaces. For many, work now entails no more physical labour than typing on a keyboard and clicking a mouse.

It is ironic that we have only come to recognize the benefits of physical activity with the widespread decline in manual or physical labour. Even in occupations traditionally associated with hard physical labour, such as farming and many other industries, machines and technology have reduced the physical workload. The catch is that although modern machinery and technology generally help to increase productivity, profit, and the quality of life for citizens, there has been a widespread reduction in work-related physical labour or activity.


Even though the intention of progress has enabled an improvement in lifestyle, the unintended consequence, reduced physical activity, has had an increasingly negative effect on the health of our population.

### The Health Consequences of a Sedentary Society

Physical inactivity is a known cause of chronic disease. Chronic diseases are known causes of great suffering and pain, which results in an added burden to an already weighted health care system (Booth, Gordon, Carlson, & Hamilton, 2000).

Environmental factors and technology have led society to an increasingly sedentary lifestyle where chronic disease has been allowed to reach epidemic proportion; described in a recent Heart and Stroke Foundation report as a "Perfect Storm" (Heart and Stroke Foundation of Canada, 2010).

Canadian obesity rates are on the rise for adults (both women and men) and school-aged children (Canning, Courage, & Frizzell, 2004). It is alarming that obesity has now surpassed smoking as the top underlying cause of conditions that our health care system is presently dealing with (Jia & Lubetkin, 2010).

As a society, we are continuing toward a deepening public health crisis that has been the unintended consequence of our own prosperity. While some programs and efforts to address some aspects of our increasingly sedentary lifestyle have had a positive effect for those involved, there is more work to be done. Not until we widely and consistently promote change that includes increased physical activity on a daily basis will we begin to address the root causes of chronic disease. 

### About the Author

**James Daschuk, PhD**, is an Assistant Professor (Faculty of Kinesiology and Health Studies at the University of Regina) and an Associate Researcher with the Saskatchewan Population Health and Evaluation Research Unit (SPHERU). He is an environmental historian with a background in anthropology who has been researching and teaching for nearly twenty years. He is an award winning researcher and published author whose work investigates epidemiological change in relation to the health of Canadians.



### About the Organization

The **Saskatchewan Population Health and Evaluation Research Unit (SPHERU)** is a bi-university research unit with offices located across Saskatchewan, in Regina, Prince Albert, and Saskatoon. SPHERU engages in population health research, which is the study of social factors that contribute to the well-being of various groups within the population. Working across various disciplines, SPHERU researchers collaborate with communities, other academics, and policy-makers to undertake this critical research.

**Bonnie Zink**, Communication and Knowledge exchange officer (SPHERU), assisted with the writing of this article.





# Research UPDATE

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# Position Paper

## Presenting the Evidence: Quality Physical Education for Canadian Children and Youth

Position Statement by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)<sup>1</sup> & the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD).<sup>2</sup>

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### Abstract

The benefits of regular physical activity cannot be overstated. In particular, the importance of quality physical education programs for every Canadian child is the foundation upon which these benefits are derived. Physical education is the one place within Canadian society in which every child has equal and equitable opportunities to develop the attitudes, skills and knowledge to lead an active, healthy lifestyle. In celebration of the United Nations' declaration of 2005 being the International Year of Sport and Physical Education, the objective of this statement is to present the evidence of the importance of ensuring that every student attending primary and secondary schools across Canada receives a quality physical education program on a regular basis (that is, 150 minutes per week) from a teacher qualified to teach in physical education. As this statement will demonstrate, despite the

wide range of support from various sectors (for example, health, education, sport) and the research evidence behind the importance of quality physical education programs, Canada is not meeting the fundamental rights of children and youth in our schools. As a result, many Canadian children face a future of serious health consequences that will not only place a significant burden on our health care system, but will seriously jeopardize their overall quality of life. This position statement provides a series of recommendations based on previous research for decision and policy makers to consider in order to ensure that Canadian physical education programs help develop a generation of children and youth who will lead active, healthy lifestyles.

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### Presenting the Evidence for Quality Physical Education for Canadian Children and Youth

In 1901, Dr Emil Adolf von Behring became the first Nobel Laureate in Physiology and Medicine, for his work on serum therapy which quickly led to an immunization against diphtheria. At the time of Dr von Behring's work, 50,000 children per year were dying of this disease in his home country, Germany. Due to widespread inoculation programs as a direct result of his discovery, deaths due to diphtheria and many other diseases that

have similar vaccinations have been virtually eliminated (World Health Organization [WHO] 2004).

In Canada, only four cases of diphtheria were reported between 1994 and 1998 (Canadian National Report on Immunization 1999), compared to initial records of 9,000 cases in 1924, prior to the diphtheria toxoid being made available in 1926 (Health Canada 1998). While the world has celebrated, learned and benefited from Dr von Behring's work, it continues to ignore one of the most preventative causes of mortality today. The WHO (2002) reported that in 2001, 1.9 million global deaths were attributed directly to physical inactivity. Specifically, "... physical activity caused 15 per cent of some cancers, diabetes and heart disease" (p xvi). What is shocking about this statistic is that the vaccination to prevent such deaths has been available for decades. Our physical education programs, which provide the first line of defence to create the "active-bodies" needed to prevent these premature deaths, have been deteriorating due to lack of resources, qualified personnel and support.

The benefits of physical activity are well documented (cf Bouchard, Shephard and Stephens 1994). In one of the most extensive reviews of existing research ever conducted in the area of physical activity, the United States Surgeon General's Report concluded that regular physical activity "... reduces the risk of premature mortality in general, and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular [and] ... also improves mental health and is important for the health of muscles, bones and joints" (United States Department of Health and Human Services 1996, 4).

Despite the previously noted benefits, 56 per cent of Canadian adults are considered inactive and only 20 per cent are classified as being active (Craig and Cameron 2004). This has led to our health care system being overburdened and left the taxpayers with a large bill to pay. In 2001, the economic burden of illnesses or injuries associated with physical inactivity was \$5.3 billion (\$1.6 billion in direct costs,<sup>3</sup> \$3.7 billion in indirect costs<sup>4</sup>). This represented 2.6 per cent of all health care costs in Canada that year (Katzmarzyk and Janssen 2004). The concerns surrounding these alarming expenditures are enhanced given the current physical inactivity rates of Canada's children and youth.

In 2000, 57 per cent of Canadian children and youth aged 5 to 17 years were not sufficiently active to meet international guidelines for optimal growth and development (Craig et al 2001). For adolescents, this number increased from 64 per cent in 2000 (Craig et al 2001) to 82 per cent in 2002 (Craig and Cameron 2004). Girls in particular appear to be most at risk. In 2000, only 30 per cent of girls and 40 per cent of boys were considered active enough (Craig et al 2001). By 2002, this number reached a distressing rate of 12 per cent for girls and 24 per cent for boys (Craig & Cameron, 2004). Given the evidence from previous research that physical inactivity during childhood and adolescence is associated with physical inactivity throughout adulthood (Armstrong 2001; Malina 1994; Telama et al 1997), the economic costs and the burden placed on our health care system are only expected to rise accordingly as this inactive population ages.

To address the concerns noted above, schools have been identified as the most important venue to provide children with the attitudes, skills and knowledge to lead active healthy lifestyles (for example, Alberta Learning 2000). However, concerns have risen surrounding the quality of these programs, given the lack of government funding and support for physical education in Canada (Hardman and Marshall 2000; Tremblay, Pella and Taylor 1996). The objective of this position statement is to present the research evidence in support of the importance of implementing quality physical education programs for all Canadian children and youth in order that schools and their teachers receive the necessary time, preparation and resources to cause the behavioural change in students that is needed.

## **International Support**

Given the grave concerns surrounding children's level of physical inactivity, support for quality physical education programs has never been greater. The Canadian Charter of Rights and Freedoms guarantees that every child is entitled to receive primary and secondary school instruction. Throughout Canada, students are required to receive physical education instruction throughout their primary years and at least one course during their secondary years. Given the fundamental right of every child to receive a quality education and the nature of provincial curricula, school physical education programs

have been identified as the best environment within our society to provide every child with equal and equitable access to the necessary skills and knowledge for a healthy lifestyle (Rink and Mitchell 2002; Sallis and McKenzie 1991). Participation in such programs increases the likelihood that students become physically literate which enables them to "... move with poise, economy and confidence in a wide variety of physically challenging situations" (Whitehead 2001, 136). Physically literate students leave the school environment with the attitudes, skills and knowledge for lifelong participation in a variety of physical activities (for example, recreational, leisure-time, organized sports).

A student's fundamental right to participate in physical education programs that embrace the importance of developing physical literacy is supported by the United Nations Educational, Scientific and Cultural Organization (1978). The International Charter of Physical Education and Sport states that "... physical education ... is a fundamental right for all, it is essential for the full development of a child's personality" (p 31). Other international organizations have also identified the importance of physical education programs within schools. For example, the WHO's (2000) Global Initiative on Active Living stressed the importance of appropriate use of physical education programs in schools to enhance physical activity among school-aged children and youth. Results from the World Summit on Physical Education called upon the international community to recognize the fundamental right of all children to have access to quality physical education programs taught by qualified teachers to ensure that all children receive and develop the necessary skills to lead healthy lives (International Council of Sport Science and Physical Education [ICSSPE] 2001).

In recognition of the important role that quality physical education programs can play in causing behavioural change, the United Nations (UN) declared 2005 to be the International Year of Sport and Physical Education ([www.undpi.am/activit.asp](http://www.undpi.am/activit.asp)). However, if the vision of international organizations such as the UN, the ICSSPE and the WHO are to be met, a number of actions and changes are needed to ensure that teachers have the necessary preparation, time, and resources to achieve the objectives of fostering a healthy and active generation of children and youth.

## What is Currently Happening in Canadian Physical Education Programs?

Since British Columbia's curricular revision in 1990, physical education curricula across Canada have adopted more precise and accessible outcome-based approaches to student learning (see Table 1). [Hazel, this table is on p 21 – place where appropriate – thank you.] Embedded in every provincial curriculum are general outcome statements associated with assisting children and youth to develop the necessary attitudes, skills and knowledge that lead to a healthy and active lifestyle. For example, in Alberta's physical education program of studies, the physical education program emphasizes "... active living, with a focus on physical activity that is valued and integrated into daily life" (Alberta Learning 2000, 1). In Manitoba, the framework for the physical and health education program emphasizes "... that all students acquire the knowledge, skills, and attitudes to become physically active, and to make health-enhancing decisions designed to improve their personal quality of life" (Manitoba Education and Training 2000, 3). In Ontario, curricular expectations from the kindergarten to Grade 8 health and physical education policy document have been developed to help students develop (a) an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them; (b) a personal commitment to daily vigorous physical activity and positive health behaviours; and (c) the basic movement skills they require to participate in physical activities throughout their lives (Ministry of Education and Training 1998). Education New Brunswick (2000) has developed outcomes to ensure that students in physical education receive "... a planned program of instruction and activity ... throughout the entire year that develops skills and attitudes towards a healthy active lifestyle" (p 1).

Given the stated outcomes of the various provincial curricula and the current inactivity crisis in Canada, it would stand to reason that physical education in schools is the ideal place to invest the necessary resources to address the health crisis in Canada. However, the current status of physical education as a subject across Canada (Health Canada 1999) and the

world (Hardman and Marshall 2000) is not seen as a priority and the evidence that has been gathered to date, sadly, supports this.

In an international review of physical education programs, Hardman and Marshall (2000) reported that 92 per cent of countries and states legally require their schools to implement physical education. However, in most of these countries, actual implementation did not meet with statutory expectations. Hardman and Marshall estimated that only 57 per cent of the Canadian cases they identified met provincial requirements for allotted time devoted to physical education.

Research by the Canadian Fitness and Lifestyles Research Institute (CFLRI) has shown that of the 3,334 parents surveyed who had school-aged children, only 20 per cent indicated that their child received daily physical education. The majority of parents (41 per cent) indicated that their child received physical education one to two days per week, while 10 per cent of parents indicated that their child received no physical education at all (Craig et al 2001). At the secondary level, 20 per cent of parents surveyed across Canada indicated that their adolescent child received no physical education at all, and this percentage increases as students advance through secondary grades (Craig et al 2001). Once physical education becomes an optional subject, enrolment in physical education tends to decrease significantly, with the decrease more noticeable for adolescent females than males (Craig and Cameron 2004; Deacon 2001; Government of Newfoundland and Labrador 1996; Grunbaum et al 2004; Spence et al 2001). In addition, data from the Health Behaviour in School-Aged Children Survey demonstrated that adolescent girls in Grades 6 to 10 spent less time than adolescent boys doing vigorous physical activity during their class time at school (Boyce 2004).

One of the contributing factors to the alarming trends noted above is the lack of physical education teachers qualified to teach physical education in our schools. In their review of physical education programs across the world, Hardman and Marshall (2000) reported that "... in many countries, the generalist teacher in primary schools is often inadequately or inappropriately prepared to teach physical education" (p 218). In Canada, many classroom teachers teach physical education but receive minimal preparation

during their teacher certification programs. This is compared to physical educators who have either majored or minored in physical education (often three to five years) prior to completing their bachelor of education degree or have received specialized and intense preparation during their preservice program.

Currently in Canada, only 39 per cent of schools reported that those most often responsible for teaching physical education classes are specialists. Secondary schools are more likely to report exclusive use of physical education specialists than elementary schools (53 per cent and 31 per cent respectively) (Cameron et al 2003). After a review of the implementation of British Columbia's PE curriculum, Deacon (2001) reported that teachers cited lack of preparation and expertise as a major barrier for elementary generalists to achieve curriculum outcomes in physical education. Similar results have also been reported in Manitoba (Janzen et al 2003) and New Brunswick (Tremblay et al 1996).

Another contributing factor is the lack of resources to deliver quality physical education programs. Globally, Hardman and Marshall (2000) reported that Canada ranked near the bottom with respect to the adequacy of facilities for physical education programs. In 87 per cent of Canadian cases, the equipment and facilities were rated as being inadequate. Latin American (100 per cent), African (93 per cent) and Asian (93 per cent) countries reported higher levels of inadequate facilities than Canada. Within Alberta, teachers across all grades rated indoor and outdoor facilities, storage space, existing equipment, and access to equipment for students with special needs as adequate to somewhat lacking (Mandigo et al 2004a). Hansen (1990) and Sallis et al (1996) also found facilities and equipment to be barriers to delivering effective physical education programs. This lack of resources seriously undermines teachers' abilities to deliver effective and quality programs for their students.

## **Recommendations**

In recognition of the UN Declaration of the International Year of Sport and Physical Education in 2005 and the current situation in Canadian schools based on existing research, the members of CCUPEKA and CAHPERD strongly urge that, in conjunction with

UNESCO's International Charter of Physical Education and Sport, every student attending primary and secondary schools across Canada receive a quality physical education program on a regular basis (that is, 150 minutes per week) from a teacher qualified to teach<sup>5</sup> in physical education. The research evidence behind this recommendation as it pertains directly to physical education classes and strategies for successfully implementing this position statement are provided below.

***Sufficient Curricular Time Be Allocated to Enable Every Student to Receive a Quality Physical Education Program***

Consistent with the WHO (2000) recommendation, every student should be provided with the opportunity to take part in a structured physical education program comprising physical activity sessions of moderate to vigorous levels regularly, several times each week. Based upon previous research, this is not currently happening in Canadian schools. Given that the majority of Canadian children receive one to two instructional physical education classes per week (Cameron et al 2003), a typical physical education class lasts between 40 and 45 minutes (Mandigo et al 2004a; Ross et al 1987), and children are moderately to vigorously active for 20 to 35 per cent of that time (McKenzie et al 1995; Simons-Morton et al 1993), most Canadian children are only moderately to vigorously active for anywhere between 9 and 32 minutes per week in their physical education class.

Health Canada (2001) recommends that all children and youth increase their current physical activity levels by at least a minimum of 30 minutes per day per day until an increase of 90 minutes of additional activity per day is achieved. These numbers suggest that the majority of Canadian children are not meeting national health and fitness standards while they are attending the one place which affords them this opportunity—that is, the school. Students at the secondary level are even more at risk given that many choose to opt out of physical education once it becomes an optional subject. Only one province, Quebec, currently requires students to take physical education throughout the early, middle and senior years, while Alberta has released a plan that will require all students to take part in daily physical activity initiatives (Alberta Learning 2004).

Implementing regularly scheduled physical education classes can have a positive impact on student learning despite less time allocated to other academic subject areas. In a review of longitudinal and cross-sectional studies that have examined the influence of increasing physical activity time during school hours, Shephard (1997) reported that academic performance is maintained and in some cases enhanced despite less curricular time devoted to other academic subjects. For example, in Trois-Rivières, 546 primary students were assigned to one of two experimental groups: (a) an intervention group, who received one additional hour of physical education per day (or an extra five hours per week) taught by a specialist teacher; or (b) a control group, who received a standard physical education program (40 minutes per week) taught by a nonspecialist. The majority of the students in the intervention group typically scored equal to or higher than the control group on marks for French language, mathematics, English language, and natural science instruction (Sheppard 1997). The majority of teachers also reported significant improvements in student behaviour and character as a result of the additional time devoted to physical education (Shephard et al 1984). Similar results have also been seen as a result of implementing the Sports, Play, and Active Recreation for Kids (SPARK) program in the United States. Sallis et al (1999) reported that despite devoting twice as many minutes per week to physical education classes, academic achievement was not compromised.

In a study investigating the impact of depriving students of physical education classes, Dale, Corbin, and Dale (2000) found that students were more likely to be physically active on days they received physical education than on days where they received no physical education instruction at school. This result supports the perception that regularly scheduled physical education classes often serve as a catalyst for physical activity participation outside of school hours and that students who do not receive physical education at school will not compensate for their lack of physical activity during their leisure time.

In a comprehensive review of intervention studies in physical education classes, the United States Surgeon General concluded that implementing programs based on sound evidence-based research (especially

programs targeting primary grades) can increase the amount of time students spend being physically active during physical education class (US Department of Health and Human Services 1996). This can have a tremendous impact on all children, especially those most at risk. For example, data from Canada's National Longitudinal Survey of Children and Youth demonstrated that overweight/obese children who took part in 18 or more minutes of physical education per day had increased their level of physical activity four years after this exposure (Pérez 2003). Similarly, Datar and Sturm (2004) reported that if every kindergarten student were to receive at least five hours of PE instruction, "... the prevalence of overweight amongst girls would decrease by 43 per cent and the prevalence of children who are at risk for overweight by 60 per cent" (p 9). Thus, schools are encouraged to offer mandatory physical education programs throughout all primary and secondary grades and strive towards achieving national standards of at least 150 minutes per week (Canadian Association for Health, Physical Education, Recreation and Dance 2004) to ensure that the fundamental right of access to quality physical education programs for all children and youth is achieved.

### ***Teaching of Physical Education Should Be Performed by Qualified Personnel***

Hiring appropriately qualified teachers to teach regular physical education classes is a necessary step to ensuring the quality of programs that children receive in schools is consistent with best practices. "All staff involved in physical education ... in and through schools need to acquire the appropriate knowledge and understanding of the value, benefits and roles, as well as the risks, of physical activity and how to assess the requirements for enjoyable and safe participation in various activities" (WHO 2000, 21). The benefits of having qualified personnel teach physical education classes, as opposed to teachers with little to no background, are tremendous. In a survey of 480 Alberta teachers, those identified as physical education specialists reported significantly higher levels of enjoyment in teaching physical education and felt better prepared and confident to teach physical education than those who were not identified as physical education specialists (Mandigo et al 2004b). As a result, physical education

specialists are more likely to teach longer lessons in which students spend significantly more time being very active and engaging in moderate to vigorous levels of physical activity during class (McKenzie et al 1995). This is especially significant, for example, given that increasing the aerobic component of a physical education class can have beneficial effects on young adolescents' cardiovascular systems in as little as eight weeks (McMurray et al 2002).

Having qualified teachers often results in students receiving an innovative curriculum that exposes students to effective instructional behaviours for longer periods of time (McKenzie et al 1993). For example, in a three-year study at four Manitoba schools, Janzen et al (2003) reported that physical education specialists were more likely to (a) deliver developmentally appropriate, inclusive and gender equitable lessons; (b) take into consideration students' affective development within their classes, (c) have increased variety of classroom and extracurricular activities; and (d) have a positive impact on the overall school climate. Other research has also demonstrated that students taught by qualified teachers performed better on movement tasks (McKenzie et al 1998), and had better physiological outcomes (McKenzie et al 1995; Sallis et al 1997; Trudeau et al 1998). When qualified teachers are removed from the school, significant decreases in vigorous activity time and skill development are often seen (McKenzie et al 1995).

Despite the above benefits being recognized by school principals (Mandigo et al 2004b) and superintendents (Sallis et al 1996), only 46 per cent of Canadian schools surveyed (n = 4,304) had written policies to hire qualified instructors to teach physical education (Cameron et al 2003). Currently, only three Canadian provinces (that is, Québec, Prince Edward Island and New Brunswick [francophone division]) have implemented provincewide hiring practices for physical education specialists at the elementary level. Therefore, there is a need to ensure that, at the very least, school districts and divisions have stated hiring policies that emphasize the importance of employing qualified physical education teachers, and that all teachers responsible for physical education programs are provided with ongoing professional development opportunities.

### ***Every Student Should Receive a Quality Physical Education Program***

Having qualified physical education teachers deliver regularly scheduled classes increases the chances that a quality program will be delivered. However, teachers need the necessary resources to deliver a quality program, and the majority of teachers and schools have indicated that their budget to provide quality programs is sadly lacking (Hansen 1990; Mandigo et al 2004a; Sallis et al 1996). According to the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD), a quality physical education program in Canada consists of "... a balanced, planned, and meaningful content that is sequentially taught to all students throughout the entire school year by competent and enthusiastic educators as a valued and integrated part of the entire education process" (CAHPERD 2004, 4). Previous research has suggested that when children and youth are exposed to a developmentally appropriate quality program, participants report higher levels of enjoyment, self-efficacy and positive attitudes and are more likely to engage in moderate to vigorous activity (Bungum et al 2000).

Marshall and Bouffard (1997) examined the impact that a quality daily physical education (QDPE) program (that is, a physical education program taught by a physical education specialist on a daily basis) had on 100 students in Grades 1 and 4. Their results demonstrated that students with initially low movement competencies in a QDPE program scored better on the Test of Gross Motor Development (TGMD) than similar students in non-QDPE programs. These results support the well-known and often stated benefits of a QDPE program for those who are at risk of becoming physically illiterate as a result of not developing the necessary basic movement and sport skills to be competent movers. Their results also uncovered fitness benefits of QDPE programs. In a test of cardiovascular fitness, Grade 1 boys who received QDPE had higher scores than Grade 1 boys in non-QDPE programs. Similarly, Grade 4 girls in QDPE programs had higher fitness scores than Grade 4 girls in non-QDPE programs.

Along with physical resources that are desperately needed, teachers also require the necessary up-to-date information about best practices based on sound evidence to help them deliver quality programs. Despite

the clear evidence behind the importance of inclusive, child-centred programs to help ALL children develop lifelong skills across a variety of activities, many physical education programs still place a high focus on competitive and traditional sport programs (Armstrong 2001; Kidd 2001; Mandigo et al 2004a) that may turn off many students.

In comprehensive reviews of school-based interventions based on existing evidence of best practices, both Bar-Or (1994) and Kahn et al (2002) concluded that innovative programs based on best practices can have a positive impact on students' fitness and activity levels. Bar-Or also reported improvements in knowledge and attitudes towards healthy lifestyles, and a decrease in risk factors for example, overweight) associated with physical inactivity. In order to preserve these benefits, such programs need to be continued over a long-period of time.

Regular physical education classes are the best avenue to maintain and further develop the health benefits of physical activity. As a result, there is a need to ensure that future research is supported to uncover what these best practices are and how they can be best disseminated and implemented by teachers in physical education programs.

### ***Anticipated Long-Term Outcomes Associated with the Implementation of These Recommendations***

As demonstrated throughout this position statement, implementing quality physical education programs delivered by qualified physical education teachers on a regular basis has many short-term benefits. These are important outcomes that support the recommendations detailed in this position statement. However, if one of the mandates of physical education is to support the development of active, healthy lifestyles throughout the lifespan, what is the evidence to suggest that implementing quality programs has long-term consequences? Given the expense, time, and logistical ability to track students into adulthood, there is a paucity of research within this area. In their review of existing studies examining the impact of physical education programs, Shephard and Trudeau (2000) found only one study that directly tracked students into adulthood. The Trois-Rivières Growth and Development Study followed up with 253 of the initial sample of



546 students 20 years after the completion of the initial study. Participants were asked a series of questions about their current attitudes and beliefs about physical activity, current physical activity patterns and perceived barriers to physical activity. Compared to women in the control group who had received minimal physical education from their homeroom teacher, women in the experimental group who had received a QDPE program were more likely to report that (a) they were currently exercising three days per week or more; (b) they had higher perceived levels of health; and (c) they experienced lower relative risks of back problems (Trudeau et al 1998).

Notwithstanding the evidence noted throughout this position statement, there is a paucity of research examining the short-term benefits and relatively little research into the long-term impact of implementing these recommendations. Research funding in this area is greatly needed to ensure that the recommendations based on the various sources of evidence are continually being monitored. A full-scale, national longitudinal study of the impact of quality physical education programs taught by qualified teachers on a regular basis is not only needed, but warranted (WHO 2000).

## Conclusion

From the inception of the UN in 1945, Canadians have played a prominent role with respect to the importance of human rights. For example, John Humphrey was the principal author of the Universal Declaration of Human Rights; Lester B Pearson helped to invent the concept of peacekeeping; Maurice Strong chaired two UN conferences; and, in 1998, Louise Fréchette was appointed the first-ever UN Deputy Secretary-General (Department of Foreign Affairs and International Trade 2003). It is time once again for Canada to stake its place in history as a leader of children's rights by ensuring that the basic premise of the 1978 UN Charter of Physical Education and Sport is implemented across all Canadian schools. It is time to ensure that every student attending primary and secondary schools across Canada receives a quality physical education program on a regular basis from a teacher qualified to teach in physical education.

The evidence presented to support this fundamental right is clear. The evidence is also clear that this fundamental right is not available for a majority of Canadian children. To make this recommendation a reality, Canada must

- a) strive towards meeting national standards of at least 150 minutes of physical education per week for all children attending primary and secondary schools,
- b) develop hiring policies that recognize the importance of employing qualified physical education teachers,
- c) provide current teachers with the appropriate professional development needed to effectively deliver a quality physical education program,
- d) provide schools with the necessary physical and knowledge-based resources needed to provide a quality physical education program for ALL children, and
- e) take the lead on providing research funding to document and disseminate existing best practices and evidence-based research on the impact of regularly scheduled quality physical education programs taught by qualified teachers.

Given that the year 2005 is the UN International Year of Sport and Physical Education, Canada has an opportunity to lead by enacting policies to ensure that our children and youth receive the type of education they require to develop the attitudes, skills and knowledge to lead active and healthy lives. The recommendations and evidence behind the importance of a physical education program that is taught by a qualified teacher on a regular basis and in a quality manner need to be implemented today. "When physical education is not incorporated as an integral part of education programmes, the consequences can be long-lasting and manifold" (ICSSPE 2001, 126). If we have any chance of reversing the startling inactivity rates and the burden they are placing on our health care system and overall quality of life, we must work with our schools and ensure that they have the necessary resources to cause behavioural change. It is time to provide our schools with the appropriate tools and resources to properly immunize our children against physical inactivity and provide them with the "active-bodies" they need to lead an active life. It is time to for us all to put the physical back into education.

**Table 1**  
**Website Links to Provincial and Territorial Physical Education Outcomes<sup>6</sup>**

Province/Territory	Website Link to Curriculum Physical Education Documents
British Columbia	<a href="http://www.bced.gov.bc.ca/irp/curric/lo.html">www.bced.gov.bc.ca/irp/curric/lo.html</a>
Alberta	<a href="http://www.learning.gov.ab.ca/physicaleducationonline/">www.learning.gov.ab.ca/physicaleducationonline/</a>
Saskatchewan	<a href="http://www.sasked.gov.sk.ca/docs/physed.html">www.sasked.gov.sk.ca/docs/physed.html</a>
Manitoba	<a href="http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html">www.edu.gov.mb.ca/ks4/cur/physhlth/index.html</a>
Ontario	<a href="http://www.edu.gov.on.ca/eng/document/curricul/health/healthe.html">www.edu.gov.on.ca/eng/document/curricul/health/healthe.html</a> (elementary)
	<a href="http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html">www.edu.gov.on.ca/eng/document/curricul/seccurric.html</a> (secondary)
Quebec	<a href="http://www.meq.gouv.qc.ca/GR-PUB/menu-curricu-a.htm">www.meq.gouv.qc.ca/GR-PUB/menu-curricu-a.htm</a>
New Brunswick	<a href="http://www.gnb.ca/0000/francophone-e.asp">www.gnb.ca/0000/francophone-e.asp</a> (Francophone)
	<a href="http://www.gnb.ca/0000/anglophone-e.asp">www.gnb.ca/0000/anglophone-e.asp</a> (Anglophone)
Nova Scotia	<a href="http://www.ednet.ns.ca/Cart/items.php?CA=14&amp;UID=20040726193903198.166.215.113">www.ednet.ns.ca/Cart/items.php?CA=14&amp;UID=20040726193903198.166.215.113</a>
Prince Edward Island	<a href="http://www.gov.pe.ca/educ/index.php3?number=74904&amp;lang=E">www.gov.pe.ca/educ/index.php3?number=74904&amp;lang=E</a>
Newfoundland & Labrador	<a href="http://www.gov.nf.ca/edu/sp/phy_edu.htm">www.gov.nf.ca/edu/sp/phy_edu.htm</a>
Yukon <sup>7</sup>	<a href="http://www.bced.gov.bc.ca/irp/curric/lo.html">www.bced.gov.bc.ca/irp/curric/lo.html</a>
North West Territories <sup>8</sup>	<a href="http://www.learning.gov.ab.ca/physicaleducationonline/">www.learning.gov.ab.ca/physicaleducationonline/</a>
Nunavut <sup>9</sup>	<a href="http://www.learning.gov.ab.ca/physicaleducationonline/">www.learning.gov.ab.ca/physicaleducationonline/</a>

## Notes

1. CCUPEKA members comprise deans, directors, and chairs of physical education and kinesiology university programs in Canada. To see more information, go to [www.ccupeka.ca](http://www.ccupeka.ca).

2. CAHPERD members comprise health, physical education, recreation and dance professionals across Canada. To see more information, go to [www.cahperd.ca](http://www.cahperd.ca).

3. Direct costs were defined as: "... the values of goods and services for which payment was made and resources were used in treatment, care, and rehabilitation related to illness or injury" (Katzmarzyk and Janssen 2004, 100).

4. Indirect costs were defined as: "... the value of economic output lost because of illness, injury-related work disability, or premature death" (Katzmarzyk and Janssen 2004, 100).

5. For the purposes of this position paper, *qualified to teach in physical education* is defined as individuals who have obtained a university degree in physical education or closely related fields (for example, kinesiology) and have obtained a Bachelor of Arts degree. For more information on specific recommendations for teacher preparation, please see CCUPEKA's accreditation requirements for physical education programs at <http://www.ccupeka.ca/accredpe2002.html>.

6. Links are current as of July 27, 2004.

7. Yukon Education utilizes the British Columbia curriculum as the basis for its program; this is modified and enhanced to meet Yukon needs.

8. Alberta Learning's program of studies for physical education is the approved curriculum document.

9. At the time of publication, Alberta Learning's program of studies for physical education is the approved curriculum document. See [www.gov.nu.ca/education/eng/css/progstudies7\\_12.htm](http://www.gov.nu.ca/education/eng/css/progstudies7_12.htm) for current information.

## Author Notes

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# Quotable Quotes

Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind.  
—*Dr Seuss*

Here's to the crazy ones. The misfits. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules. And they have no respect for the status quo. You can quote them, disagree with them, glorify or vilify them. About the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world, are the ones who do.

—*Apple Computer Inc*

First they ignore you, then they ridicule you, then they fight you, and then you win.  
—*Mahatma Gandhi*

To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and to endure the betrayal of false friends. To appreciate beauty; to find the best in others; to leave the world a bit better whether by a healthy child, a garden patch, or a redeemed social condition; to know that even one life has breathed easier because you have lived. This is to have succeeded.

—*Ralph Waldo Emerson*

Piglet sidled up to Pooh from behind. "Pooh?" he whispered.

"Yes, Piglet?"

"Nothing," said Piglet, taking Pooh's hand. "I just wanted to be sure of you."

—*A A Milne (Winnie-the-Pooh)*

Never drive faster than your guardian angel can fly.  
—*Mother Teresa*

The mind is not a vessel to be filled, but a fire to be kindled.  
—*Plutarch*

Often, it's not about becoming a new person, but becoming the person you were meant to be, and already are, but don't know how to be.  
—*Heath L Buckmaster (Box of Hair: A Fairy Tale)*

When you know better you do better.  
—*Oprah Winfrey*

[Kids] don't remember what you try to teach them. They remember what you are.  
—*Jim Henson (It's Not Easy Being Green: And Other Things to Consider)*

I am not a teacher, but an awakener.  
—*Robert Frost*

I think the big mistake in schools is trying to teach children anything, and by using fear as the basic motivation. Fear of getting failing grades, fear of not staying with your class, etc. Interest can produce learning on a scale compared to fear as a nuclear explosion to a firecracker.  
—*Stanley Kubrick*

Teachers don't just teach; they can be vital personalities who help young people to mature, to understand the world and to understand themselves. A good education consists of much more than useful facts and marketable skills.  
—*Charles Platt*

I touch the future. I teach.  
—*Christa McAuliffe*



# Resource Links

*Runner does not endorse all the activities, information and links found on these sites. Links are not guaranteed to be current and may have changed since publication.*

**The Alberta Schools' Athletic Association** is a voluntary, nonprofit organization that has been established to coordinate a program of worthwhile athletic activities for the young people of Alberta in an educational setting. The membership, currently 364 high schools, ultimately determines the policy of the Association through representation on the provincial Board of Governors.

[www.asaa.ca/new/index.php](http://www.asaa.ca/new/index.php)

**Activ8** is a national curriculum-based, physical activity challenge program that helps children and youth of all abilities develop their fitness and skill levels. Activ8 was developed for Active Healthy Kids Canada by health and physical education specialists across Canada and consists of eight preplanned lessons for grades K–8, which can be implemented in any elementary school across Canada.

[www.ophea.net/activ8](http://www.ophea.net/activ8)

**The Alberta Centre for Active Living** is a key advocate of physical activity for all Albertans and a primary source of research and education on physical activity for practitioners, organizations and decision makers. The centre's mandate is to improve the health and quality of life of Albertans through physical activity.

[www.centre4activeliving.ca](http://www.centre4activeliving.ca)

The **Be Fit For Life Network** meets the unique needs of rural and urban communities in Alberta through promoting, initiating, coordinating, developing and delivering regular physical activity and quality healthy lifestyle services and programs.

[www.provincialfitnessunit.ca/about-bffl](http://www.provincialfitnessunit.ca/about-bffl)

**Canada's Physical Activity Guide** is provided by the Public Health Agency of Canada as a guide to help

Canadians make wise choices about physical activity to improve health, help prevent disease and help improve well-being.

[www.paguide.com](http://www.paguide.com)

**The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)** is a national, charitable, voluntary-sector organization whose primary concern is to influence the healthy development of children and youth by advocating for quality, school-based physical and health education.

[www.cahperd.ca](http://www.cahperd.ca)

**Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS)** is a national not-for-profit organization working in partnership with Sport Canada and with Canada's sport and active living communities to achieve gender equity in the sport community.

[www.caaws.ca](http://www.caaws.ca)

Members within the **Coalition for Active Living** work together to develop, implement and evaluate the outcomes of joint actions, which will enable physical activity to be integrated within the lives of all Canadians.

[www.activeliving.ca](http://www.activeliving.ca)

**Canadian Intramural Recreation Association (CIRA) Ontario** is a nonprofit organization that encourages, promotes and develops active living, healthy lifestyles and personal growth, through intramural and recreational programs within education and recreation communities.

<http://www.ciraontario.com>

## Physical Activity

**Health and Physical Education Council (HPEC)**, a specialist council of the Alberta Teachers' Association, advocates for quality health and physical education programs as well as provides opportunities for

professional growth and development of its members. HPEC is committed to providing leadership in creating healthy active school communities.

[www.hpec.ab.ca](http://www.hpec.ab.ca)

**Safety Guidelines for Physical Activity in Alberta Schools** is provided by the Alberta Centre for Injury Control and Research.

<http://acicr.ca>

The **National Coaching Certification Program (NCCP)** is the recognized national standard for coach training and certification in Canada within the Coaching Association of Canada (CAC). CAC is a nonprofit amateur sport organization with a mandate to improve the effectiveness of coaching across all levels of the sport system.

[www.coach.ca](http://www.coach.ca)

The aim of the Physical Education Program is to enable people to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. **The Physical Education Guide to Implementation** is a resource to support implementation of the program of studies and contains grade specific illustrative examples for all dimensions, assessment strategies and planning tools.

[www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)

## Healthy Eating

The goal of **5 to 10 a Day** is to reduce the risk of cancer and cardiovascular disease by encouraging Canadians to consume at least five servings of vegetables and fruit as part of a healthy diet and as part of a healthy lifestyle. The aim of the campaign is not only to create awareness but also to change people's eating habits within a healthy, active lifestyle.

[www.5to10aday.com](http://www.5to10aday.com)

**Alberta Milk** is a nonprofit organization representing Alberta dairy farmers. The organization is funded primarily by producers through membership assessments of marketing, nutrition, and education, research and administration. Alberta Milk has a variety of resources available to educators to teach nutrition in the classroom.

[www.albertamilk.com](http://www.albertamilk.com)

**Dietitians of Canada** leads and supports members to promote health and well-being through expertise in food and nutrition.

[www.dietitians.ca](http://www.dietitians.ca)

**Canada's Food Guide to Healthy Eating** is designed to help Canadians make wise food choices. The Guide translates the science of healthy eating into a practical pattern of food choices that meets nutrient needs, promotes health and minimizes the risk of nutrition-related chronic diseases.

[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

## Mental Health

**Be Cool** is recognized within the James Stanfield Publishing Company as the number one conflict management program in America through grade-level programs developed to nourish the key elements of emotional intelligence and teaching children reflective thinking techniques.

[www.stanfield.com/conflict-1.html](http://www.stanfield.com/conflict-1.html)

**Boys and Girls Clubs of Alberta** play a proactive and significant role in helping new and existing clubs achieve maximum sustainability and growth. The clubs provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life.

[www.bgccan.com/index.asp](http://www.bgccan.com/index.asp)

**Building Leadership for Action in Schools Today (BLAST)** is a youth leadership tobacco reduction program for Grades 7 to 9 students. The program uses interactive methods to challenge youth to think critically about tobacco products, the tobacco industry, and the health and social effects of using tobacco.

[www.blastonline.com](http://www.blastonline.com)

The mission of **Challenge Day** is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression.

[www.challengeday.org](http://www.challengeday.org)

**Dare to Care** includes peers, school staff, parents and the broader community introducing programs for developing life skills and bully proofing.

[www.daretocare.ca](http://www.daretocare.ca)

The aim of the **Health and Life Skills Guide to Implementation** is to enable students to make well-informed,

healthy choices and to develop behaviours that contribute to the well-being of self and others within the program of health of the Alberta Department of Education.

[www.education.gov.ab.ca/k\\_12/curriculum/bySubject/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/)

## Comprehensive School Health

**The Alberta Coalition for Healthy School Communities** (ACHSC) promotes and fosters healthy school communities through a comprehensive school health approach that enhances the health of Alberta children and youth.

[www.achsc.org](http://www.achsc.org)

The **Canadian Association for School Health** (CASH) is a national association composed of 12 provincial/territorial coalitions whose members promote the health of children and youth through school-related health promotion. The association develops and implements projects, activities and services that promote a comprehensive school health approach. This approach helps community agencies, parents, educators, health professionals, youth and others to work together using the school as a strategic setting within the community.

[www.schoolfile.com/CASH.htm](http://www.schoolfile.com/CASH.htm)

**Communities and Schools Promoting Health** provides a library of school-based health promotion with links to world-wide comprehensive school health and health promoting school movements. The site contains extensive background information and explains the essential elements of a comprehensive school health approach.

[www.safehealthyschools.org](http://www.safehealthyschools.org)

**Lions Quest** programs are school-based, comprehensive, positive youth development and prevention programs that unite the home, school and community in promoting capable and healthy young people.

[www.lions-quest.org](http://www.lions-quest.org)

## Provincial and National Health Organizations

**Alberta Alcohol and Drug Addiction Commission** (AADAC) is an agency funded by the government of Alberta to assist Albertans in achieving freedom from

the harmful effects of alcohol, other drugs and gambling. AADAC promotes independence and well-being through increasing the use of social, emotional, spiritual and physical resources.

[www.aadac.com](http://www.aadac.com)

**Alberta Cancer Board** supports innovation, national/international collaboration, high ethical and scientific standards, compassion, leadership, and fiscal responsibility. Its mission is to provide evidence-based prevention, screening, diagnosis, treatment and care of cancer and cancer patients.

[www.cancerboard.ab.ca](http://www.cancerboard.ab.ca)

The **Alberta Health and Wellness** website has been developed to give Albertans access to current, evidence-based information about healthy choices and factors that affect health. The site provides reliable health information and encourages healthier lifestyles.

[www.healthyalberta.com](http://www.healthyalberta.com)

The **Canadian Cancer Society** is a national, community-based organization of volunteers with a mission to eliminate cancer and to enhance the quality of life of those living with cancer.

[www.cancer.ca](http://www.cancer.ca)

The **Heart and Stroke Foundation** is a volunteer-based health charity that works to prevent heart disease and stroke and reduce their impact through research and the promotion of healthy living.

[www.heartandstroke.ca](http://www.heartandstroke.ca)

## Other

The mandate of the **Alberta Lung Association** is to raise funds in support of advocacy, community health education programs and professional education, and lung health research in Alberta and the Northwest Territories.

[www.ab.lung.ca](http://www.ab.lung.ca)

The mission of **Character Kids** is to reach youth with the love of Jesus Christ, showing them through word and deed how to live a life of character based upon Biblical values.

[www.characterkids.org](http://www.characterkids.org)

**Communities in Bloom** is a volunteer, nonprofit organization committed to fostering civic pride,



environmental responsibility and beautification through community participation and the challenge of national competition.

[www.communitiesinbloom.ca](http://www.communitiesinbloom.ca)

**International Trails Day** is a day to celebrate trails, their development and uses, and the healthy lifestyle they encourage.

[www.internationaltrailsday.com](http://www.internationaltrailsday.com)

**June Parks and Recreation Month** provides an opportunity to draw public attention to the important and varied benefits of recreation and parks to individuals, families, neighbourhoods, communities and the province of Alberta as a whole.

[www.june.arpaonline.ca](http://www.june.arpaonline.ca)

The **Learning Resources Centre** is a branch of Alberta Education dedicated to the efficient and affordable delivery of authorized resources in support of the kindergarten to Grade 12 curriculum.

[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)

**Peacemakers** is a charitable organization that deals with conflict resolution and peace building.

[www.peacemakers.ca](http://www.peacemakers.ca)

**Positive Playgrounds** provides a manual and a comprehensive resource of outdoor and indoor games that emphasize the importance of positive social skills and physical activity to the health and well-being of all people.

[www.positiveplaygrounds.com](http://www.positiveplaygrounds.com)

**Jostens Renaissance Program** inspires the acceptance and excitement for academics traditionally reserved for athletics. Through Renaissance, Jostens aims to increase student performance and teacher enthusiasm, and to raise the level of community participation in schools.

[www.jostens.com/renaissance](http://www.jostens.com/renaissance)

**Safe, Healthy, Active People Everywhere (SHAPE)** is an Alberta-based nonprofit multiagency group working together to provide a better quality of life for Albertans.

[www.shapeab.com](http://www.shapeab.com)

**SummerActive** is a national community mobilization initiative designed to help Canadians improve their health by encouraging and supporting their first steps

toward regular physical activity, healthy eating, not smoking, and participating in sport activity.

[www.summeractive.canoe.ca](http://www.summeractive.canoe.ca)

The mission of the **Terry Fox Foundation** is to maintain the vision and principles of Terry Fox while raising money for cancer research through the annual Terry Fox Run.

[www.terryfoxrun.org](http://www.terryfoxrun.org)

## Eating Disorders

### The Butterfly Foundation

[www.thebutterflyfoundation.org.au](http://www.thebutterflyfoundation.org.au)

### Eating Disorders Foundation

[www.eatingdisorders.org.au](http://www.eatingdisorders.org.au)

### Go For Your Life

[www.goforyourlife.vic.gov.au](http://www.goforyourlife.vic.gov.au)

### Adios Barbie

[www.adiosbarbie.com](http://www.adiosbarbie.com)

### Body Positive

[www.bodypositive.com](http://www.bodypositive.com)

Today there is more pressure than ever on young girls and boys to be physically perfect. We see this reflected in the news all around us. **The Dove Real Beauty School Program** aims to help young people build positive self-esteem and to understand their feelings about physical appearance, in particular weight and shape.

### *Promoting Positive Body Image—A Guide for Schools*

is provided by the Eating Disorder Program through the Calgary Health Region. The mission of the program is to provide leadership and excellence in the areas of promotion of positive body image and prevention, early intervention, treatment and maintenance/restoration of eating disorders.

[www.calgaryhealthregion.ca/eatingdis](http://www.calgaryhealthregion.ca/eatingdis)

## General Counselling and Information

### Kids Help Line

[www.kidshelp.com.au](http://www.kidshelp.com.au)

### Reach Out

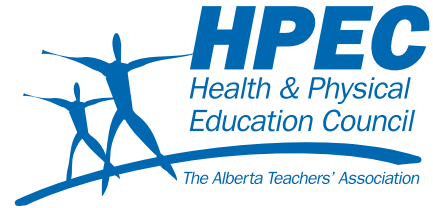
[www.reachout.com.au](http://www.reachout.com.au)

### Youth Central

[www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)

# Donation Form/Invoice

To make a donation to the Friends of HPEC Professional Development Fund, please complete this form and send it, along with your payment, to one of the trustees. Your donation may be in any amount and may be given in honour or in memory of a colleague in our profession, if you wish. HPEC appreciates your contribution.



Name of Donor: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/Town: \_\_\_\_\_

Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone: (res) (\_\_\_\_) \_\_\_\_\_ (bus) (\_\_\_\_) \_\_\_\_\_

Amount of donation: \_\_\_\_\_

If you wish, your donation may be made to recognize one or more individuals who made significant contributions to health and/or physical education. Please indicate the appropriate information below.

I wish to make this donation \_\_\_\_\_ in honour of \_\_\_\_\_ in memory of  
(first and last name of person to be recognized) \_\_\_\_\_

Payment may be sent in the form of a personal cheque or money order payable to Friends of HPEC.

A receipt will be issued. Please send this form, along with your payment, to the trustee indicated.

Please contact Mary Ann Downing if you have any questions.

Mary Ann Downing

114, 2300 Oakmoor Drive SW

Calgary, AB T2V 4N7

Phone (403) 281-8815

Fax (403) 238-7350

E-mail [mdowning@telusplanet.net](mailto:mdowning@telusplanet.net)

## Friends of HPEC

The Health and Physical Education Council established the Don Williams Special Project Fund in 1991 in honour of Don Williams's retirement. At Don's request, the name was formally changed to Friends of HPEC in 1996 to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPECers. In addition to acknowledging Don and LeRoy, donations have been received to acknowledge the following people:

Sharin Adams

Kirk Bamford

David Bean

Bryan Bienert

Dr Andrea Borys

Terry Brady

Dave Brosh

Tom Brunt

Dan Cooney

Barry Dillon

Mary Ann Downing

Lynn Dyck

Myrna Empey

Dr Gerry Glassford

Wendae Grover

Rick Haines

Mike Hay

Marion Irwin

Neil Johnston

Nestor Kelba

Lawrence King

Dr Colin Lumby

Ken McKenna

Ann McKinnon

Dean McMullen

Rollie Miles\*

Dr Chuck Rose

Keith Shaw

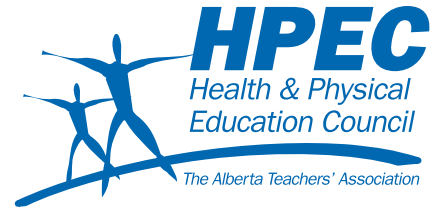
Linda Thompson

Dr Jan Valance

\* deceased

# Grant Application Form

If you wish to apply for grant money to assist with your work on projects to promote the teaching of health and physical education in Alberta schools, please complete the following form and send it, along with pertinent supporting documents, to the trustee listed below. Projects such as writing or researching articles for *Runner*, developing and delivering workshops for teachers in our province, developing resources for teacher use or any other worthwhile project that meets the criteria listed below will be considered.



- Grant applications will be accepted at any time during the year. (Please note: If you are planning a workshop, your request for funding should be received at least one month prior to the workshop.)
- Applicants must be members in good standing of the Health and Physical Education Council.
- To qualify for a grant from Friends of HPEC, your activity/project must provide direct benefit to teachers and students in Alberta schools.
- The amount of funds available for awards in each calendar year is limited to the interest earned from the principal invested in this trust fund.
- A complete report of the activity or project and a copy of the materials produced must be provided before the funds will be awarded.
- Grants to be awarded will be presented at the annual general meeting at the HPEC conference.

Name of Applicant: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/Town: \_\_\_\_\_

Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone: (res) (\_\_\_\_) \_\_\_\_\_ (bus) (\_\_\_\_) \_\_\_\_\_ (fax) (\_\_\_\_) \_\_\_\_\_

Brief Description of Activity/Project: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Please send this form, along with supporting documents, to one of the trustees. If you have any questions, please contact Mary Ann Downing or Lois Vanderlee.

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 Fax (403) 238-7350  
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Sharin Adams	Dan Cooney	Mike Hay	Dean McMullen
Kirk Bamford	Barry Dillon	Marion Irwin	Rollie Miles*
David Bean	Mary Ann Downing	Neil Johnston	Dr Chuck Rose
Bryan Bienert	Lynn Dyck	Nestor Kelba	Keith Shaw
Dr Andrea Borys	Myrna Empey	Lawrence King	Linda Thompson
Terry Brady	Dr Gerry Glassford	Dr Colin Lumby	Dr Jan Valance
Dave Brosh	Wendae Grover	Ken McKenna	
Tom Brunt	Rick Haines	Ann McKinnon	* deceased



# Be a Runner Contributor

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

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

Manuscripts on other themes will also be considered for publication.

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

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

Contributions are reviewed by the editor, who reserves the right to edit for clarity and space. Send manuscripts for future issues to Jenn Flontek at [jenn.flontek@blackgold.ca](mailto:jenn.flontek@blackgold.ca).

## Copyright Transfer Agreement

I/we, \_\_\_\_\_, the author(s), transfer copyright of the manuscript

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

\_\_\_\_\_/\_\_\_\_\_  
signature(s) date

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Two-sentence biographical note about the author(s): \_\_\_\_\_

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## **\$3,000 Project Grants Available**

The ATA Educational Trust is a charitable organization dedicated to the professional growth of Alberta teachers. The Trust awards a number of grants of up to \$3,000 to help Alberta teachers or others involved in education and teaching to develop innovative resources that support curriculum, teaching or learning. Individuals or groups planning to undertake a project or conduct research must submit a detailed proposal on or before May 1, 2011.

In January of each year, the Trust posts application forms for grants and bursaries on its website. For details, go to [www.teachers.ab.ca](http://www.teachers.ab.ca), and click on For Members; Programs and Services; Grants, Awards and Scholarships; and ATA Educational Trust.



AR-ETF-25 2010 09

## **\$300 ATA Specialist Council Grants**

The ATA Educational Trust is a charitable organization dedicated to the professional growth of Alberta teachers. For this grant program, interested teachers may enter their name into a draw for \$300 towards the cost of an ATA specialist council conference.

In January of each year, the Trust posts application forms for grants and bursaries on its website. The deadline for conference grants is September 30, 2011. For details, go to [www.teachers.ab.ca](http://www.teachers.ab.ca), and click on For Members; Programs and Services; Grants, Awards and Scholarships; and ATA Educational Trust.



AR-ETF-23 2010 09

## **\$500 Bursaries to Improve Knowledge and Skills**

The ATA Educational Trust is a charitable organization dedicated to the professional growth of Alberta teachers. The Trust encourages Alberta teachers to improve their knowledge and skills through formal education. The names of 40 (or more) eligible teachers who apply for this bursary will be entered into a draw for up to \$500 to be applied toward tuition.

In January of each year, the Trust posts application forms for grants and bursaries on its website. The deadline for bursary applications is May 1, 2011. For details, go to [www.teachers.ab.ca](http://www.teachers.ab.ca), and click on For Members; Programs and Services; Grants, Awards and Scholarships; and ATA Educational Trust.



AR-ETF-24 2010 09



The **Health & Physical Education Council** recognizes outstanding contributions to health & physical education.

## Nomination for Certificate Of Commendation

*Please print or type information*

Name of Nominee: \_\_\_\_\_

Position: \_\_\_\_\_

School District: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Fax: \_\_\_\_\_

**Name of nominee's immediate supervisor and/or superintendent:**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Will the nominee be attending this year's HPEC conference? Y or N

District: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form to your Regional Representative (as listed in the HPEC Journal "The Runner" or on the Regional Representatives link on the HPEC website). For more information, please contact [wilsong@spschools.org](mailto:wilsong@spschools.org) or [rootsaertd@ecsd.net](mailto:rootsaertd@ecsd.net)

**Background Information for Nominee**

HPEC District: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School Name: \_\_\_\_\_

School Board: \_\_\_\_\_

HPEC Involvement

Committee/Professional Development Contributions

School/District Contributions

Classroom/Curriculum Contributions

Impact on Student Learning/School Community

Career Highlights/Outstanding Achievements

Personal Qualities

Principal's Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

## HPEC Executive 2009/10

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TBA

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TBA

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