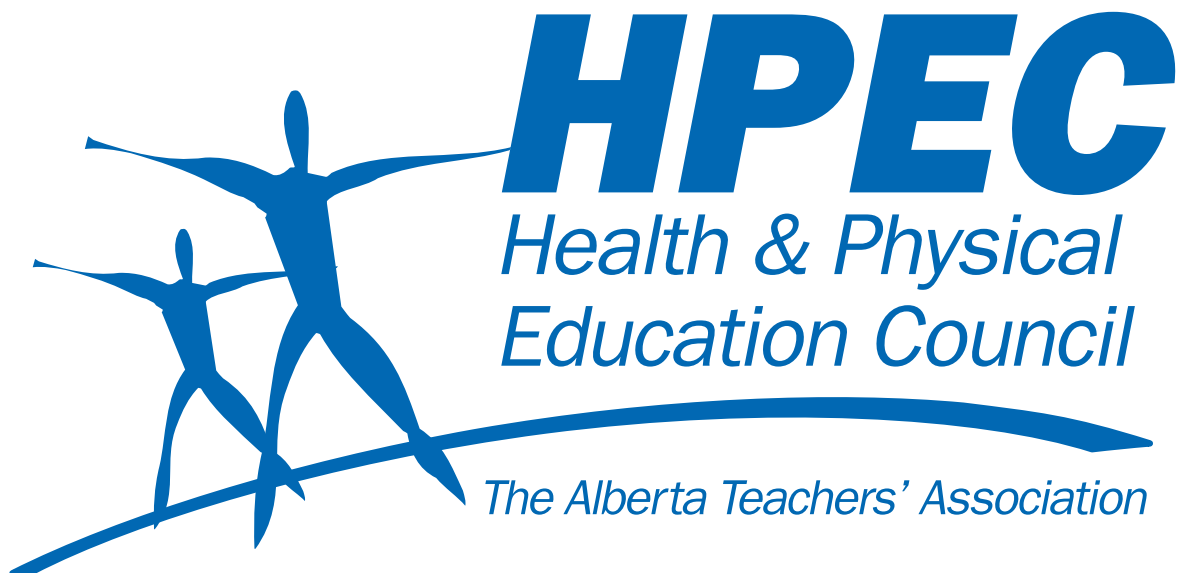


# **RUNNER**

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Volume 46, Number 1, 2013





# **RUNNER**

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# Common Interest Articles

## The Moving Brain

*Glenn Wilson*

*Abridged from the The Invisible Athlete, by Glenn Wilson.*

One day in the early 1990s, while waiting for a flight out of Atlanta, I was captivated by the antics of the well-tanned extraordinarily fit man sitting directly across from me. He would bow his head to write furiously and then without warning—as if punctuating a sentence with flourish—pop out of his airport row chair and pound out several jumping jacks. With minimal pause, this barely greying spectacle would snatch up his pen and hurriedly pound out what appeared to be another page of world-changing prose.

Sensing my fixed stare, this bundle of controlled energy grabbed his pen, notebook and small carry-on bag and got up. Thinking I might have offended him with my curious nature, I averted my eyes, but suddenly an outstretched hand shot into my peripheral vision. “Jack LaLanne,” he blurted with a quarter turn as he slid into the chair beside me. “Hey, you are pretty fit!” he said squeezing my arm ignoring all social protocol. I shook his hand politely then, as if apologizing for my career choice for which fitness was an occupational hazard rather than a positive by-product, I stammered, “I’m a phys ed teacher and coach.”

Jack’s eyebrows raised, his eyes widened. Then Jack jumped out of his chair and waltzed over to the boarding entrance. In barely audible banter, Jack motioned with a thumb toward me, after which the flight attendant came over, asked for my boarding pass, and handed me a new one. “There,” Jack smiled. “Now we can talk all the way to Los Angeles!”

I learned a lot about the father of the modern fitness era during that flight. More important, as this 80-year-old guru jumped from subject to subject with the fervour of a college student defending a thesis, I learned that the quality of life need not fade as one hits the 70s, 80s or later. Indeed, Jack LaLanne was a role model of how the brain need not decline in function as we age. What was this man’s secret? The answer stared me in the face, but as with a 3-D perception puzzle, I had to step back to see the answer.

Ever since we crawled from the primordial soup into this air-breathing orb, we have been moving. Stop moving and you die. In fact the scientific community of anthropologists, who cannot normally agree on much, does agree that we evolved positively through the generations leading to where we are now by means of movement, lots of movement. This means that we got stronger, smarter and more efficient. Harvard primateologist Richard Wrangham has gathered the data to show that, from swamp to forest to grassland, our erect ancestors walked about 20 kilometres a day.

In the process of increasingly difficult moves, through rivers and oceans, mountains and valleys, extremes in hot and cold, our brains adapted and increased in cognitive ability. We weren’t designed to be at the top of the food chain by means of our supreme physical adaptations. Opposable thumbs are nice, but with food sources changing, dangers from predators, weird illnesses and children born without the ability to be mobile or to feed themselves, some other trait had to raise us to the top of the animal kingdom.

Intellectual reasoning piggybacked onto our incredible level of physical activity, which brings us to ask, Is cognition a function of physical activity? Do physically fit people have a potentially greater mental capacity? Can someone who is in poor physical condition benefit mentally if they reverse their sedentary ways? We could ask Jack. Or, better yet, we can look to the immutable facts.

One of Jack LaLanne's greatest attributes was that he was always on the move. One of the greatest forecasters for a high quality of life over the years is the level of activity one maintains throughout one's life.

Study after study shows conclusively that regardless of how the data is gathered the conclusions are the same—those who are active show a marked elevation in high-order thinking over those who are sedentary. Tests that measure memory, reasoning, problem solving, attention and so on show that fit people have an increased ability to think outside the box, reason quickly and concoct solutions where none are readily apparent. Basically, any desirable intellectual attribute can be improved with regular physical activity. If you want your students to excel, get them moving.

Unfortunately, the swamp has been drained, jungles cut down and grasslands paved over. With the industrial age came the burgeoning plethora of leisure time and its nucleic hero, spectator sports. It has become easier for us to watch others move than for us to follow suit, and this has led to a decline in our physical condition as a population. For the first time since we left the caves

in search of condos, our children's lifespan is expected to be shorter than ours. With the plummet in our perambulations, we see a commensurate decline in brain function.

Conversely, poor cognitive performance can be averted by a surprisingly small amount of activity. No need to chase down a gazelle for dinner. Just 30 minutes of low-end aerobics several times a week is all that is necessary to maintain or even enhance brain function.

We have known for decades that children are at their best when they play. But Antronette Yancey, a well-known health and fitness advocate in the US, has proven conclusively that exercise improves children. It's not rocket science, but it needed to be vetted to become empirical. Fit kids are better with visual stimuli. They concentrate better and focus longer than their unfit peers. If that isn't enough, active kids are less disruptive in class, have higher self-esteem, and show less depression and anxiety.

The sad reality is that most people live for 18 years and then wait for the rest of their life to die. You can, however, turn this tide by adopting the natural act of play of the young, promoting it to sedentary youth and scrambling out of your comfort zone for a high-quality life. Or you can choose to de-evolve back to the ooze of the couch. It's your brain, your choice.

Perhaps someday you could be the source of inspiration as you pop off your chair to do some jumping jacks as an interlude from some epic thought. Maybe you are the next Jack LaLanne.

# Not in My Gym

*Doug Gleddie*

*Reprinted with permission from Doug Gleddie's blog, Purposefulmovement (<http://purposefulmovement.net/2013/05/14/not-in-my-gym/>). First posted May 14, 2013. Minor changes have been made to conform to ATA style.*

I recently tweeted a link to a story from slate.com and ignited a bit of a tweet-storm among the #physed crowd. Jessica Olien (@jessicaolien), a writer and illustrator, wrote about her personal physical education (PE) experience in an article entitled, "Dodgeball Should Not Be Part of Any Curriculum, Ever: Making Kids Play Team Sports in PE Is Neither Healthy nor Educational." Although I would pretty much agree with this title and many of the points that the writer makes, I will admit that some aspects of the article rubbed me the wrong way—but this post is not really about those points.

Essentially, Jessica's article described her journey through sport as experienced in her PE classes as a kid. She wanted to be good at sports but described every new sport as "fresh hell" as her self-confidence was annihilated. For 12 years, with the exception of one week of archery in high school, Jessica described her experience as "agony." She felt that her personal failure at sport was perceived by her peers as an expectation for failure in other subjects and life.

Calling the class "physical education" was a joke. The lesson I was learning about my physical body was that it was useless, inferior, and quite possibly infected with a cootie-like virus. We should have been learning about how complicated and capable our bodies were and how to make them healthier. Instead we were playing dodge ball.

From here on, Jessica makes a number of declarations:

1. Team sports (all other team sports are lumped in with dodgeball) are useless, do not develop life skills, a sense of being a team member and, in fact, led Jessica to be a loner.

Note: The picture that accompanied the article actually seemed to be of a modified volleyball-type lesson using shorter, portable nets and beach balls for maximum engagement and skill development.

2. PE is traumatic and turns women away from fitness for life. Jessica did not improve her fitness, developed a poor self-image and does not play sports as an adult.

Note: The article references a British study that supposedly says PE "can be so traumatic that it turns women away from physical fitness for the rest of their lives." This is false. I have the full report, not the media summary from *The Telegraph*. Although the research findings are critical of many traditional PE practices (as am I), the authors make no claim to girls being turned off "for life" (especially being that the study was not longitudinal and lasted 11 months). In fact, one of the ways the findings from the study are being used is to provide resources for teachers to improve the experience of girls (and boys too!) in their PE classes.

3. PE needs reform. Classes are for everyone, not just "the athletes." Fitness should be individual, not competitive. PE should keep kids moving, not sitting around. "Show them (students) their bodies can be a key to future happiness, not an obstacle to it."

Note: Hear, hear!

Comments shared on slate.com in reaction to the article are, for the most part, quite vitriolic and some are even malicious. A few folks deny the validity of Jessica's story with commentators saying that "this happens in all subjects; should we get rid of those too?" Others are very supportive and chime in about the negativity and humiliation they, too, suffered in PE. By contrast, the comments from my #physed twitter contacts were of a much different flavour.

@joeyfeith wrote an insightful response on branch.com that includes this statement:

So is the author's article completely wrong? No, I think that, sadly, some students still have to deal with those types of experiences in PE (and in classroom subjects too). However, I think her article's title is way off, and spending some time chatting with the members of the #physed community might show her why.

Check out *The Physical Educator* for more of Joey's brand of excellence.

@andyvasily blogged the following:

Jessica, rest assured in knowing that what you say (see point 3 above) is happening in a number of PE programs nowadays. Personally and professionally, my life is about making a positive difference in young people's lives. There are a vast number of passionate and very caring PE practitioners out there doing the very same thing on a daily basis. Thank you for sharing your opinion and I sincerely hope you take the time to look at the websites above and to consider, with an open mind, that physical education has taken on big change over the last several years. It is wrong that you were made to feel this way in school.

So why are these PE teachers not ranting and raving to the world about the generalizations, oversimplifications and errors in Jessica's article? I think there are three reasons applicable to those who get it about PE.

1. Relationships. These people care about kids. All kids. Sizes. Shapes. Abilities. Disabilities. Races. Religions. *Kids* being the operating word here. If Jessica had Andy or Joey as her teacher, I am confident her perception of PE (and adult competence) would be different. The goal is thinking, feeling, moving kids into being successful (maintaining strengths AND improving weaknesses). Confidence and competence are like the circle of life for kids in PE.
2. Professionalism. These people care about teaching. They are educators, pedagogues and master teachers who know when to step forward and when to step back. They never "throw out a ball" and don't value a class according to "busy, happy and good." They realize that PE doesn't just happen. Educated, motivated, informed and caring professionals are needed to ensure that things are done right.

3. Advocacy. These people care about PE. They value its intrinsic and extrinsic worth. They want to make the profession and the subject better. They willingly seek and accept critique, judgment and accountability for the sake of quality PE.

Please note that both Andy and Joey acknowledge and are saddened by Jessica's story. There is no denial of her experience. Story is powerful. As my last post detailed, active positive stories are impactful and memorable. Apparently, so are active negative stories (see *Remembering Instructors: Play, Pain and Pedagogy*, by W B Streat 2009). John Dewey once stated, "We do not learn from experience ... we learn from reflecting on experience." One way I deal with the issue of negative PE experiences like Jessica's is to provide preservice teachers in my classes with a framework for reflection on practice ("How to Teach PE") and consideration of the personal stories being created through their teaching. I provide one profoundly negative PE experience followed by many and frequent positive ones.

Let me explain. The first class of my course begins with the most stereotypical old-school PE class (much like the one I imagine Jessica had) that I can handle without throwing up. For a detailed description, check out "Gym Class with ED Fizz." The purpose is to create a shared experience for us to reflect on, interact with and discuss. Interestingly enough, a few students are comfortable with this experience. A few just steel themselves for more of the type of PE they had in Grade 10. Most, however, are horrified. In fact, the more times I do this exercise, the more students I have in my class who have NOT had a PE teacher like that. This makes me happy! The rest of my class focuses on creating positive experiences that lead students to value PE, develop an identity as a PE teacher and begin to explore appropriate pedagogy.

One of the best student papers I ever received was on the topic of media stereotypes and myths surrounding PE (check out @movelivelearn's blog on this topic). I had asked preservice teachers to reflect on how negative media portrayals of PE might impact their future students' perceptions of PE and PE teachers. Daniel (may or may not be a pseudonym) not only had an excellent summary and analysis of these stereotypes, he had a very unique and wonderful way of responding.

In his conclusion he wrote (rough paraphrase from my memory):

In the end, it won't matter what stereotypes or myths my students have seen and/or believe about PE. Once they walk into my gym and experience my PE, they will know that is NOT me. Humiliation? Not in my gym. Athlete-centric? Not in my gym. Gender biased? Not in my gym. Sports only? Not in my gym. Picked last? Not in my gym.

I believe that the very vibrant and proactive #physed community on Twitter will also say, "NOT IN MY GYM" to experiences like Jessica's and help to eradicate the poor practice that stubbornly hangs on. We #physed folks need to adopt the challenge that Margaret Whitehead gave recently (IPLC 2013):

Our mission or challenge is to do all we can to enable ALL to make progress on their individual physical literacy journey.

Please feel free to continue to share negative experiences of PE and to criticize and hold accountable those in our profession who are responsible for these horrific stories. However, remember that not all PE teachers and PE classes are the same. Please avoid painting us all with the same brush and perpetuating the stereotypes. Also feel free to lift up those who are living the change and providing transformational movement stories with students in PE every day.

Jessica, you are welcome in my gym any day.

© Doug Gleddie

## TNPE

Want to share your positive PE experiences and tell the other side of the story? Visit the Facebook page Transformational Experiences in Physical Education (TNPE) to share your story! TNPE is a sharing community for those whose lives have been positively affected by physical education (PE). Consider this page a place to share your stories, connect with others and begin to change some of the common stereotypes, misinformation and misconceptions about what PE truly is. TNPE was created by Doug Gleddie, from the University of Alberta, and Lee Schaefer, from the University of Regina, and acts as a recruitment page for our research on TNPE. Your wall posts will not be used in our research; however, if you'd like to participate, send us a message and we'll exchange e-mails, consent letters and other fun things. If you post a story, we will also message you to see if you would like to be part of our research project, but you are under no obligation to join. Feel free to e-mail Doug at [dgleddie@ualberta.ca](mailto:dgleddie@ualberta.ca) or Lee at [lee.schaefer@uregina.ca](mailto:lee.schaefer@uregina.ca).





# Conference Updates

## Conference 2013





# Certificate of Commendation Awards

## Calgary: Sonia Sheehan

Without a doubt, Sonia Sheehan is the poster child for quality physical education. She lives what she teaches and is a model to her staff and students at the Foundations for the Future Charter Academy (FFCA), Southwest Elementary Campus, in Calgary. Sheehan provides students with a diverse, well-rounded, inclusive and engaging program. She bases her teaching on the Spark curriculum, for which she is a trainer. Sheehan has taught with FFCA for 12 years and helped to open two new campuses along the way. She is a leader in her district. She serves on the Character and Wellness Committee, which promotes staff and community wellness, and is a pioneer in creating and implementing FFCA's Wellness Weeks.

Sheehan's positive attitude and willingness to "do it for the kids" is evident through the programs she offers:

- Fit Zones is a before-school program. Students can come to school as early as 7:15 AM to participate in physical activities in the gym.
- Students bring their parents and siblings to school in the evenings to take part in activities like zumba, mission impossible and drumfit.
- A students-only evening program allows students to drop in because she believes in healthy active kids.
- Outdoor fitness carts keep students active and allow them to have fun before school and during recess.

As a former Calgary regional representative, Sheehan helped plan and implement drive-in workshops and sessions for local teachers. As HPEC vice-president, she leads the regional representatives across Alberta by keeping them accountable and helping them get organized and inspired.

Sheehan inspires her staff through fitness classes and running, especially in Disneyland dressed as Tinkerbell. Every time she attends a conference, she gladly shares what she has learned upon her return. She is an invaluable member of her staff, who feel they benefit daily by having her in the school. "Sonia is one in a million!"

## Calgary: Renee Cangemi

Renee Cangemi, a Grade 4 teacher at Sam Livingston School, is a motivated person who takes charge of numerous physical education activities. In the healthy learners' group she encourages healthy lifestyles, involvement in physical activity and healthy eating habits. Cangemi recognizes students who contribute to healthy lifestyles. She purchased new equipment for recess and encourages students to be active with it outside. She organizes the school's sports day and Olympic-activity day.

Cangemi also supports the staff in physical education by inviting guest speakers, organizing climber workshops and providing suggestions, ideas and schedules for daily physical activity.

Cangemi prepares material for all the physical education units that are taught in the school. She has applied for grants and received funds for the physical education program and equipment. In all, she has made an enormous contribution to the physical education program and the healthy learners committee at Sam Livingston School.

## Central East: Kristy Brown

Kristy Brown's teaching philosophy is that all kids should participate in any activity or sport they choose. She has coached junior high volleyball, basketball and soccer. This year she is assistant coaching junior high girls' basketball at Our Lady of Mount Pleasant School (OLMP), in Camrose. She currently runs a weekend basketball academy for 12- to 18-year-old girls in collaboration with the University of Alberta Augustana Campus (UAAC), in Camrose. She also runs spring club basketball for the same age group at the campus. She believes this will inspire the college to retain local talent in the future.

At Camrose Composite High School she chaired 3A high school provincial basketball championship, girls and boys together. It took over a year of planning and

assembling a committee of over 20 people and over 200 volunteers. The boys' team captured the gold medal in overtime. This tournament highlighted the pilot project with Ever Active Schools on healthy food choices at school sporting events.

At one high school where Brown previously taught, she implemented the idea of installing a milk vending machine, and the school in turn removed all pop machines. She is currently trying to change the drink choices at OLMP.

Brown and a partner spearheaded KidSport in June 2012. This organization removes financial barriers that prevent youth in the community from participating in sports. She hosted a kickoff fundraiser for KidSport Camrose, which included a comedy night, dinner and auction; it raised over \$10,000.

She strongly believes in community service and giving back, even outside of the Camrose area. To reinforce this she has started the OLMP interact leadership club to promote youth participation in service work. Larry Gibson, from the Special Olympics, spoke to the leadership group, and because of this, members of the club are now assisting and coaching Special Olympics athletes in bowling and swimming. One club member has even started a Special Olympics basketball team. Brown will be escorting 17 youth to Belize for a service trip that will involve sports camps there. She has collected books and sports equipment to bring to Belize.

Brown sat on the ACAC women's basketball championship committee, which took place February 27 to March 2. She was chair of hospitality and of the opening awards ceremony. At the awards ceremony provincial college athletes and local female youth basketball players from Grades 7 to 12 were recognized for their work and commitment to their basketball development.

Congratulations to a well-deserving health and physical education ambassador!

## **Edmonton: Kim Hordal**

Kim Hordal is a comprehensive school health consultant with Edmonton Public Schools. She is passionate about leading and promoting a healthy

lifestyle and is involved in a multitude of projects and programs that show this commitment.

Hordal has presented at many professional development sessions including the annual HPEC conference, Early Childhood Education Council Conference, Greater Edmonton Teachers' Convention, Christian Teachers' Convention and her own district professional development days. She is also a member of PLAY, Edmonton Sport Council; the Ever Active Schools Steering Committee; and the Physical Education Consultants of Alberta Committee.

Hordal's contagious excitement for personal achievement and wellness has led her to become a respected teacher of Edmonton Public School's Leader in Me Program. She is also a strong advocate for physical literacy and is leading the way for her district in a new program that will ensure that elementary-aged students become confident active learners and fit for life.

Hordal's love of physical activity extends beyond her workday—she leads many dance and spin classes in her local community. She personifies what it means to be a leader in the health and physical education field and is a wonderful addition to Edmonton Public Schools. Keep up the great work, Kim!

## **Edmonton: Theresa Laville**

Theresa Laville is a teacher with Edmonton Catholic Schools and is the department head at St Basil School. Laville leads by example. She is very dedicated to her work and models what she expects from her students.

Laville wears many hats at St Basil. Not only is she department head, she also teaches PE 7–9, runs the leadership in the girls' academy, teaches religion to her Grade 8 homeroom, teaches the outdoor education and food program, and runs the intramurals and our healthy hut at lunch. And that is not all. She coaches volleyball and supports all the school sports teams by attending games and coordinating the schedules, which is not an easy task. Each and every year she works closely with the administration coordinating, recruiting and planning events in the school and community. One of the many things that Laville worked extremely hard on was the International Women's Luncheon.

This year Laville applied for and was chosen as the Jean Forest All Girls Leadership Academy program lead, which operates much like the department head position. She does an outstanding job supporting the girls, the staff and the entire program.

With minimal fanfare, Laville has been moving St Basil toward a comprehensive school health approach. She continues to work hard in meeting the needs of all students in a holistic way.

Laville is described as a positive and passionate teacher and a team player. She is a wonderful teacher and a great addition to the HPEC family. Excellent job, Theresa!

## **Mighty Peace: Tanya Dechant**

Tanya Dechant has taught at Grande Prairie Composite High School for 15 years. In that time she has taught social studies, psychology, sports performance fitness and physical education. The last two are her primary assignment.

Dechant is highly organized and very professional. She often arrives prior to 7:00 AM to exercise and prepare for her busy day. Dechant has volunteered to coach badminton for 13 of her 15 years here, and the past 2 years she has coached cross-country running. She has hosted many open and zone badminton tournaments.

Dechant is highly respected by staff, colleagues, students and the athletes she coaches. She has a great rapport with her students, and they come to visit her regularly throughout the school day. Dechant readily volunteers to assist with special events at school such as citizenship day. She is the Vanna White of our scholastic awards night each September, assisting with award presentations.

Whether it is teaching fitness, physical education or coaching, Dechant promotes and models active living and wellness in school. In each class she always uses creative games and activities to encourage active living. Dechant strives to be creative and inclusive for her students. She utilizes community resources to introduce students to such things as self-defence, Kung fu, fencing, Tai Chi and yoga. She incorporates yoga into her cross-country team's schedule to help the athletes recover. Dechant thinks outside the box,

particularly with her all-girl classes that may find physical education difficult. A great example of this is the SPCA dog-walk unit. Dechant has linked up with the SPCA so that her girls can all go and walk dogs that need love and attention. A win-win for student and canine!

Dechant always brings healthy meals and snacks to school, and her students make smoothies in her sport performance fitness classes. She shares her knowledge of nutrition with her classes and teams. Her latest personal self-improvement course is sushi roll making!

Prior to each spring break Dechant arranges an active vacation for her and her husband, Daryl. In the last three years, they did a half-marathon in California, a 10K race in Boulder, Colorado, and a cycling tour in Oregon. When they went to Boulder, they packed boxes of used running shoes to donate to the charity One World Running. This charity brings gently used running shoes to people in underprivileged countries; the well-used shoes are used in road construction.

Dechant quietly goes about making our physical education department, our school, our community and our world a better place and is very deserving of an HPEC Certificate of Commendation.

## **North Central: Dan Potvin**

Dan Potvin teaches Grades 8–9 math, Grades 7–9 PE and DPA, and an athletic excellence (AE) program that he both created and introduced to Christ the King (CTK) High School. The AE program is unique to CTK, and thanks to Potvin this program helps students to excel and find enjoyment through athletics at CTK.

Potvin is also great when it comes to introducing new and exciting cooperative games to the daily physical activity (DPA) program at CTK. Through inservices, teachers' convention and especially HPEC conferences, Potvin has acquired a wide knowledge of these games and is great at sharing this knowledge with his colleagues. Due to lack of gym space, CTK often has many students in the gymnasium at one time. Potvin is definitely the go-to guy for a new idea for a mass group of students or an alternative environment activity.

Potvin spends numerous hours planning for the classroom and gymnasium, but his commitment to extracurricular sports cannot be overlooked. For several years, Potvin has coached both the golf team and the CTK Chargers girls' volleyball team. Both teams have won their zone championships twice in the past four years; both went on to represent the Edmonton zone at the 2A provincial championships. This year, Potvin's volleyball team made it to the metro Edmonton league volleyball finals and won the silver medal. This is a huge accomplishment considering that Potvin's 2A team beat out numerous 3A and 4A teams to get to this championship.

Players have highlighted his innate court awareness. "Mr Potvin always knew where we needed to go on the court ... he has a high standard of coaching ability." In addition, Potvin's pregame speeches dismissed the idea of the girls being underdogs and inspired them to achieve their best while pursuing excellence.

Potvin is dedicated to keeping youth active, has a pleasant demeanour with students and works well with parents and staff. He gives so much of his own time to sports and students, which clearly benefits the whole school community. Congratulations, Dan, you are a very worthy candidate.

## **North Central: Karen Potts**

Karen Potts started her teaching career in 1991 in Grande Prairie and spent a short time in Chilliwack, BC, before finding a long-term home in Clyde. In addition to other duties, Potts has been instructing physical education for the past 17 years at Eleanor Hall School. During this time she has been active at the divisional and provincial levels and has motivated others to share her passion for quality PE and healthy lifestyles.

Potts has coached most sports with particular emphasis on basketball, soccer, volleyball, cross-country, and track and field. She has organized intramurals, the annual junior high Marmot ski trip, local ski trips to Tawatinaw, elementary winter games, K-9 Mardi Gras and Jump Rope for Heart. She also served as a Rainbows instructor. Her infectious personality models positive outcomes in students and staff alike.

Potts is an essential part of the school. She organized and introduced Respect Ed and a group for girls to meet and openly discuss whatever they felt was important.

In Pembina Hills Regional Division (PHSD), Potts encourages PE teachers to be involved in provincial conferences and offers valuable advice and information at inservices. She has led numerous professional development sessions, and served as a lead teacher for daily physical education and as a facilitator for health and life skills guide implementation. Potts is known throughout PHSD for her energy and you-can-do-it-too attitude.

Potts has also been extensively involved on the provincial level. She has been a member of the Health and Physical Education Council (HPEC) since 2007 and helped to develop and implement the health curriculum. She organized a provincial health workshop in Edmonton for the Edmonton Regional Learning Consortium and represented the organization at Health Canada meetings. On behalf of HPEC she was involved with the Inspiring Education Forum, the Alberta Coalition for Healthy School Communities and Shaping the Future. Potts has contributed regularly to publications including *Runner* (Volume 44, Number 9, 2009), *Comprehensive School Health: A Framework for Wellness in Alberta Schools* (HPEC 2009), *Recipe Card Lesson Plans* (Ever Active Schools 2009) and *Daily Physical Activity: A Handbook for Grades 1-9 Schools* (Alberta Education 2006). She presented the last three years at HPEC conferences in Camrose, Red Deer and Calgary.

As a contributing community member, Potts has served as vice-president of the Tawatinaw Valley Ski Club, volunteered as a ski patroller there since 2004, volunteered for the Alberta Winter Games in 2010 and 2012, presented at the Winter Safety Workshop for 4-H and coordinated Bee Healthy with a Healthy Families grant. It is quite obvious that Potts's free time is anything but as she continues to do so much to serve others.

Potts believes that all students can succeed and are valuable citizens. Her love for life and health influences all students and colleagues. She is a caring, competitive, nurturing and all around great person. No matter how busy Potts is in her career, she still has time for family and friends. HPEC is so proud to have her as a member, and she is most worthy of recognition for the Certificate of Commendation.

## **North Central: Ryan Reed**

Ryan Reed is an exceptional teacher and person who goes above and beyond to assist students and make his classes a place where students want to be. He has developed a strong skills-based program at Strathcona Christian Academy. Reed shows passion in his teaching and has developed meaningful student-teacher relationships because of his confidence in his program and his students.

Reed is in his second year as athletic director (Grades 7–12) and has brought excellence to this department. He has also served as the varsity boys' basketball coach from 2007 to the present, his team won a 2A provincial championship last year. He also coaches the Grades 8/9 girls' basketball and varsity girls' volleyball teams. Reed has served as the coordinator of the Eagles Invitational basketball tournament (16-team coed basketball tournament), is currently boys' basketball commissioner for the Alberta Schools' Athletic Association (ASAA) and is an active member of both Metro Athletic Association (high school) and Elk Island Public Schools' Athletic Association (junior high). In addition, Reed organizes a Special Olympics basketball clinic for special needs youth in Sherwood Park. These delightful young people come for several sessions of practices run by Reed and several players from his varsity team. The week finishes with a tournament between the special needs players and coached by Reed.

Reed is an exceptional candidate for this award because of his dedication to his students, his many activities and his sincere passion for health and physical education.

## **Palliser: Jack Molyneux**

Jack Molyneux has been an outstanding teacher in the Foothills School Division for almost three decades. Throughout this time, Molyneux has been involved with HPEC conferences and drive-in workshops. From these conferences, he has picked up strategies that he has consistently implemented into daily physical education.

Molyneux has been the athletic director and/or coach, leading many athletes to division and zone championships in volleyball, basketball, cross-country,

and track and field. His great ways of working with students have given some of these youth a chance to have a professional career in sports. As a scout, he has given countless hours to the SAIT and Mount Royal basketball programs. He has also helped to mentor many PE teachers from the Universities of Calgary and Lethbridge, ensuring that they get involved with HPEC.

From coordinating schoolwide events such as Shave a Lid for a Kid and Jump Rope for Heart to holding nonprofit summer volleyball camps, Molyneux's commitment to the school and community is unrivalled. If you look around, Molyneux can be found volunteering as an emcee for the annual Turner Valley and Millarville triathlons or organizing Pine Creek Cemetery cleanup projects.

A friend to all, Molyneux's kind and helpful nature is well known at Red Deer Lake School. He never hesitates to stop whatever he is doing to help anyone in need. Molyneux is known as the MacGyver among staff. If anything needs to be done, often on his own time, in realms outside of the classroom, Molyneux is the go-to guy; for example, sound system, lighting for school performances, construction, first aid and changing a tire. Molyneux's dedication to the teaching profession makes him an excellent candidate for this award. Congratulations, Jack!

## **Red Deer: Dustin Deveraux**

Dustin Deveraux teaches language arts, French as a second language, outdoor education and, his favourite, physical education, at Central Middle School, in Red Deer. He is the athletic representative for the Red Deer Middle Schools' Athletic Association, head coach of the senior boys' basketball team and school coordinator of daily physical activity. He is highly organized in his teaching, lesson planning and coaching. Attention to detail is his strength. He is well liked by his students and has a knack for getting their best efforts from them.

Deveraux is an exceptional teacher who highly values the positive effects of physical education in his school. This year he has helped implement a new process so that all students receive the recommended 30 minutes of daily physical education. He is very passionate about teaching physical education, and he

ensures that all aspects of both health and PE are covered. Through his outdoor education class, Deveraux has passed along his love and passion of the outdoors, getting students outside and active through day hikes, camping and fishing trips.

Deveraux has taken his own professional development seriously by attending health and physical education (HPE) sessions at school, in his division and provincially (attending the HPEC conference is an annual tradition). He has started to increase professional development of all HPE teachers by being an HPEC conference chair in Red Deer, helping out at the teachers' convention and becoming a Central Alberta regional corepresentative. Deveraux has helped revive the legendary drive-in workshops and is one of the most vocal promoters of HPEC. He is an exceptional candidate for this award and a valuable addition to HPEC executive.

### **South West: Annette Bright**

Annette Bright is a Grade 5 science teacher who embraces health and wellness. Bright spends endless hours designing, modifying and implementing health and wellness into her own classroom, school, school division and province. As her school's health champion, Bright has developed a student health leadership team and an adult health committee and is working on a lunch (kitchen) committee. Through her active leadership in each committee, great things like Fruit Fridays, Tasting Tuesdays, smoothies, health kiosks, DPA bins and many more great initiatives have been introduced and maintained.

Her great work is recognized outside the school. Chinook Regional Health, Westwind School Division and the University of Alberta have seconded some of her time to develop and manage health programs that affect students both in and out of school. Bright has mentored teachers, administrators and central office staff on how to implement health into classrooms and schools. She was even the focus of a commercial for Healthy Schools, Healthy Futures.

Her principal recognizes her as a tireless worker for her countless hours of commitment and dedication on the part of teachers, parents and students. Through her knowledge of comprehensive school health, Bright has

helped to shape students' lives and provided opportunities for students to learn through active living, healthy eating and positive social environments. Students have learned about making healthy choices through poster and video projects and contests.

Bright is truly a leader and driving force behind health and wellness in southern Alberta and is a most deserving recipient of the HPEC Certificate of Commendation. Congratulations, Annette.

### **South East: Drew Loehndorf**

Drew Loehndorf has been teaching within the Medicine Hat Catholic Board of Education for six years since graduating with a BEd from the University of Alberta in 2008, with a major in elementary education and a minor in physical education. Since that time, Loehndorf has taught at Notre Dame Academy and St Michael's Elementary School.

While at Notre Dame, Loehndorf instructed the golf academy for Grades 5–8. He also coached volleyball and basketball for junior high boys during this time.

Since joining the staff at St Michael's, Loehndorf has been our lead teacher for physical education. He is our teacher representative for Moving and Choosing and for the Medicine Hat Elementary Athletic Association (MHEAA). For the past three years he has been the coordinating teacher for the MHEAA's cross-country run held each fall at Kin Coulee Park. At St Michael's, Loehndorf organizes all the intramural activities for Grades 1–6, and this year has started a running club for the students. Students always look forward to their classes with Loehndorf. His positive attitude and enthusiasm for sports and physical activity encourage all students to participate and try their best, regardless of ability. Loehndorf is always eager and willing to take on any responsibility for the school regarding daily physical activity.

A large portion of Loehndorf's volunteer time centres on coaching the Monsignor McCoy Senior High boys' volleyball team, which he has been doing for the past three years and plans to continue next year. Prior to this, he coached volleyball for boys aged 14–16. Loehndorf is a very well-respected coach by both students and parents, and his time spent with the teams has been extremely valued.



Last year, Loehndorf and his wife, Jamie, became proud parents of a baby girl, so life is busy, but he still finds time to stay active through running, weight training, golfing and snowboarding. Loehndorf is a very deserving candidate for the Certificate of Commendation for outstanding contributions to health and physical education in our district. I know his dedication will continue throughout his career as an educator.

## **South East: Rob Grisonich**

Rob Grisonich began his teaching career in Seven Persons, Alberta. In Seven Persons he was a successful coach, classroom teacher and physical education instructor. His passion and enthusiasm for an active lifestyle were contagious, and pink gym shorts were legendary in the school community.

About 10 years ago Grisonich changed school districts and joined Medicine Hat Catholic Separate Regional Division. He was a huge part of the start-up of Notre Dame Academy. He had a vision for the sports academies, which continue to be a huge success. His coaching reputation followed him, and many talented athletes came to Notre Dame to be part of his programs. He has coached several successful basketball and

volleyball teams as well as mentored many new coaches. Many of his young athletes have gone on to postsecondary play, and many credit his early influences for their success.

Grisonich has been very active at the zone and provincial level and has hosted several well-organized events. His tournaments are some of the largest in the province and rarely have any glitches.

Grisonich is active in the community as well through announcing at high school basketball games, attending and promoting Medicine Hat Rattler games and events, and tearing up the golf course with the little bit of time that he has left.

Grisonich is a humble energizer bunny. He continually gives and shares his positive attitude with all who work with him yet he seeks no personal recognition. He has a unique ability to keep players, parents, fans and referees on his side, because they know he will always treat everyone with respect and go the extra mile for them when needed.

The Medicine Hat sports community will not be the same when Grisonich retires. The many athletes, teachers and coaches he has mentored have some big shoes to fill, but it is guaranteed that Grisonich gave them the confidence and skills to do it.

# Distinguished Service Award

## Donna Schneider

### *Val Morley*

This year's recipient of the Distinguished Service Award has an exceptional ability to teach skills, sportsmanship and teamwork with respect and empathy for others. This aptitude developed early in her life. From her high chair she watched her father practise golf by putting in the living room all winter. Then in the spring he would volunteer at a local golf course to share his love of the sport. Meanwhile, her mother naturally instilled values such as compassion and support for family and community. So it was logical that a young Donna Morley was always an enthusiastic and caring student in the classroom and the gymnasium.

Donna graduated from Medicine Hat High School (MHHS) with a long list of sports activities under her belt. Volleyball is listed first, but she also participated in basketball, badminton, gymnastics and track, which formed a good basis for her future career and community endeavours. And as expected, her entry in the yearbook said that she planned to become a physical education teacher. Donna's former teachers still recall her as a hard worker with a positive attitude that made her a valued team player.

Postsecondary studies began at Medicine Hat College. Donna's passion for volleyball was nurtured at the college, where she was recognized as Female Athlete of the Year each of her two years as a Rattler. She continued her physical education studies and volleyball as a Panda at the University of Alberta. Donna completed her teaching requirements at the University of Lethbridge in 1977 and as life's patterns evolve, Donna began her teaching career at her home away from home, Medicine Hat High School.

One of Donna's first-year colleagues was Sue Feeney, who coached Donna in gymnastics during her first-year teaching at MHHS. Sue describes her relationship with Donna as teacher, colleague and, most important, friend. Throughout these relationships, Sue describes Donna as a person with a passion for sports, an incredible

work ethic and an infectious smile. She encouraged teams as a player on or off the bench and continued her approach as a high school PE teacher and coach of the senior girls' volleyball team.

In Medicine Hat, it's not hard to meet a former student who remembers Miss Morley from MHHS. Her volleyball team players are now adult women who recall her as a strong coach. She had volleyball skills and a competitive spirit, but she was the strong, silent type. You could tell by her stance when she knew her team could do better. She worked hard at practices, so her players did, too. She was constantly encouraging from the game bench, so her players did, too. She wanted team players, and because she was respected, her players were a team. The senior boys' coach, nicknamed Hash, often had her in fits of laughter on the long bus trips. She handled minor inconveniences, such as having to sleep on the bus, with good-natured cheer.

Not all her students loved PE, and when Donna meets them in the community, they still share a bond as they recall how patiently she encouraged them. She maintained her enthusiasm for recreational sports with her involvement in intramurals. Miss Morley became Mrs Schneider in 1981, and her life now included the role of a ranch wife. And like the organized teacher she was, her first daughter, Lindy, was born June 30, 1983, just in time for summer.

Even though Donna was a new mom, she returned to the MHHS gym in September as a volleyball coach with baby Lindy in her Snuggli. Parents volunteered to walk Lindy in her stroller when baby's patience with volleyball coaching ended. On a personal level, Donna also enjoyed recreational volleyball, slow-pitch, curling and was occasionally frustrated by the game of golf. The Schneider family included two young daughters when Donna returned to the classroom in 1989 in a job-sharing position with former teacher and colleague Sue Feeney. The two enjoyed planning together and brainstorming ideas for lessons and coaching. The school appreciated two very dedicated teachers willing to put in extra time and effort for their students.

As a ranch wife and now a mother of two girls and a boy, Donna contributed to many community activities. She continued her personal involvement in such recreational sports as volleyball and curling, but all those years as a PE teacher and coach had made her an invaluable volunteer. The spectrum of involvements followed the seasons. You could find Donna and one or more of the children at the Irvine skating club, local hockey arenas, baseball fields and especially the soccer pitch. She not only coached soccer for many years, she was part of the soccer association. Yes, every association appreciates a parent with a PE background when it comes to tournament organization.

The SALTA gymnastics club truly reflects the commitment of the Schneider family. Both daughters became accomplished competitive gymnasts, and Donna's son enjoyed the trampoline. Donna was a volunteer instructor for budding preschool gymnasts—extreme patience required. While she and husband, Brian, were on the SALTA executive, a major renovation and expansion project took place—patience and fundraising skills required. And finally, the first annual Cactus Classic gymnastic competition was started. The first year was a huge endeavour, and family and friends were recruited to move equipment and mats to the venue. The family stuffed the goodie bags, and Brian created cactus trophies out of barbed wire. Each trophy was mounted and hand decorated and definitely included glue-gun finger burns. Donna even took judging classes. As her daughters both said, you could go on forever about mom's support of gymnastics.

But the rural K–9 Irvine School was also a place to find Donna. It's not hard to believe that as her eldest daughter started junior high volleyball, she was recruited to coach. Donna was much more than a parent volunteer, and when her youngest son Rylan entered Grade 1, she accepted a teaching position as a PE and health teacher. Her teaching assignment spanned all grades. She has taught from Grades 1 to 12 during her career and was nominated for an Excellence in Teaching Award in 2006.

Irvine School is part of Prairie Rose School Division (PRSD). Her tenure began in August 1997, and she remained at Irvine until 2010. Deputy superintendent Brian Andjelic happily praised his former colleague, Donna Schneider. He describes Donna as a health

champion who tirelessly promoted “healthy lifestyle opportunities as a mentor, role model, teacher, coach and advocate to many students over this time.” He recalled how hard Donna worked to bring the positive playgrounds program to Irvine School and then to other schools in PRSD. Donna provided training for the program to other district staff members to promote active students during recess. The program taught baby boomer recess games such as four-square, hopscotch, skipping, marbles and jacks to elementary students. And, yes, Donna and her family painted the game grids in the playground.

The positive playgrounds program was also an initiative that increased Grade 9 student leadership. Donna developed a locally approved option class as the older students mentored the younger students on the playground. Over the years, her teaching assignment included health and PE classes from Grades 1 to 9. Each curriculum objective was met through careful planning and extensive use of resources, and if the resource was not available, it was created. She was also a member of the district's Wellness Committee and provided classroom assistance for the DPA initiative. Donna included HPEC as professional development during her career and was awarded a Certificate of Commendation. Without hesitation, she volunteered on the 2013 HPEC Conference Committee.

Speaking of creating resources, a family favourite story involves gymnasium curling rocks. Husband Brian helped in the process. The rocks were wooden circles with an attached metal handle. They rolled on three chair wheels across the gym where appropriate circles were the target. The topic of rocks leads to another favourite story. The improvised track in the Irvine schoolyard had plenty of gopher holes. The night before a meet, the family volunteered to pick pails of small stones and stuff the holes! But gophers are determined rodents and they pushed all the stones aside by the morning of the meet.

Donna Schneider was a valued colleague by the Irvine School staff, and especially by fellow coach, Mike Bordun. His memories capture the true spirit of Donna's passion for teaching. He talked about the effort and commitment Donna had to the Positive Playground Program and the leadership class. He admired her flexibility teaching PE to rambunctious 6 year olds and

the too-cool-to-run 14 year olds. Donna gained the trust of many students in her health classes and helped in their transition to high school by providing career knowledge and experiences.

But let's take a closer look at Donna's extracurricular role. Of course girls' volleyball was her specialty, but if the boys' team needed a coach, she would find a way to make it work. Donna became adept at basketball and to increase student participation, she would oversee the coaching of Junior A and B teams. This was a great learning experience for many young coaches as well. Donna eventually assumed the role of badminton coach as well. All sports included some travel, lots of Fridays and Saturdays in a gym, and tournament organization. Rumour is that Donna's involvement in the fundraising food kiosk started the preparation of the spicy meat for the infamous Taco in a Bag at Irvine School tournaments. And the best part about June for Irvine School staff were the leftovers in the staff room after the Schneider branding meals and the year-end parties at the ranch.

The Bordun-Schneider team effort was most apparent after Irvine School joined the Medicine Hat Junior High Athletic Association. Irvine School's turn to do the administration and scheduling for the association became five years instead of two. Mike Bordun was the president, but with a smile, he remembers that Donna as secretary-treasurer did most of the work.

Donna ended her teaching career in June 2010, but her distinguished service to wellness continues through her many students, who acknowledge her constantly. It continues with her involvement in track and field, where her daughters volunteer to judge after their own university track and field involvement. She continues to promote positive playgrounds in the rural district, including colony schools, as a volunteer for the Be Fit for Life program. Just as she returned to MHHS after

university, Donna has returned, since retirement, to Medicine Hat College. She is a dedicated alumni member of the MHC Booster Club. The club now hosts a homecoming breakfast that honours outstanding athletic contributions, and Donna puts together a book of memories for the recipient.

On a personal level, Donna continues to be a role model for wellness. Yes, she continues to play in the local women's volleyball league and curls throughout the winter. Spring is the start of the dragon boat season for Donna. She is a key member of the team—the brave steer person standing at the back of the boat. Her encouragement and support, especially to the sister power team of breast cancer survivors, is so moving to watch. Donna knows the strength of being a team and helps these women find that strength. She has promoted the sport of dragon boating through coaching, steering and, most important, inclusiveness. In the summer of 2011, she was instrumental in attracting new rowers at a try-it-out day at Elkwater Lake. In 2012, Donna was the liaison for the Dragon Boat Association and the local Pace Rotary Club, which hosted a dragon boat festival at Elkwater. Most teams were new rowers who will be back.

Donna pursues fitness and running, and will soon face a new sport challenge. Her daughter, Janay, has convinced her to try the Spartan Race (obstacles and mud included) near Whitefish, Montana. We wish her good luck and a hot shower afterward! And remember that image of the toddler watching her father putting? Well, Donna now golfs and realizes that it is a game of perseverance, patience and practice. And that is her approach to wellness, and her kind heart is her approach to people. Donna, your school career and community involvement make you a most deserving recipient of the Distinguished Service Award. Congratulations and thank you.

# Introduction to the Robert Routledge Memorial Address

*Brenda Bower*

Good afternoon and welcome. It is my pleasure to introduce this year's presenter of the Robert Routledge Memorial Address, Debbie Yanota. Debbie began her teaching career in 1977 at Peter Pond Junior High School, in Fort McMurray. Upon meeting Donna Schneider at an HPEC conference in Red Deer, Deb told her that she would be interested in working in Medicine Hat if any jobs became available. Shortly thereafter a job opened up, so Deb moved to the south and began her 24-year career with the Medicine Hat School District. Deb spent 2 years at Medicine Hat High School and 22 years at Crescent Heights High School. In that time she served as the physical education department head, taught physical education, coached basketball, volleyball, track and field, and badminton, obtained her master's degree in education at the University of Lethbridge and was HPEC conference cochair in 1998 (the last time the conference was

held in Medicine Hat). Deb moved from the physical education department to become vice-principal at Crescent Heights, a position she held for four years until moving to Lethbridge. For the last eight years of her teaching career, she was assistant principal at Lethbridge Collegiate Institute.

Deb has many fond HPEC memories, especially of the Friday night socials, but she is particularly fond of the incredible and inspirational people she has worked with: Marion Irwin, John Semkuley, Karen Harris, Mary Ann Downing, Val Olekshy, Anne Paskevich and Marg Derbyshire, to name a few.

After 33 years as a teacher and school administrator, Deb is now enjoying retirement and spends most of her winter soaking up the sun and surf in Hawaii. Please join me in welcoming this year's incredible and inspirational presenter of the Robert Routledge Memorial Address and my personal mentor and friend, Debbie Yanota.

# Robert Routledge Memorial Address 2013

*Debbie Yanota*

Honoured guests, Health and Physical Education Council (HPEC) executive, conference participants and those of you kind enough to sit through this, welcome to what I think will go down as one of the shortest Robert Routledge Memorial Addresses in the history of HPEC. I truly am honoured to have been asked to deliver the address this year. Honoured, but not surprised. Let's face it. I'm old enough (no insult to previous speakers intended), I come cheap and Brenda Bower couldn't get anyone else. At my age, I take any work I can get. So thank you.

Now, what do I talk about? That's easy; I will talk about you and teaching. One of my favourite parts of teaching is working with prospective and current teachers. I have always found value in collaborating with others, whether it is in my role as a teacher mentor, a school administrator or, most recently, a sessional instructor in the Faculty of Education at the University of Lethbridge. Sharing best practices and collaborating made teaching easier, more enjoyable and most valuable. Wait, I'm talking about me, not you.

To talk about teachers and teaching we can start with Robert Routledge himself. Although there are very few active HPEC members who would have known him, Robert Routledge remains larger than life in HPEC and the ASAA. He was a dedicated teacher and administrator and was instrumental as one of the founders of HPEC. He and people like John Mayell, Marion Irwin and John Semkuley recognized the need to create an organization to meet the needs of the teachers and students in physical education and found ways to make this happen. Robert Routledge paved the way for HPEC to exist. Sadly, while attending an ASAA meeting in Calgary he met an untimely death. Robert Routledge was an incredible man, a visionary and will forever be remembered in this organization.

With immense respect for Robert Routledge, his family and his legacy I am going to take him down from his memorial pedestal for just a moment. You see,

for the most part Robert Routledge was just one of the guys. He was a teacher, just like you. He expended his energy focused on the youth of the day, just like you. Robert Routledge served on committees, helped organize events and was an active member in several school-based organizations, just like you. Robert Routledge was one of us.

I attempted to imagine how he would have felt as a teacher in the 21st century. Would Robert Routledge have been excited to see the direction of HPEC, PHE Canada and the ASAA? There have been several changes in the HPEC, this grassroots organization. At many of the meetings I have attended, the philosophical question that was often asked was, Are we staying true to our roots? I am no longer active enough in HPEC to answer that question. You can though, and I would encourage you to become more involved in HPEC so you can be a voice on this council.

Would Robert Routledge have been as exasperated as many of you are with class sizes, the mandated curriculum and our social-media-based world? Would he have found the energy, the will and the drive to continue on a daily basis despite the roadblocks he would face today, as you do? Would he advocate for students without the recognition he deserves, as you do? Yes, I am confident he would, because he was just like you. To clarify, there have always been problems in schools, even in the Robert Routledge days. The problems might have been different than they are today, but there were still problems to face every day. And, to put Robert Routledge back on the pedestal he deserves, I can honestly say that it is because of men like Robert Routledge that you are here today, that I have been where you are and can proudly claim to be a part of the HPEC family.

Now I really am going to talk about you. I am amazed at your work ethic. I admire your desire to work day in and day out with our students. I am in awe of you and want to spend this time thanking you and

acknowledging the work you do. I want to dedicate this Robert Routledge Memorial Address to each and every one of you, to those who have gone before you and those who will follow in your footprints. (On a side note, I have fond memories of attending HPEC conferences. I am a proud HPECer and gained so much insight into teaching through these conferences. On a side note, it is thanks to these conferences that Karen Kusler-Young and I learned some low organization games that could be played in relative silence and safety when we had stayed out too long on Thursday nights. It was through the HPEC conferences that we found a network of friends with whom we could connect and share. The entire province of physical education teachers became our resource guides.)

The majority of the teachers, school assistants, caretakers and administrators work their entire career without the recognition they deserve. I have been fortunate to have had my share of awards and accolades. Each time, though, I have thought that there were dozens of other people more worthy and more deserving. And there were. To the Jim Drefs, the Pat Muellers, the Karen Kusler-Youngs, the Val Morleys, Nat Flaigs, Shirley Woodwards and countless others, thank you for all you have done. I wish I could go back to each time I received any recognition and remember to include you in my thank you. The names I just mentioned are people I worked with here in Medicine Hat. I could list hundreds of others I have had the fortune to work with here and at LCI in Lethbridge, and you can think of hundreds of people who have not received the recognition that is deserved. You are likely one of the people I could name.

Now, let's get back to you. What can we do to ensure that you are valued? What can we do to make sure you are as valued as Robert Routledge is today? The easy answer is to encourage school boards, Alberta Education, schools and students to acknowledge teachers, school assistants, custodians and administrators every single day. It isn't about an award, is it? It is about an acknowledgement on occasion, a pat on the back or a thank you in the school newsletter recognizing what you do. Even with all of this, it is also about how we feel about ourselves and how we value the job we are doing. We teach about self-worth every day, but there are too many days when we feel worthless. I hope you

will take a look at the people you work with and be one of the people who acknowledge them in a positive way. Help each other to feel valued.

In keeping with the conference theme, I would encourage all of you to find your "Oasis of Wellness." How many times have you put off taking care of yourself over taking care of kids? How many times have you not gone for your run or ended up at a drive-through instead of sitting down to a decent meal because you have to get back to school for a practice or a parent-teacher conference? I want to remind you to take care of yourself. Find your "Oasis of Wellness." It's OK to put yourself first because by doing so you take care of your family and your students. You are a role model for your students and must teach them the importance of wellness and self-improvement.

I also want to encourage you to keep the fire going. The students of this province need you. They deserve nothing less than the best, and you are the best. Continue to plan, educate yourself and be an involved practitioner. Teach the kids not the curriculum. Look your students in the eyes every day and make the connection with them that you all need. Along the way, have as much fun as you can. I always tried to take my job seriously but not myself. I like to laugh at myself and have fun. It makes my job easier and much more enjoyable.

Every speech has a quote from someone noteworthy. There is usually something we read or hear that we tuck away to use on such occasions as this. My noteworthy information did not come from a motivational book or a leadership paper. It comes from a bookmark that is produced by [Yourtruenature.com](http://Yourtruenature.com).

## **Advice from a Rainbow**

Live a colourful life  
Be an inspiration  
Bring unexpected joy  
See beauty in life's curves  
Be someone to look up to  
Live in the moment  
Reflect your true nature

Thank you for listening, thank you for all that you do and thank you for the honour of presenting the Robert Routledge Memorial Address.

# HPEC Conference 2014

Edmonton

May 1–3

Mark your calendar!





# PHE National Conference

PHE Canada is proud to partner with the Manitoba Physical Education Teachers Association (MPETA) to present the 2013 National Conference in Winnipeg, Manitoba.

## **Fields of Plenty, Fields of Play: Harvesting Healthy, Active Lifestyles**

**October 24–26, 2013**

**Winnipeg, Manitoba**

The National Conference provides an opportunity for delegates to network with colleagues and increase their knowledge and skills to foster healthy active living for children and youth in the school community.

Delegates are people involved with the health, physical activity and education needs of children and youth. This includes educators, public health officials, administrators, recreation leaders, physical education specialists and generalists who want more information about physical education. Visit the PHE Canada website for more information ([www.phecanada.ca](http://www.phecanada.ca)).



# 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).

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## HPEC Executive 2012/13

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### President

Jessica Badzgon  
Bus 403-500-2850  
jessica.badzgon@cssd.ab.ca or  
jbadzgon@hotmail.com

### Past President

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

### President-Elect

Heather Rootsarth  
Bus 780-988-2279  
rootsarth@ecsd.net or  
dhroot@telus.net

### Vice-President

Sonia Sheehan  
Bus 403-259-3527  
Fax 403-258-2701  
sonia.sheehan@ffca-calgary.com or  
soniasheehan@shaw.ca

### Secretary

Elisha O'Lain  
Bus 403-777-7490, ext 2738  
Fax 403-777-7499  
emolain@cbe.ab.ca or  
emolain@hotmail.com

### Treasurer

Jodi Harding-Kuriger  
Bus 780-444-0250  
jodi.harding-kuriger@ecsd.net

### Conference 2013 Cochairs

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

Margaret Derbyshire  
mderb@shaw.ca

Lee Woodward  
Bus 403-527-6641  
lee.woodward@sd76.ab.ca

### Journal Editor

Jennifer Flontek  
Bus 780-929-5988  
jenn.flontek@blackgold.ca

### Webmaster

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

### Ever Active Schools (EAS) Director

Brian Torrance  
Bus 780-454-4745  
Fax 780-453-1756  
brian@everactive.org

### EAS School Coordinator

Joyce Sunada  
Bus 403-210-6012  
joyce@everactive.org

### EAS Education Coordinator

Tracy Lockwood  
Bus 780-454-4745  
tracy@everactive.org

### EAS Communications Coordinator

Shannon Horricks  
Bus 780-672-6131  
shorricks@brsd.ab.ca

### PEC Liaison

Patrick Duffy  
Bus 780-538-0077  
Fax 780-402-7538  
patrick.duffy@teachers.ab.ca

### ATA Staff Advisor

Peter Kalis  
Bus 780-447-9499  
or 1-800-232-7208  
Fax 780-455-6481  
peter.kalis@ata.ab.ca

### LIAISON REPRESENTATIVES

#### ASAA

##### (Alberta Schools' Athletic Association)

Barb Young  
Bus 403-304-7878  
Fax 403-309-4108  
barb.young@rdpsd.ab.ca

#### ATEPHE

##### (Alberta Teacher Educators of Physical and Health Education)

David Chorney  
Bus 780-758-5884  
Fax 780-492-9402  
dchorney@ualberta.ca

Nancy Melnychuk

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

#### Alberta Community Development

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

#### PHE Canada

Doug Gledie  
Bus 780-633-3037  
dgleddie@ualberta.ca or  
igledie@shaw.ca

#### Intramural Liaison

Dean Rootsarth  
Bus 780-489-2571  
deanrootsarth@shaw.ca or  
rootsarth@ecsd.net

#### EAS Liaison

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

#### Alberta Education and Provincial Wellness Liaison

Jeff Bath  
Bus 780-422-0597  
jeff.bath@gov.ab.ca or  
jbath@psd70.ab.ca

### STANDING COMMITTEE CHAIRS

#### Health Education

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

#### Historian

TBA

### DISTRICT REPRESENTATIVES

#### Athabasca

Wade Hicks  
Bus 780-675-2285  
wade.hicks@aspview.org

#### Calgary City

Nancy Jarvis  
Bus 403-777-6620  
nljarvis@cbe.ab.ca  
Jennifer Wallace  
Bus 403-500-2116  
jennifer.wallace@cssd.ab.ca

#### Central East

Jayson Boyson  
Bus 780-672-7785  
jboyson@brsd.ab.ca  
Bradley Burns  
Bus 780-672-2975  
bradb@eics.ab.ca

#### Greater Edmonton

Kim Hordal-Hlewka  
Bus 780-429-8000  
kim.hordal@epsb.net  
Mark Huculak  
Bus 780-989-3000  
mark.huculak@ecsd.net

#### Mighty Peace

Scott Randall  
Bus 780-624-3432  
randall.s@hfcrd.ab.ca  
Mat Snider  
Bus 780-532-7721  
mat.snider@gppsd.ab.ca

#### North Central

Dylan Dellezay  
Bus 780-929-5904  
Fax 780-929-5907  
dylan.dellezay@blackgold.ca  
Erik Larson  
Bus 780-929-5904  
erik.larson@blackgold.ca

#### North East

TBA

#### Palliser

TBA

#### Red Deer

Dustin Devereaux  
Bus 403-346-4397  
ddevereaux@rdpsd.ab.ca  
Jonathan Mauro  
Bus 403-342-4800  
jmauro@rdcrd.ab.ca

#### South East

TBA

#### South West

Cory Rowe  
Bus 403-653-4955  
cory.rowe@westwind.ab.ca

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