



# E-SPRINTER

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

February 2022

## President's Message

This is hard. The unending uncertainty is brutal, especially for a profession of people who like to plan. I see you and all the hard work you are doing. I feel you and your extraordinary exhaustion. I wish I could do more for each and every one of you. This message is simple: the struggle is real and it is incredibly hard. As Health and Physical Education Council (HPEC) executive members, we are right in it with you. For now, we will focus on the things we can control and make time for our collective well-being, and we invite you to do the same.

And yet, here is another request. During a conversation with Elder Elmer in 2021, he encouraged us all to think about our actions and how they will affect the next seven generations. As teaching professionals, our immediate actions affect all those teachers and students who will follow in our footsteps. What is the legacy you'd like to leave in our schools? Is it classrooms of 45 plus students? Is it working conditions that send bright and talented

new teachers into alternative careers? What are some of your best teaching memories? And how can you act now to ensure that the following generations of teachers have sustainable and fulfilling careers?

Now is not the time to be complacent. Even through the exhaustion and uncertainty, we must unify for the sake of our honourable profession of education. Continue to contact your MLA regarding the draft curriculum, and follow the bargaining updates. When it comes time to vote in the upcoming months, consider how your decisions will affect the next seven generations of students and teachers, not only those in schools now. Lean into those difficult conversations and stand up for our profession. Please reach out to your local representatives to get context-specific information. Focus on what we can control individually and collectively. Persevere in unity.

*Jodi Harding-Kuriger*

### What's Inside

- HPEC Conference
- AGM 2022
- Executive Members in the Spotlight
- From the HPEC Blog
- PHE Canada News
- ATEPHE News
- Alberta Health Services
- ASAA News
- Friends of HPEC
- Links

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



# HPEC Conference

Due to the ongoing uncertainty that COVID-19 presents, HPEC will not be holding a conference this year. We do not want to host any further virtual sessions, as we believe that most of us are “zoomed out.” Instead, we encourage you all to get outdoors and keep moving. When we do host a conference, we want to come back with an epic in-person conference, true to

our quality professional development commitment to you all.

In the meantime, our good friends, Ever Active Schools, have postponed the Shaping the Future conference to April 21–23, 2022, at the Pomeroy Kananaskis Hotel. If you have never had the opportunity to attend, it is fantastic! Let’s hope we can all see each other in Lake Louise in the spring!

## AGM 2022

### Virtual Meeting

The annual general meeting (AGM) will be held virtually on Thursday, May 12, 2022, at 7 PM. A link will be sent to all HPEC members who register. Deadline to register is Thursday, May 5, 2022. To register, go to <https://forms.gle/hKg9PQ9nEexhRjxw5>.

### Elections and Appointments

HPEC officers consist of the elected members of the executive, with the exception of the treasurer position, which is appointed. Officer positions consist of two-year terms, AGM to AGM, with the exception of president-elect, which is a four-year term, AGM to AGM (one year as president-elect, preceded by two years as president, preceded by one year as past president).

#### Even Year Elected Officer Positions—Elected at the AGM

- Vice-president (2): Member services and engagement committee chair
- Secretary

#### Even Year Appointed Officer Position—Appointment announced at the AGM

- Treasurer

The following HPEC appointed executive positions consist of two-year terms, AGM to AGM:

#### Even Year Appointed HPEC Executive Positions

- Website
- Editor, *Runner*
- Southwest regional representative
- Greater Calgary regional representative
- Central East regional representative
- Edmonton regional representative
- Northwest regional representative



# Executive Members in the Spotlight

Check out our favourite PE equipment, favourite games and teaching tips! See all our executive members on our website at [www.hpec.ab.ca/current-hpec-executive](http://www.hpec.ab.ca/current-hpec-executive).

## Name: Sonia Sheehan

**Executive position:** Vice-President  
Communications

**Favourite PE equipment:** Bowling pins. They can be used for a variety of target games at all grade levels.

**Favourite game using bowling pins:** Battle of the pins. Two teams face off with the object of the game being to knock over the other team's bowling pins. Students work together to guard their bowling pins, and roll and throw gator balls underhand to knock over the pins on the other side. The game continues until one team has no bowling pins left standing. This game highlights rolling and throwing with accuracy, teamwork, cooperation and team strategy.

**Teaching tip:** Let your love for being active and passion for physical education shine through every day. It can be contagious, and students may learn to love being active too.

## Name: Colette Tercier

**Executive position:** Edmonton Regional Representative

**Favourite PE equipment:** Pool noodles

**Favourite game:** Porcupine tag. Object of the game is to get the most quills (clothespins). Each student gets one clothespin at the start. To get more they must tag an opponent, then play rock, paper, scissors with them. Winner gets the clothespin. This is my Grade 9 students' favourite warm-up game.

**Teaching tip:** It's all about relationship building. Students are always willing to step out of their comfort zones and try something new if they know they are safe and supported, and that they have a cheerleader in their corner.

## Name: Jodi Harding-Kuriger

**Executive position:** President

**Favourite PE equipment:** Pool noodles

**Favourite game:** Wipeout tag

**Need music:** "Wipe Out," by The Safaris. When the music is playing, players must listen for specific instruments. When the guitar is playing, players can move (run, skip, hop and so on) to tag others with a pool noodle. When the drums are playing, all players must stay (a squat position is recommended) in place and play imaginary drums. When the guitar resumes, players can move again to tag or avoid being tagged. Tagged players take the pool noodle and are now the taggers.

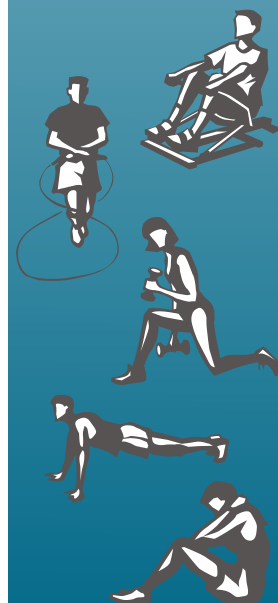
**Teaching tip:** Build relationships with students.

## Name: Michael Hargas

**Executive position:** Central West  
Regional Representative

**Favourite PE equipment:** Hula hoops

**Favourite game:** Eggball. Eggball is a territory/invasion game. A badminton pole with an egg-shaped ball is placed on either side of the gym. There are two teams. Teams use a dodge ball to try to knock the ball off the badminton pole. They have three seconds to make a pass or shot. If the egg is knocked off and hits the floor, it is a point. A full description and demo of the game will be available on the virtual teachers' convention video.



**Teaching tip:** If you're having fun, the students are having fun.

**Name:** Stacey Hannay

**Executive position:** Vice-President  
Curriculum and Pedagogy

**Favourite PE equipment:** Anything unconventional that doesn't seem like it's a piece of standard equipment.

**Favourite game:** Moving around in an elaborate monkey-bar-fixed playground in many cat and mouse tag-like games. It's what I like to call Parkour of the '80s, before Parkour was a thing (not to date myself).

**Teaching tip:** Always strive to FAIL, not because it means you have not succeeded, but because it's your First Attempt In Learning.

## From the HPEC Blog

### Personal Relevance in Elementary Years

*January 4, 2022 HPEC Blog Post*

The positive impact of personally relevant learning on student motivation is not new. Students desire an emotional connection to their learning, and in its absence are unlikely to remain engaged and put forth their best effort (Bernard 2010).

A more difficult question is how do we make physical education relevant to elementary-aged students? Sport philosopher Scott Kretchmar (2008) outlined concerns that learning outcomes in elementary physical education (ESPE) were becoming too utilitarian in purpose. In an effort to do our part in preventing childhood obesity, lessons focus on having students be as active as possible, get their heart rates high and in some contexts monitor step counts so students may learn about the importance of cardiovascular health and a healthy lifestyle. However, Kretchmar (2008) suggests that while students are likely able to understand that movement is beneficial to health,

they are not willing to sacrifice present enjoyment and view the risks of the future as simply too far off to be meaningful.

When I first began teaching a decade ago, many of my learning goals focused on the transferability of skills. The majority of each lesson was devoted to skill development as an essential foundation of more formalized sport activities. I wanted students to understand that by first acquiring these foundational and transferable skills, that they will be able to participate in a wider variety of sports in the future. However, while there is little debate on whether fundamental skills are transferable or not, we also know that sport is so much more than just a collection of skills. This decontextualized and skill-focused environment is not seen as meaningful or motivating to students and is unlikely to produce the intended outcomes of participation outside of the classroom (Tinning 2010).

In my previous teaching as well as the health-oriented environments, movement is seen as useful or as something we should do, but how do



these lessons connect to students' lives as they currently are?

Below are three examples of how I've attempted to facilitate more personally relevant learning for my students. These snapshots of my teaching shouldn't imply that these are the best or only ways to help students find relevance in their learning. The decisions within these units and their outcomes were made with respect to the time, facilities, resources and so on that we have available and of course with our students in mind.

## Unit: Who We Are in the Outdoors (Grades 3–6)

**Big idea:** Reflecting on our experiences can affect the relationship we feel to movement in the outdoors.

**Description:** In this unit we first sampled different ways we could engage with the trails near our campus. We walked, ran and explored such activities as a scavenger hunt. At the end of these initial lessons, we reflected on what we liked and disliked about each activity as well as what we may find meaningful about them. As we progressed through the unit, students used the whiteboard (shown above) to indicate (1) which trail they were going on; (2) whether they were going to walk, run or search; and (3) what their intention was: to be

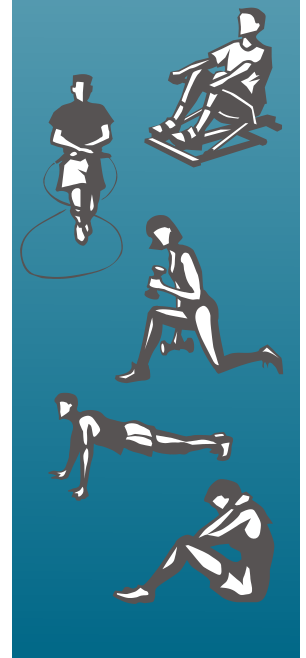
social, to challenge themselves, for pleasure or to explore.

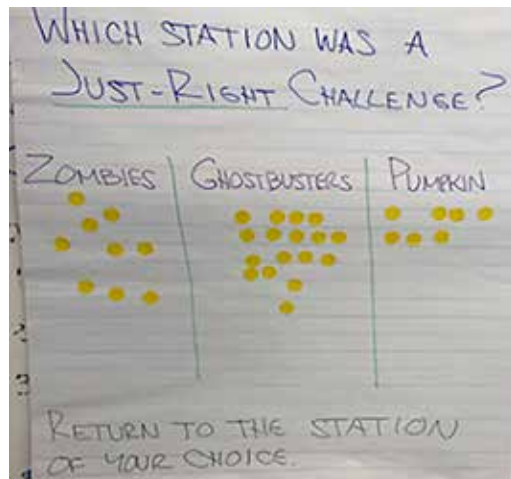


## Unit: Throwing and Catching (Grades 1–2)

**Big idea:** Challenging myself is essential to my growth as an individual.

**Description:** In this unit, students explored the concept of the “just-right” challenge and how they can help us grow as individuals. Students began by rotating through various throwing target games. At the end of the lessons, students used numbered stickers to indicate which ones were the most and least challenging. Later we used the Goldilocks’ analogy to understand what “just right” meant: a challenge that wasn't too hard or too easy but required some persistence to eventually be successful. As we progressed, students learned to modify throwing tasks to find their zone of just-right challenge. At the end of the unit, they created their own just-right throwing and catching activity and taught it to another classmate.



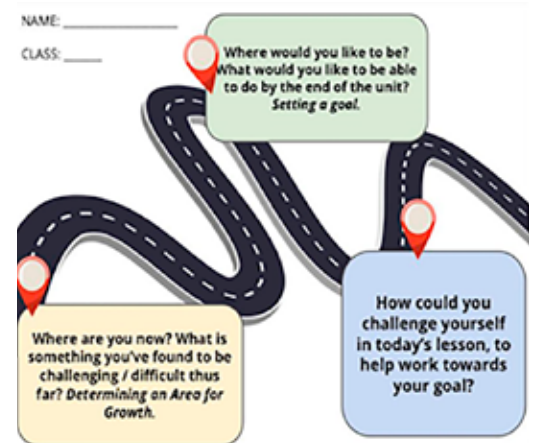


## Unit: Badminton (Grades 3–6)

**Big idea:** By improving our skills, we are empowered to engage in activities in meaningful ways.

**Description:** After a few initial lessons, students began completing a road map to improvement by first selecting an area of growth (that is, serving or more consistent contact). It was important that their goal served the purpose for which they wished to engage in badminton. Some students' goals were for the purpose of winning more points so they

could be more successful during competition. Other students' goals would help them engage in badminton socially, where the object of the game was to maintain a rally as long as possible or play recreationally where points are won but no score is kept. As students progressed toward their goal, they were grouped with students who found similar things meaningful about badminton. Students who wished to be social were allowed to be, and students who wanted to be competitive participated in either doubles or singles tournaments.



## References

Bernard, S. 2010. "Science Shows Making Lessons Relevant Really Matters." Edutopia website. [www.edutopia.org/neuroscience-brain-based-learning-relevance-improves-engagement](http://www.edutopia.org/neuroscience-brain-based-learning-relevance-improves-engagement) (accessed February 1, 2022).

Kretchmar, R S. 2008. "The Increasing Utility of Elementary School Physical Education: A Mixed Blessing and Unique Challenge." *The Elementary School Journal* 108, no 3: 161–70.

Tinning, R. 2010. *Pedagogy and Human Movement: Theory, Practice, Research*. New York: Routledge.

Visit [www.hpec.ab.ca/blog](http://www.hpec.ab.ca/blog) for more health and physical education blog posts.

Ty Riddick, Treasurer



# PHE Canada News



## Promoting and Advancing Quality Physical and Health Education

Physical and Health Education Canada (PHE Canada) aims to empower physical and health educators and healthy school champions with quality programs, professional development services and community activations. By promoting and advancing quality physical and health education, and healthy learning environments, PHE Canada supports the PHE community to help ensure each and every child and youth in Canada has the knowledge, skills and attitudes to lead resilient, active and healthy lives.

Here are some programs and services available to support you and your physical and health education programming:

### e-Learning PHE Canada Certification

Continue to enhance your knowledge, understanding and capacity in fostering healthy, active children and youth at your own pace and schedule. Physical literacy and physical education e-learning certification courses are available, providing interactive online learning experiences for educators, preservice students and other healthy

school champions. Find out more at [www.phecanada.ca/activate/training-and-certification](http://www.phecanada.ca/activate/training-and-certification). Group rates available.

### Mentorship

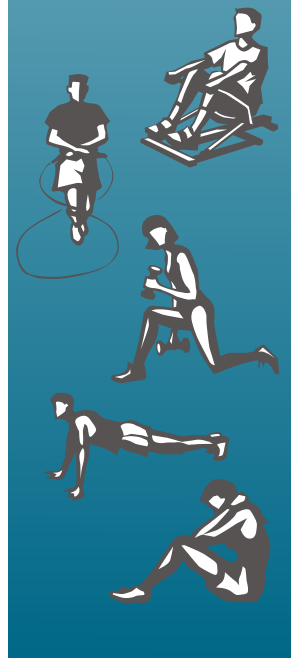
PHE Canada's mentorship program is designed to connect preservice and early career educators with experienced champions in the field to support young PHE professionals in their professional journey. Whether you are just starting your PHE career and looking to build your support network, or an experienced PHE champion looking to share your knowledge and experiences with the next generation, check out the PHE Canada mentorship program at [www.phecanada.ca/mentorship](http://www.phecanada.ca/mentorship) for more information or to enroll as a mentor or mentee.

### PHE Learning Centre

The PHE Learning Centre provides access to over 150 practical and fun physical and health education activities for in-person and remote learning, along with additional Return to School PHE tips and guidance for everyone to use as we navigate through these unprecedented times—in continuing to provide quality physical and health education programming within the current COVID-19 protocols.



For all the latest PHE Canada news, resources and opportunities, visit [www.phecanada.ca](http://www.phecanada.ca) and join the PHE Canada Community for free at [www.phecanada.ca/join](http://www.phecanada.ca/join).



# ATEPHE News

Alberta Teacher Educators of Physical and Health Education (ATEPHE) represents the physical and health education professors of Alberta. Meet Nadine Van Wyk and Michelle Kilborn, and see their backgrounds and publications in the field of health and physical education.

## Nadine Van Wyk, Mount Royal University



Nadine Van Wyk (PhD, University of Calgary; MEd, University of Lethbridge; BA, University of Calgary) is an assistant professor in the Department of Health and Physical

Education at Mount Royal University (MRU), and the coordinator of the Physical Literacy (PL) major. Nadine has been teaching in postsecondary for over 20 years. Before working at MRU, Nadine was a high-performance women's gymnastics coach. She was actively involved with the Alberta Gymnastics Federation as a coaching facilitator and delivering the Kids Can Move Program in Calgary schools.

Nadine is passionate that the MRU graduates leave the PL major with a strong understanding of physical literacy and the application of the domains to all realms of health and wellness. Much of Nadine's research has been conducted in the community. Her interest has been the application of the holistic definition of physical literacy in the recreation sector. She has also recently engaged with Lynne Lafave on a provincewide initiative titled Creating Healthy Eating

and Active Environments for Child Care (CHEERS) that is exploring physical activity and nutrition in the early child care environment.

See below for Nadine's most recent publications:

Blanchard, J, N Van Wyk, E Ertel, A Alpous and P E Longmuir. 2020. "Canadian Assessment of Physical Literacy in Grades 7–9 (12–16 years): Preliminary Validity and Descriptive Results." *Journal of Sports Sciences* 38, no 2: 177–86. <https://doi.org/10.1080/02640414.2019.1689076>

Lafave, L M Z, A D Webster, C McConnell, N Van Wyk and M R Lafave. 2021. "The Impact of COVID-19 on Eating Environments and Activity in Early Childhood Education and Care in Alberta, Canada: A Cross-Sectional Study." *Nutrients* 13, no 12: 4247. <https://doi.org/10.3390/nu13124247> (accessed February 2, 2022).

Van Wyk, N. 2014. "Motor Proficiency and Physical Activity Levels in Children." *Runner* 46, no 2: 1–3.

Van Wyk, N, N T McCallum and L Katz. 2021. "Developing an Intentionally Designed Physical Activity Model of Programming for Children's Structured Recreation in Canada." *Journal of Park and Recreation Administration*, DOI: <https://doi.org/10.18666/JPra-2021-10910>.

Van Wyk, N J, D Sheehan, S Scott and M MacCallum. 2013. "Using Evidence-Based Approaches in Recreation Program Planning for Children and Youth." *Alberta Centre for Active Living Research Update* 20, no 2: 1–3.





## Michelle Kilborn, University of Calgary



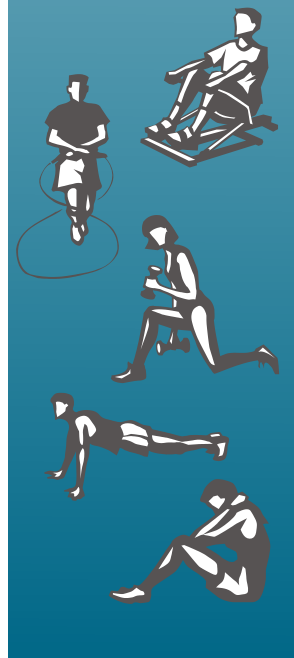
Michelle Kilborn is an instructor, physical education and wellness, at the Werklund School of Education, University of Calgary. Michelle holds a BEd and MA in

physical education from the University of Victoria and a PhD from the University of Alberta. Michelle began her career as a K–12 teacher in British Columbia where she also provided leadership to the physical education community as the provincial specialist association president of PEBC. Michelle moved to Alberta in 2006 and as curriculum manager for wellness-related programs of study at Alberta Education, she was instrumental in codeveloping the *Framework for Kindergarten to Grade 12 Wellness Education* (Alberta Education 2009). Michelle’s work focuses on reconceptualizing curriculum and pedagogy, and physical and health education, with a special interest in holistic, wellness-oriented approaches to physical education; wisdom perspectives on health and wellness; and comprehensive school health. Her initial efforts to encourage a wellness approach was first captured in her dissertation work, which won the Recognition Award from the Canadian Association for Teacher Education and the Phi Delta Kappa Doctoral Dissertation Award. She expanded this work into her first book: *A Curriculum*

*of Wellness: Reconceptualizing Physical Education*.

See below for Michelle’s publications:

- Kilborn, M, and K Hertlein. 2018. “A Wellness Approach to Physical Education.” In *Quality Health and Physical Education: Pedagogical Practices and Considerations for Canadian Elementary School Teachers*, ed J Barrett and C Scaini. Champaign, Ill: Human Kinetics.
- Borduas, C, E Cameron, K Yi, M Kilborn, E McGowan and R Buote. 2018. “Exploring University-Based Physical Literacy Programming: Perspectives of Service Providers.” *PHEnex* 9, no 2: 14.
- Young, G, M Kilborn, C Arnold, S Azam, C Badenhorst, J R Godfrey, K Goodnough, L Lewis, X Li, H McLeod, S Moore, S Penney and S Pickett. 2017. “Women Reflect on Being Well in Academia: Challenges and Supports.” In *Fostering Health and Well-being in Education, in Learning Landscapes* 10, no 2: 335–51.
- Kilborn, M, E Cameron, E McGowan, C Borduas, J Baird, M Cummings and L Rohr. 2017. “Healthy Active Living Programming for Children in Newfoundland.” *Physical and Health Education Canada Journal* 83, no 3: 8.
- Kilborn, M. 2016. *A Curriculum of Wellness: Reconceptualizing Physical Education*. New York: Peter Lang.
- Kilborn, M, J Lorusso and N Francis. 2016. “An Analysis of Canadian Physical Education Curricula.” *European Physical Education Review* 22, no 1: 23–46.



# Alberta Health Services

## Health Resources at Your Fingertips

Many parts of our lives are virtual these days, so it can sometimes feel like web-based resources are all around us. Quality materials can be hard to spot, but you can rely on those from Alberta Health Services (AHS).

AHS offers a variety of virtual tools to support healthy school communities. Here are a few of our top websites to scroll, scan and bookmark.

### Website for Teachers

[teachingsexualhealth.ca/teachers](http://teachingsexualhealth.ca/teachers)

Active and experiential learning brings sexual health education to life. This Alberta Education authorized resource is a hub for quality lesson plans, interactive tools, videos and other instructional resources.

**What you'll love about it:** This website doesn't just provide tools—it builds skills and boosts confidence too. It offers quality information and practical advice, including reflection activities, FAQs and tips to manage sensitive issues.

**Featured resource:** Use the lesson plan and resource finder to filter for tools that support online learning like Kahoot! Quizzes. Try puberty changes (Grade 7), consent or not consent (Grade 9) or birth control (CALM).

### Website for School Health Champions

[schools.healthiertogether.ca](http://schools.healthiertogether.ca)

School health promotion can be overwhelming, with many possible

areas of focus. This new website gets health champions thinking beyond stand-alone activities (like wellness fairs) to those that really make an impact.

**What you'll love about it:** It's easier than ever to build an action plan that works. Sort by topic—mental health, nutrition or physical activity—and use the ideas to spark your imagination, then explore AHS programs, supports and resources that can help you on your journey.

**Featured resource:** Click on “Get the latest school health news and updates” to explore new publications, grants and virtual events in school health.

### Website for Parents and Families

[community.hmhc.ca](http://community.hmhc.ca)

Kids and teens don't come with instruction manuals, but AHS' Community Education Service can help. They offer free live webinars and recorded sessions, viewable from a cellphone or computer.

**What you'll love about it:** With over 100 free webinars available each year, there's something for everyone. Each session is a unique blend of expert speakers, timely information and practical advice.

**Featured resource:** Click on “recorded sessions” to view a list of on-demand sessions, like “Screen Time: The Good, the Bad and the Ugly.” Don't delay—some sessions are only available until March 31, 2022!

*Madelyne Porter, Health Promotion Facilitator with the School Health and Wellness Promotion Team*



# ASAA News

## Strategic Planning

The Alberta Schools' Athletic Association (ASAA) has been working on its strategic plan. Please see ASAA's Strategic Plan 2021–2025 here: <https://drive.google.com/file/d/1EkvVkvJFYHfGyIYIALdMJCCUsut-sfg5w/view>.

## Provincials

It was great to finally be able to have provincial championships after almost 20 months without.

**Golf:** Unfortunately, golf had to be postponed to the fall because of COVID-19, but at least the seasons were completed for all schools/zones, and the teams that will be competing in the spring for the ASAA championship have been determined. Spring championship date TBD.

**XC:** Numbers were reduced from 18 to 10 athletes per zone, reducing event participants from 750 to 400. Tight COVID restrictions limited the competition area to coaches and athletes only. COVID-related financial support provided by ASAA and the central zone hosts did an outstanding job.

**Volleyball:** Number of teams was reduced from 12 to 10 per tournament. Game times increased from 1.25 to 2 hours. Many COVID precautions were in place. ASAA provided COVID-related financial support to each host. Live streaming was excellent. Rankings could not be used this year because of not enough play across the province due to travel restrictions.

**Football:** Weather conditions were great, and football was excellent. Edmonton volunteers, assisted by ASAA staff, did a terrific job hosting the 12 competing teams.

## Officials Agreements

ASAA has begun signing multiyear agreements with the various officials associations they work with.

## Kidsport

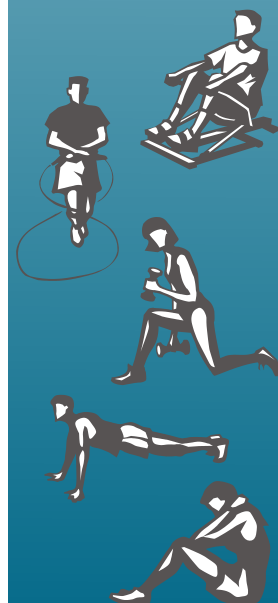
ASAA has an agreement with Kidsport that it will coordinate applications for funding for school sport fees, utilizing the \$13,000 per semester for this and the next two semesters (through to end of the 2022 calendar year). ASAA received the funding from a bilateral, federal provincial program for this initiative and could not spend it during COVID.

## School Sport Canada

School Sport Canada held their first face-to-face meeting since January 2020. We have all been struggling with the same COVID-related things, with a variety of play or no-play policies across the country. Interestingly, the Nova Scotia government shut down the school sport association, dismantled its board and brought it under government, which resulted in decisions taking a lot longer to be made.

## Additional Information

The scanning of all yearbooks since ASAA started doing them in 1967 has been completed.



## Upcoming Bids for Provincial Tournaments

If interested or want any further details, please contact ASAA.

- Spring 2022: Vacant, no bids at this time
  - o Curling
- Fall 2022: Vacant, no bids at this time
  - o 1A Boys Volleyball
  - o 3A Boys and Girls Volleyball
  - o 4A Boys and Girls Volleyball
- Fall 2022: On rotation (host and bid forms required)
  - o Golf (South Central)
  - o Cross Country (North Central)
  - o Football (Calgary)
- Spring 2023: Vacant, no bids at this time
  - o Curling
  - o Team Handball Tier 1
  - o Team Handball Tier 2
- Spring 2023: Single bids
  - o Basketball 1A Girls (Stirling, S)
  - o Basketball 1A Boys (Coaldale, S)
  - o Basketball 2A Boys (Glenmary, NW)
- Spring 2023: Contested bids (presentation and vote)
  - o Basketball 3A Girls and Boys
    - Wetaskiwin, C
    - Winston Churchill, S
- Spring 2023: On rotation (host and bid forms required)
  - o Wrestling (Rural)
  - o Wrestling Provincial (Lethbridge)
  - o Badminton (North East Zone)
  - o Track and Field (North NE/NC/NW)
  - o Rugby 7s (Rotation to be created)
  - o Rugby 15s (Calgary)

### Awards

Lorne Wood  
Zone Award of Merit

## College of Alberta School Superintendents (CASS): Report on Return to School Athletics

In October and into the fourth wave of the COVID pandemic, superintendents across Alberta were asked to complete a very short survey regarding extracurricular athletics in their school jurisdiction for the 2021/22 school year. This information was gathered in an effort to share with the ASAA during their town hall meeting on Thursday, October 7 as to how school authorities are managing the balance of COVID and school athletics. Three simple questions were asked with 67 per cent of the school jurisdictions responding:

1. Are extracurricular athletics occurring this fall in your division?
  - 96 per cent: yes
2. What level of mitigation is being adhered to for this to occur?
  - 40 per cent: using provincial guidelines as announced September 15
  - 60 per cent: using provincial guidelines as announced September 15, in addition to division-specific protocols
  - No spectators for indoor events
  - Limiting spectators (one adult per athlete)
  - Minor officials (volleyball) must be from host school
  - Maximum of eight team tournaments
  - Limited attendance at outdoor events (200 spectators)
  - Masking for coaches, officials and nonplaying athletes
  - Daily screening forms completed



- No overnight trips
3. If extracurricular athletics are not being offered, why was the decision made?

- Concerns regarding COVID
- Waiting until January 2022

In addition, respondents also shared thoughts regarding the importance of extracurricular activities being made available to their students, while respecting the priority of keeping everyone safe. Student well-being and mental health consequences would be significant if there was a cancellation or removal of student participation in athletic opportunities or competition.

## CIAAA Key Point

The Canadian Interscholastic Athletic Administrators Association (CIAAA) marquee event, the National Athletic Directors Conference, will be online once again this year, taking place April 21–23, 2022. Save the date! We have a few must-see keynote speakers in the works; an announcement is coming soon! Registration opened in January. This low-cost easy-to-attend conference is a great way to network, learn and grow as an athletic director.

Over the summer, the CIAAA worked hard on rebuilding our resource bank to reflect new, easy-to-use resources as well as create a stream for new athletic directors. Each month new resources are being added; encourage your fellow athletic directors to take a look and see what our resource bank has to offer. Further, the focus was put on securing new

partnerships that will help benefit our membership. The CIAAA is now partnering with REPerformance, Gipper and Playyon. Through these partnerships, our members receive discounts, resources, support and more. I encourage you to take advantage of these partnerships and see how they can streamline your job as an athletic director.

Finally, a reminder to activate your free membership by creating an account and entering your discount code #asaa21! to reduce the cost to zero. By activating your membership, you will also receive a \$25 discount to an LTP course this year.

I want to thank our board of directors for continuing to guide the organization in a positive direction: Scott Bezubiak, Kelle Hansen, John Paton, Dave Sandomirsky, Troy Snider, Margie Gibson, Jordan Abney, Shauna Stam and Mark Fenn.

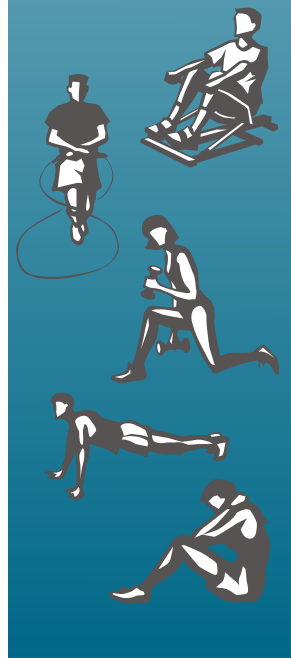
For more information on the CIAAA, visit our website, follow us on social media, check out our newsletter or reach out anytime.

*Shannon Klassen,  
CIAAA Executive Director  
shannon@ciaaa.ca*

## Unified Sports

Unified Sports is up and running. Unified Sports brings together high school students with and without intellectual disabilities to train and compete on the same sports team. For more information, go to [www.asaa.ca/sport-info/special-olympics-unified-sports](http://www.asaa.ca/sport-info/special-olympics-unified-sports).

*Jonathan Mauro, Liaison*



# Friends of HPEC

In 1991, HPEC established the Don Williams Special Project Fund in honour of Williams's retirement. At his request, the name was changed in 1996 to Friends of HPEC to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPEC members.

The Friends of HPEC grant provides up to two \$500 grants each year to assist HPEC members with work on projects to promote the teaching of health and physical education in Alberta schools. An application form is available at [www.hpec.ab.ca/friends-of-hpec-grant-application17/](http://www.hpec.ab.ca/friends-of-hpec-grant-application17/), and the criteria are detailed on page 4.

To donate to the Friends of HPEC Professional Development Fund, contact the HPEC past president at [pastpresident@hpec.ab.ca](mailto:pastpresident@hpec.ab.ca). Your donation may be made in honour or in memory of a colleague in our profession if you wish.

Friends of HPEC also honours retired teachers who have made significant contributions to health and physical education in Alberta. The HPEC executive will make a \$50 donation to the Friends of HPEC when a retired health and physical education teacher is nominated. To nominate someone, go to [www.hpec.ab.ca/hpec-friends-of-hpec-nomination-form/](http://www.hpec.ab.ca/hpec-friends-of-hpec-nomination-form/).

## Honorees

Sharin Adams

Kirk Bamford

David Bean

Bryan Bienert

Lynn Bonnah

Andrea Borys

Terry Brady

Dave Brosh

Tom Brunt

Rollie Comeau

Dan Cooney

Barry Dillon

Marlene Doherty

Jim Drefs

Mary Ann Downing

Lynn Dyck

Myrna Empey

Brian Erickson

Merri Ann Ford

Gerry Glassford

Wendae Grover

Rick Haines

Mike Hay

Ed Henderson

Kath Hindan

Marion Irwin

Neil Johnston

Nestor Kelba

Lawrence King

Colin Lumby

Al Lutz

John Mayall

Ken McKennam

Ann McKinnon

Dean McMullen

Herb McLaughlin

Rollie Miles

Myrna Pauls

Bev Robinson

Chuck Rose

Donna Schneider

Brian Scott

Joey Shackleford

Keith Shaw

Carvel Skaret

Joy Taylor

Linda Thompson

Eleanor Torjek

Jan Valance

Debbie Yonata

Don Zablosky



# Grant Application Instructions

To apply for a Friends of HPEC grant to assist you with your work on projects promoting the teaching of health and physical education in Alberta schools, go to [www.hpec.ab.ca/friends-of-hpec-grant-application17/](http://www.hpec.ab.ca/friends-of-hpec-grant-application17/) and submit an application form, along with pertinent supporting documents.

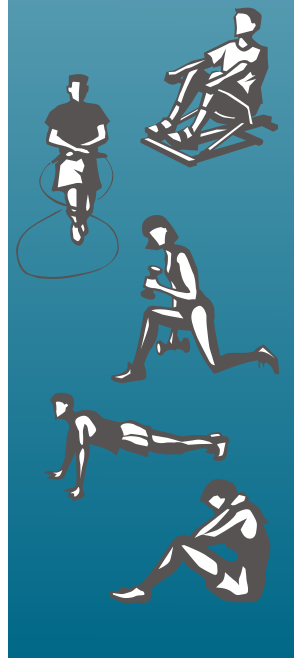
Projects such as researching and writing articles for *Runner*, developing and delivering workshops for teachers, developing resources for teachers, or any other worthwhile projects that meet the criteria listed below will be considered.

## Criteria

- Applicants must be members in good standing with HPEC.
- Grant applications can be received at any time during the year. (Note: If you are planning a workshop, your request for funding should be received at least one month before the workshop.)
- To qualify for a Friends of HPEC grant, your activity or project must directly benefit teachers and students in Alberta schools and must be completed by the following year's HPEC annual general meeting.
- Two grants of \$500 will be awarded in each calendar year.
- Grant recipients will be recognized at the HPEC annual general meeting, and \$500 cheques will be awarded upon receipts being provided to the HPEC treasurer. All receipts must be submitted before June 1.
- Grant recipients will communicate with the HPEC vice-president of communication ([vpcommunication@hpec.ab.ca](mailto:vpcommunication@hpec.ab.ca)) about the best medium (HPEC blog, *E-Sprinter*, *Runner*, YouTube video) for sharing the work with the HPEC membership.

## Links

- HPEC website: [www.hpec.ab.ca](http://www.hpec.ab.ca)
- If you are not an HPEC member, please consider joining HPEC as your specialist council membership—go to [www.teachers.ab.ca/For%20Members/Professional%20Development/Specialist%20Councils/Pages/Specialist%20Council%20Memberships.aspx](http://www.teachers.ab.ca/For%20Members/Professional%20Development/Specialist%20Councils/Pages/Specialist%20Council%20Memberships.aspx).
- HPEC Social Media: <https://twitter.com/albertahpec> and [www.facebook.com/HPECAlberta](http://www.facebook.com/HPECAlberta)





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Teachers' Association



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Some schools obtain blanket consent under *FOIP*, the *Freedom of Information and Protection of Privacy Act*. However, the *Personal Information Protection Act (PIPA)* and *FOIP* are not interchangeable. They fulfill different legislative goals. *PIPA* is the private sector act that governs the Association's collection, use and disclosure of personal information.

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Notify the ATA privacy officer immediately of any incident that involves the loss of or unauthorized use or disclosure of personal information, by calling Barnett House at 780-447-9400 or 1-800-232-7208.

Maggie Shane, the ATA's privacy officer, is your resource for privacy compliance support.

780-447-9429 (direct)

780-699-9311 (cell, available any time)

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I am giving consent for myself.

I am giving consent for my child/children or ward(s), identified below:

Name(s): \_\_\_\_\_ (Please print)

By signing below, I am consenting to The Alberta Teachers' Association collecting, using and disclosing personal information identifying me or my child/children or ward(s) in print and/or online publications and on websites available to the public, including social media. By way of example, personal information may include, but is not limited to, name, photographs, audio/video recordings, artwork, writings or quotations.

I understand that copies of digital publications may come to be housed on servers outside Canada.

I understand that I may vary or withdraw this consent at any time. I understand that the Association's privacy officer is available to answer any questions I may have regarding the collection, use and disclosure of these records. The privacy officer can be reached at 780-447-9429 or 1-800-232-7208.

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_ Today's date: \_\_\_\_\_

For more information on the ATA's privacy policy, visit [www.teachers.ab.ca](http://www.teachers.ab.ca).







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A complete list of the HPEC executive is available at [www.hpec.ab.ca/current-hpec-executive](http://www.hpec.ab.ca/current-hpec-executive).

## Stay Connected with HPEC



HPEC is active on social media and frequently shares information through its Facebook and Twitter accounts.



Recently HPEC has improved and updated its blog—please check it out at <http://albertahpec.blogspot.ca/>.



Please follow HPEC on Twitter @albertaHPEC and like HPEC on Facebook.

If you are not already an HPEC member, please consider choosing HPEC as your specialist council membership—go to [www.teachers.ab.ca](http://www.teachers.ab.ca) > My ATA > Professional Development > Specialist Councils > Specialist Council Memberships.

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