

E-SPRINTER

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

February 2020

President's Message

By the time this issue goes out to the membership, I will be nearing the end of my term as president, and Jodi Harding-Kuriger will be your incoming president. We are very excited to welcome Jodi into this leadership role. Jodi brings with her a wealth of experience and expertise as an educator, researcher and leader in the health and physical education community in Alberta. These last two years have been a wonderful professional challenge, and I am thankful for having been given this opportunity to serve the membership. If you are someone who has served HPEC in an executive role, I would also like to take this opportunity to extend gratitude to you for your

contributions. If you have not yet had the chance, I encourage you to do so. It is a most wonderful opportunity and learning experience. We look forward to seeing you at the annual conference in Lethbridge!

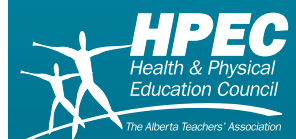
Nadeen Halls



What's Inside

- **Conference 2020 Update**
- **Grant Recipients 2020**
- **Become an Executive Member**
- **Important Links**
- **Resolutions**
- **Blog Highlights**
- **Student Leadership Grant Recipients 2019**
- **ATA Library**
- **ATEPHE Update**
- **Alberta Health Services**
- **Ever Active Schools: Shape Safari**
- **Friends of HPEC**

www.hpec.ab.ca



Conference 2020 Update

“20/20 Vision Towards Wellness”

April 30 to May 2
Lethbridge College



For all the latest information, go to www.hpec.ab.ca/hpec-2020-20-20-vision-towards-wellness. To register, go to <https://event-wizard.com/>

HPEC2020VitionTowardsWellnes/0/register/. Check out the conference video at https://youtu.be/iWSw8Mfdj_Y. Use the hashtag #HPECpd on Twitter.

Early-bird pricing is in effect until March 15, 2020. Register early and save.

| Delegate Type | Early-Bird Rate (Register on or before March 15, 2020) | Regular Rate (Register after March 16, 2020) |
|---------------------|--|--|
| HPEC/CSC member | \$350 | \$400 |
| Non-HPEC/CSC member | \$400 | \$450 |
| Student rate | \$200 | \$250 |
| Retiree rate | \$200 | \$250 |
| Non-ATA member | \$800 | \$900 |

Registration includes the following:

- Delegate name card
- Thursday evening past president’s social (food and drink available for purchase)
- Friday morning conference opening including conference keynote, Robert Routledge address and HPEC awards
- Friday breakout sessions
- Friday lunch and nutrition breaks
- Friday evening social Sunny South Beach Party (drinks available for purchase)
- Saturday breakout sessions
- Saturday lunch and nutrition break

Keynote Speaker: Laval St Germain

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

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



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

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

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

Sponsors and Exhibitors

Want to be a part of Conference 2020 in Lethbridge? Consider signing up to be a sponsor or exhibitor at www.hpec.ab.ca/uploads/files/VENDOR%20FORM%20-%20use.docx.pdf.

Past President's Social

Thursday, April 30 at 7:00 PM

Servus Sports Centre Lounge (Lethbridge Soccer Centre)
2501 28 Avenue South, Lethbridge

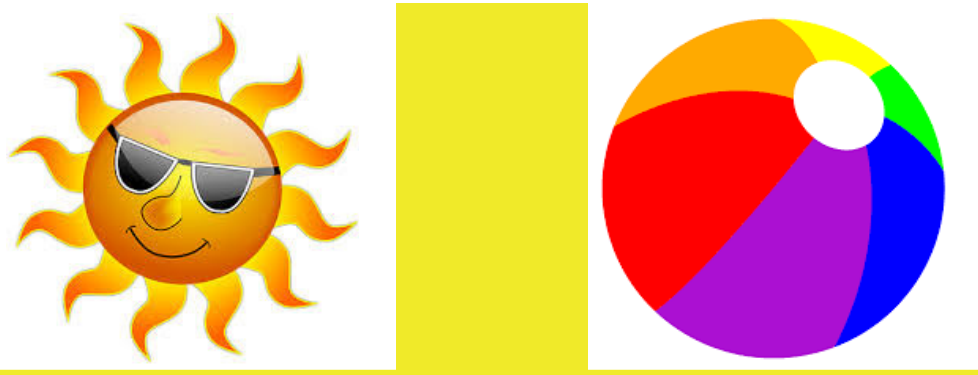
HPEC Annual General Meeting

Friday, May 1, 12:30 to 1:30 PM

Location will be announced in the conference program.

Friday Night Social

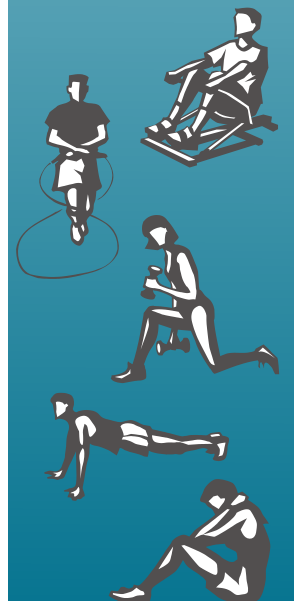
Sunny South Beach Party



Accommodation

Lethbridge College Residence

- Four-bedroom units: \$140 per night per unit
 - o 30th Avenue Residence (32 available)
 - o Cullen Residence (12 available)



- Single unit: \$40 per night
 - Kodiak House (20 available)
- To book, phone 403-329-7218 or e-mail res.life@lethbridgecollege.ca and reference HPEC Conference 2020. Visit <https://lethbridgecollege.ca/departments/residence-life/summer-housing> to learn more about amenities within the rooms.

Sandman Signature Lethbridge Lodge

320 Scenic Drive South
403-328-1111, ext 3
Contact Amanda Asuchak
Group code: HPEC
Corporate two queen beds or corporate king plus sofa at \$129 per night plus tax (breakfast included).

Sandman Hotel Lethbridge

421 Mayor Magrath Drive South
403-328-1111, ext 3
Contact Amanda Asuchak
Group code: HPEC
Two double beds at \$109 per night plus tax (two breakfast vouchers at Denny's included)

Holiday Inn Lethbridge

2375 Mayor Magrath Drive South
403-380-5050
Contact Curtis Burton or Allen Laygo
Group code: HPEC
Two queen beds including waterpark passes \$129 per night plus tax
Two queen beds including waterpark passes and breakfast \$149 per night plus tax

Comfort Inn

3226 Fairway Plaza Road South
403-320-8874
Group code: HPEC
Two queen beds at \$105 per night plus tax

Premier Inn and Suites

2225 Mayor Magrath Drive South
403-380-6677
Two queen beds \$122.63 including tax

Grant Recipients 2020

Preservice Teacher Grant Recipients

Freddie Aziz
Jamie Bellows
Jessica Panchyshyn

Membership Grant Recipients

Jeff Hawken
Jasmyn Kennedy
Megan Rainford

ATA Educational Trust Grant Recipients

Colleen Malcolm
Evan Dotinga
Evelyn Chan
Jennifer Todd
Kyle Parsons
Taryn Donald

Congratulations to all the recipients. We look forward to seeing you in Lethbridge at the annual conference.



Become an Executive Member

The following executive positions are currently vacant:

- Central East regional representative
- Greater Edmonton regional representative
- Central regional representative

The following executive positions will be up for appointment at the 2020 AGM:

- Website and social media
- Journal editor *Runner*
- Southwest regional representative (two-year term)
- Greater Calgary regional representative (two-year term)
- Central East regional representative (two-year term)
- Edmonton regional representative (two-year term)
- Northwest regional representative (two-year term)

- Greater Edmonton regional representative (one-year term)

The following officer positions will be up for election at the 2020 AGM:

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

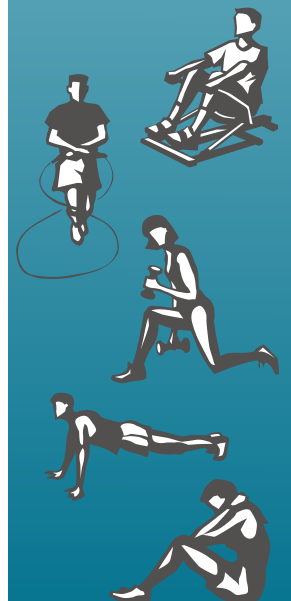
The following officer position will be up for appointment at the 2020 AGM:

- Treasurer

Please fill out the online HPEC Executive Member Nomination Form at www.hpec.ab.ca/executive-member-nomination-form. Nomination forms must be received electronically one week prior to the AGM. The AGM will be held at the annual conference in Lethbridge on Friday, May 1, 2020.

Important Links

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



Resolutions

HPEC is proud to promote quality health and physical education in all Alberta schools by submitting the following resolutions to the ATA's Provincial Executive Council for consideration.

3-13/20 (Immediate Directive)
Health and Physical Education Council

Be it resolved, that the Association urge the Government of Alberta to ensure that K–12 health and physical education is taught by a health and physical education specialist with subject-matter training and expertise and that proper resources are available to do so.

Note—Physical education specialists deliver more consistent and effective health and physical education programs and provide greater leadership to build a healthy school environment. Many teachers who currently teach health and physical education lack the required confidence and qualifications to deliver quality programming.

3-14/20 (Immediate Directive)
Health and Physical Education Council

Be it resolved, that the Association urge institutions that offer teacher preparation programs to integrate knowledge and understanding of Comprehensive School Health in preservice teacher education.

Note—In order to learn to their full potential, students need to be healthy physically, mentally, socially and spiritually. It is essential that all teachers be aware of the importance of health for students in the learning process. Comprehensive School Health is an internationally recognized framework which is widely endorsed in Alberta. Comprehensive School Health supports improvements in students' health and educational outcomes while addressing school health in a planned, integrated and holistic way.



Blog Highlights

How to Plan for Meaningful Physical Education

What distinguishes our conceptualization of pedagogies geared toward meaningful experiences from general descriptions of “good” PE teaching and teacher education practice is that we position personally meaningful physical activity participation as the main priority or filter for pedagogical decision making. The Meaningful Physical Education (MPE) approach facilitates how young people set goals and take action in physical activity settings to align with meanings that are both personal and intrinsic. We will develop a set of evidence-based pedagogies that support how PE teachers foster physical activity experiences that are personally meaningful for children and youth. Source: <https://meaningfulpe.wordpress.com/research/>

If you are looking for specific ways to prioritize how children experience meaningful physical education in your class, here are some suggestions. Meaningfulness is individualized planning, but see below for common threads to consider:

Number 1: Know Your Students

- List and share the features of meaningful PE (social interaction, fun, challenge, competence and

personally relevant learning), but be open to additions from students.

- Cocreate a meaningfulness scale with students.
- Shared language (for example, use of the features, thinking about experiencing meaningfulness through the head, heart, hands and spirit).
- Use autonomy-supportive strategies that give students voice and choice in their learning. Make time for student reflection and goal setting for their learning.

Social Interaction

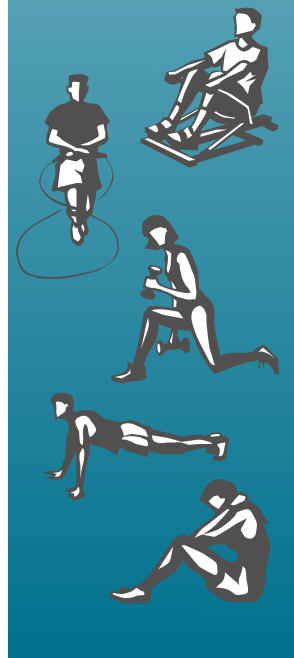
- Consider groupings: dynamics, choice
- Class culture
- Alone and with others
- Peda-logical choices for meaning

Fun

- Aim for deeper than fun—surface distraction
- Aim for joy and delight—flow
- Less adult control
- Game-centred approach (See www.youtube.com/watch?v=YQgl7qyrSAw&feature=youtu.be)
- Sport education model (See www.youtube.com/watch?v=AqoPsJKT2zQ&feature=youtu.be)

Challenge

- Appropriate level of challenge: relative difficulty of the task
- Consider how competition is presented and valued
- Focus on the challenge itself, the journey; not the outcome of winning or losing



Motor Competence

- Students' perception of motor competence is high = participation and motivation
- Scaffolding for FMS, activity skills and strategies

Personally Relevant Learning

- GSA and SE
- Link the learning outcomes with the activity with the current and future daily lives of students
- Offer choice (equipment, groups)
- Reflect on previous, present and future experiences in PE
- Identify the purpose, what they are learning and why
- Have students set goals in relation to personal learning objectives

Things You Can Do in Your Planning

Explicitly prioritize meaningful participation.

- Plan for meaningful activities.
- Explicitly share the what, how and why with students.

- Use pedagogies that support meaningful participation.
- Make pedo-logical decisions—use teaching methods that have been shown to facilitate meaningful experiences, for example, TGfU, SE and reflective approaches.
- Frame learning activities using features of meaningful participation.
- Share your decision making with students based on the MPE features.

Support reflection on meaningfulness of physical education experiences.

- Make time to reflect during learning activities; allow students time to reflect during learning activities.
- Use a common language of meaningfulness during discussions and reflections.

Please visit <https://meaningfulpe.wordpress.com> for more information on Meaningful Physical Education.

Visit www.hpec.ab.ca/blog for more health and physical education blog posts.

Jodi Harding-Kuriger, President-Elect



Student Leadership Grant Recipients 2019

Kelly May

The Student Leadership Experience (SLE) is an opportunity that I am grateful to have been a part of. The SLE challenged me both physically and mentally in the best way possible. After attending the SLE, it is something that I would recommend to any student. The SLE encompasses the importance of being physically active, working as a team, leadership and connecting with others. Teamwork played a key role in my experience at the SLE. Each student was placed into a group, who then worked together completing both physical and mental challenges. Each of my teammates brought a unique voice to this opportunity and I know I would not have had the experience I did without my group. Despite being placed in situations which had the possibility to become stressful, such as canoeing blindfolded, each experience proved to be a learning opportunity.

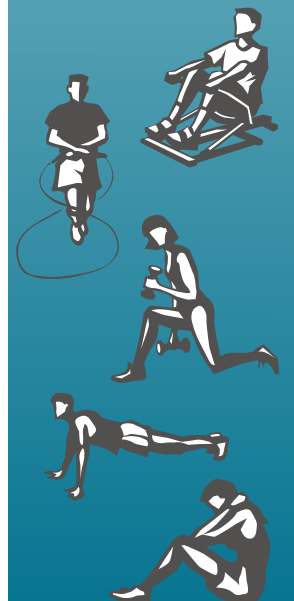
I was able to meet people from all across Canada and network with mentors from the faculties of education, health and physical education. The SLE also brought in guest speakers to share their experiences. Reg Leidl shared three steps to being a good leader: (1) be assertive, (2) be great in the moment and (3) know when to step back or quit, which really stuck with me.

This experience has shown me that each person is a leader in their own way and that I am capable of things I had never imagined. I learned that with the right support from others, I am able to

achieve any goals I set out for myself. It has also shown me the importance of surrounding yourself with like-minded people who will be able to push you outside of your comfort zone. I plan on continuing to apply the knowledge and leadership skills that I have learnt while attending the Student Leadership Experience.

Maya Leszbowski

As a becoming teacher, leadership is an unspoken characteristic that is necessary to be a great educator. My first thought when I hear the word *leadership* is a person who is in charge, takes control of a room and is a natural at being a leader. Upon attending the SLE, I never thought of myself as a leader. Although my profession requires a certain degree of leadership to lead a classroom, I didn't think of myself as a leader as I usually keep to myself and don't find myself often leading a group of people that are not children within a classroom. During this experience each group had to come up with a group name that was related to their group colour. My colour was blue, the name we came up with was "blue wave" with a slogan, "creating ripples." Our reasoning behind being a blue wave and the slogan relating to creating ripples were because of what our group believed leadership is. The definition of leadership to us was the ability to have an effect on others and share these abilities of kindness, humbleness, being able to listen and think critically.



At the SLE, I learnt that I in fact am a leader. I discovered that leaders are not only people who can naturally take control of a group of people or a situation. A leader is someone who can listen, provide advice or opinions and most of all grow as an individual. At the SLE I took part in activities that were outside of my comfort zone. Activities such as canoeing blindfolded, rafting up to 12 canoes together in the water, doing a high ropes course and working with a group of strangers on trust building activities. Many of the activities that we took part in were focused around health and physical education and were held outside. Being outside and getting active played a role in my ability to reflect and keep an open mind. With the activities we did and

time we took to reflect, I was able to disconnect from my everyday life as a student and focus on how to better myself and be able to reflect on the experiences I was having.

Through these activities and many more I was able to discover the activities that are needed to be a good leader, including the realization of my strengths as a leader and how I can use my strengths in my future career. As a future teacher I would like to help students realize their potential as individuals. After attending the SLE I was able to gain confidence in myself. I would like to be able to give students the same experience within my classroom, to gain confidence in themselves and to recognize their strengths and use those to become a leader.

ATA Library

The ATA library (www.teachers.ab.ca/For%20Members/ProgramsandServices/ATALibrary/Pages/About-the-Library.aspx) is an extensive collection of books, periodicals, videos and other materials focusing on educational research and professional development for teachers. Library services and materials are available in both French and English.

Only ATA members, associate members, life members and staff may borrow materials.

No log-in is required to search the library catalogue, but you will need to log in to the catalogue to reserve books or videos. Please click on the Login link at the top of the screen. If you have not set up your online ATA account, you can do so in a few minutes by clicking the Login link and then selecting Request an Account.

Once you have logged in, you will also have access to the journal collections, which are full of thousands of articles, and you can renew any items you have on loan from the library.

Books and videos are loaned by mail (with return postage prepaid) for a period of one month.

Hours of Operation

September to June: 0800–1700

July and August: 0800–1630



ATEPHE Update

Highlighting Alberta's Very Own Researchers in Health and Physical Education

David Chorney



David Chorney (PhD, MEd, University of Alberta; BEd, BA, University of Saskatchewan) is an associate professor in the Faculty of Education, Department of Secondary Education, at the University of Alberta. He has been working in postsecondary education for the past 16 years. Prior to becoming a professor, he worked exclusively as a physical and health education high school teacher for seven years.

David's active research program focuses on physical education teacher education (PETE); curriculum theorizing in physical education, physical literacy as it relates to teacher education as well as technology integration within the teaching of physical and health education. David's teaching is dynamic and engaging, and he devotes much time ensuring that his classes are relevant, meaningful, inspiring and

challenging. He is well respected as an outstanding, informed teacher educator at the provincial and national level. He has been awarded the Faculty of Education undergraduate teaching award, the Faculty of Education technology in teaching award, and in 2014 the Rutherford Award for Excellence in Undergraduate Teaching, the University of Alberta's most prestigious teaching award.

Below are a few recent publications: Chorney, D. In press. "Making Physical Education Meaningful for Today's Students." *California Association for Health, Physical Education, Recreation and Dance Journal*.

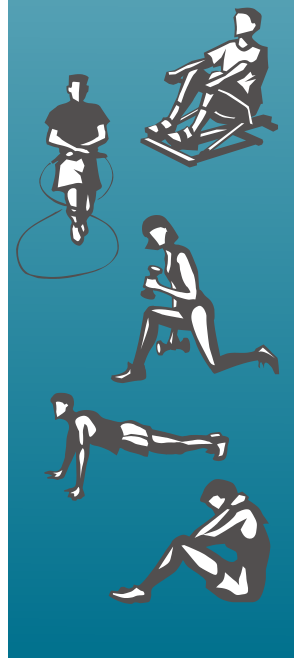
———. 2016. "Why Children Need Outdoor Risky Play." *Physical and Health Education Journal* 81, no 4.

Dornstauder, D, and D Chorney. 2019. "Shifting the Focus for Professional Development in Health and Physical Education." *Physical and Health Education Journal* 85, no 1.

———. 2018. "Comprehensive School Physical Activity Program Components and Their Effects on Physical Activity Promotion." *Education and Health Journal* 36, no 2: 33–41. <http://sheu.org.uk/content/page/education-and-health-latest-issue> (accessed February 4, 2020).

Eliuk, K, and D Chorney. 2017. "Calming the Monkey Mind." *International Journal of Higher Education* 6, no 2: 1–7. www.sciedu.ca/journal/index.php/ijhe/issue/view/533 (accessed February 4, 2020).

Leong, D, and D Chorney. In press. "Sport Academies in School: Examining Their Rise in Popularity." *The Physical Educator*.



Hayley Morrison



Hayley Morrison is an assistant professor in Elementary Education, University of Alberta. After teaching and consulting in Ontario, Hayley decided to pursue her passion of research and professional development by supporting practitioners—preservice teachers, inservice teachers and educational assistants—to provide meaningful movement experiences for students with disabilities in physical education.

Hayley is an advocate for movement experiences for all. She loves spending her time dancing, exploring the outdoors and playing sports like slo-pitch, volleyball and soccer.

Hayley's broad research areas and teaching interests include inclusive and adaptive physical education; physical education teacher education; professional learning and development;

and physical literacy, health and wellness.

- Below are her recent publications:
- Bracco, E, K Lodewyk and H Morrison. 2019. "A Case Study of Disengaged Adolescent Girls' Experiences with Physical Education and Teaching Games for Understanding." *Curriculum Studies in Health and Physical Education* 10, no 3: 207–25. doi: 10.1080/25742981.2019.1632724.
- Jacula, E, and H Morrison. 2018. "Cultivating Inclusion in Physical Education: We Are All in This Together." *Runner: The Journal of the Health and Physical Education Council of The Alberta Teachers' Association* 49, no 1: 40–49.
- Morrison, H, and D Gleddie. 2019. "Playing on the Same Team: Getting Teachers and Educational Assistants on the Same Page in Physical Education." *Journal of Physical Education, Recreation and Dance* 90, no 8: 34–41. doi 10.1080/07303084.2019.1644257.
- . 2019. "Interpretive Case Studies of Inclusive Physical Education: Shared Experiences from Diverse School Settings." *International Journal of Inclusive Education* 1–21. Advanced online publication: doi: 10.1080/13603116.2018.1557751.



Alberta Health Services

Clarity on Cannabis 2.0

It has been more than a year since Alberta legalized nonmedical cannabis use for adults aged 18 or older, but there are important new changes for teachers to know about.

As of October 2019, legal products include cannabis edibles—products designed to be consumed in the same way as food and drinks. Even though they'll still be illegal for most Alberta students to use, edibles may be appealing to kids and teens because they could come in forms like chocolate, cookies, candies and teas.

It's a good idea for all teachers to understand the facts and risks related to cannabis use—including edibles—so that they can help students make safe and informed decisions. Start with these key points:

- Research tells us that most young people in Alberta do not use cannabis.
- Using cannabis can change how you think, feel and act. It's important to think about how using cannabis can impact your day-to-day life, well-being and long-term health.
- All forms of cannabis have health risks. Cannabis use can impact brain development, especially for those under 25. Up until that point, the brain is still developing.
- It can take up to 4 hours to feel the full effects of cannabis you eat or drink (compared to 1 to 2 hours when cannabis is smoked). Taking more within that time increases your risk of harm.
- Effects of edible cannabis can last up to 12 hours or longer.

- Edible cannabis can be mistaken for regular food or drink. Always keep cannabis in its original packaging, stored out of sight and out of reach of children and pets.

It may feel like there's a lot to learn when it comes to legal cannabis. Boost your confidence with reliable, evidence-based information from Alberta Health Services—the Clarity on Cannabis series has been developed with teachers in mind.

Bonus: It has been recently updated to include information on cannabis edibles.

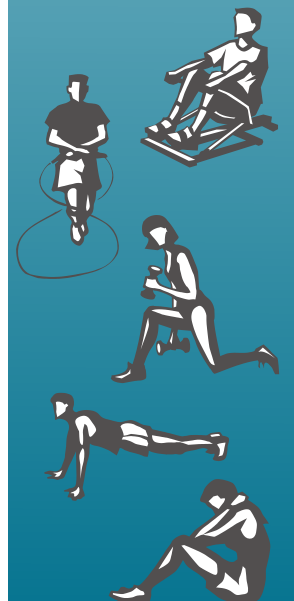
Clarity on Cannabis

- FAQ for Educators
- Recommended Resources for Schools
- What Alberta Parents and Caregivers Need to Know

Éclaircissements sur le cannabis

- FAQ pour les éducateurs
- Ressources recommandées pour les écoles
- Ce que les parents et tuteurs de l'Alberta doivent savoir

This article has been guest authored by Madelyne Porter, a health promotion facilitator with the school health and wellness promotion team at Alberta Health Services (AHS). Fun fact: Every school division in the province has an AHS staff member they can connect with to help improve health at school. Reach Madelyne and the rest of the crew at schoolhealthandwellness@ahs.ca—you'll be glad you did!



Ever Active Schools: *Shape Safari*



Introducing another resource from Ever Active Schools to strengthen social and emotional competencies in your classroom! *Shape Safari* is an expedition to find and observe animals in their natural habitats. This resource has been designed to encourage fun movement and breathing exploration for school-aged children. The goal is not for students to perform actions in a specific way, but rather to enjoy exploring creative ways to move their bodies. Get your copy today at www.everactive.org/online-store.

Friends of HPEC

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

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

Friends of HPEC honourees include 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 McKenna, Ann McKinnon, Dean McMullen, Herb McLaughlin, Rollie Miles, Myrna Pauls, Bev Robinson, Chuck Rose, Donna Schneider, Brian Scott, Joey Shackelford, Keith Shaw, Carvel Skaret, Joy Taylor, Linda Thompson, Eleanor Torjek, Jan Valance, Debbie Yonata and Don Zablosky.



Publishing Under the *Personal Information Protection Act*

The Alberta Teachers' Association (ATA) requires consent to publish personal information about an individual. Personal information is defined as anything that identifies an individual in the context of the collection: for example, a photograph and/or captions, an audio or video file, and artwork.

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.

If you can use the image or information to identify a person in context (for example, a specific school or a specific event), then it is personal information and you need consent to collect, use or disclose (publish) it.

Minors cannot provide consent and must have a parent or guardian sign a consent form. Consent forms must be provided to the Document Production editorial staff at Barnett House together with the personal information to be published.

Refer all questions regarding the ATA's collection, use and disclosure of personal information to the ATA privacy officer.

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)

Consent for Collection, Use and Disclosure of Personal Information

Name: _____ (Please print)

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.



HPEC Contact Information

President

Nadeen Halls
president@hpec.ab.ca

E-Sprinter Editor

Sonia Sheehan
vpcommunication@hpec
.ab.ca

ATA Staff Advisor

Fred Kreiner
fred.kreiner@ata.ab.ca
780-447-9447 or
1-800-232-7208

A complete list of the HPEC executive is available at www.hpec.ab.ca/current-hpec-executive.

Stay Connected with HPEC



HPEC is active on social media and frequently shares HPE 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.

Copyright © 2020 by The Alberta Teachers' Association (ATA), 11010 142 Street NW, Edmonton T5N 2R1. Unless otherwise indicated in the text, reproduction of the material in *E-Sprinter* is authorized for classroom and professional development use, provided that each copy contain full acknowledgement of the source and that no charge be made beyond the cost of reprinting. Any other reproduction in whole or in part without prior written consent of the ATA is prohibited. *E-Sprinter* is published for the Health and Physical Education Council (HPEC) by the ATA. Opinions expressed herein are not necessarily those of the ATA or the HPEC. Editorial and production services: Document Production staff, ATA. Address all correspondence to Sonia Sheehan, sonia.sheehan@FFCA-Calgary.com.

Individual copies of this newsletter are available at a cost of \$2 per copy plus 5 per cent shipping and handling and 5 per cent GST. Please contact Distribution at Barnett House at distribution@ata.ab.ca.

Personal information regarding any person named in this document is for the sole purpose of professional consultation between members of The Alberta Teachers' Association.

