



E-SPRINTER

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

October 2018

President's Message

Hello HPEC family. Welcome back to a new school year! I hope this issue of *E-Sprinter* finds you well. This year your HPEC executive and liaisons will be working together to provide some professional learning opportunities and resources to members as a result of the development of our new three-year strategic plan and cycle.

We will continue to work to provide professional learning in your region with the support of your regional representatives whom you can find on the HPEC website. This year many executive members are returning, and some are new, which is exciting.

This year your team will work provincewide to provide several opportunities to members including drive-in workshops as hubs for

professional learning and conversations. We will also work alongside the Ever Active Schools team to support the annual Shaping the Future conference and ATA teachers' convention wellness symposiums. In addition, your HPEC annual conference, "Life's a Journey... Let It Be Active," will be held in Red Deer May 9–11, 2019, and is not to be missed.

We look forward to seeing you at the upcoming events. For more information, go to www.hpec.ab.ca. If you have any questions, please feel free to reach out. We are here to serve our membership and work hard to support quality health and physical education.

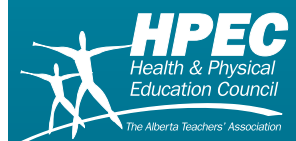
Be well.

Nadeen Halls

What's Inside

- Alberta Education Wellness Program of Studies Curriculum Development Update
- Friends of HPEC
- 2018 Award Winners and 2019 Awards
- 2019 Grants
- Important Links
- Conference 2019—“Life's a Journey...Let It Be Active”
- Blog Submission
- Ever Active Schools Shaping the Future Conference
- Executive Members in the Spotlight
- Upcoming Drive-In Workshops

www.hpec.ab.ca



Alberta Education Wellness Program of Studies Curriculum Development Update

Alberta Education remains on track in the development of the future K–12 curriculum.

This past spring, Alberta Education hosted a series of validation sessions with parents, educators, postsecondary representatives and members of the francophone, First Nations, Métis and Inuit communities. These sessions provided additional insight and direction for the draft K–4 curriculum.

On October 10, 2018, the latest draft K–4 curriculum was posted online. Minister David Eggen will host a series of community information sessions to discuss future curriculum and to identify what students will be learning in each subject. Information on upcoming sessions will be posted to Alberta Education’s website:

<https://education.alberta.ca/curriculum-development/how-can-i-be-involved/?searchMode=3>.

Throughout the school year, educators may be asked about Alberta’s future curriculum. Alberta Education has created a number of resources that help build understanding and awareness of the curriculum development process.

- Curriculum timeline tool: <https://education.alberta.ca/curriculum-development/whats-next/everyone/curriculum-timeline-tool/>. The curriculum timeline tool provides you with an interactive look at the journey of curriculum development to date and how various stakeholders have been involved in this work.
- Future curriculum overview: <https://education.alberta.ca/curriculum-development/what-will-students-learn/everyone/what-will-students-learn/>. The overview provides a summary of what students will learn in math, science, wellness, language arts, social studies and arts.

Friends of HPEC

HPEC established the Don Williams Special Project Fund in 1991 in honour of Don Williams’s retirement. At Don’s request, in 1996 the name was formally changed to Friends of HPEC 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 at 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.



2018 Award Winners

HPEC would like to acknowledge the winners of the 2018 HPEC awards. HPEC thanks these deserving individuals for their outstanding contributions to health and physical education throughout Alberta.

Distinguished Service Award: Mark Yurick

Robert Routledge Address: Joyce Sunada

PHE Canada—Dr Andy Anderson Young Professional Award: Jonathan Mauro

Certificates of Commendation

Region 2 Southwest: Aaron Becking

Region 3 Greater Calgary:
Kendra Harper

Region 4 Calgary: Andrina Boyles and
Jennifer Schoenberger

Region 7 Greater Edmonton:
David van den Bijgaart and Kylie Rott

Region 8 Edmonton:
Michael Topping and Colette Tercier

Region 9 Central West:
Amy Wesolowsky and Timmery Welsh

Region 10 Northeast: Tina Skakun

Region 11 Northwest:
Cameron Macmillan

Congratulations to all HPEC 2018 award winners!

2019 Awards

To nominate a deserving individual for the 2019 HPEC awards, go to www.hpec.ab.ca/awards-grants.

HPEC Distinguished Service Award nomination deadline: **January 15** each year

HPEC Certificate of Commendation Award nomination deadline:
February 15 each year

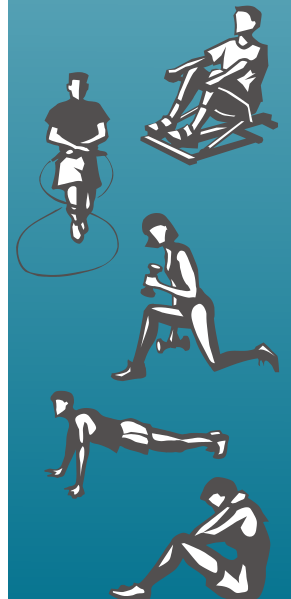
Friends of HPEC honorees include

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 McKennam
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
Don Zablosky



2019 Grants

HPEC supports the membership through grants to attend the annual conference. Three membership grants and four preservice teacher grants are awarded annually. Applications are available online at www.hpec.ab.ca/awards-grants. The deadline to apply is January 15 each year. Consider applying for a grant to attend the 2019 conference “Life’s a Journey...Let It Be Active!”

HPEC Preservice Teacher Grant

Award

- HPEC sponsors up to four education preservice teachers from education programs recognized by the Alberta Teachers’ Association (ATA).
- The grant covers the student registration fee and \$200 for costs related to conference attendance; receipts for registration and other costs must be submitted to the treasurer.
- Allocation of funds is contingent on the funds available in the current year’s budget.

Eligibility

- Full-time student/preservice teacher in the final two years of a BEd program with an interest in health and physical education.

- HPEC member and a member of an ATA student local.
- Secondary or elementary school focus.
- Award winners must be present at the annual general meeting (AGM) held during the annual conference to receive the award.

Application Procedure

- Application forms must be completed online at www.hpec.ab.ca by January 15.

Award Presentation

- Successful recipients will be notified by February 28.
- Awards will be presented to the preservice teachers at the AGM.
- Names of recipients will be published in *Runner* and AGM minutes.

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



HPEC Membership Conference Grant

Grant

- The purpose of the HPEC Membership Conference Grant is to provide financial aid to members to support their attendance at the annual conference.
- The grant supports up to three members who currently teach (full- or part-time) in K–12 schools.
- HPEC will reimburse successful applicants the conference registration fee and one day of substitute costs; this grant will not exceed \$700 per teacher. A conference registration receipt and an invoice issued by the applicant's school for substitute costs must be submitted to the treasurer for reimbursement.
- Allocation of funds will be contingent on the funds available in the current year's budget.

Eligibility

- Full- or part-time teacher currently employed in an ATA recognized school.
- Current HPEC member.
- Successful applicants must submit an activity write-up (practical game[s], new ideas and/or activities) for publication in *Runner*.

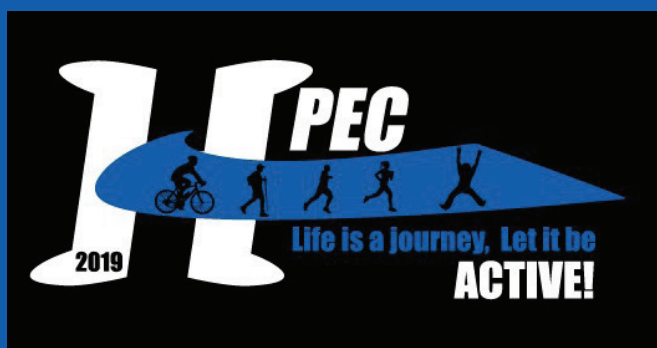
Application Procedure

- Application forms must be completed online at www.hpec.ab.ca by January 15. The teacher's name, school and contact information are required.
- All applications will be reviewed by the table officers.

Award Presentation

- Successful recipients will be notified by February 15.

CONFERENCE 2019

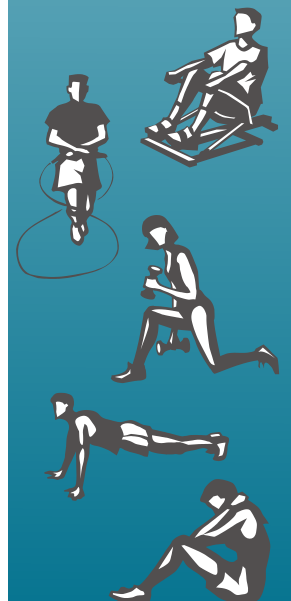


May 9–11, 2019 | Red Deer College



Keynote Speakers:
Hal Johnson and
Joanne McLeod

[www.hpec.ab.ca/
hpec-2019-life-s-a-
-journey-let-it-be-active](http://www.hpec.ab.ca/hpec-2019-life-s-a-journey-let-it-be-active)



Blog Submission

www.hpec.ab.ca/blog

Let's Make a Deal— Fitness Edition

Nelda Chliboyko

Nelda Chliboyko teaches at Maude Clifford School in Grande Prairie. Chliboyko is a conference grant recipient.

Looking for ideas to make fitness fun and engaging for your students? Here's a game a colleague and I came up with that students absolutely loved. They didn't want to stop playing at the end of class and asked to play it again the next day. This game takes the popular television game show into the physical education classroom.

Preparation

Decide on a series of exercises you want your students to perform. You will need two choices for each round: option A and option B. We chose to make a slideshow to project onto our gym wall. Alternatively, you could write the exercises on cue cards or make posters. We made about 15 sets of option A and option B, which lasted a 30-minute physical education class.

How to Play

Choose a student to be the first player. Present the student with option A. The student then chooses to perform option A or option B, which is unknown to them. Say, "You can choose option A, which is 20 jumping jacks, or Option B, which is unknown." The whole class will participate in whichever activity the student chooses. Students love choosing

the fitness activities they are going to perform that day. The element of chance and surprise often gets the best of them, and they can't help but choose option B just to see what it is!

Tips

- Alternate the more challenging activity between option A and option B.
- Alternate activities so that students work different muscle groups each round.
- Choose a mix of cardio, strength, balance and flexibility exercises.
- Add a picture for younger students and/or demonstrate the activity for them.
- Look for students demonstrating excellent effort or modelling great form, and let them choose the exercise for the next round.
- Add in an option for a minute of rest in the middle of the game.
- Add in an option for a minute of free dance or another activity the students really enjoy.

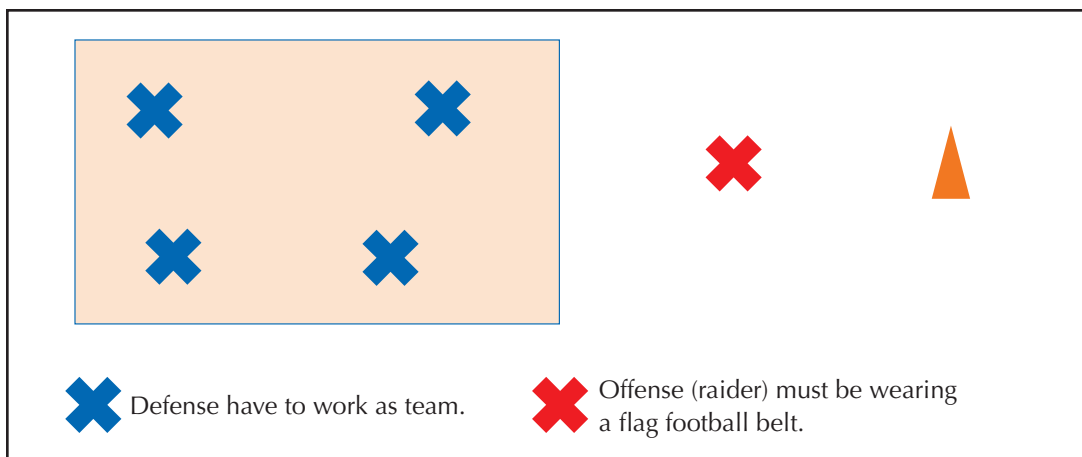
Kabaddi Tag

Darren Hall

Darren Hall teaches at Ecole Secondaire St Marguerite d'Youville in St Albert. Hall is a conference grant recipient.

Kabaddi tag is a modified version of the popular contact team sport called kabaddi, played primarily in Southeast Asia. Kabaddi is a game played between two teams of seven players. The object of the game is for one player on offence to run into the other team's court, tag as many defenders as possible and return without being tackled. Kabaddi tag maintains the same elements; however, the objective is pursued individually, and instead of tackling, flag football belts are used. This game is great as a warm-up or cool down.





Equipment

- Pylons
- Flag football belts
- Tennis ball (optional) placed on top of the cone

Set-Up

- Multiple playing areas can be set up in the gym at once.
- Use half a badminton court (one side of the court) as the playing area, and set up a cone roughly 10 full steps away (adjust based on the age group).
- Split the class up into groups of five or six.

How to Play

To score a point, the offensive player (raider) must enter the playing area and tag a defender on the legs or upper body.

- Once the raider tags a defender, the raider has to make it back to the cone and knock the tennis ball off before a defender pulls a flag off. If the raider returns successfully with all the flags still intact, the raider scores a point.
- If the raider is caught and doesn't make it back, the raider switches places with a defender.
- All players should have a couple chances at being the raider.

Capture the Beanbags

Theresa O'Neill

Theresa O'Neill is an HPEC member and conference grant recipient.

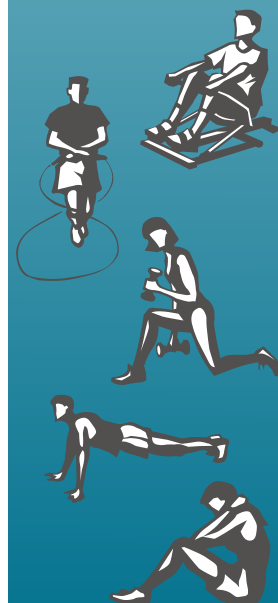
Equipment

- One scooter and team pinnie for each player
- Six beanbags
- Pylons

Capture the beanbags is a variation of the game capture the flag. Divide players into two teams and assign each team to one-half of the playing area. Players of each team wear pinnies of the same colour and are seated on a scooter.

Put one hula hoop in a corner of each team's side of the gym. Using another hula hoop, place three beanbags in each team's bank. Each team has a guard by the jail and another guard by the bank. The remaining players scatter on their half of the gym.

On a signal, players cross the centre line and try to steal the beanbags from the other team's bank. Players must only grab one beanbag at a time. When they cross over into the other team's territory,



they can be tagged (a touch on the pinnie) and jailed by an opponent. If tagged, they go to that team's jail.

Players can escape from jail if a teammate can successfully scoot into the jail, grab their hand and maintain joined hands until back across the centre line. Opponents cannot tag players who are rescued from jail as long as their hands are joined. The jail guard is never allowed in the jail.

If a player who has picked up a beanbag and is trying to reach safety is caught, the beanbag is returned to the bank and that player goes to jail. At no time can a player throw or kick a beanbag.

The game continues until one side has all six beanbags (their three plus the opponent's three) or until all the players from one side are jailed.

Turtle Tag

Theresa O'Neill

Theresa O'Neill is an HPEC member and conference grant recipient.

Activity

Warm-up

Students decide which Ninja Turtle they will be and line up with three students as shredders standing in the middle of the gym. When the shredders call "turtle power," the turtles run to the other sideline. When tagged, the turtles call their turtle name and get in a turtle crouch. They are free when their turtle friends return and touch them on the back calling, "cowabunga."

Ever Active Schools

Shaping the Future Conference

January 30–February 2, 2019

Shaping the Future is an annual conference that brings together educators, health and wellness professionals, and researchers to discuss aspects of comprehensive school health. Ever Active Schools and committed partners strive to connect all delegates by sharing knowledge in a variety of interactive learning formats: preconferences, workshops, keynote speakers, concurrent sessions, outdoor sessions, research posters, success stories and

networking opportunities with exhibitors. Registration is open, and we would love our HPEC family to join us in Lake Louise.



Executive Members in the Spotlight

Shelagh McCracken, Vice-President, Pedagogy and Curriculum Leadership



Welcome back to school! This can be an exciting time for students! Some students have been active all summer and are keen, eager and ready to jump into their PE classes! Returning to school can also be a huge stressor for some students. Some students might be new to the school, or maybe spent the summer quietly reading or sitting in their basement playing video games. Whatever the case may be, the PE classes at my school begin the year participating in team building, and cooperative and warm-up activities. A sample of some of our favourites follow.

Getting to Know You Game— Have You Ever?

Equipment: 20 cones

Divide class in half, ask students to form two large circles and separate each student with a cone. One person starts in the centre of each circle and asks the question, Have you ever...? The students in the centre of each circle fill in the sentence with something they have done; for example, Have you ever been to Banff? Have you ever biked in Fish Creek Park? Students who have done what was asked must find a new spot around the circle in between the cones, and they must move at least two spots away from where they started. The middle person must also find a new spot. The student left without a spot in the circle becomes the new “Have you ever” person.

Cooperative Games

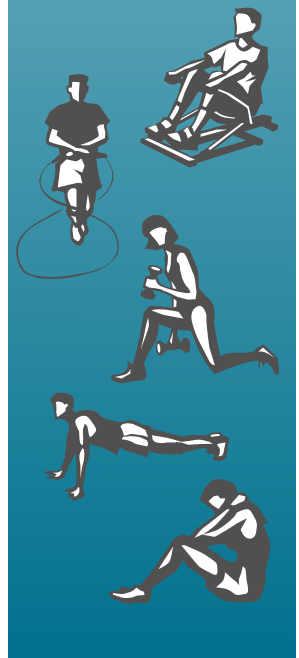
- Carry the World: https://twitter.com/pe_ces/status/1034523460314255361
- Cross the River: <https://twitter.com/dfinerfro/status/1040281006383747078>

Warm-Up Games

Battle Cards

Equipment: Rectangle boundary with middle line, two decks of cards

Organization: Divide the class into two groups (Team Shake is a great app for making random groups). Each team places all of the cards at the back of their side. On the call of go, students grab a card and meet a student on the centre line. They complete three squat



jumps (or another fitness activity), then flip their cards. The student with the higher card wins the round, takes both cards face down back to his or her side and draws another card. The game continues for a certain amount of time or when one team has won all the cards from the opposing team.

Ace Masters

Equipment: Small or large rectangular space, two decks of cards

Organization: This activity is an active version of the card game War. (I try to use other words in place of war, like peace. Please let me know if you have a good alternative.) Divide participants into two teams and choose one ace master per team (both teams know who the opposing ace master is). Players receive one card from their respective ace master. On the signal go, it becomes an “everybody’s it” activity where participants attempt to tag other participants from the opposing team. When tagged, both participants perform three predetermined fitness activities, such as three jumping jacks, three squats, three star jumps and so on, and then they both reveal their cards. Whoever has the largest number gets both cards. Players cannot tag anyone if they do not have a card or if they have two cards. Participants with zero or two cards must return to the ace master and get a new card (players with two cards trade them in for one new card). Participants with an ace can tag the opposing ace master. If successful, the participant receives half of the ace master’s deck of cards. The game ends when one ace master is out of cards or after a certain amount of time.

Rock-paper-scissors games have a winner and a loser. Be sure to discuss these terms with your students. Sometimes we use the term nonwinner,

and sometimes we use the term loser of that round. We briefly discuss that some activities have a winning side and a losing side, and that either way it is about the activity and does not reflect who the person is. Again, this is brief as sometimes in sports and in life there are events that end well and others that do not.

Last Person Standing

Equipment: None

Organization: With students standing in one large circle or two circles, students find a partner and stand in a circle facing their partner. This works with an odd number of students, so teacher may need to play. One student should be in the middle. When the teacher calls go, the students play rock paper scissors, and the winners then stand with their hands in the air and wait for a new partner to come and high five them. This is a good time for students to interact (How is your day going? What did you do this summer?). The students who lose rock paper scissors look for a new partner at least two spots away. The last person ends up in the middle and then a new game begins on the teachers call.

Group Rock Paper Scissors

Equipment: 30 pylons

Organization: Form three lines with pylons. Organize students in the middle line. Students meet together as a group to decide whether they are going to be rock paper or scissors. Meet back at the line after three predetermined exercises and show your rock paper or scissors. Winner chases the loser across the safety line and vice versa (switch it up every so often). The students who are tagged join the opposing team.



Rock-Paper-Scissors Olympics

Equipment: Deck of cards, pinnies, beanbags to count the number of medals, 12 cones (3 sets of 4) to mark start, bronze, silver and gold

Organization: Have the students line up across the gym/boundary, which could be marked with cones. Students compete against each other. At each pylon students play another student. The winner moves up to the next level to play another student. At the start level the students stay if they lose, but at the bronze, silver, gold level they move back down one level if they lose. At the gold medal if they win they receive a card, pinnie or beanbag (a medal) and then head back to the start to try to make it to the gold line again.

Rock-Paper-Scissors Train

Equipment: None

Instructions: In an open space students scatter and challenge someone to play rock paper scissors. Best of three rock paper scissors, nonwinner/loser lines up behind winner and stays with winner. Challenges continue; the first person in the train plays other trains or singles. Nonwinner single player or entire train lines up behind winning the train. Games end when last two trains meet for a final best of three rock paper scissors.

Hula Hoop Rock Paper Scissors

Equipment: 30–40 hula hoops

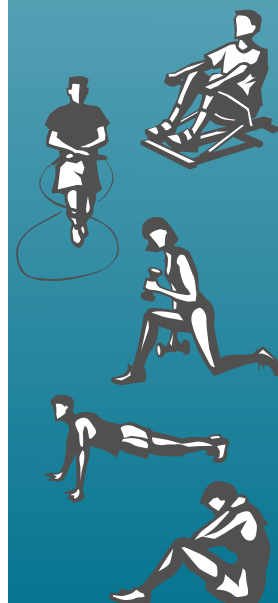
Line up the hula hoops across the gym in an X so there can be four teams. Each team stands at either end of the line of hoops. First person from each team meets in the middle of the hula hoops to play rock paper scissors.

Nonwinner immediately exits the hula hoops and returns to the end of their team's line. Next player leaves to try to intercept the winner before they make it to their starting hoop. Everyone must jump on two feet to make their way toward the other team's start of the hula hoops. Repeat until one team reaches the other team's end of line to win the game.

Gregg Brain, Edmonton Coregional Representative

Some of the responsibilities of my position are planning drive-in workshops and working with key partners in our region, such as Ever Active Schools, Be Fit For Life and Alberta Health Services. In addition to these duties, I also connect with Edmonton HPEC members and provide support in whatever means possible. Each year at the Greater Edmonton Teachers' Convention Association (GETCA), I present with our partner, Ever Active Schools.

My teaching tip is to establish an active routine as students come into the gym for class. Rather than having them sit down for attendance, I have them check in via Popsicle sticks and then have a play bin waiting for them. They can choose from a variety of pieces of equipment to work on skills such as sending, receiving or striking. I find this encourages students to hustle to class as they get more playtime by arriving early, rather than having the eager students sit and wait for the students who are not as quick to class.



Upcoming Drive-In Workshops

Save the date for these professional development opportunities brought to you by the regional representatives:

- Greater Calgary: November 6, 2018 (held in Exshaw)
- Southwest: November 6, 2018 (held in Lethbridge)

Please check the HPEC website at www.hpec.ab.ca for details regarding all drive-in workshops!

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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.

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