

EVER ACTIVE!

NEWS AND
UPDATES REGARDING
HEALTHY SCHOOL COMMUNITIES IN ALBERTA



ASSESSMENT FOR LEARNING – HEALTHY SCHOOL STYLE!

Assessment is a critical element for all educators.

Essentially, how do you know where to go if you don't know where you are?

Formative assessment is key to the learning process and allows students (and teachers) to adjust priorities, address areas of deficiency, celebrate successes and learn from mistakes. So what about your *healthy active school community*? Are you applying those same principles to the process of creating and supporting healthy lifestyles? Good news! *Ever Active Schools* has a new tool that will help you assess the health of your school community!

It's called the **HATS** (*Health Assessment Tool for Schools*) and it is available online to all *Member* and *Associate* schools this spring. The HATS is structured around the 4 E's (education, everyone, environment, evidence) and is intended to be completed by your school's action team. If you are the champion at a *Member* or *Associate* school, your login information will be emailed to you. Simply verify your school information and get started! If you are not yet an *Associate*, please sign up at www.everactive.org to get started.

The process is simple:

1. Get your team together and have a discussion about your school's health
2. Each team member goes to the site and completes the HATS
3. A summary is made available to the champion
4. The team discusses the results and begins to formulate an action plan
5. Finalize the action plan and begin to implement your strategies
6. REPEAT each year!

For *Member* schools, this process is required each year to retain member status. For *Associates*, the process is available but not required – complete the assessment and submit an action plan if you wish to move to member status. Visit the website for more information. Happy Assessing!

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Ever Active Schools is the number one source for physical activity, physical education, and health and wellness program in-service in the province! For a complete listing of all the workshops offered, visit www.everactive.org or call 780-454-4745.

The Ever Active Schools Program facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.

EAS is a project of the Health and Physical Education Council of the Alberta Teachers' Association and is funded by Alberta Tourism, Parks and Recreation (ASRPWF), Alberta Health and Wellness and Alberta Education.

Upcoming Events

- May 21st • Active Living Challenge Day – Yoga in the Park » www.provincialfitnessunit.ca/events
- May 29th – May 31st • Little Big Run 2009 » <http://littlebigrun.ca/association.aspx>
- May 31st • World No Tobacco Day » www.who.int/tobacco/wntd/2009/en/index.html
- May 31st – June 6th • 2009 Commuter Challenge » <http://commuterchallenge.ca>
- June • Alberta Recreation and Parks Month » www.june.arpaonline.ca
- September 25th • Terry Fox National School Run Day » www.terryfoxrun.org
- October 5th • International Walk to School Week » www.shapeab.com/IWTSW.asp

Have an idea for how Ever Active Schools can further support the creation of healthy active school communities? We always welcome feedback as to what is working and how we can improve. Call (780) 454-4745 or email one of our staff with your suggestions.



A COLLABORATIVE PROJECT
The Health and Physical Education Council
acknowledges the generous contribution of

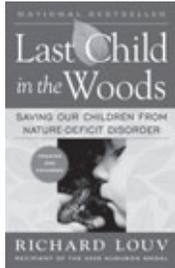




HEALTH PROMOTING SCHOOLS UPDATE

Notes from Director's Desk

In the most recent edition of *Take Action* (Tips for Implementation of DPA) we profiled a book by Richard Louv entitled, *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder* (Chapel Hill, NC:



Algonquin Books 2005). Louv suggests that playing outdoors provides many advantages for children. Children who are given early and ongoing positive exposure to nature thrive in intellectual, spiritual and physical ways that their "shut-in" peers do not. Health benefits include stress reduction, sharpened concentration, social skill development and problem solving. As well, children who can take part in unstructured free play tend to become more resilient and therefore are more likely to develop positive social and mental well-being.

I haven't read far enough in Louv's book to see if he examines adult applications but would hypothesize that adults can reap the same benefits from playing outdoors as children do. In my early teaching career, I used to bike 15 km through the river valley to get to my school. On my way to school I would revel in the beauty of budding trees, hoarfrost or turning leaves and arrive refreshed, relaxed and ready for the long day (unless I was late, in which case I reveled in the newly set speed record). Biking home, I often turned off my brain for the first half of the trip and just enjoyed the trail and my surroundings. The day's stresses and worries melted away and after a bit, I would be able to think about the day, process events and do some planning in my head. Most of my best ideas for lesson plans, special events or classroom management strategies came out of a thoughtful bike ride.

Warm weather is coming (promise!), as are summer holidays. I have read in a number of places that teachers are among the least healthy in the workforce and also experience some of the highest levels of negative stress. Maybe we need to get out into nature a little more and practice what we are teaching to our students. Take that walk with a colleague at lunch-time – even if it is around the playground while supervising... Have a Sunday afternoon wiener roast at your local park. Make the dog happy and take him out for a Frisbee toss. Most importantly, make your own connection with the natural environment and take care of your own health!

Educational Opportunities

Ever Active Schools workshops are tailored for school, district or convention needs (e.g., grade level, intended audience, awareness of program of studies). Access these learning opportunities for professional development days, conferences, staff meetings or school council meetings. Costs are \$250 for an hour, \$350 for a half day, or \$600 for the full day plus GST and applicable travel and accommodation expenses from Edmonton or Calgary. Member schools receive a 25% discount upon booking a workshop. Learning opportunities can also be designed to meet individual needs. Call 780-454-4745 or email tracy@everactive.org to request a workshop today!

Battle River Project (BRP) Update

BIG NEWS from the Battle River Project! Since reviewing the Year One data and the changes put into action in Year Two, the Board has unanimously voted to implement policy surrounding the project. The Wellness Policy will consist of alignment with the Priorities of Battle River School Division and Administrative Procedures providing direction on Mental Wellness, Physical Activity and Healthy Eating. Currently, the policy is in draft form.

This policy is demonstrating the Division's belief that the quality of learning and the quality of health are intricately connected. Education research supports this connection and acknowledges the role of the school system to create and support healthy school communities that contributes to optimal learning.

The Battle River School Division's Pyramid of Success, academic, character and relationship development rests on three pillars: family, community and health (2009). The Health Promoting Schools approach directly supports the Division's Pyramid of Success.

If you would like more information about the Battle River Project please contact the Project Coordinator, Shannon Horricks: shorricks@brsd.ab.ca

Upcoming HPEC RR Events

Calgary Drive-In Workshop

Thank you to everyone that attended the October 22 Drive-In workshop at Woodman Junior High School. The next Calgary drive-in workshop will be held on Oct 28, 2009 from 4:15-7:17. It will also be held at Woodman Junior High School.

EAS Program Staff

Good Luck Renee!



Ever Active Schools' Staff would like to say a huge thank you to our University of Victoria Co-op student, Renee Schultz.

Renee has been our part of our team for the past three months and has made a number of contributions to our program. Renee was the lead researcher and project coordinator of the latest addition of the "Happily Ever Active Fundraising Calendar". She assisted with the Promising Practices Database information 'inputting' and submitted information for the Ever Active Newsletter and the winter DPA booklet, *Take Action!*. We have enjoyed having Renee in Alberta and part of our team.

We will definitely miss her! And we wish Renee all the best as she travels to Wales this May for her final Co-op assignment.

Who you gonna call?

Here at Ever Active Schools our knowledgeable, energetic, and cohesive Program Staff facilitate the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities. We are available to assist schools any way we can to ensure that Alberta students live, learn and play in healthy active school communities.

Director, Doug Gleddie – Oversees the EAS program, secures funding for its continuation and finds the latest research on comprehensive school health.
doug@everactive.org

Education Coordinator, Tracy Lockwood – Provides and creates resources to ensure teachers have the information and skills needed to support their healthy active school community and Wellness curricula.
tracy@everactive.org

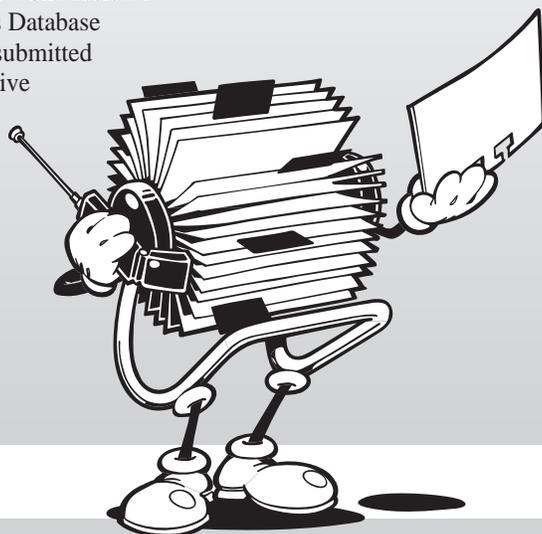
Project/Communication Coordinator, Shannon Horricks – Spearheads the Battle River project, is Editor of the Ever Active Newsletter and updates the EAS website.
shorricks@brsd.ab.ca

School Coordinator, Joyce Sunada – Provides schools with the information they need to assess, plan and implement their healthy active school plan. As well, she is our connection to the southend of the province.
joyce@everactive.org

Our EAS staff would not be complete without the incredible contribution of our support staff based in our Edmonton office.

Administrative Assistant, Rhonda Schilberg – Provides answers to membership/registration questions, your Healthy Active School Symposia and workshop bookings.
rhonda@everactive.org

Administrative Assistant, Karen Gouge – Offers support for invoicing and is the calendar connection for ordering the Happily Ever Active Fundraising Calendars.
karen@everactive.org



Renew Your HPEC Membership!

Membership has its privileges, especially if it's an HPEC Membership!

HPEC Membership privileges include: attendance at the annual HPEC Conference, semi-annual electronic subscription to *The Runner*, and involvement in a professional organization that provides support in the areas of Health and Physical Education. As a result of a resolution passed at the Alberta Teachers' Association's (ATA's) 2007 Annual Representative Assembly, active members of the ATA have the opportunity to join one specialist council of their choice each year at no charge. Register for your free HPEC membership today at www.teachers.ab.ca. Login if you already have a user name and password and go to the features on the right hand side and look for **Automatic Specialist Council Memberships**. If you are a new user, you can become a member by choosing the login section of the site. You will need your teaching certificate number to register.

Your HPEC membership expires every year on August 31. Be sure to renew your HPEC membership each year.

PHYSICAL ACTIVITY CENTRE



Outdoor Activities

MINI-KICKBALL

Equipment: One playground ball per group of four, 3 pylons per group

1. In groups of 4, students will choose one of these positions; pitcher, kicker, catcher, fielder.
2. Students set their pylons on the playing field in a large triangle. (out of the way of other groups) The pitcher stands in the middle of the triangle and the kicker stands beside one of the pylons (this is now home plate). The catcher stands (safely) behind the kicker. The fielder

stands behind and off to the side of the pitcher.

3. The pitcher rolls the ball to the kicker, as soon as the kicker kicks the ball, he/she runs and touches each of the pylons in a counter clockwise direction. The fielder, pitcher and catcher pass the ball to one another and try to get it back to home plate before the kicker returns.
4. If the kicker returns to home plate first, he/she may kick again. If the ball returns first, the players switch positions. Kicker rotates to pitcher, pitcher to outfield,

outfield goes to catcher and catcher goes to kicker.

Variations:

- Students can choose to keep track of the number of individual runs they score and create a competitive atmosphere.
- Students can challenge themselves to increase the number of runs they personally score each time at bat.
- As a group, students can set a goal of how many runs they'd like to score during a predetermined time frame.

CHINESE JUMP ROPE

Equipment: One - elastic (5-6 meters long – ½” wide) tied into a circle for each group of three students.

1. Students work in groups of three. The object of the activity is for the jumper to successfully complete the jump pattern.
2. Choose one person to be the 'jumper'. The jumper is in the starting position – balanced on two feet and off to the side of the elastic.
3. Two students are 'enders', they step into the elastic circle facing one another, place the elastic around their ankles and step backwards until the elastic is slightly taut. Their feet are shoulder width apart.
4. The group makes up a pattern of 3 - 4 jumps. Older children can add to this number to increase the difficulty. Here are some basic jumps and 'cue' words to help students create patterns:

elastic up and crossover it over the left foot – right foot taps the ground and returns to the outside position. Repeat left foot over the right foot – tap ground and return to 'outside' position.

- Side – jumper straddles one side of the elastic x l x l
- On – jumper lands with one foot on each of the elastic sides
- Out – jumper jumps away from elastic and lands at the starting position – off to one side of the elastic

Sample patterns:

- Inside – Outside – Out
- Side – Side – Inside – Outside – Out
- Outside – Twist – Twist – Outside – Out

5. The jumper repeats the pattern at the ankle level. After the pattern is successfully completed at the ankle level, the enders move the elastic through the following levels; to the calves, behind the knees, to the thighs, to the hips and last of all up to the waist. If the jumper 'misses' by performing the pattern or any of the jumps incorrectly, the jumper becomes an ender.

6. Switching enders: Always bring the elastic back to ankle level to switch. Enders stay stationary, jumper steps into the middle of the elastic and walks toward the ender they are switching with. The jumper then walks behind the ender so the elastic connects to their ankles and the ender steps forward and then out of the elastic.

Variations:

- To make the activity more cooperative and active, have each jumper repeat the designated pattern three times at one level and then switch the jumper.
- Enders call out a pattern and challenge the jumper to follow the cues.
- Students create their own jumps/cues and share them with the class

ULTIMATE

Ultimate is a game of keep-away with a disc/Frisbee. The goal of the game is for one team to catch the disc in the other team's end zone. The team without the disc tries to intercept it or make them drop it.

Simple Rules for Ultimate

1. **The Field** – A rectangular shape with end zones at each end. A regulation field is 64m by 37m, with end zones 18m deep.
2. **Initiate Play** – Each point begins with both teams lining up on the front of their respective end zone line. The defense throws (pulls) the disc to the offense. A regulation game has seven players per team.





WINTERGREEN Phys-Ed

The Physical Education Activity Centre is sponsored by Wintergreen – visit www.wintergreen.ca for more information about unique Canadian products and services.

Check out our WINTERGREEN DPA Indoor or Outdoor Kits! Developed in response to Alberta's Daily Physical Activity initiative, it's all the tools you need to implement your DPA program! Contact your Alberta Sales Consultant, Marcel Gagne at: 1-800-268-1268 ext. 505, marcel@wintergreen.ca for a personalized preview today!

3. **Scoring** – Each time the offense completes a pass in the defense's end zone, the offense scores a point. Play is initiated after each score.
4. **Movement of the Disc** – The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc (thrower) has ten seconds to throw the disc. The defender guarding the thrower (marker) counts out the stall count.

5. **Change of possession** – If pass is incomplete (goes out of bounds, dropped or intercepted), the defense immediately takes possession of the disc and becomes the offense.

www.ultimatefrisbee.com

Variations:

- Change the size of the playing area to accommodate the skill and age level of students.

- Create 'mini' games with 3 – 5 players per team to maximize participation.

equipment idea



POOL NOODLES

How to Use Your Noodle (Pool Noodles) by Chad Triolet (2006 Health and Physical Activity Institute)

www.jmu.edu/kinesiology/hpainstitute/pdfs/How%20to%20Use%20Your%20Noodle%20_complete_.pdf

Vocabulary

Demi-roni – A noodle piece that has been cut in half

Noodlette – A small noodle piece about 2–3 inches in height

Mini-roni – A very thin noodle piece, about 1 inch in height

NAB THE NOODLE

(adapted from teachmeteamwork.com)

Equipment: 3 – 5 students per group, a safe obstacle free play area (circular or rectangular shape will work), noodlettes.

Organization: Assign one student to be the Noodle Protector (NP). The NP will need a single noodlette. To begin the game the NP will drop the noodlette inside the playing area. Once the noodlette has been dropped, the Noodle Nabbers (NN) will try to grab the noodlette and move it out of the play area without being tagged. If a player is tagged, he/she will stay outside the play area and perform a designated fitness activity such as Noodle crunches or Noodle push-ups. Once the fitness activity is completed the NN can return to the game. If a NN grabs the noodlette and makes it outside the playing area, he/she can return to the middle of the play area, drop the noodlette and become the NP.

Variations: Have more than one person be a NP. The NP can use a demi-noodle to tag the NNs. Use more than one noodlette for the NNs to nab. Try adjusting the size of the playing area.

NOODLE CRUNCHES (fitness focus)

Equipment: Each pair of students will need; 1 small gym mat, 1 bucket, 1 hula-hoop, 5 – 10 noodlettes.

Organization: A pair of students will use one small gym mat. One partner will lie on the mat with their knees bent and their feet on the floor. The other partner will hold their feet down. On the side of the mat where the student's head lays, there will be a hula-hoop with 5 - 10 noodlettes in it. Behind the partner holding the feet, there will be a bucket. The student on the mat will take one noodlette at a time, sit-up and toss it into the bucket. After all the noodlettes have been shot, the partners switch roles.

Variations: Time the students to see how long it takes to throw the noodlettes successfully into the bucket. Have students perform the 'crunch' individually (without a partner holding their feet).

NOODLE PUSH-UPS (fitness focus)

Equipment: Each pair of students will need: 2 poly spots, 4-6 noodlettes.

Organization: Place two poly spots on the floor about 3 inches apart. On one poly spot, stack 4-6 noodlettes. The object is to move the noodlettes onto the other poly spot one at a time while staying in push-up position. The students must alternate hands each time they move a noodlette over to the poly spot. This is a partner activity. Once Partner A completes the task, Partner B will take a turn.

Variations: Allow students to be in full push-up position or on their knees. Set a time limit that the noodlettes have to be transferred over to the second poly spot. Add a cooperative twist and have the partners beat their combined times.



HEALTHY EATING CENTRE

Healthy Summer Recipes

SUMMER BERRY SALAD

- Spinach
- Strawberries
- Blueberries
- goat cheese
- poppy seeds
- sliced almonds
- red onions
- chicken breast

Toast the sliced almonds in a frying pan with a little butter and set aside. Put the goat cheese in a small ziplock bag, cover with poppy seeds and smush together until nicely blended (yes, smush is a word). Put the cheese in the freezer for ½ an hour or until it crumbles. Lightly season the chicken breast, grill and slice. While chicken is grilling cut up the strawberries and onions.

On a bed of spinach greens (or the lettuce of your choice) add the following: Sliced strawberries • Blueberries (saskatoons if in season!) • Sliced red onion • Almonds • Crumbled goat cheese • Chicken breast strips

Add the dressing of your choice – possibly a light raspberry vinaigrette!

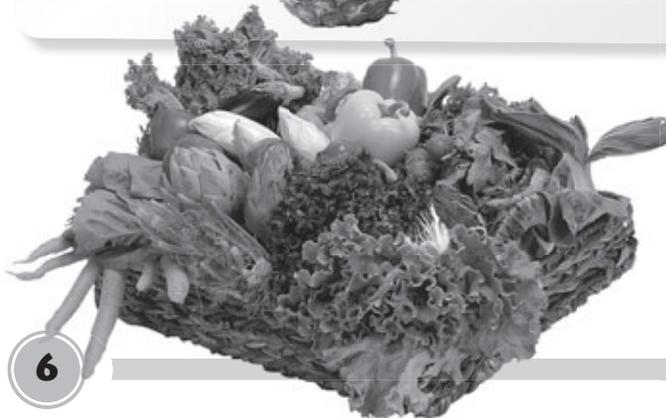


CHICKEN AND PINEAPPLE SKEWERS

- 2 green onions chopped
- 2 tbsp low sodium soy sauce
- 1 tbsp rice wine vinegar
- 1 tbsp ginger, freshly grated, divided
- 1 lb boneless, skinless chicken breast, cubed
- ½ lb fresh pineapple, cubed
- 12 cherry tomatoes
- 12 – 6" skewers (pre-soaked in water)

In large bowl, whisk together onions, soy sauce, vinegar, and ginger. Add chicken and cover, leaving it to marinate in the refrigerator for 30 minutes.

Preheat grill to medium-high. Drain chicken, discarding the marinade, and using the skewers, alternate cubes of chicken with pineapple, capping each skewer with a cherry tomato. Cook for about 4-5 minutes per side or until browned.



Nutrition Guidelines

The **Alberta Nutrition Guidelines for Children and Youth**, released in June, 2008, has been developed to assist organizations/schools in providing young people with healthy food choices from the time they enter daycare right through to high school. A copy was sent to all schools in November 2008.

To download this resource go to:
www.healthyalberta.com



SMOOTHIE-LICIOUS

Try this berry smoothie and get your dose of Omega 3 Fatty Acids!

- ½ cup pomegranate or cranberry juice
- 1 cup frozen mixed berries (blueberries, raspberries, blackberries)
- 1 banana (fresh or frozen, depending on the power of your blender)
- 4-6 tbsp vanilla yogurt (choose your favorite one!)
- 1-2 tsp whole ground flaxseed meal

Add all of the ingredients in a blender and mix until smooth. It mixes better when you add the juice first. Too thick? Add a bit of water.



SUPER SIMPLE SUMMER VEGGIES

- Bamboo skewers (soaked in water for a few minutes)
- 500 grams whole small mushrooms
- 2-3 small zucchini, cut into 1-inch slices
- 12 to 16 cherry tomatoes
- 2 red bell peppers, cut into 1/2-inch strips
- 1 large white or red onion, halved and cut into 1/2-inch wedges
- Calorie wise Italian salad dressing or other marinade mixture
- 9 to 12 pineapple chunks (fresh or canned)

Wash mushrooms, place mushrooms, sliced zucchini, cherry tomatoes, red bell pepper strips and onion wedges in salad dressing. Let marinate in refrigerator for at least 4 hours. Drain vegetables, reserving marinade.

Thread vegetables alternately with pineapple onto skewers. Cook on grill over medium heat for about 10 minutes, turning occasionally and basting with reserved marinade.

Vegetable kabobs serves 4 to 6.

For more great barbeque recipe ideas try:

www.thatsmyhome.com/bbqpit/grilled-vegetables.htm



MENTAL WELLBEING CENTRE

Exam Stress

Argh! It's Exam Time Again! Midterms, finals or provincial achievement tests – no matter what you call them, big tests cause big stress! Some of you will have already experienced an increase in blood pressure just by reading the article title. The good news is there are lots of ways to reduce exam anxiety, be mindful of your health and take steps towards optimal performance. There are some healthy living strategies that can energize the brain, fuel the body and reduce the stress! Share these with your students, in a parent newsletter or on a bulletin board.

Energize your study sessions! Yes, it is important to have a quiet, distraction free place for some extended power studying, however, blood pools in the feet and seat after more than 20 minutes of sitting down. Take numerous mini-activity breaks: stretching, going to the bathroom on a different floor or power dancing for a few minutes helps to restore blood flow to the brain. After a long study session your brain may feel tired, but your body needs to move! Go for a run, bike ride, shoot hoops or walk your dog. This will renew your energy levels and also help you sleep better. On the day of the exam, be sure to engage in some moderate physical activity to warm up your body and brain. When you are writing the big exam, ask your supervisor if you can stand, stretch and move a little. Even a good sitting stretch is better than nothing! Alternately, you can tighten up every muscle in your body starting with your feet and moving up, then relax each muscle in the same order.

Brain Food! Don't forget that your brain needs healthy fuel to do its job properly. Good food = good mood! Avoid unhealthy snacks while studying – instead, have plenty of water and a small supply of fruit, cut up veggies or nuts. It can be tempting to snack constantly while you are studying – schedule regular exercise and snack breaks and only eat then. Be sure to eat breakfast on the day of an exam. If you are not a regular breakfast eater, even a small cup of yogurt or a piece of fruit helps. Sometimes exams

are scheduled early - ask your supervisor if you can bring breakfast with you. Finally, be sure to bring a water bottle and some healthy, quiet (so as not disturb others with your crunching) snacks to munch during your exam.

Watch (pun, intended) your time! Time management can go a long ways toward reducing your stress. Last minute cramming is often counterproductive and sends your stress level through the roof. Plan out your study schedule for big exams a few weeks in advance, especially when you have three or four in one week. Plan to study at times where you are alert and able to focus (not after mid-night!). Schedule some variety in your study schedule and don't spend too much time on one topic. Have a family member ask questions or teach them a few concepts to break up the time. Set up a study niche – comfortable, quiet, no distractions or interruptions - and use this place consistently (it also helps if this has been your study space throughout the term!). Don't forget to consider your personal sleep needs. It doesn't work to deprive your body of sleep in favour of more study

Adapted from the topic page at HealthyU www.healthyalberta.ca

Check out: Alberta Mental Health Board: downloadable pdf brochure on reducing exam stress. www.amhb.ab.ca/Publications/resources/Documents/AMHB_Youth_Examstress_bro.pdf

University of Alberta: tips for reducing exam stress from the University's academic support staff. www.uofaweb.ualberta.ca/academicsupport/nav03.cfm?nav03=52237&nav02=50367&nav01=27013

time. Instead, stick to your schedule and get plenty of rest.

Good luck! Final exam time will always increase your stress level. Some of that is good stress that helps you focus on the task at hand. The important thing to remember is to manage your stress to make it work FOR you! With a little advance planning and preparation exam stress can be a positive thing. Establish healthy study and exam preparation habits, add some of the tips above and remember to feed your mind, exercise your body and manage your time!

QUICK FACTS

- Experts have proven that chronic stress plays a role in many psychological and physiological ailments, some of them life-threatening. These include depression, anxiety, allergies, digestive disorders, heart disease and cancer. So it makes sense to try and beat stress before it causes serious harm.
- Youth is supposed to be a carefree time, but the latest figures show that mental illness, including anxiety and depression, is currently the greatest burden of disease for people aged 15 to 24.
- Most people suffer from stress at some point in their lives. Showing signs of stress does not mean that you are a weak person, just human like everybody else. Stress affects different people in different ways – your attitude and personality play a big part in how it affects you, and how you cope with it.
- It is important to note that stress is not depression. However, acute distress associated with tough times can occur and may be a risk factor for depression if it persists.
- Stress is a response to an event or situation. It can be positive or negative. Stress is common in daily life and may be associated with work, family or personal relationships. It usually means that something is happening that's causing worry and affecting how we are thinking and feeling.
- Stress is common in daily life and may be associated with work, family or personal relationships. Whatever the cause, there are some simple steps that can help you to reduce stress.
- Our coping skills are something we've learnt, usually from parents. This means that we can all learn and take on new coping skills to increase our coping capacity and deal with stress better. The first step is to recognize the signs your body gives you when you're feeling stressed and then listen to the signs.

ALBERTA TOURISM, PARKS AND RECREATION UPDATES

Panelists for the 2009 Physical Activity Forum

<http://www.centre4activeliving.ca/news/physical-activity-forum/2009-mental-health/index.html>

We're pleased to announce the panelists for our 2009 Physical Activity Forum, **"Is Sweat the Best Antidepressant? The Case for Physical Activity as an Antidote for Depression."**

In Edmonton our panel is:

- **Tanya Berry**, U of A Faculty of Physical Education and Recreation, Alberta Centre for Active Living
- **Beth Evans**, Alberta Health Services – Mental Health and Addiction
- **Brenda Fischbrook-Benoit**, Glenrose Rehabilitation Hospital
- **Rachel Keaschuk**, Stollery Children's Hospital Pediatric Centre for Weight and Health
- **Emma Rickard**, Organization Health Inc.

In Calgary our panel is:

- **Bob Acton**, Alberta Health Services – Integrated Behavioural Health Care
- **Beth Evans**, Alberta Health Services – Mental Health and Addiction
- **Sonya Jakubec**, Mount Royal College School of Nursing
- **Allen Rees**, Alberta Health Services
- **Joyce Sunada**, Ever Active Schools

The Forum is in Edmonton on May 26 and in Calgary on May 27. To register and find out more, visit our Forum webpage; www.centre4activeliving.ca/news/physical-activity-forum/2009-mental-health/index.html

Alberta
Centre for
Active Living

Research and education for the promotion of physical activity

ACTIVE LIVING CHALLENGE DAY

THURSDAY MAY 21, 2009

COUNT YOURSELF IN!

TAG

YOGA

PARACHUTE
GAMES

SOCCER

DANCE

HACKY SACK

JUGGLE

JOG

WALK

SKIP



**PARTICIPATE IN ANY PHYSICAL ACTIVITY FOR 30 MINUTES,
THEN LOG ONTO**

www.provincialfitnessunit.ca/alberta-active-living-challenge-day-registration/

AND QUALIFY TO WIN A B.A.S.E.C. BODY WORKSHOP (Balance, Agility, Strength, Endurance, Core Training), PROVIDED BY THE BE FIT FOR LIFE CENTER

ALBERTA
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ALBERTA EDUCATION UPDATES

K–12 Wellness Education

Alberta Education is examining its wellness-related programs of study (K–12 Physical Education, Career and Life Management, K–9 Health and Life Skills) and recently released the *Draft Framework for Kindergarten to Grade 12 Wellness Education*. This framework outlines the fundamental concepts and inherent values of wellness education and provides guidance to the future development and implementation of K–12 wellness programs of study in Alberta. The draft framework is available

on the Education website at www.education.alberta.ca/teachers/program/pe.aspx (English) and www.education.alberta.ca/francais/teachers/progres/core/edphys.aspx (French).

Stakeholders were provided opportunities to provide feedback in March and April through face-to-face meetings and by completing an online questionnaire. Responses are currently being reviewed and results of the feedback will be considered in the development of the final framework, which is anticipated to be completed in June 2009.

Revisions to the wellness programs of study will begin in the 2009/2010 school year, with a focus on high school programming. Learning outcomes in wellness education will focus on five dimensions of wellness—physical, social, emotional, spiritual, and intellectual—and include inquiry-based learning and a project-based approach, with potential opportunities to use extracurricular and community recreation activities to meet course requirements.

Inspiring Education: A Dialogue with Albertans

What are your hopes, dreams and aspirations for your children and grandchildren? If we are to be successful individually and collectively as a province, we need to consider how to help all Albertans realize their potential.

Inspiring Education: A Dialogue with Albertans is an opportunity to shape the future of education in Alberta, and we want to hear your perspective. Tell us your story. Share your opinions. Join the conversation!

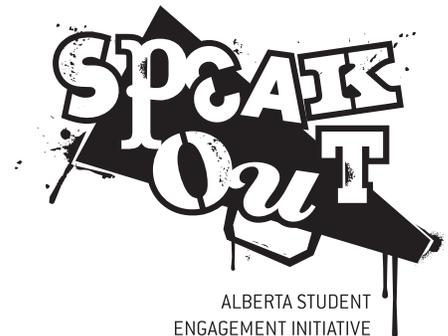
The discussions will be based on five key values—opportunity, fairness, citizenship, choice and diversity – which are critical to the success of Alberta’s education system.

Inspiring Education seeks ideas, suggestions and points of view from all parts of our province, from large cities to remote and rural communities; from inner-city neighbourhoods to expanding suburbs; from towns and cities experiencing the pressures of rapid growth to those dealing with the challenges of declining population.

Inspiring Education is different from a public consultation. It’s a dialogue—an exchange of ideas to change each other’s thinking about what education is and what education means. It’s about looking to the future and deciding what education in Alberta should be in twenty years. No matter who you are

or where you live in Alberta, we invite you to listen and contribute to the conversation. One of the primary goals is to reach a clear understanding of what it will mean to be an educated Albertan 20 years from now. To reach that goal, we need everyone’s voice.

Ten community conversations with Albertans in eight different locations across the province will take place in April, May and June. In addition to the 10 community conversations, a conversation kit will be available in mid-April for schools, neighbourhoods, businesses, and organizations to offer their thoughts and insights. Albertans are also invited to participate in online moderated discussions of a range of perspectives and ideas on the *Inspiring Education* website. The process will culminate in a two-day provincial conversation, to be held October 18 – 20, 2009 in Edmonton. For more information, visit <http://inspiringeducation.alberta.ca>



***Speak Out* is an opportunity for Alberta’s youth to share their experiences and ideas and to help the people who make decisions about our schools understand the issues that are important to us.**

In May 2009, *Speak Out* will include a focus on K–12 wellness education with a student questionnaire. This questionnaire will allow students to provide feedback on the future plans for student wellness education in Alberta. Encourage your students to get involved by going to the *Speak Out* website at www.speakout.alberta.ca/.

Contact Info:

For further information on K–12 wellness-related programs of study, please contact Michelle Kilborn, Program Manager, K–12 Wellness, Curriculum Branch, by e-mail at Michelle.Kilborn@gov.ab.ca or by phone at 780-644-2530. Dial 310-0000 for toll-free access.

ALBERTA HEALTH & WELLNESS UPDATES

Alberta Healthy School Community Wellness Fund

School communities can receive help to develop projects that support healthy children and youth. The Alberta Healthy School Community Wellness Fund was established by Alberta Health and Wellness in partnership with the Alberta Coalition for Healthy School Communities and the University of Alberta, School of Public Health in 2007 to support initiatives that promote healthy eating, active living and positive social environments. For descriptions of successful projects visit: <http://www.achsc.org>



Strategies for Successful Projects

As of March 2009, 24 Larger Grant projects and 29 Smaller Grant projects have received funding from the Wellness Fund. The next deadline for the Larger Grant Category is May 15, 2009 and application forms are available at <http://www.achsc.org>. All Larger Grant projects must address healthy eating, active living and positive social environments. There are no current deadlines set for another application process for the Smaller Grant projects. All Smaller Grant projects must address two of the following; healthy eating, active living and positive social environments. Current successful projects include some of the following strategies:

- District-wide initiatives or multiple school partnerships.
- Development of lead teacher networks to support wellness.
- Development of nutrition policies or strategies to enhance the delivery of Daily Physical Activity (DPA).
- Conducting needs assessments to determine priorities and needs of a school community.
- Student, staff and parent leadership initiatives.
- Professional development opportunities for teachers and staff that support school wellness.
- Development of collaborative partnerships with community health services, community organizations, businesses, and/or municipal or town councils including in-kind sponsorship, professional expertise, or program support.
- Creation of supportive timetabling to help integrate wellness into curricular areas.
- Enhancing cross curricular connections.
- Developing strategies to mobilize volunteers.
- Fostering parental involvement and learning opportunities to support wellness at home.
- Hiring a Project Coordinator to initiate the program and build capacity to sustain the program.
- Purchasing wellness programs and resources.
- Purchasing equipment to support DPA or nutrition initiatives; for example, creation of DPA bins or equipment to help serve healthy food choices.
- Creation of community gardens where foods are utilized in school snack and lunch programs. Gardens are also often used as an outdoor classroom.
- Developing or enhancing extra curricular initiatives/intramurals.
- Development or creation of wellness related activities or events at school for example theme days, activity challenges.

Joint Consortium for School Health - Comprehensive School Health Framework



Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.

School and student health goes beyond what happens in the classroom. Rather, it encompasses the whole school environment with actions that address four distinct, but inter-related pillars that provide a strong foundation for comprehensive school health:

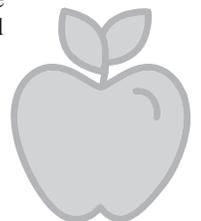


- social and physical environment;
- teaching and learning;
- healthy school policy; and partnerships and services.

When actions in all four pillars are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.

The Joint Consortium for School Health is a leader in supporting the advancement of comprehensive school health in Canada. Its membership is made up

of key health and education representatives responsible for school health within each province and territory along with the federal government. Alberta has been a member of the Joint Consortium for School Health (JCSH) since 2007. In 2008, members of the Joint Consortium for School Health endorsed a Comprehensive School Health Framework. For more information on the Joint Consortium for School Health - Comprehensive School Health Framework visit the website at www.jcsh-cces.ca.



PROMISING PRACTICES HIGHLIGHTS

Whether you call it best practices, lessons learned or promising practices, the ideas shared here demonstrate the successes and positive impact on student learning and in the school environment.

The Promising Practices document is a collection of ideas and resources to assist a school community in creating an environment that supports active living, healthy eating and mental health.

To download your copy visit: www.everactive.org

Promising Practices Database

You do good work...now it's time to share.

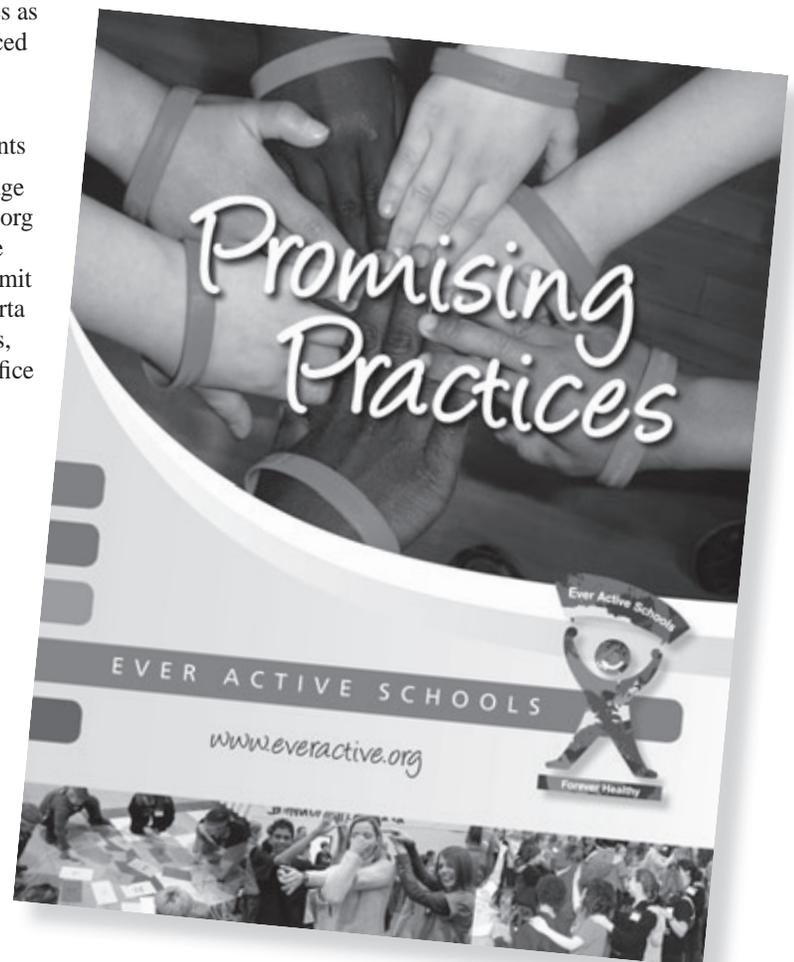
In 2003, EAS began to collect *Promising Practices* from member schools. This compilation of ideas, organized according to the “4 E’s”, was shared with all Alberta schools through the EAS website.

In January of 2006, EAS revised, renewed and reorganized the *Promising Practices* document to make it more meaningful and useful to schools. The new format, sent as a hard copy to all members and posted on the website, was received very positively and EAS was encouraged to continue the process.

As the next step in this evolution of sharing, EAS has initiated the **Alberta Promising Practices for Health Promoting Schools** website. Initial funding for the development of this tool was provided by the ASRPWF, however, PHE Canada was also interested in developing a similar site. A decision was made to cooperate rather than compete! EAS has worked with PHE Canada to develop a database that can be continually updated to meet the needs of school communities and directly benefit students. This tool is searchable, flexible and expandable through a continual submission process vetted by EAS staff (Alberta submissions). Features of the site include:

- Ability to search by province, multiple province or nationally
- Keyword searches as well as an advanced search feature
- Submissions can include attachments

Check the home page at www.everactive.org for updates and site availability. To submit your fantastic Alberta promising practices, contact the EAS office today!



The Health and Physical Education Council (HPEC) of the Alberta Teachers' Association, as a professional organization of teachers, advocates for quality health and physical education programs and provides opportunities for professional growth and development of its members. HPEC is committed to providing leadership in creating healthy active school communities.

There is an HPEC Regional Representative (RR) in each of the eleven districts across the province (see map on opposite page). The RR is your health and physical education lifeline! They are your source of information for events, opportunities and workshops happening in your area, and serve as a liaison between the HPEC executive and it's members across the province. If you are a new health or PE teacher, or would like to be added to your RR's contact list, please send them an email, introduce yourself, and provide them with your contact information. RR's always welcome suggestions and ideas for what professional development opportunities are needed in your area. Get connected today!

HPEC
Members!
Not Receiving Your
Copy of the Ever
ACTIVE! Newsletter?



Mighty Peace District

RR: Darren Flynn
Glenmary School
PEACE RIVER

E-mail: flynn.d@hfcrd.ab.ca

Athabasca District

RR: VACANT
Thanks to Craig MacDougall who did a tremendous job serving as RR for the Athabasca district. If you are interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca

Central East District

RR: VACANT
Thanks to Jayson Boyson who did a tremendous job serving as RR for the Central East district. If you are interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca



Red Deer District

RR: Susan Dillabough
Delburne School
DELBURNE

E-mail: sdillabough@chinooksedge.ab.ca



North Central District

RR: Dylan Dellezay
École J.E. Lapointe School
BEAUMONT

E-mail: dylan.dellezay@blackgold.ca



Calgary City District

Co-RR: Sonia Sheehan
Foundation for the Future
Charter Academy
CALGARY

E-mail: sonia.sheehan@shaw.ca



North East District

RR: Tim Yakiwchuk
École Dickinsfield School
FORT MCMURRAY

E-mail: timyakiwchuk@hotmail.com

Palliser District

RR: VACANT
Thanks to Lori McCarthy who did a tremendous job serving as RR for the Palliser district. If you're interested in the RR position or know someone suited for the role, email Brenda Bower @ brenda.bower@sd76.ab.ca



Greater Edmonton District

RR: Heather Rootsart
St. Clement School
EDMONTON

E-mail: rootsaerth@ecsd.net



South East District

RR: Joral Maynes
J.C. Charyk Hanna School
HANNA

E-mail: joral.maynes@plrd.ab.ca



Greater Edmonton District

RR: Jodi Harding
St. Cecilia Junior High School
EDMONTON

E-mail: hardingj@ecsd.net



South West District

RR: Fred Jack
Palliser Education Centre
LETHBRIDGE

E-mail: fjack@adlc.ca

The Ever ACTIVE! newsletter is now being sent electronically to HPEC members. If you are not receiving Ever ACTIVE!, please contact the Ever Active Schools office to update your member information today! Email hpec@ata.ab.ca or call Phyllis Fournier at (780) 447-9400.

HPEC Regional Representative Boundaries



The Runner

The Runner is HPEC's Journal publication and has a collection of lesson plans, articles and information for Health and Physical Education teachers. To download your copy of *The Runner* visit www.hpec.teachers.ab.ca

The Council Needs You!

HPEC is currently accepting nominations of HPEC members that are interested in being on the Executive Council.

Being a part of this Council will allow you to:

- Be a leader in the province in the areas of Health and Physical Education
- Use your expertise for your ATA Professional Growth Plan goal
- Meet the requirements of the Alberta Initiative for School Improvement (AISII)

Currently there are vacancies within the Council in the following positions:

- Athabasca District Regional Representative
- Central East District Regional Representative
- Palliser District Regional Representative

See the *HPEC Regional Representative Boundaries Alberta Map* to locate your area within the HPEC Districts and email Brenda Bower (HPEC Vice-President) if you are interested in this opportunity: brenda.bower@sd76.ab.ca

HPEC Annual Awards

The Health & Physical Education Council recognizes outstanding contributions to health & physical education in the following manner:

Certificates of Commendation

- District representatives may nominate up to two people in their zone who are current members of the council who have made or are making an outstanding contribution to Health and Physical Education (the number of nominees may be increased at the discretion of the awards committee). These nominations will be presented with a certificate of commendation at the annual conference.
- A summary of citations and biographical data of those receiving the certificates will be included in a booklet available for distribution at the conference award ceremony.

Distinguished Service Award

- The award may be conferred annually.
- The award shall be ratified by the table officers
- The award shall be announced and presented at the Annual Conference

Nomination Procedures

- The committee shall secure nominations for the Distinguished Service Award by:

- advertising in the "Runner" and/or Newsletter.
 - Sending information forms to Council members with the "Runner" of newsletter prior to the nomination deadline, at least three months prior to presentation.
- All members of the Council are entitled to nominate persons for the award providing that they obtain letters of reference from two members of the Council.
 - No Nomination shall be considered by the committee unless accompanied by the nomination blank appropriately documented and endorsed.
 - Completed nomination forms shall be received by the committee not later than 6 weeks prior to the presentation of the award.

Local Incentive Recognition Program

The purpose of this award is to recognize the contribution made by groups of people, enhance school physical education programs and/or enhance active healthy lifestyles of today's children and youth in school settings.

Guidelines:

- The children of the school must benefit directly from the contribution
- A group is considered to be two or more individuals
- The group may be a school, parent advisory council of another community agency
- Where more than one group works together to provide the contribution to the school, all groups are eligible to receive recognition
- There are no limit to the number of projects which are eligible to receive the award in a given year
- Any HPEC member is eligible to nominate groups for the award
- Groups may receive the award each time they implement a new project which enhances physical activity of youth

COMMUNITY CONNECTIONS

WSWA
WATER SKI & WAKEBOARD ALBERTA

YOUTH PROGRAMS 2009

RIP 'N RIDE - ALL SUMMER LONG!
Wanna learn to Waterski or Wakeboard? Rip N Ride can teach people of all ages how to ski or ride, and you don't need to own a boat! Half-day and Multi-day Rip 'n Ride sessions coming to a lake near you in 2009:

Rockyview Water Ski Club (Calgary) July 2-3
Shalom Park Water Ski Club (Edmonton) June 29-30; Aug 18-20
Pigeon Lake (near the Provincial Park) July 27-30
Lake Isle (40 min. W of Edmonton) June 29-30; July 7-8, 14-15, 21-22, 28-29; Aug 4-5, 11-12

NEW KIDS ON THE WATER - MAY 31 AND JUNE 7
A half-day (a.m. or p.m.) beginner program for kids 6 – 11 years of age, supervised by the Shalom Park Water Ski Club. Lunch and all equipment is included.

NEW SKIERS ON THE WATER - JUNE 20
A half-day beginner program for older first-time skiers, 14 - 65 years of age, held at the Shalom Park Water Ski Club on a Saturday morning.

KIDSKI - BEGINS IN MAY
Also at Shalom Park, a 10-week program designed for kids who know how to slalom ski and would like to get involved in competitive water skiing.

WHERE DO I SIGN UP?
To register for any of the above programs, visit our website at www.wswa.ca, or give Waterski & Wakeboard Alberta a call at **780-415-0088**.
Let's Rip! Let's Ride! This Summer!

ALBERTA SPORT, RECREATION PARKS & WILDLIFE FOUNDATION

Water Ski and Wakeboard CANADA

Waterski & Wakeboard Alberta www.wswa.ca
11759 Groat Road, Edmonton, AB / 780-415-0088 / 1-866-258-2754

Please circulate this promotion in your school or school newsletter.

Natural Nutrition Helps Promote Health Awareness in Your School

Choice awareness of connections with food choices and disease prevention is crucial to optimum health in our world today. Let *Choice Awareness* consultants support health education in your school.

NATURAL NUTRITION INCORPORATES BODY, MIND & SPIRIT! It includes all aspects of food choices from your home garden, global economics, to what ends up on your plate. Natural Nutrition fits into all aspects of learning. Knowing that everything is connected and everything must go somewhere; no aspect of life is untouched by your nutritional choices.

Natural Nutrition encompasses...

- Health Education
- Mental health and wellness
- Self-care and personal safety
- Substance abuse prevention
- Decision-making—goal setting, critical thinking, media awareness
- Relationships—family, peers, workplace

Choice Awareness is offering free presentations during the month of June. Come see how the everyday choices you make can lead you astray or on a path to Health and Wellness.

To preview presentations for suitability for your school or information on continued support services within Natural Nutrition contact Mrichardson62@yahoo.ca Or call 780-901-3452

Alberta Snowmobile Association



The Alberta Snowmobile Association offers its SLED SMART snowmobile and atv safety course free of charge to Alberta schools. For more information or to book your free presentation, please call our office in Edmonton at (780) 427-2695, or toll free at 1-888-506-SNOW.

Sport Medicine Council of Alberta

Making Alberta a Safer Place to Play!



The Sport Medicine Council of Alberta

The Sport Medicine Council of Alberta (SMCA) is an organization of sport medicine physicians, sport physiotherapists, athletic therapists and sport scientists.

Together, these individuals promote and coordinate the provision of sport medicine programs and services for the Alberta sport community.

These professional members provide their services to assist in making Alberta a healthy and safe environment for sport and recreational activities.

Basic First Aid Kit



Fully Stocked

The basic first aid kit is perfect for community leagues, clubs and teams on a tight budget.

The kit is available to:

SMCA Members: \$65.00 + G.S.T = \$68.90
Non-Members: \$72.00 + G.S.T = \$76.32

To order, visit www.sportmedab.ca/shopping.html

Everyone who purchases a kit also qualifies for our *complimentary re-stocking service*. Simply return the kit to the SMCA at any point during the year and we will refill it to its original specification, and invoice you for the cost of the replacement supplies.

Athletic First Aid Kit



Fully Stocked

Whether you are involved with a school, a team sport, or manage a recreation centre, having an ATHLETIC FIRST AID KIT on-site and available is essential.

The kit is available to:

SMCA Members: \$165.50 + G.S.T = \$175.43
Non-Members: \$185.75 + G.S.T = \$196.90

To order, visit www.sportmedab.ca/shopping.html

www.sportmedab.ca/shopping.html

Sport Medicine Council of Alberta

Main Floor, Percy Page Centre
11759 Groat Road
Edmonton, Alberta
T5M 3K6
(780) 415-0812

smca@sportmedab.ca



We believe that no kid should be left on the sidelines and **ALL** should be given the opportunity to experience the positive benefits of organized sports. KidSport™ provides support to children in order to remove financial barriers that prevent them from playing organized sport.

Get Involved!

- Apply
- Donate
- Volunteer

1-888-914-KIDS (5437)

"Having someone I don't even know care about me so much that they would give me the opportunity to compete in sports has prompted me to do the same when I grow up. ... Thank you for all that you have done."
--Jane, age 12



www.kidsport.ab.ca

EVER ACTIVE SCHOOLS SUCCESS STORY

Tofield School is On the Move!

From February 23 to March 4, 2009, the students and staff at Tofield School strapped on pedometers to promote the latest health and wellness initiative. All 480 students worked with their inter-grade pods. For eight days, each pod was challenged to accumulate the highest number of steps. The measurement of steps provided the students with an opportunity to pay attention to their activity level each day. One grade 5 student was surprised to see how physically active she was.

Tofield School was able to participate in this physical activity challenge, thanks to Encana, who supplied all of the pedometers. This was the first in a series of wellness initiatives at the school. Students will be taking part in many more challenges emphasizing the three components of a healthy lifestyle: physical activity, healthy eating and mental wellness. The mental wellness component has the pods meeting monthly at a scheduled time to work together on character education issues.

In March, the school hosted an Interactive Games week. During this time the students went online to play interactive games on topics, which included nutrition and emotional wellness. These games were played during their health periods at school. In conjunction with this event, the school



hosted a mini-Olympics day where the students moved through different activity stations in their pods.

To wrap up their focus on Wellness, the school hosted a healthy breakfast. The breakfast provided properly portioned foods from the four food groups and included fruit, granola, milk and healthy muffins.

March was an incredible month for Tofield School, full of activity and fun for all staff and students. The school would like to repeat a wellness-focused event in the 2009-2010 school year.

Great Job, Tofield!



Come by and visit!

3rd floor, Percy Page Centre
11759 Groat Road, Edmonton, AB T5M 3K6
Phone (780) 454-4745 • Fax (780) 453-1756

**Have a success story
you'd like to share?**

Contact Joyce Sunada (joyce@everactive.org)
to let everyone know the cool things
your school community is doing.