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www.healthednl.com

President's Message

Kellie Baker

"There is no higher priority in life than health. Without it, all other skills lack meaning and utility." ~ Robert P. Pangrazi: Author, Speaker, Consultant – Health and Wellness for Children.

WOW! That's quite a statement; and it is one of the many ideas that lead to the formation of the new NLTA Health Education Special Interest Council. There is so much potential in these words. What an opportunity we have to affect the quality of life of the students in our care.

Happy New Year everyone, and welcome to the NLTA Health Education Special Interest Council's first newsletter: World of Wellness! (WOW! for short). It's only fitting that we begin the New Year with another first for this Council. We are so excited to introduce you to the newly formed NLTA Special Interest Council. This council was created to support and promote health education and to represent the views and best interests of health educators throughout the province. We strive to promote the participation in and advancement of health education and physical activity for the province's youth. It is this council's vision that all students in every school receive opportunities to be health literate and attend a school where health education wellness are part of the school culture.

In order to achieve this goal we need support. We have assembled a volunteer team willing to offer their expertise in many areas of health education from school, to community, to post-secondary, and research. You will see the list of Executive and contributors under "Meet the Team". As well, our newly released webpage link is at the top of this message.

Read on to find resources such as Rick Hansen Inclusive Playgrounds Toolkit for Schools and an example of the DO IT! Problem Solving Model.

Remember, health and wellness is more than a New Year's resolution. Be mindful of taking time to re-charge your batteries – even if only for a short time. Read on to find some helpful hints on how even short periods of mindfulness can work to support your health.

We hope to see you in St. John's, May 4-6, 2017 for the PHE Canada & PESIC National Conference. Let's start building a voice for health education in our province!

Meet the Team!

President - Kellie Baker



Kellie is a co-founder of the NLTA Health Education Special Interest Council. Kellie brings a wealth of experience to this initiative having served in multiple positions with the NLTA Physical Education Special Interest Council (PESIC), Physical and Health Education (PHE) Canada's Board of Directors and Council of Province and Territories. Over her 21 year teaching career Kellie has been working in the field of Physical and Health Education from the kindergarten to post-secondary levels. She presently teaches at St. Matthew's School and Memorial University in St. John's.

Communications - Jillian Lahey



Jillian is an elementary school physical education teacher, a coach, and a community volunteer. She has experience teaching in rural K-12 schools, from Western Newfoundland, the Northern Peninsula, and is now back home on the Avalon Peninsula. Jillian started her career in New Brunswick after finishing her Phys. Ed. degree in Germany. Jillian makes lasting contacts wherever she goes. Active on many social media platforms, Jillian can otherwise be found teaching at Goulds Elementary and Hazelwood Elementary. She hopes to gather voices and perspectives from afar and help shine a spotlight on all aspects of health in the province.

Vice - President - Patti Hicks-Brown



Patti brings 14 years of teaching experience in the areas of kindergarten through high school physical education as well as elementary health. Presently teaching at Twillingate Island Elementary, she is actively involved in extracurricular activities that promote healthy active living both at the school and community level. Most recently she has taken part in professional development to increase her knowledge in all realms of mental health. Through these experiences she hopes to help others with mental illness and help eliminate stigmas associated with it.

Secretary

We are currently looking for an enthusiastic person to join our team! If you, or someone you know is interested in filling the role of secretary please contact Kellie Baker at kelliebaker@nlesd.ca. Hope to hear from you soon. ☺



Treasurer - Kimberley Crocker

Kim is a new addition to the NLTA Health Education Special Interest Council. With a Bachelor of Recreation and a Bachelor of Education (Physical Education Concentration), she hopes to bring an educational insight to physical, mental, and social well-being. Graduating in August of 2015, Kim is broadening her teaching knowledge as a k-6 and physical education substitute teacher. This is her first experience on an NLTA council and Kim is excited to pursue the role of Treasurer.



University Liaison - Dr. Erin Cameron

Dr. Cameron is an Assistant Professor in the School of Human Kinetics and Recreation at Memorial University whose research centers on critical health education, promotion, and pedagogy. Her research recognizes that interdisciplinary partnerships between health, education, and recreation, and across the continuum of care are essential to promoting health and wellness. As an educational scholar, Dr. Cameron's most recent work explores the use of transformative pedagogies in educational settings to promote size diversity and inclusion so that everybody can feel supported to pursue healthy active lives.



Health Promotion Liaison -

Krista Manning

Krista is a School Health Promotion Liaison Consultant (SHPLC) with Eastern Health and the Newfoundland and Labrador English School District (NLES). As a member of the Wellness Coalition - Avalon East steering committee, Krista is passionate about supporting schools in collaborating with community partners to enhance the physical, mental and social health of the school community. Krista's diverse educational background (Bachelor in Communication Studies, Master of Science in Health, Nutrition & Exercise Science and B. Ed.) support the work of this committee.

Who is the NLTA Health Education Special Interest Council?

The NLTA Health Education Special Interest Council is the organization that represents, speaks for and provides supports for all health educators in the Province of Newfoundland and Labrador under the auspices of the Newfoundland and Labrador Teachers' Association.

Our Mandate:

To support and promote health education and to represent the views and best interests of health educators throughout the province.

Our Mission:

To initiate and promote the participation in and advancement of health education and physical activity for the province's youth.

Our Vision:

All students in every school receive opportunities to be health literate and attend a school where health education and wellness are part of the school culture.

FRESH OFF THE PRESS ALERT

The Get-Outside Guide to Winter Activities



Andrew Foran
Kevin Redmond
TA Loeffler

The Get-Outside Guide to Winter Activities offers a wealth of ideas, activities, games and tips for leaders of wintertime outdoor groups. The activities are safe, age appropriate, and easily modifiable for varying skill levels and designed for a range of locales.

This Book is available for purchase as hard copy or eBook at www.humankinetics.com/products/all-products/Get-Outside-Guide-to-Winter-Activities-The

Congrats TA on your labor of love!

Free Growth and Development resources to support grade 4s and up

www.phecanada.ca/alwayschanging

Mental Health Online Tool Kit

<https://mytoolkit.ca/>

Building a Healthy School Community (Free resources)

www.phecanada.ca/programs/healthy-school-communities/resources

Top 100 Canadian Health Websites

http://hlwiki.slais.ubc.ca/index.php/Top_100_Canadian_Health_Websites

Mental Health Education in Canada

www.phecanada.ca/sites/default/files/mentalhealtheducationincanada.pdf

Rick Hansen Inclusion and Social Responsibility Resource

The Rick Hansen School Program is a free bilingual resource for educators and students. The multimedia materials inspire elementary and secondary students to lead the way in transforming awareness about social responsibility, the importance of inclusion and the potential of people with disabilities. To create an account to download or order resources for your school visit:

www.rickhansen.com/schools



HEC Now!

New Healthy Eating Youth Advisory Council

Are you:

- between the ages of 16 and 21?
- looking to get involved in your community?
- wanting to gain valuable volunteer and health promotion experience?
- interested in healthy eating?

Then Eat Great and Participate's **Healthy Eating Youth Advisory Council** is for you!

Wanted: motivated and engaged youth to help spread healthy eating messages across the province! Log onto www.recreationnl.com/new-healthy-eating-youth-advisory-council/ for more information or contact Stephanie at (709) 729-4432 or stephanieobrien@gov.nl.ca

Deadline for applications is January 31, 2017.

Have you registered yet?

May 4-6, 2017

St. John's Newfoundland



PHE Canada & PESIC
2017 National Conference
Rock Solid Foundations...Energizing Futures

EPS Canada & PESIC
Conférence Nationale 2017
Un avenir énergique ... fondé sur le roc

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

Delegates are people involved with the health, physical activity and education needs of children and youth including educators, public health, researchers, administrators, recreation leaders, physical education specialists and generalists and others who want more information regarding the health of the whole child.

Presented by the Physical Education Special Interest Council (PESIC) of Newfoundland and Labrador and Physical and Health Education Canada (PHE Canada), the 2017 National Conference is entitled Rock Solid Foundations...Energizing Futures.

Check out: www.phecanada.ca/events/2017_national_conference for more information and to complete your registration!

Health Now: Try this game with your Health Class!

UNDER PRESSURE: Peer Pressure Fleeing & Chasing Game

Submitted by Kellie Baker

Take your health class outside, or down to the gym if it's available to open up discussions about Peer Pressure...a topic that appears in the NL health curricula in many grades.

1. Negative Peer Pressure

Students stand on an endline or sideline and suggest ways in which their peers could negatively pressure them. Examples could include drugs, cigarettes, alcohol, bullying/threatening, stealing, vandalising, rumours, and gossip.

The "Bully" is in the middle and calls out a way in which he or she is peer pressuring the others. If the others have the called method in mind, they attempt to dodge the "Bully" and get "home" safe (to the opposite endline or sideline). Each student the Bully catches also becomes a bully.

Points for Discussion:

- When there are more bullies, is it easier or harder to get away and why?
- How does it feel to be ganged up on?
- We all have to "dodge" peer pressure in life
- Running away is an option
- Getting home safe is your goal in this game and life

For those students who may not have a safe home that they can rely on: You could lay down a couple of gym spot/rubber mats as safe havens on the way "home". Each spot/mat could represent things that support students when they are being bullied. Each of these spots could have supportive names. Examples include: "Helped by a Friend", "Support from a Teacher", "Block Parent House", "Kids Help Line", etc. You could even allow a student getting to a safe spot to pick it up as a free pass to home as long as they shouted out what the free pass represented as they walked with it.

For example, try randomly placing five or six mats in the play space. When a student gets to a mat they pick it up and say, "Help from an RNC officer," or "Spoke with the guidance counsellor," etc. If you decide that the "support spots" will not be replaced during the game, this could lead to discussions as to whether it is easier to avoid bullying when many supports are in place.

Points for Discussion:

- What and/or who are the supports in your life?
- How can you increase the supports in your life?
- Is it easier avoiding peer pressure with more or less "supports" in your life?

2. Positive Peer Pressure

Students stand on a line and suggest ways in which their peers could positively pressure them. Examples could include studying for a test, reporting bullying, eating healthy, or quitting smoking. As in the "Negative" section, a student takes a middle position, but is each player's "friend". Students still try to dodge them, because they "don't want to do that homework" or want to engage in some other type of behaviour which positive peer pressure would help them avoid. When caught, students go to the middle and help their new friend. Everybody who gets "home" thinks they are safe but their friends turn around and again call out to "do that homework", or other positive behaviour. As more and more people try to pressure the remaining students, they will eventually get caught (and do that homework).

Points for Discussion:

- People will try to dodge peer pressure – even if it is positive;
- Surround yourself with good people and it is bound to catch on;
- If you truly care for someone, you will continue trying to get them to do what is best for them.

Students will come up with strategies when they play this game such as waiting on the line until after some people go out and are being chased, or coming out but then going back "home" where they are safe. This is a great discussion starter as well re: strategies people used to successfully dodge peer pressure.

Further Points for Discussion:

- "Keep yourself safe". Just because someone tells you to do something, that does not mean you have to do it. Take your time. Think it over. Come up with a strategy to avoid drugs, alcohol, cigarettes, etc.
- You can always go back home or to a safe place. If you are being bullied, your friends are spreading rumours and gossip, or you have been asked to try drugs, you can always go home or to a safe place and talk to your family or another trustworthy person. They are there to help you.
- Staying "home" or at a safe place is an option!

Thanks to John Elkins for his valuable suggestions on the original version of this game which serves to support student success in reaching even more curriculum outcomes.

Sharing Dance in the Classroom

Sharing Dance in the Classroom is a FREE suite of bilingual online resources for teachers, providing high-quality, creative dance activities to increase physical activity, enhance creativity, and improve mental and emotional well-being of students. Led by Canada's National Ballet School, these resources were created in partnership with Canada's Royal Winnipeg Ballet School and Physical and Health Education Canada.¹

Sharing Dance is designed to support a cross-curricular approach. Dance is used to satisfy mandated requirements for physical activity while, at the same time, helps students learn concepts and themes from other classroom curricula through a kinesthetic approach. Leveraging creative and critical thinking skills, your students can gain further insight into the world of geography, biology, poetry, and so much more. These challenge-by-choice activities can foster a sense of belonging, accomplishment and personal mastery.

Sharing Dance's materials are being designed to be nationally relevant and to meet the needs of dance and physical education curricula across all provinces and territories. At this time, resources are available for junior grades (3-5). Resources for grades 1 to 8 are in development and will be added in future.

Sharing Dance Program Materials

Embark on a guided process to choose your own dance adventure from a variety of activities and resources.

Sharing Dance Resources

- Printable lesson plans, online videos, and downloadable music
- Lesson length and delivery can be adapted to suit your students
- An online community to share experiences and learning with other instructors

Sharing Dance Direct

- Online videos to get your students up and dancing right away. Just press play and follow along!
- Join-in with your students and encourage them to participate with energy, focus and fun.
- Learn valuable interactive language and skills that you and your students will be able to implement in other creative movement lessons.

Sharing Dance Choreography

- Learn the Sharing Dance choreography and teach it yourself.
- OR press play and dance along with our wonderful instructors.
- Create your own warm-up or use one of ours from Sharing Dance Direct or the Sharing Dance Resources.
- Join a national movement. Get up and move together!

Participate in the Sharing Dance Pilot

The *Sharing Dance* team is looking for teachers and students from grades 3 to 5 who are interested in piloting the *Sharing Dance* in the Classroom model and examining its impact.

The *Sharing Dance* team will provide each teacher with a mentor in order to support program implementation. We are interested in working with schools' administrative staff to ensure that teachers involved in the *Sharing Dance* pilot program have adequate time to prepare and provide quality feedback.

A developmental evaluation, conducted by a third party, will evaluate both teacher usability and student experiences. As part of the pilot, you will be asked to participate in some evaluation surveys and conversations to assess your *Sharing Dance* experience.

Sharing Dance Pilot Timeline for 2016-2017 School Year

Phase 1 – January to June 2017

Use our resources to teach dance to your class. Our initial evaluation will focus on teacher usability. Are the resources accessible? What is required to support effective teacher delivery and student learning? Feedback will be collected in various ways, including interviews, written reflections, and surveys.

Commitment: We're asking you to join us in *Sharing Dance* for a minimum of 10 weeks starting in January or March.

For more information about *Sharing Dance*, you can find us online at www.SharingDance.ca or contact Kevin and Ashleigh (Program Managers) at pilot@sharingdance.ca.

Thanks so much for your time and consideration.

Ashleigh Powell, Manager, *Sharing Dance*

Kevin MacLeod, Manager, Digital Media & Learning Technologies

"My students and I love the Sharing Dance units and can't wait to try more. They focus on the content and how to teach it. By providing music with the resources, I don't have to search for tracks myself... very user friendly!"

– Elementary school teacher

¹ The development of *Sharing Dance* in the Classroom is supported through the generous contributions of the Government of Canada and private donors. See our website for a complete list of program sponsors.

Do It! Model

Submitted by Kellie Baker

Step 1 - Describe the problem Someone you care about wants to become healthier but they don't know where to start.	Step 2 - Outline 3 possible solutions 1. Ignore them. 2. Talk with them about what you learned in health class about Rest, Exercise, and Nutrition. 3. Don't get involved because you have no idea what to do – after all you're only in grade ____.
Step 3 - Identify (choose) the best solution (Circle the number of your choice from step 2) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Step 4 - Try it out (describe what might happen if you chose that solution) <hr/> <hr/> <hr/> <hr/>

Let's Play: Rick Hansen Inclusive Playgrounds Toolkit for Schools

For children, play is learning. Active play is important for all children including those with disabilities. Studies have found that children with disabilities are excluded from play significantly more often and are at higher risk of social isolation. Inclusive play spaces offer the opportunity for all children to play with benefits for everyone.

There are some key challenges, including design, planning and funding. Fortunately, there are some good resources available for groups who are committed to building inclusive play spaces. The Rick Hansen Foundation recently updated its Accessible Playgrounds webpage, which provides schools and community groups with many useful resources. It includes a step by step guide to planning and fundraising for an inclusive playground.

If your school is interested in building inclusive play spaces, you can access this practical toolkit at www.rickhansen.com/Our-Work/School-Program/Accessible-Play-Spaces



Read the full article "Let's Play: The Importance of Inclusive Playgrounds" at www.rickhansen.com/Our-Work/School-Program/Accessible-Play-Spaces/Lets-Play-Inclusive-Playgrounds

For more information contact Dawn Campbell at dcampbell@rickhansen.com or 613-876-0495.

Create Our Logo Contest

Keep your eyes out for the next edition of our newsletter to learn how you can participate in the Create Our Logo Contest!