



March 2015

Let's Go!



President's Message

Zoë Hamilton

School health is public health in a special place. - Willard W. Patty

After the PESIC conference this past fall a series of events affected our family. Our son was in an accident; he was fine but wrote off our car. A few days later my husband's mother passed away suddenly and unexpectedly. A few weeks after that I had a relatively routine operation that went wrong resulting in weeks in the hospital and months of recovery. As I laid in the hospital I watched my husband, exhausted from driving back and forth to St. John's, care for me and our children while still grieving his mother. The stress on my family this fall made me realize and be grateful for the support system of family and friends we are lucky to have in place. We often take for granted the people in our lives until we have to depend on their help. The thing is, we didn't have to ask for anything; support was offered willingly, sincerely and without expectation. Not everyone has such a support system or the ability to cope with life's stressors and it's not something we think about until crisis hits us.

As teachers, whether we realize it or not, we are part of the support system of our students. We cannot be expected to diagnose a mental illness but according to public opinion research, Canadians look to teachers to be able to recognize when a student may be facing a mental health issue. Yet in the same poll only thirty-eight per cent of Canadians believe teachers are adequately prepared to do so (PHE Canada, 2014). Mental health education is lacking in post-secondary teacher preparation programs and district in-service support is needed to ensure existing teachers are up-to date on the latest strategies for supporting positive mental health and resiliency (PHE Canada, 2014).

The campaigns and media attention surrounding mental health issues and programming has the province talking, and talking is always good. This talk needs to be focused so teachers can become more informed

support systems for our youth and programs must be supported, not downloaded onto teachers. Without meaningful support in each school, teachers themselves will burn out.

Mental health is but one component of a person's well-being. Unfortunately, health promotion tends to separate the components of health when they are all intricately interconnected, each affecting the other when one becomes out of balance. In education we must practice a holistic, comprehensive approach to health. A comprehensive school health program is an integrated set of planned, sequential, school affiliated strategies, activities and services designed to promote the optimal physical, emotional, social and educational development of students. We know healthy children learn better because they attend school more regularly, feel better about themselves, get along better with others and are ready to learn. School communities can use the school development process to improve the wellness of students by drawing their efforts together in a concerted, consistent manner using the comprehensive school health approach as a model.

As you prepare for spring think of all that you teach and all that you bring to your students and school. If you are not already familiar with the comprehensive school health model do a little reading on the topic and you will be surprised to see how much you are already doing. Round it out by bringing together all the professionals and aspects that contribute to the entire health of students and watch your school, students and teachers thrive in the positive school climate that will be created.

For more information on comprehensive school health visit the following websites:

www.phecanada.ca/programs/healthy-school-communities/research-tools-resources-HSC

www.teachresiliency.ca

www.younghealth.ca

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Provincial/Regional Representatives

The following representatives have been establishing committees in your area. Please contact a representative if you are interested in helping improve Physical Education in your local region and/or Newfoundland and Labrador.

Eastern Avalon	Debbie Shortall	debbieshortall@nlesd.ca
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Western	Stacey Alexander	staceyalexander@nlesd.ca
Labrador	Greg Quilty	gquilty@innueducation.ca



Andy Poole Recognized for Outstanding Contribution to Physical Education

Andrew (Andy) Poole began his teaching career in 2005 and is currently a physical education teacher and vice-principal at Holy Cross School Complex in Eastport. At the PESIC Conference in September 2014, Andy was honored with two awards – the PHE Canada Dr. Andy Anderson Young Professional Award and the Regional Teacher of the Year Award.



Andrew Poole is presented with the Dr. Andy Anderson Young Professional Award at the PESIC Conference in September 2014.

The PHE Canada Dr. Andy Anderson Young Professional Award is given to one individual per province that best epitomizes exemplary work on behalf of the profession. The Regional Teacher of the Year Award recognizes one individual per region of the province for their outstanding work in Physical Education.



Andrew Poole is presented with the Regional Teacher of the Year Award at the PESIC Conference in September 2014.

Andy takes great pride in his career as a physical educator, and that pride is exhibited in his hard work and dedication to his school, community, and the many projects that he takes on. He demonstrates and encourages a healthy active lifestyle and is a wonderful role model for students and colleagues alike. Andy is an outdoor adventure enthusiast and has developed and implemented many projects of this nature in which a great number of his students have become involved. Andy has had a tremendous impact on his students, staff, and colleagues alike. Congratulations Andy and thank you for your continued efforts to improve the lives of your students through Physical Education!



PESIC Conference Award Recipients

The 2014 PESIC Conference held in St. John's in September included an awards banquet at the Holiday Inn. PESIC, in addition to establishing communication amongst physical educators and improving physical education in Newfoundland and Labrador, recognizes various efforts and commitment to the aforementioned. The 2014 awards banquet gave us great pleasure recognizing the following recipients for their outstanding contribution within the following categories:

Service Awards

10 Years of Teaching Service

Jason Desai, Alicia Wade,
Geoff Robinson, Lisa Young

20 Years of Teaching Service

Sherri Lynn Colbert

30 Years of Teaching Service

Tammy Constantine, Rosemary Ryan

Regional Teacher of the Year Awards

Lisa Young – Western Region
Andrew Poole – Central Region
Nicole Gibbons – Eastern District

Award of Honour

Paul Hepditch

PHE Canada Dr. Andy Anderson Young Professional Award

Andrew Poole

PHE Canada Teaching Excellence Award

Zoë Hamilton (National Recipient)



Twitter has become a very useful and popular social media platform for Physical Educators. **Did you know that PESIC has a twitter account? Follow PESIC at (@PESICNL).** PESIC

will tweet from time to time with information relating to PESIC, PHE Canada and other relevant Physical Education information. If you are currently on Twitter I encourage you and all Physical Educators to give us a follow. Please feel free to tweet so that we can continue to communicate, collaborate and share ideas and resources.

Physical Education Teacher Profiles

Name: Greg Quilty
School: Sheshatshiu Innu School
Grades Taught: 2-12



Greg Quilty

Q. Why did you want to become a physical education teacher? Did anyone inspire you?

A. As it was with most of the kids in my school growing up, physical education was my favorite class. As the years went by, not much changed, so by the end of high school I figured that becoming a physical education

Greg Quilty with some of his athletes for Sheshatshiu at the North Coast Winter Sports meet in Rigolet.

teacher wasn't a bad idea. By this time I was heavily involved in the Army Cadet Program, so I had some experience with teaching youth and I enjoyed it. This only made my decision easier. To add to this, my high school Phys Ed teacher, Mr. Flood, was always saying that he had the best job in the school, so that was it. When I got to university, I applied for Physical Education.

Q. What is your favorite activity to teach and why?

A. I really enjoy teaching volleyball. I did not play it growing up and only learned how to play while in university. The youth here in Labrador love it and for the most part, they teach me as much as I teach them.

Q. What is the highlight of your career/job?

A. The highlight of my career so far is being able to teach in a new and evolving school where there have been so many challenges in the past and seeing the positive changes in such a short period of time. In the past few years, my students went from being non-competitive in any SSNL event to now competing at the provincial level and bringing home medals and banners with the most recent being Boys' Provincial Championship banner for wrestling on February 20-22.

Q. What has been the greatest challenge in your career?

A. The biggest challenge in my career has also been teaching in a new school. With a new school breaking out on their own with a new school board, there have been considerable growing pains, but as I have stated, the student growth as a whole has been positive and we hope to keep it that way as we continue to learn.

Q. What was your most embarrassing moment in class?

A. My most embarrassing moment in class happened on my rural internship. During a high school class on volleyball I wanted to stop everyone and give some further instruction, so I blew my whistle and being a rookie physical education teacher, I called out "Everyone hold on to your balls". You

can imagine the giggling and motions on the young boys and girls in the class. Even my cooperating teacher grinned as he explained that I'm not the first to make that mistake and I won't be the last.

Q. Do you have any advice for someone who aspires to become a physical education teacher?

A. I would have to say to anyone aspiring to become a physical education teacher, "follow your heart and remember that your there for the kids".

Name: Nancy Weir
School: Mount Pearl Intermediate
Grades Taught: 7 and 8



Nancy Weir

Q. Why did you want to become a physical education teacher? Did anyone inspire you?

A. I had great PE teachers but I always enjoyed "the gym". However, I wanted to be a veterinarian. Lol. Having said that, I believe I ended up exactly where I was supposed to be. I love teaching junior high.

Q. What is your favorite activity to teach and why?

A. I like a variety of activities but yoga is probably my favourite to teach. It gives the students something else to consider as an activity choice but it also takes them outside their comfort zone and away from the traditional activities.

Q. What is the highlight of your career/job?

A. Interacting with the students has brought me many wonderful moments whether it's been through teaching, coaching, travelling or special events days. Can't really pick just one.

Q. What has been the greatest challenge in your career?

A. A big challenge is trying to keep the students interested in being active. It seems we are always faced with challenges such as limited funds, equipment, video games!!

Q. What was your most embarrassing moment in class?

A. Not so much for me but it was interesting when we were playing Flag Football and a student missed the flag and ripped off a pair of pants instead!!!

Q. Do you have any advice for someone who aspires to become a physical education teacher?

A. Make sure you enjoy kids. You have to be able to laugh with them, tease them and accept them for who they are. Stay positive and energetic and the rewards will be many. Set your standards high and firm but fair works!!

Sprockids Mountain Biking Program Leadership Training

by Andy Poole

This past October, through a partnership with BNL and Parks Canada, Newfoundland hosted Sprockids founder, Doug Detwiller. Sprockids is a mountain biking program developed in the early 90s and is now used across Canada and in 20 countries around the world. Their mission, *“Through the sport of mountain biking young people will have the opportunity to develop the skills, values, and strategies that will guide them throughout their lives and enable them to successfully reach their full potential.”*



Doug instructing HCS students (Eastport, NL).

The main reason for Doug’s visit was to train Sprockids Leaders. On October 25, in the pouring rain, a group of six, which included teachers, Parks Canada staff, and bike shop operators became the latest to become Sprockids leaders. The enthusiastic group was eager to learn about the value of mountain biking and is now armed with a great set of instructional resources. These resources outline the program, complete with games, curriculum links, and instructions for building skills parks. Each participant, now trained to offer the program to youth, plans on taking their new knowledge back into their own towns. The Holy Cross School (HCS) group (Eastport) will be officially beginning with a big kick off Spring 2015.

On Monday, October 27, Doug visited HCS and met with student leaders to help them with a few riding skills and talked about how becoming leaders in their community is extremely important. The students also took Doug, joined by Sue Rodgers (Healthy Students,



Participant of Sprockids Leadership Course (Terra Nova National Park).

Healthy School and me on a tour of some of the great trails on the Eastport Peninsula.

This was Doug’s first visit to the island and he was amazed by the potential to develop mountain biking for children and adults alike. He is hoping to return in the near future to train more would be instructors and promote biking as a viable choice for youth, families, tourism, schools, etc. The Sprockids program is very versatile and suits both rural and urban groups. For more information please visit www.sprockids.com or contact me to learn more about the initiatives of a rural Newfoundland school to increase youth physical activity and life-long love for the outdoors through the Sprockids program.

Andy Poole is a Physical Education teacher at Holy Cross School in Eastport (andypoole19@hotmail.com).

Ghostbusters

by Zoë Hamilton



Equipment:

- song *Ghostbusters!*
- 4 noodles (vary #) “Proton Wands”
- 1 soccer net turned into the wall or other appropriate “Containment Field” or “Ghost Trap”
- gym or other wide space

Ghosts are on the loose running around the gym! Begin with 4 Ghostbusters who use the proton wands to capture Ghosts and put them in the containment field. Play the Ghostbusters song loudly in background and lower the lights to add to the ambience! Once touched with proton wand the Ghost holds the end and is taken to the containment field (soccer net turned into the wall so the students gather in the net). The Ghostbuster leads the Ghost into the trap and leaves to catch more Ghosts. But as with any containment field it fails many times when the teacher moves it open to release all the Ghosts (the louder the Ghost noises they make the faster they get released). When the music stops change Ghostbusters (can get 3-4 changes per song).

I added gymnastic mats stood on end scattered around playing area for the ghosts to hide behind, but the Ghostbusters can catch them anyway. Just added a bit of interest.

This is the favorite game at my school. K-6 students ask to play any time of the year, but especially at Halloween.

Zoë Hamilton is President of PESIC and teaches at Carbonear Academy in Carbonear.

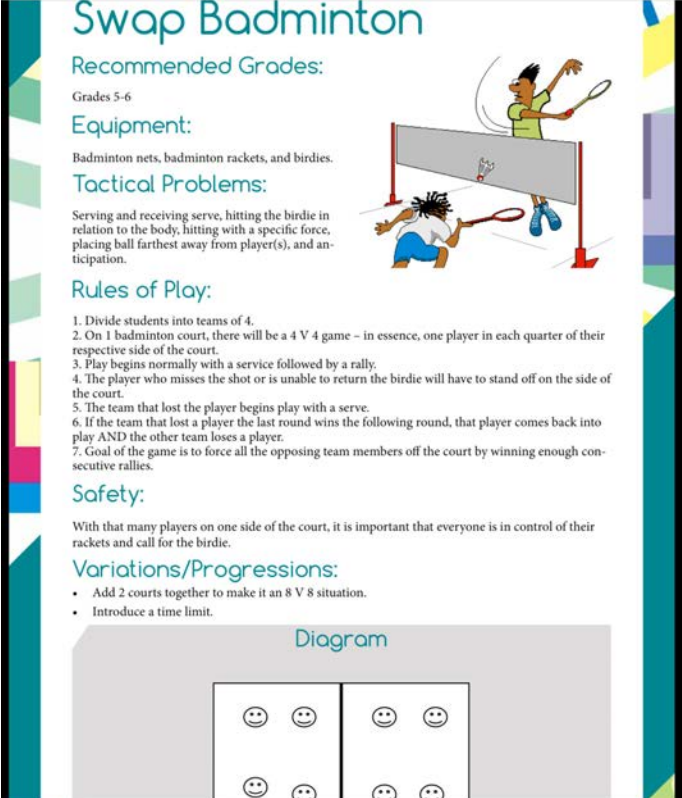
Avalon West PE Teachers Facilitate Their Own PD

by Lisa Courtney

PE teachers in the Northwest Region of the Avalon availed of the collective experience that was present during our professional development day in October. With each teacher bringing a different activity to the table, there were many ideas to take back to our classes. Some of the team sport activities included an intro to broomball and flag football, while others implemented new games such as D-ball (a spinoff of DBL ball – give it a ‘YouTube’ to see it in action. Search “DBL – Meilleurs moments”).

Activities with a less ‘organized sport’ feel to it included Hoop Cup Soccer, where teams kicked soccer balls to try and topple the inverted cups contained in opposing teams’ hula hoops (while simultaneously defending their own turf). Badminton took a TGFU twist (thanks to the TGFU app) as the advantage of winning a rally proved intricate to the success of SWAP badminton. Human Rock-paper-scissors (or Wizards/Giants/Elves) had teachers deciding as a team which character they would ‘become’ to compete against their rivals (winners chased the other team to the ‘safe area’). QR code (i-nigma app) activities added an element of ‘Survivor’ competition while groups sprinted from station to station to complete the assigned ‘hidden’ task with the assistance of iPads (with protective cases of course). Sentiments of a very educating, active, and enjoyable day were echoed by all.

Lisa Courtney teaches PE and Science at Ascension Collegiate in Bay Roberts.



Swap Badminton

Recommended Grades:
Grades 5-6

Equipment:
Badminton nets, badminton rackets, and birdies.

Tactical Problems:
Serving and receiving serve, hitting the birdie in relation to the body, hitting with a specific force, placing ball farthest away from player(s), and anticipation.

Rules of Play:

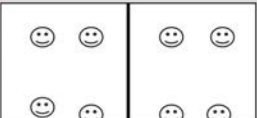
1. Divide students into teams of 4.
2. On 1 badminton court, there will be a 4 V 4 game – in essence, one player in each quarter of their respective side of the court.
3. Play begins normally with a service followed by a rally.
4. The player who misses the shot or is unable to return the birdie will have to stand off on the side of the court.
5. The team that lost the player begins play with a serve.
6. If the team that lost a player the last round wins the following round, that player comes back into play AND the other team loses a player.
7. Goal of the game is to force all the opposing team members off the court by winning enough consecutive rallies.

Safety:
With that many players on one side of the court, it is important that everyone is in control of their rackets and call for the birdie.

Variations/Progressions:

- Add 2 courts together to make it an 8 V 8 situation.
- Introduce a time limit.

Diagram



Graphic taken from the TGFU App from the App Store

DBL Ball

by Mike Butler



DBL Ball is a new team sport that originated in Quebec but is quickly gaining momentum across our country and in Newfoundland and Labrador. This game was designed to be intense as well as accessible in regards to technique and required material. This new sport is in constant evolution to better represent the values of DBL Ball. I introduced this sport with the assistance of School Sports NL who graciously provided the required material and even provided instruction by Courtney Russell who was more than willing to come to our school and teach a lesson to my students. My students in grade 7-9 absolutely loved the game so much that I am in the process of making the nets so I can teach this as part of my curriculum. It is also an excellent intramural activity.

If you wish to learn more about DBL Ball, I suggest you click on the following link: www.dblball.com/reglements/complets/ or simply Google DBL Ball and look at some YouTube videos to see this game in action. You could also contact Courtney Russell at School Sports NL for a complete rule book for DBL Ball.

Mike Butler teaches at Frank Roberts Junior High in Conception Bay South.

Slide Tag/ "Foosball Tag"

by Paul Hamilton

I found this game on The Physical Educator website under the Invasion Game category of TGFU model. It has a video animation showing how the game is played. Slide Tag is the actual name but my students said it was like a Foosball table so we decided to rename it.



Check out www.thephysicaleducator.com for their blog, resources, #physed and many more useful items.

Paul Hamilton teaches at St. Francis School in Harbour Grace.

Ultimate Frisbee – A Successful 2014

by Callista Coldwell

Ultimate Newfoundland and Labrador (UNL) is the governing body for the sport of Ultimate. Our mission is Ultimate Newfoundland and Labrador fosters the sport of Ultimate Frisbee by providing opportunities to learn, play, and teach spirited Ultimate in the province of Newfoundland and Labrador.

Since its creation in the late 60s, Ultimate has gained worldwide recognition as a fast-paced, low-cost sport that emphasizes sportsmanship through Spirit of the Game. Ultimate is a non-contact field sport that combines the elements from soccer, football and basketball in a high action game played with a flying disc. It's easy to learn, requires little equipment and can easily be played in any open space. The basic skills of the game – throwing, catching, running and jumping – make for an easy transition for athletes from other sports, both team and individual. New participants often indicate that the strong sense of community at all levels of play make for a rewarding experience on and off the field.

We provide a variety of opportunities and resources to all whom are interested such as:

- Reduced cost Ultimate discs (equipment)
- P.E. class specific clinic conducted by NCCP certified coaches
- Experienced coaches to aid in start-up after school programs.
- NCCP certified coaches excited and willing to be a community coach for your school's after school program(s)
- Information regarding Long Term Athlete Development (LTAD)
- Ultimate coach specific skills development clinics for all beginner, intermediate and advanced stages of learning.

Ultimate Newfoundland and Labrador is excited to host their 5th and 6th Junior High and Senior High Ultimate Provincial Tournaments



in St. John's this coming May 2015 with the introduction of a newly started elementary-aged round robin as well. These are school-based teams that travel from all over the province to enjoy a fun, fast-action weekend of Ultimate.

Upcoming we have tryouts for our Junior Open and Junior Women's U18 Provincial Teams that are scheduled to attend the Canadian Ultimate Championships (CUC) in Winnipeg, MB this coming August. We are also excited to announce that we are sending a Provincial team to the Canadian High School Ultimate Championships (CHSUC) in Burnaby, BC this coming May where they will be heading off against the top 16 mixed gender teams in Canada.

On the community level, UNL hosts a ten-week long, indoor league with ages ranging from 8 to 18. We had great success in our inaugural year in 2014!

Callista Coldwell is Vice-President of Ultimate NL (UNL): www.ultimatenl.ca



"Human Hungry Hippos" at Sprucewood Academy

by Dana Pittman

The Grade 5 students at Sprucewood Academy had a blast cooperating with teammates to play Human Hungry Hippos! Active Schools Coordinator Corey Samson introduced the game to Sprucewood students last week.

Dana Pittman teaches at Sprucewood Academy in Grand Falls-Windsor.



Loop Skating a Big Hit with Bishops College

by Donna Gibbons



In early February, PE 3101 students from Bishops College in St. John's ventured to The Loop at Bannerman Park to participate in a skating class. While conditions were very cold, this did not stop the students from enjoying a leisurely skate. This is an excellent option for schools in terms of participating in winter outdoor activities.

This listed website contains school board policies on helmet use: www.nlesd.ca/about/easternpolicies.jsp

For Loop skating information please contact Ron Thorne at the City of St. John's: RThorne@stjohns.ca. You can also visit the City of St. John's website for more information.

Golf "Fore" the Gym

by Donna Gibbons

In my quest to plan some new units for the coming school year, I thought about integrating the sport of golf. I am by no means a golfer; however, I was able to access free and discount golf clubs. I thought, why not teach a few classes to give students an idea of what this sport is about.



I wanted my students to get a feel for the golf swing and its complete follow through. Doing so in the gym is possible so I have discovered. You do not need much equipment to do it.

You will need a Golf tee, a small whiffle ball, a small cardboard cup and a hole in the floor (floor sleeve).

For the initial set-up, turn the cup upside down and put a golf tee in the bottom by poking a hole. Then place the cup in the sleeve (you may have to squeeze or maneuver the cup so that it fits in).

Place the whiffle ball on the tee. Put plastic or some sort of other protector on the floor at least on the side of the tee where you would begin your swing.

You will need extra tees and cups as they may become damaged after a few hits.

You can also use the floor sleeves to practice putting. Depending on the floor surface, you can place mats together to use as a fairway. It might be a good idea to put some sort of a catcher in the sleeve, as they are fairly deep. Students enjoy constructing the various holes and then participating in one another's fairway creations.

Happy golfing!!!

Donna Gibbons is a Physical Education teacher at Bishops College High School. She also teaches Career Development and Newfoundland Studies.

PHE CANADA Resources



At My Best™

At My Best™ is a free comprehensive curriculum-supported toolkit for children in grades kindergarten to grade 3 and grades 4 to 6, to promote and develop children's overall wellness developed by PHE Canada with support from AstraZeneca Canada.

www.atmybest.ca



Passport for Life

What is Passport for Life?

Passport for Life supports the awareness, assessment, development and advancement of physical literacy among students and teachers. The four components of physical literacy that the Passport assesses are Active Participation, Living Skills, Fitness Skills and Movement Skills.

For the Active Participation and Living Skills assessments, students will complete online questionnaires. For the Fitness Skills and Movement Skills assessments, students will participate in fitness and movement tasks that the teacher will administer during physical education classes.

Passport for Life is...

- an assessment of physical literacy for improving student learning
- a reflection of each student's physical literacy
- a tool that can be used for goal setting

- a set of standards for physical literacy that promote learning and positive attitudes, and
- a resource created through an extensive development process including fundamental exercise science, research, evaluation and consultation.

Online Platform

Passport for Life uses an online platform to input and house student data for each component (Active Participation, Living Skills, Fitness Skills and Movement Skills).

Each student will:

- complete motivating and inclusive assessments
- receive a Passport reporting individual data on each completed assessment that includes suggestions about how to improve their physical literacy.

Teachers will use Passport for Life's online platform to:

- input and manage the data for each student and class in the program
- connect to the health and physical education programs of study in their jurisdiction, and
- access a comprehensive Teacher's Guide that includes:
 - tools, guidelines, and instructional strategies for completing the assessments;
 - guides to help interpret and use the results; and
 - ideas and resources to provide individualized attention and information to help students set goals and work towards continued improvement of physical literacy.

www.passportforlife.ca



SAVE THE DATE!

2015 National Conference • Hosted in Partnership with HPEC • April 30 to May 2, 2015 • Banff, Alberta

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 community.

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