

**2023 PHE Research Forum Program (updated April 27)**  
**1st Floor, Riverview Rooms at the PEI Convention Centre, Charlottetown, PEI**

Thursday, May 4, 2023		
Time	Location	Session
7:00-8:15	Coat Check Foyer	Registration/Check-in
7:00-8:15	Tignish, Summerside, Souris	Breakfast (included)
8:15-9:30	Tignish, Summerside, Souris	Research Forum Opening Remarks (Jeff Zahavich) Land Acknowledgement (e Pellissier-Lush) Keynote Address: Dr. Janice Forsyth Closing Remarks/Instructions for the day (Jeff Zahavich)
9:45-10:45	Tignish  Oral Presentations	<p><b>Forum A-1</b></p> <p><b>The UnACoRN Study: Supporting Equitable Access to Affirming Sexual Health Education for Sexual and Gender Minority Youth in Canada</b>  Presented by: <a href="#">Sarah Watt</a>  Comprehensive sexual health education can support the health and well-being of young people, and yet, sexual health education in Canada varies in scope, and may not consistently nor adequately address the needs and priorities of sexual and gender minority (SGM) youth. The UnACoRN Study, a multi-phase national study of young people (15-29) is helping to ensure that the needs and priorities of SGM youth are better reflected in CSE lessons and curricula. We will outline youth-identified topics and approaches to delivering sexual and gender minority-affirming sexual health education.</p> <p><b>“You Have to Be a Bit of a Rogue Teacher”—a Qualitative Study of Sex Educators in Metro Vancouver</b>  Presented by: <a href="#">Stéphanie Black</a>  We conducted 15 interviews with public school teachers and professional sex educators in British Columbia. Interviewees felt under-resourced and under-trained when teaching comprehensive sex education that is affirming of sexual and gender minority students, and sought training and resources on their own. Sex education teachers need more mandatory training, easy access to reliable resources, and support to deliver sexual and gender minority-affirming</p>

		<p>lessons comfortably.</p> <p><b>"I Don't Think I've Done Justice to the Inclusion of Queer Students in Phys. Ed.": Teacher Educators and Queer-Affirming Pedagogy</b>  Presented by: <a href="#">Dr. Alexandra Stoddart</a></p> <p>In K-12 physical education (PE), sex-segregated classes and a requirement to change can create an unsafe environment for 2SLGBTQ+ students. Pre-service teachers once again encounter this subject in their post-secondary education. The purpose of this research was to explore one Faculty of Education's PE learning environment for 2SLGBTQ+ pre-service teachers. As part of a larger explanatory sequential design, this presentation focuses on three PE teacher educator perspectives. Themes pertaining to language, uncertainty, and overall inclusion in PE were generated. Findings suggest that while teacher educators are comfortable teaching PE courses, supports specific to queer affirming pedagogy in PE are warranted.</p>
	<p><b>Montague</b></p> <p>Oral Presentations</p>	<p><b>Forum A-2</b></p> <p><b>School-Based Physical Activity of Adolescent Girls: Considering Sex-Specific Interventions</b>  Presented by: <a href="#">Dr. Sylvie Beaudoin, Karolane Girard</a></p> <p>This communication focuses on facilitating factors, barriers, and perceived needs of high school adolescent girls regarding school-based interventions aimed at maintaining or improving their PA practice. Data from an online questionnaire and focus groups were subjected to inductive content analysis. The results show that it is imperative to adopt a differentiated approach to provide adolescents with equal access to school-based PA practice. These results reinforce the need of establishing good communication between stakeholders and youths to improve the effectiveness of any school-based PA intervention.</p> <p><b>Exploring the Past: A Retrospective Look at the Experiences of Young Men in High School Physical Education Classes</b>  Presented by: <a href="#">Evan Boechler</a></p> <p>Physical education is widely recognized as a key contributor to the accumulation of physical activity among children and youth. Gender identity impacts the participation of students in physical education classes as boys frequently participate more often during class activities than girls. This discrepancy in participation has motivated many researchers in the field of physical education to explore why girls tend to participate less than boys. However, there remains a gap in our knowledge and understanding of the experiences boys' have in their physical education classes. Therefore, the purpose</p>

		<p>of this study was to explore the experiences that male-identifying university students had with participation and engagement in their high school physical education classes.</p> <p><b>Moving Towards Inclusive and Engaging Physical Education for Girls</b>  Presented by: <a href="#">Danielle Bates</a></p> <p>Girls disengage from physical education (PE) at a higher rate than boys. There is a lack of action and long-term solutions for this issue. Professional development (PD) for teachers may help address girls' disengagement in PE. This qualitative inquiry explored teachers' capacity and PD needs for including and engaging girls in PE. Results showed that teachers' capacity to teach girl-friendly PE is multifaceted and influenced by numerous intrapersonal and institutional factors. Participants used many evidence-based teaching practices; however, there were gaps to be addressed. This research provides insight for PD to support teachers in girl-friendly teaching practices.</p>
<p><b>Souris</b></p> <p>Oral Presentations</p>	<p><b>Forum A-3</b></p>	<p><b>Enhancing Student Psychological Well-Being in High School Outdoor Education</b>  Presented by: <a href="#">Will Milner</a></p> <p>New Brunswick (NB) is a small province with a big, natural playground. Outdoor Education 110 is designed to connect high school students with the outdoor opportunities - both recreational and professional - NB has to offer. Experience showed that the course was making a big impact on the thinking and well-being students. With the pressures of COVID and heightened individual student needs in a fully inclusive system amplifying some of the challenges of traditional courses, this research was a direct investigation of what educators are doing in Outdoor Education that continues to draw high enrollment and enhance the well-being of their students.</p> <p><b>Risk and Outdoor Education: Children's Perspectives</b>  Presented by: <a href="#">Kyle McCallum</a></p> <p>Outdoor education (OE) programs can offer students unique opportunities to engage in risk-taking behaviour. Yet, opportunities to engage in risk in relation to children's physical activity are being curtailed. Children's perceptions of the role of OE programming on their risk development may provide strength in rethinking risk management and removal. Twenty-two students participated in two interviews during a 10-month OE program. Students explained that OE provided novel experiences to engage in and learn how to manage risks, which contributed to their perceived growth, maturation, and competence development.</p>

		<p><b>A Collaborative Teacher Educator Self-Study through Action Research: Infusing Treaty Education and Indigenous Content in Physical Education Curriculum and Instruction Courses</b></p> <p>Presented by: <a href="#">Dr. William Walters</a>, <a href="#">Dr. Daniel Robinson</a></p> <p>In response to the Truth and Reconciliation Committee Calls to Action and, more specifically, to the commitment made in the Province of Nova Scotia to embed Treaty Education into every class in the province, we as teacher educators recognized our essential role in preparing preservice teachers to respond to this call. To support this work, we engaged as critical friends in a collaborative self-study through action research, asking how can we infuse treaty education and indigenous content in a meaningful way into our physical education curriculum and instruction courses? This session provides an overview of this process and its findings.</p>
11:00-12:00	<p>Tignish</p> <p>Oral Presentations</p>	<p><b>Forum B-1</b></p> <p><b>“...the Most Important Thing Is to Communicate With Students”: Experiences and Voice of Canadian Youth During the COVID-19 Pandemic</b></p> <p>Presented by: <a href="#">Jessica Goddard</a></p> <p>The COVID-19 pandemic and the related school closures and re-openings have had an impact on youth’s lifestyle and health. This study explored youth’s experiences during the pandemic response, with an emphasis on school closures and re-openings. Youth noted challenges during this time, including a lack of direct communication with them, learning difficulties due to shifting school modalities, loss of organized activities, inaccessibility of mental health supports, their need for empathy from adults, and most prominently, a call to be consulted on decisions that affect them. Therefore, decision-makers should make youth engagement a priority when creating policies that directly impact youth.</p> <p><b>Challenges and Successes of Implementing KidsAction Coaching in Physical Activity Programs for Children with Disabilities During the COVID-19 Pandemic</b></p> <p>Presented by: <a href="#">Dr. Stephanie Glegg</a></p> <p>KidsAction Coaching is an evidence-based, child-centered coaching approach designed to support children with disabilities and their families to be active and improve their physical, cognitive, and mental health. Our team partners with physical activity programs to co-develop implementation plans based on implementation science theory and best practices. By the end of this session, attendees will be able to: (1) describe the 6 components of the KidsAction approach; (2) identify barriers and facilitators of its implementation in community-based physical activity programs across Canada during the COVID-19 pandemic; and (3) explain the successful implementation strategies and adaptations employed to mitigate these barriers.</p>

		<p><b>Teachers' Sensemaking of the Meaningful PE Approach</b>  Presented by: <a href="#">Dr. Stephanie Beni</a>, <a href="#">Dr. Déirdre Ní Chróinín</a>, <a href="#">Dr. Tim Fletcher</a></p> <p>This research focuses on the ways six teachers from five countries made sense of the Meaningful PE approach in their own contexts and the factors that influenced their decisions to implement the innovation in a sustained manner across several years. Specifically, teachers made sense of Meaningful PE in relation to their personal philosophy for PE teaching, the curriculum, and outcomes of the implementation process. This research holds important implications for supporting PE teachers' sustained professional learning about and implementation of innovative practices in PE.</p>
<p><b>Montague</b></p> <p>Oral Presentations</p>	<p><b>Forum B-2</b></p>	<p><b>Identifying Latent Classes of Physical Activity Behaviours Over Time Among Adolescents in Canada</b>  Presented by: <a href="#">Claire Buchan</a></p> <p>This study aimed to identify the patterns of physical activity behaviours, including PE participation, guideline adherence, and sport participation, over time among grade 9-12 youth in Ontario using a repeated measures latent class analysis. The identified classes were: 1) Guidelines, 2) PE &amp; Sports, 3) Guideline &amp; Sports, and 4) Inactive (males only). Latent class patterns of physical activity behaviours were found to differ by sex. Guideline adherence was the most common class among females, indicating high levels of independent physical activity, whereas PE &amp; Sport participation was the most common class among males, indicating greater tendency towards organized activities.</p> <p><b>Evaluating the Longitudinal Impact of Participation in School-Based Physical Education Lessons on Physical Activity Levels Among Adolescents in Ontario</b>  Presented by: <a href="#">Claire Buchan</a></p> <p>This study evaluated the impact of PE participation on MVPA levels among grade 10-12 students in Ontario, controlling for differences in student characteristics using propensity scores. Propensity scores were applied as weights to linear mixed models to examine associations between PE participation and MVPA over time. Female and male students who participated in PE during the semester of data collection reported on average 27 and 36 additional minutes of MVPA per day, respectively, compared to those who did not participate in PE that year. These findings suggest that participation in PE has a significant impact on MVPA levels over time.</p> <p><b>Game Changers - A Participatory Action Research Pilot Project for/with Students with Disabilities in School Sport Settings</b></p>

	<p>Presented by: <a href="#">Dr. Daniel Robinson</a>, <a href="#">Dr. Joe Barrett</a>, <a href="#">Dr. William Walters</a>, <a href="#">Sebastian Harenberg</a>, <a href="#">Kelsey Fahie</a>, <a href="#">Tricia Zakaria</a></p> <p>Recognizing the need for school sport for students with disabilities, we recently developed and piloted Game Changers—a participatory action research project. Together, participants and partners engaged in the Game Changers project with three idealized goals: a) to bring to the fore inclusive sport opportunities; b) to provide an empowering opportunity for students with disabilities; and c) to engage youth with disabilities in sport as leaders, mentors, and role models. This session provides an overview of this process and findings.</p>
<p><b>Souris</b></p> <p>Oral Presentations</p>	<p><b>Forum B-3</b></p> <p><b>Barriers Faced by Non-binary Youth in Sport: How Teachers Can Be Part of the Solution</b>  Presented by: <a href="#">Martha Gumprich</a>  Non-binary youth participants in sports must be top-of-mind when planning youth physical activity programs and activities. From a first of its kind study in Canada, we now have data on the experiences of non-binary youth in organized team sports in Canada. Encompassing settings from elementary school teams to recreational and high-performance environments, we have a glimpse into the potential and current barriers to participation, threats to participants’ safety in these settings, where participants have felt the need to change their gender expression, and where they have experienced abuse.</p> <p><b>Sampling, Diversification, and Multisport: Do Activity Behaviours as a Youth Matter Long Term?</b>  Presented by: <a href="#">Dr. Sarah Teetzel</a>, <a href="#">Dr. Leisha Strachan</a>  This presentation discusses what ‘multisport’ means in practical terms for students today. Preliminary results from a purpose designed survey, developed with community partners at Sport for Life, are discussed to gain insight into whether having a multisport experience prior to the first identified dropout point in sport correlates with being a physically active and/or physically literate young adult, adult, and/or older adult. Implications for all who teach children and youth will be highlighted and discussed.</p> <p><b>Physical Education Teacher-Coaches - Epistemological Beliefs about the Source and Simplicity of Knowledge</b>  Presented by: <a href="#">James Foley</a>, <a href="#">Dr. Ken Lodewyk</a>  The aim of this study was to better understand high school PE teacher-coaches’ beliefs in the sources and simplicity of games knowledge and how these beliefs align with their teaching and coaching methods. A qualitative grounded-theory approach was used in this study in the form of in-depth semi-structured interviews conducted with six secondary school</p>

		PE teacher-coaches. Results revealed that, in both teaching PE and coaching, games knowledge was both simple and complex and originated from a variety of internal and external sources. There were some teacher-coach differences in knowledge forms, learning processes, and use of differentiated learning strategies.
12:00-1:00	Tignish, Summerside, Souris	Lunch (Buffet Included)
1:00-2:00	Tignish  Oral Presentations	<p><b>Forum C-1</b></p> <p><b>The Health Work of Teachers</b>  <a href="#">Presented by: Amanda Kornaga, Dr. Twyla Salm</a>  Many teachers take on health work beyond curricular expectations. The purpose of the study was to determine the amount of time teachers spend engaging in health work, including but not limited to teaching formal health curriculum and the challenges teachers encounter in doing health work in schools. Based on the weekly average, teachers spent between 24 and 120 minutes engaging in health-related referrals, nutrition programs, issues related to communicable diseases, extra-curricular activities, supporting health-related school policy, talking to parents, and addressing mental health issues. Student mental health was a priority, but teachers felt the least confident addressing this issue.</p> <p><b>Students Have Their Say: Assessing Student Engagement and Leadership in Health Promoting Schools</b>  <a href="#">Presented by: Elyse Quann, Hannah Mawhinney</a>  This presentation will describe the findings from focus groups with 215 students in 20 schools, to evaluate the impact of the student engagement process used to develop Health Promoting School (HPS) projects funded by the UpLift Partnership (UpLift). UpLift awarded seventy-two \$5000.00 grants to schools in Nova Scotia, with Youth Engagement Coordinators facilitating a process that positioned students as leaders and decision-makers in developing a project to enhance the school environment for health and well-being. Results show that the HPS UpLift Student Action Grant process provided a valued opportunity for student leadership and strengthened student voice.</p> <p><b>Partnership Mapping: Exploring How Youth Engagement Coordinators Connect Schools to Health Promoting Schools Work</b>  <a href="#">Presented by: Hannah Mawhinney, Elyse Quann</a>  This presentation will describe findings of a mixed-methods approach to evaluate the role of Youth Engagement</p>

		<p>Coordinators (YECs) in supporting Health Promoting Schools (HPS) work in four Regional Centres for Education and the Conseil Scolaire Acadien Provincial in Nova Scotia. A partnership mapping technique was used to explore how the YECs supported partnership development within HPS networks. Partnership mapping identified the role of the YECs as critical in connecting staff champions in schools to the HPS network and enhancing youth engagement in HPS work. Focus groups with staff champions further illustrated the impact of YEC role within the education system.</p>
<p>Montague Oral Presentations</p>		<p><b>Forum C-2</b> <b>Understanding the Process and Experience of Engaging Youth as Researchers Within a Health Promoting Schools Study</b> <i>Presented by: Julia Kontak</i></p> <p>Health Promoting Schools (HPS) places concerted effort into shaping the conditions to support student health. While there is recognition of the benefits of engaging youth in HPS, evidence is limited. Through Uplift, a school-community-partnership aimed to catalyze HPS efforts in the province of Nova Scotia, eleven youth (Grades 7-10) were recruited and trained as researchers to interview their peers about school health. This presentation describes the process of engaging youth as researchers, as well as their perspectives on their experience. Post-training survey and focus group data indicated positive outcomes related to youth experience and skill development.</p> <p><b>Moving Toward Positive PHE: A New Orientation to Redefine the Current Landscape of PHE</b> <i>Presented by: Krystal Gray</i></p> <p>Positive PHE is a new approach for the enhancement of student learning and well-being by focusing on individual and collective strengths. It would foster more productive and healthy schools, and offer a new orientation for future PHE curriculum revisions and program development. In practice, positive PHE should be strategically integrated into the entire teaching procedure (e.g., planning, instruction, assessment). The theoretical frameworks of positive PHE are the PERMA model and Values in Action. Additionally, implications for theory, practice, and future research directions are also discussed. In conclusion, positive PHE has great potential to redefine and innovate current PHE.</p> <p><b>A Critical Examination of Health Education Curricula in Canada</b> <i>Presented by: Dr. Dan Robinson, Dr. Lauren Sulz</i></p> <p>In this session, we will present an overview and analysis of provincial/territorial health education (HE) curricula in relation to PHE Canada's newly developed <i>Canadian Competencies for Physical and Health Education</i> (CPHE Competencies). In response to our analysis of HE curricula, and our comparison to the CPHE Competencies, we offer 'areas for critical thought' to provide stepping stones for deeper discussions on the current status of HE. We will discuss</p>



		future directions for HE to achieve meaningful and quality HE in K-12 schools. Our goal with this work is to (re)build more inclusive, empowering, and meaningful health education (HE) curricula across Canada.
	<b>Souris</b>  Disrupt and Dismantle	<b>Forum C-3</b>  <b>Facilitating Children’s Input Is the Key to Truly Impactful Physical Education</b> Presented by: <a href="#">Dr. Déirdre Ní Chróinín</a> , <a href="#">Melissa Parker</a> , <a href="#">Maura Coulter</a> , <a href="#">Rachel Rafferty</a> Description: Including children’s voices in decision-making is a fundamental educational right. Yet most children have little input in shaping their elementary physical education (PE) experiences. This session explores why and how to listen and respond to children's voices in physical education. We consider some of the disruption and dismantlement needed to realize the reality of physical education decision-making as a shared and collaborative experience.
<b>2:00-2:15</b>	Hallway	Nutrition Break (included)
<b>2:15-3:15</b>	<b>Tignish</b>  Graduate Student Pitch and Ditch	<b>Forum D-1</b>  <b>How Does the Introduction of Loose Parts in the Outdoor Play Space Afford Movement and Physical Activity Behaviours in After-School Programs?</b> Presented by: <a href="#">Nila Joshi</a> Unstructured, self-directed, free play is essential to children’s health and development. The outdoor play space is critical in fostering positive outdoor play experiences. One way to enhance children’s outdoor play experiences is through the integration of loose parts in the outdoor play space. Loose parts are materials that can be manipulated and combined in various ways (e.g. wooden planks, crates, tubes). The purpose of this project is to explore how the outdoor play space, with loose parts materials, affords movement and physical activity behaviours in children attending after-school programs in Nova Scotia, Canada.  <b>The Role of Student Reflection in Meaningful Experiences in Physical Education</b> Presented by: <a href="#">Spencer Briggs</a> Reflection is critical to student learning. It is embedded in democratic practices and supports students’ meaning-making. However, current research on meaningful PE (MPE) suggests that some teachers are reluctant to make time for reflection in their classrooms. This research explores teachers’ and students’ perspectives on the role of reflection in supporting meaningful experiences in physical education (PE).

**Exploring the Lived Experiences of Indigenous Students in their Physical Education Classes**

Presented by: [Brittany Giles](#)

Positive experiences in Physical Education (PE) throughout one's childhood encourages life-long interest and participation in exercise and movement, as well as increased mental and physical well-being (Akbar et al., 2020). Currently, there is limited existing research on Indigenous students' experiences in PE in Canada. This study will explore Indigenous students' experiences in public school PE and provide insight into how student experiences in Ontario's public school PE classes connect to their Indigeneity. A Decolonization Methodology will be used to examine Brock University students who identify with an Indigenous community and who have experienced the Ontario public school PE curriculum using talking circles.

**Exploring the Relationship Between Physical Activity and Body Image Among Adolescent Girls**

Presented by: [Laura O'Keefe](#), [Dr. Jeff Crane](#)

As a result of the COVID-19 pandemic, physical activity (PA) levels have sharply declined among youth. This comes at a time when PA engagement is already low but has been reported that less than 1-in-5 currently meet the Canadian movement behaviour guidelines. This is concerning given the mental and physical health benefits associated with PA participation, which are improved cardiorespiratory fitness, muscular strength/endurance, weight management, cognitive functioning, and psychosocial health. It is important to continue to examine the factors that contribute to engagement and disengagement from PA. Among girls, one prominent factor contributing to disengagement from PA is body image, which generally happens during the transition to adolescence. To date, most research focuses on interventions aimed at improving negative body image in PA and sport. However, these interventions neglect the importance of cultivating a positive body image among individuals. More research is needed to understand the relationship of PA intensity in helping adolescent girls cultivate a positive body image. This research examines the relationship between PA participation and body image and what role exercise intensity plays in helping adolescent girls cultivate a positive body image. Participants are students aged 13-17-years attending school in Newfoundland and Labrador.

**Much the Same or Radical Change? The Case for a Multi-Sectoral Approach to Quality Physical Education**

Presented by: [Steve McGinley](#)

The purpose of my proposed study is to better understand the intricate relationships and collaborative efforts of stakeholders taking a multisectoral approach to the promotion and development of physical literacy (PL) and physical activity (PA) in schools. I will explore stakeholders' perceptions of how successful a multisectoral collaboration in supporting K-7 teachers in promoting and developing PL and PA within schools with the goal of filling a current gap in

		<p>the literature with an understanding of the essential ingredients in a successful multisectoral approach to promoting and developing PL and PA in schools. Current progress of study will be presented.</p> <p><b>Les stratégies pour développer les habiletés de vie en éducation physique et à la santé au secondaire</b>  Présenté par: <a href="#">Karolane Girard</a></p> <p>L'objectif de cette étude est de décrire les perceptions d'enseignants en EPS quant aux stratégies visant le développement et le transfert des habiletés de vie d'élèves du secondaire. Des entretiens semi-dirigés seront effectués auprès de huit à dix enseignants d'EPS d'écoles secondaires du Québec. Une analyse de contenu mixte sera effectuée afin de dresser un portrait des HV développées en EPS et de mettre en lumière les stratégies utilisées par les enseignants pour favoriser le développement et le transfert des HV, ce qui pourrait être une avenue prometteuse pour l'autonomisation des jeunes dans l'adoption de saines habitudes de vie.</p>
	<p><b>Montague</b></p> <p>Graduate Student Pitch and Ditch</p>	<p><b>Forum D-2</b></p> <p><b>Enabling the Uptake of Pedagogical Innovations in Physical Education: The Role of Social Media</b>  Presented by: <a href="#">Matthew Dingwall</a></p> <p>The purpose of my research is to examine the role social media plays in supporting teachers' sustained engagement with Meaningful PE in their teaching practice. I will gather qualitative data from a purposive and international sample of 6-8 teachers who are active social media users and have adopted Meaningful PE. This research has the potential to make a significant contribution to the literature by identifying how social media can support teachers' uptake of pedagogical innovations, possibly leading to sustained change in PE, and impacting the quality of children's lives inside and outside of schools.</p> <p><b>Education Through a Different Lens: The Use of Video Analysis to Enhance the Educational Experience in Undergraduate Physical Activity Courses</b>  Presented by: <a href="#">Brianna Chafe, Dr. Jeff Crane</a></p> <p>The use of video analysis promotes reflective practice skills and provides an additional source of visual and auditory feedback for teaching performance. In undergraduate physical education courses, teaching performance feedback has traditionally been provided to students in written form. This study examined the effectiveness of video self-analysis for pre-service educators to evaluate their teaching and psychomotor skills. Initial results from our thematic analysis suggest that students found video self-analysis to be helpful as a part of their pre-service education and wish to continue to use it in future physical activity courses.</p>

**Finding Space for Body Size and Ethnic Diversity in Physical and Health Education (Virtual)**

Presented by: [Kalia Bonnell](#), [LeAnne Petherick](#) (VIRTUAL)

Fat and ethnic minority students have been found to feel marginalized in Physical and Health Education (PHE). Body size and ethnic diversity are relevant topics in a geographical area, that is Metro Vancouver, British Columbia, in which outdoor physical activity and immigration are prominent. This presentation reviews the methodology and literature review of a study that aimed to understand how PHE teachers working in high schools in Metro Vancouver talk about ethnic diversity and body diversity. In this study, nine interviews with high school PHE teachers working in Metro Vancouver were conducted.

Link to full thesis: <https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0418432>; <https://www.talk-ed.org.uk/free-resource-for-schools/>

**Using Arts-Based Research to Understand Youth Perspectives on Smoking, Well-Being, and Student Leadership Within a School-Based Intervention in Canada**

Presented by: [Shivani Solanki](#), [Genevieve Montemurro](#), [Dr. Kate Storey](#)

Students Together Moving to Prevent Tobacco Use (STOMP) is a national smoking prevention and cessation program led by youth within their school community. Understanding youth voice is fundamental in understanding and addressing smoking behaviours in the youth population. This qualitative study uses focused ethnography and art-based research methods to provide insight into the experiences of students participating in STOMP. Specifically, their perceptions of smoking, vaping and their well-being, and the impact of student leadership within a smoking prevention and cessation intervention. Findings may be used to inform future interventions to support youth smoking prevention and cessation and well-being.

**An Exploration of The Student's Perspective of Alternative Environment Activities in Physical Education**

Presented by: [Natasha Kuehnen](#)

Alternative Environment Activities (AEAs), frequently seen in physical education (PE) programs across Canada, are beneficial to students. However, existing research on AEAs in PE has focused on teacher's perspectives and behaviours, and consequently there is a need to explore perceptions and behaviours of the learners. Therefore, the purpose of this proposed study is to examine student perceptions and previous experiences related to AEAs in PE. To this end, first year Brock University students will participate in one-on-one semi-structured interviews. These findings may provide information that could help improve future inclusion and structure of AEAs in PE.

		<p><b>Developing Physical Literacy: Supporting Student Autonomy in High School Physical Education Through Assessment</b>  Presented by: <a href="#">Matt Taylor</a></p> <p>The topic of the research is intended to highlight an intervention to increasing student engagement in elective physical education courses. The central research question is: In what ways might competence and self-efficacy be used and assessed to support a level of autonomy in high school physical education electives? The research methods include assessments related to both physical competency, through select movements from the Functional Movement Screen, and self-efficacy, through a questionnaire.</p>
Souris Oval Table	<b>Forum D-3</b>	<p><b>Wisdom-Inspired Physical and Health Education Teacher Education: A Hermeneutic Journey</b>  Presented by: <a href="#">Dr. Michelle Kilborn</a>, <a href="#">Lisa Taylor</a></p> <p>This session focuses on the authors’ experiences challenging Western-dominant norms in physical and health education teacher education (PHETE). This exploration was inspired by Gadamerian philosophical hermeneutics, wisdom traditions and reconceptualist curriculum theory. The authors will share how they situated themselves in this project and began the journey of seeking wisdom from local Blackfoot elders to help (re)conceptualize teaching and learning in PHETE in a more holistic way. This dialogical session will provide an opportunity for participants to contemplate the authors’ story and offer their own understandings and experiences in honouring Indigenous perspectives in PHETE.</p>
Souris Oral Presentation		<p><b>Tackling the elephant in the room: Francophone Physical Educators’ perspectives on school based physical activity programs in New Brunswick</b>  Presented by: <a href="#">Roger G. LeBlanc</a></p> <p>For many individuals outside the physical education profession, physical activity (PA) and physical education (PE), may seem synonymous. Hence, physical educators are increasingly asked and expected to organise and manage physical activity programming as well as deliver a quality physical education curriculum. This study focuses on physical education (PE) teachers’ perspectives on how PA levels could be increased in the short, mid and long-term programming within the school setting. Suggestions and alternative solutions in order to reach Canadian PA guidelines with New Brunswick’s francophone public school system are shared within this paper.</p> <p><b>“Are we there yet?” An Examination of Teacher Diversity Within Canada’s Physical and Health Education Community</b>  Presented by: <a href="#">Melanie Davis</a>, <a href="#">Lauren Sulz</a> &amp; <a href="#">Sabrina Razack</a></p> <p>Many Canadian communities are home to the most multicultural, multiethnic, and multilingual schools in the world. As</p>

		<p>PHE Canada takes a deeper look at supporting Equity Diversity and Inclusion, what is clearly apparent is that the demographics of the teaching profession does not represent the diversity of our student population, including Indigenous, Black, people of colour, 2SLGBTQIA+ and persons with disabilities. PHE Canada analyzed its 2021 membership survey of physical and health educators to see how the data compares to Statistics Canada population, and went deeper to analyze Statistics Canada census data on elementary and secondary teachers against the population, and its membership data. This research revealed some important findings and learnings within physical health and education spaces that can no longer go unaddressed.</p>
3:30-4:30	<p><b>Tignish</b></p> <p>Oval Table</p>	<p><b>Forum E-1</b></p> <p><b>Championing Wellbeing: Examining the Implementation and Impact of a Wellbeing Framework in a Large Urban School District in Alberta</b>  Presented by: <a href="#">Astrid Kendrick, Michelle Kilborn</a></p> <p>This session will outline the progress of a research study focused on better understanding how to attend to the well-being of all stakeholders in the education system, the lifelong learning goals of practicing teachers, as well as the well-being of children and youth in K-12 school contexts. Participants will have an opportunity to discuss how this project could inform their own work and connect to other initiatives in physical and health education.</p> <p><b>Authentic Student Engagement in the UpLift School-Community-University Partnership: Experiences, Lessons Learned, and Ideas for the Future</b>  Presented by: <a href="#">Dr. Hilary Caldwell, Julia Kontak, Alex Coley</a></p> <p>UpLift is a school-community-university partnership with a vision for a healthier Nova Scotia through a child and youth-engaged Health Promoting Schools (HPS) approach. Our presentation will provide a high-level overview of how UpLift developed and embedded student engagement across partnership activities, lessons learned, and a discussion of how schools can integrate youth engagement into their own HPS activities. We will also share barriers and enablers to youth engagement that we identified through our research, and facilitate a discussion with the audience about how schools can mitigate barriers and apply enablers to youth engagement activities.</p>
	<p><b>Montague</b></p> <p>Oval Tables</p>	<p><b>Forum E-2</b></p> <p><b>Policy Process Cases: A Proposed Professional Learning Tool and Translational Research Mechanism for Understanding and Informing Policy Experiences'</b>  Presented by: <a href="#">Dr. Kellie Baker</a></p> <p>Policy scholars argue that an effective way to unpack policy process experiences into meaningful practice-based insights is to engage multi-stakeholder groups in sustained, reflexive dialogue guided by policy theory. However, little</p>

		<p>methodological guidance has been provided on how. Our diverse group of physical education stakeholders propose the novel 'policy process case' method as a productive framework for professional learning, which can also act as a translational research mechanism. In this oval table, practical first-hand reflections on the facilitation and experience of the method will be offered and audience input on how to enhance and grow the method will be prompted.</p> <p><b>Cultivating the Ground and Sowing the Seeds of Future Leadership: The "Story" of the CAHPERD/PHE Canada/PHE Saskatchewan Student Leadership Camps/Conferences/'Experiences'</b>  Presented by: <a href="#">Dr. Nick Forsberg</a>, <a href="#">Farida Gabbani</a>, <a href="#">Dr. Reg Leidl</a></p> <p>This interactive session focuses on the story of Student Leadership initially embarked upon by CAHPERD/PHE Canada 2004-2012 and recently by PHE Saskatchewan 2015 to present. Historical beginnings of this initiative along with its evolution, transformation and potential for inspiring leadership through almost two decades will be highlighted. In addition, various individuals and former student stories of "lived experience" will be shared. These stories echo the unique nature and the impact of the SLC/SLE' and speak to the subsequent leadership roles assumed by former students within various sectors of education, related fields, enrolment in graduate programs and provincial organizations and associations.</p>
Souris	Oval Table	<p><b>Forum E-3</b></p> <p><b>Promoting Physical Activity in Early Childhood Centres: The Realities and Possibilities</b>  Presented by: <a href="#">Dr. Stephen Berg</a></p> <p>The purpose of this presentation is to open the discussion surrounding the physical activity levels of preschool children in outdoor playground environments. Based on the findings of a SSHRC funded study at 8 early childhood centres in British Columbia and Alberta, children spent a majority of outdoor time in sedentarlevels. Factors such as the role of the teachers, group size, and type of outdoor area will be discussed around how we can best support young children's activity outdoors in early learning centres (Author). Opportunities for colleagues to share ideas and examples will be encouraged.</p> <p><b>The Global Design Challenge for Sport and Physical Activity – Moving Toward a Hub and Spoke Model</b>  Presented by: <a href="#">Dr. Nathan Hall</a>, <a href="#">Fiona Chambers</a>, <a href="#">Spencer Briggs</a></p> <p>Now in its fourth year, the university-led Global Design Challenge for Sport and Physical Activity (GDC), under UNESCO patronage and Sport Ireland funding, is an international innovation competition which crowdsources ideas for incubation and impact to reimagine sport and physical education. It educates teams to use design thinking (Brown, 2008) to solve real problems that align with the UN SDGs in the Kazan Action Plan (2017). The GDC is now wishes to prototype its first GDC Chapter at GDC 2023 – the GDC CANADA Chapter. The discussion will harness insights from PHE Canada members on this ambitious goal.</p>

<b>4:30-5:00</b>	Tignish, Summerside, Souris	<b>Closing Remarks</b>
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