Focus on Children's Health
WellSpring Welcomes
Your ideas ... on the topic of Workplace Health

The 1998 winner issue of WellSpring will cover the topic of Workplace Health. Often in health promotion, we consider Workplace Health synonymous with Corporate Wellness. That is, we understand/define a healthy workplace in terms of the issues, models and programs developed for those employed in the private/for-profit sector. At WellSpring, we're interested to hear your ideas about what a healthy workplace looks like in a "not-for-profit" organization. In your experience, are these similarities or differences in the motivation, issues and programs developed for each sector: business and community? Tell us your views and we'll incorporate them into the next issue of WellSpring!

Send your comments to:
Marie Carlson, Education Coordinator, ACFWB.

Thank you

The ACFWB would like to thank Jennifer Hystad, who successfully completed her practicum with us this spring, for all her hard work. Jennifer is in the Masters program of the Centre for Health Promotion Studies at University of Alberta and she conducted a needs assessment of five rural communities surrounding Edmonton on older adults physical activity. The ACFWB and the Alberta Consumer Health Information Society would also like to thank Melanie Wong for all her efforts in reviewing and updating the Health Line message library this summer. Melanie has a BSc in Nutrition and will be pursuing further studies in Hotel and Restaurant Management in Calgary this fall. We wish her all the best in her endeavours.

New Research Publication

Active Review, a new quarterly publication produced by the Research Team of the ACFWB, highlights research on specific topics in the area of physical activity. The premier theme for the first four issues is Women's Health. Specific topics are:
1. Bone mass in premenopausal women
2. Bone mass in postmenopausal women
3. Fibromyalgia & exercise
4. Pregnancy & physical activity

Active Review is available for $10 per year (plus $2.50 S&H). The ACFWB would like to thank Dr. Philip D. Chipilbeck, Assistant Professor at the College of Physical Education, University of Saskatchewan, for assisting us with reviewing the first two issues of Active Review.

Older Adult Resource Pack

A resource package on physical activity for older adults is now available from the ACFWB. The package contains valuable tips sheets with practical information on various topics that can be easily photocopied:
- Physical Activity
- 10 Tips on Becoming Physically Active
- 10 Tips on Staying Physically Active
- Walking
- Strength Training
- Exercise and Osteoporosis
- Physical Activity Contacts
- ACFWB Resource Library Listing

Order your copy today!
Available for $5.00.

Welcome

The ACFWB would like to welcome Dr. Ruut Plomioosf aboard our research team. Dr. Plomioosf has expertise in the areas of population/health promotion, physical education and behavioural epidemiology. Dr. Plomioosf's accomplishments in community health and policy related to health promotion will greatly enhance our ongoing research activities. Dr. Plomioosf also has a joint appointment with the Centre for Health Promotion Studies at the University of Alberta.

The ACFWB is also excited to have Jeanne Gesell at our new part-time research assistant. Jeanne is beginning her Master's degree program in the Faculty of Physical Education and Recreation, University of Alberta, in the area of sport and exercise psychology with a special interest in issues surrounding older adults.

Centre Happenings

Young & Old: Intergenerational Programming

by Jennifer Tunninga, Older Adult Coordinator

Intergenerational programs, as defined by the National Council on Aging, Inc., include "activities that increase cooperation and exchange between any two generations. Typically, however, they involve interaction between young and old in which there is a sharing of skills, knowledge and experience (Calgary Parks and Recreation, n.d.)." This can occur informally through a discussion between a child and grandparent or older relative. It can also occur through planned activities such as having retirees participate in school activities teaching a skill, or providing knowledge.

The City of Calgary Parks and Recreation has aimed at doing some Intergenerational Programming and produced a manual assisting coordinators looking for start-up programming ideas. Through programming between age groups those individuals involved can better understand the other age group and develop realistic views which may reduce negative attitudes.

"Intergenerational programming recognizes that the young and the old are cultural social allies, stereotyped by non-productive roles and denied influence of the decision-making process (Calgary Parks and Recreation, n.d.)." It provides a way for older adults to take on new roles in retirement and enjoy this time in a different way. Storytelling, volunteerizing at a day-care, cooking classes, the art of woodcarving, each of these hold a unique interest for all participants.

Please contact Debbie Palmer, Calgary Parks and Recreation to obtain this manual at Phone: (403) 268-5231, Fax: (403) 268-5280.

Reference:

Only 36% of Canadians under 19 are active enough to maintain cardiovascular health. Girls are less likely to be active than boys, especially during puberty when their self-image and confidence are challenged.

Active Living, May 1998
Research Corner
Active Academic Kids: The best of both worlds?

by Pauline Poone, MA
Researcher

Getting Kids Off the Couch

Physical activity often competes with other interesting but passive activities, the likes of Nintendo. Stave off the "competition" by making active pastimes as motivating for children as modern technologies.

• Make activities less formal and less structured, especially for children who shy away from competition.
• Offer a wider choice of activities beyond organized sport.
• Focus children's attention on the game rather than on the outcome.
• Support positive physical self-perceptions through skill development.
• Minimize pressure; de-emphasize how children should perform.
• Provide honest performance feedback rather than focusing on winning.
• Make activities easily accessible to all children, regardless of family income, distance, etc.

References

Nutrition Reviews, 54(4), 527-531.

The effects of participation in sport during the last two years of high school.
Sports Council, 21, 238-250.

Curricular physical activity and academic performance.
Pediatric Exercise Science, 9, 113-126.

Results from the Alberta Schools' Athletic Association Survey. Research Update, 5(1).


"Make sure you've finished with your homework before you go out and play"—this familiar request from some parents reflects how our society values academic achievements over recreational activities. Most parents realize that a balance between work and play is important, however, with the increasing focus on the benefits of tutors and tools to give kids a "head-start", many children and young adults are spending more and more time studying rather than playing. In fact, when the importance of school work relative to sport achievements was assessed among upper school students (13-15 years old) in England, academic success was rated superior to sporting success (Whitehead, et al., 1997).

Perhaps the more time you spend on academics, the better you perform academically in school. Or do you? The following studies address this issue.

Research studies

The Trois Rivieres study, Quebec (Shephard, 1997)

Five hundred and forty-six primary school students from two schools were divided into two groups:
1. Experimental – an additional hour of physical education per day, and a 14% decrease in academic instruction, or
2. Control - standard physical education and academic program.

A physical education special-

"academic self-concept, educational aspirations after high school, attending university, educational aspirations in the junior year, being in the academic track, school attendance, taking academic courses, taking science courses, time spent on homework, parental involvement, parental educational aspirations, taking math courses, and taking honors courses" (p.30-31).

Alberta Schools' Athletic Association Survey (Spence & Poone, 1997)

Eight hundred and eighty-three students, from a stratified random sample of high schools, in Alberta responded to a survey that assessed potential impact of high school athletics on the lives and attitudes of students. Students reported on variables such as academic performance, extracurricular activity participation, and attitudes toward school. Results indicated that students who participated in school athletics were more likely to report a higher academic average.

More play and less studying = better grades?

Not exactly. None of the aforementioned studies were able to establish a definite causal relationship between physical activity and academic performance. The SHAPE study attempted to substantiate this relationship with random assignment of the participants. However, the study is dated and facets such as quality of instruction, teacher and student's attitudes of the experimental intervention, and demographic variables were not monitored. Apart from school grades, students from the Trois Rivieres study actually had worse scores than the control group in English and overall intelligence in a grade 6 provincial examination. In addition, details of the Vanwes study in France are not clear, but the number of students in the experimental school was reported to be significantly smaller than the number of controls. Finally, survey results from United States and Alberta can only suggest a correlational relationship between physical activity and academic achievements.

Sound body, sound mind

The studies reviewed did suggest that academic performance was enhanced when students were physically active. Hence, the commonality of the value of curriculum time may not be the best excuse to refuse or cut quality daily physical education. Only more empirical studies can determine the 'right' amount of balance to promote the physical and mental development of active academic children.
Changing Perceptions of Children’s Place in Society
by Kim Sanderson
Edmonton Parks and Recreation

Child advocates from around the world have become increasingly concerned over the lack of opportunities for children and youth to become involved in the everyday workings of their particular communities. Certainly in North American society, we are particularly adept at keeping children occupied through our school systems and more recently, during out-of-school time through organized recreation. However, these same children are seldom invited to meaningfully participate in the democratic practices which underpin our society.

Coincidentally, advancements in the kinds of physical environments which are provided for our young people in the community.

For example, most school grounds are designed after a British model from the early 1900s when physical education teachers came from the military and needed parade grounds for the students and flat areas for football matches. These same grounds leave little to the imagination of the child and even less in the way of supporting their overall growth and development.

Given this context, advocates suggest that children who are given few opportunities to meaningfully connect with their environment, will not have the skills or passion to care for it when they become adults. Similarly, children who are afforded little to say about the workings of their society, will require much time to gain the skills needed to effectively intervene in a democratic society as an adult.

The good news is that these concerns are being heard. There is a growing number of organizations, myself included, who give greater emphasis on children and youth in order for both society and young persons to reach their potentials. As a result, a number of initiatives have taken or are taking place in support of this direction:

- The United Nations Convention on the Rights of the Child was formally adopted in 1989 and has subsequently been ratified by over 170 nations worldwide, including Canada.
- Several UN sponsored workshops involving child advocates have occurred with the aim of improving our knowledge on how to foster children’s meaningful participation in society.
- Resource materials are being produced on the issues such as Roger Harris’s (1997) recent work entitled “Children’s participation: The theory and practice of involving young citizens in community development and environmental care”.
- Calgary has a “Children Friendly Calgary” initiative.
- Britain has a national policy directed toward cleaning up their school grounds and making them an integral part of the learning curriculum. “Learning Through Landscapes” is the organization providing the necessary policy implementation supports for schools.
- The key challenge for practitioners and society in general, is to find ways to invite children into the “real” action. Advocates give a glimpse of what this might entail by calling for the provision of better combinations of school, work and play within the local community. This task is somewhat daunting however, as the systems we have set up are not cooperative in nature and provide few linkages to the adult world.

As a start, Hart (1997) suggests allowing children to participate in projects which have a community-based, sustainable environment focus. Being more connected to their immediate environments, children are inherently drawn to these types of projects.

Once we become open to the possibilities of allowing for legitimate participation by young people, we will then have to work extra hard to advocate for and put in place the policies, programs and processes to ensure the benefits are achieved and maintained. As can be seen, there is still much work to be done.

For more information, contact Kim Sanderson at 403-496-4925 or e-mail: kim.sanderson@gov.edmonton.ab.ca

References

Curriculum Standards Branch, Alberta Education
In the fall of 1997, the Curriculum Standards Branch of Alberta Education embarked on a process to revise and develop a new health (K-9) curriculum for Alberta students. In September of the year 2000, the new program of studies, supported by student and teacher resources, will be implemented in all schools across the province.

Directions for change:
The current Health program was developed in the early 1980s, with only minor revisions or updates to content and resources since that time. Thus, one significant rationale for change is that the content and resources need to be updated to reflect latest research, current issues and accurate information.

- New design framework: Many aspects of the existing curriculum are perceived to be repetitive, with some overlap in content from grade level to grade level. With a new design framework, content will be conceptually appropriate, building upon and making connections to prior learning, but the focus of each grade level will be clearly defined.
- Outcomes-based program: A results focus encourages students to develop and demonstrate outcomes in the areas of knowledge, skills and attitudes for healthy living. The emphasis is on an overall well-being and incorporation of practice strategies to maintain health as a resource and to manage risk and encourage behaviors which demonstrate healthy choices and personal responsibility for health.
- Focus on career development: Career development and skills for life-long learning is a theme which begins in early elementary and continues throughout the program. Content encompasses relationships and communication skills, decision-making processes, career awareness, and life management and planning.
- Comprehensive School Health: The health curriculum and an

assessment of student needs within a particular setting provide the educational context for instruction. However, to achieve health goals for students, curriculum connections and links of support between services and resources within the school and wider community are required. In this way, the health of students is viewed as an integral component of a larger system of health within the school and community environment.

A vision of healthy students within a healthy school community is the overall goal of a revised Health (K-9) Program of Studies for Alberta students. The vision encompasses innovative approaches to the delivery of curriculum, and collaborative partnerships between students, parents, educators, health care professionals and other community resource personnel.

Development to date:
Initially, input was gathered from representatives of government and non-government agencies and associations, as well as a representative sample of students from grades 4 to 9, to identify key issues and topics for the new Health Program. The focus of these sessions was to determine outcomes for students which would result in a quality health education program in schools.

Foundational themes were synthesized from this initial input, and content, informed by current research, was added. This formed the basis for initial ‘draft’ curriculum framework documents, which were the subject of extensive consultation in meetings held across the province in the spring of 1998. Broad consultation presents a challenge in terms of synthesizing diverse views and opinions regarding the content of a revised health program. However, the strength of a revised program will reflect this process, and is essential to ensure that the needs of all Alberta students are addressed.

Opportunities for involvement:
A second ‘draft’ framework which will delineate outcomes by grade level will be available for review and feedback in the fall of 1998.

The next phase of development, continuing through to spring of 2000, centers around final validation and approval of a Health K-9 Program of Studies and the review and selection of student and teaching resources to support the revised program.

If you are interested in further details regarding opportunities for involvement in the curriculum development or resource development and selection related to the Health (K-9) program, please contact:
Barb Milne, Program Manager, Health and Career and Life Management, Curriculum Standards Branch, Alberta Education, 6th Floor, Devonian Building East, 11160 Jasper Avenue Edmonton, AB. T5K 0L2
Tel: (403) 422-3822. Fax: (403) 422-3745
E-mail: bmline@edc.gov.ab.ca

Barb has worked as an educator with Edmonton Public Schools for over 20 years. serving as a classroom teacher for students from grades K-12; high school counselor; assistant principal and district consultant. She is currently an intern at Alberta Education as Program Manager for the revision of provincial Health (K-9), and Career and Life Management (C&LM) 20 programs.

Between the ages of 17 and 17, children in the U.S. spend, on average, the equivalent of three years of their waking lives watching TV — an average of 15,000 to 18,000 hours (compared to 12,000 hours in school), according to a recent report in the Journal of the American Medical Association.

Many studies have found an association between childhood obesity and TV viewing.

-Berkeley Wellness Letter, July 1998
Physical Education in Alberta Schools

by Val Olekhny
Curriculum Standards Branch
Alberta Education

Introduction
In 1997 the Active Living Task Force asked Albertans about barriers to an active lifestyle. One message heard repeatedly related to the need to revise the Physical Education program. School physical education experiences were seen as a barrier to helping Alberta students lead an active lifestyle. It was believed that if positive lifestyle habits were begun in school they could lead to the desire to be active for life.

Therefore the Elementary Physical Education (1984) and the Secondary Physical Education (1988) Program of Studies are currently being revised. The draft Kindergarten to Grade 12 Program of Studies will be sent to all schools in the fall (1998).

Active Life Skills / Active Living Approach
Where was the impetus for change coming from regarding an "active life skills/active living" focus? An article from the United States National Association for Sport and Physical Education (NASPE), provides a historical perspective of where we have come from and where we are going.

"Since 1850, when the first physical training of students in schools began, the emphasis of school physical education has expanded from physical training and calisthenics to performance-related fitness and the development of competitive sports skills. Today the focus of contemporary physical education is on health-related fitness and the behavioral competencies and motor skills needed for lifelong engagement in healthy and satisfying physical activity."

- Young, 1997

A Canadian interpretation of this philosophical shift can be found in the 1993 Active Living: A Conceptual Overview, released by Fitness Canada. The document describes active living as a way of life in which physical activity is valued and integrated into daily life. Active living includes the mental, emotional, social and physical dimensions related to physical activity experiences.

The Aim of Physical Education in Alberta
The aim for the Kindergarten to Grade 12 Program of Studies is to enable individuals to develop the knowledge, skills and positive attitudes necessary to lead an active, healthy lifestyle. The aim is achieved through general and grade specific learner outcomes identified in the program of studies.

General and Specific Outcomes
The current revision provides an outcome-based program. It will address, through general outcomes and grade specific outcomes, what students should know and be able to do as a result of physical education. Regardless of diverse learning environments, the student outcomes are common for all Alberta students. The intent is that as students achieve the grade specific outcomes, to various degrees based on their personal growth and development level, they will meet the general outcomes and aim of the program.

Listed below are the four general outcomes and objectives for the grade-6 specific outcomes found in the program of studies. As an example, one grade specific outcome is provided for one of the organizers of each General Outcome.

General Outcome 1 Students will acquire skills through a variety of developmentally appropriate movement activities in an alternative environment (i.e., aquatics and outdoor pursuits), dance, games, gymnastics and individual activities.

- Basic Skills (e.g. Grade 1 specific outcome: Students will experience locomotor skills through a variety of activities in all dimensions)
- Application of Basic Skills in an Alternative Environment, Dance, Games, Gymnastics, and Individual Activities

General Outcome 2 Students will understand, experience, and appreciate the health benefits that result from physical activity.

- Health Benefits (e.g. Grade 4 specific outcome: Students will describe positive benefits gained from physical activity; e.g., physically, emotionally and socially)
- Personal Functional Fitness
- Body Image

New Resource
The Canadian Fitness and Lifestyle Research Institute (CFLRI) in partnership with the Fitness/Active Living Units, Health Canada, and the Interprovincial Sport and Recreation Council has recently published a new resource that looks at the health, social and economic outcomes of physical activity in Canada. The 1997 Physical Activity Benchmarks Report answers many questions such as:

- What is the impact of physical inactivity? Is the quality of Canadian life improving, deteriorating or staying the same? How do provinces compare? Have the fitness levels of Canadians changed over the past decade?

To learn more about the 1997 Physical Activity Benchmarks Report, see the WellSpring insert or visit the CFLRI website at http://activeliving.ca/cflri/cflri.html

General Outcome 3 Students will interact positively with others.

- Fairplay/Teamwork (e.g. Grade 7 specific outcome: Students will select and apply practices that contribute to teamwork)
- Communication
- Leadership/Followership
- Managing Change

General Outcome 4 Students will assume personal responsibility to lead an active way of life.

- Motivation/Effort - Self confidence/Self esteem (e.g. Grade 10 specific outcome: Students will develop a personal plan that encourages participation and continued motivation)
- Goal Setting
- Decision Making
- Community and Activity Independence
- Safety
- Risk Taking

Student Learning and Achievement in Physical Education - Program Diversity in Alberta
There are differences in programs throughout Alberta. The variables that result in program diversity include: teacher training, availability of facilities and equipment both within the school and the community, time allocation at the school, parental and community support for the value of physical education, student interest and their previous experiences. Students will meet the aim of the physical education program and lead an active healthy lifestyle if they have developed a desire to continually participate in physical activity and experience programs that address the prescribed general and grade specific outcomes. Those can best be achieved in classrooms where students are emotionally and physically safe, the climate is positive, and a variety of skill building experiences are provided that are socially, emotionally, intellectually and physically developmentally appropriate. Curriculum experiences provide students with opportunities to develop the habits of being active daily and realize the benefits resulting from activity. This is the focus of an "active living" approach.

Timelines for the Revision Process
A draft program of studies, including the general and specific outcomes, will be sent to all school principals in the fall of 1998. The document will be validated by teachers throughout the province and revised made based on their input. By spring of 1999, a guide to implementation will be developed to accompany the program of studies.

Community Connections
Education is a shared responsibility involving students, parents, teachers, schools, and communities. Schools assume a role in developing knowledge, skills and attitudes that enable students to lead an active, healthy lifestyle. The definition for active living states that physical activity is valued and integrated into daily life. Within each day, whether at home, school or in the community, there is structured and unstructured time available for meeting the aims of the physical education program and contributing to student well-being. Collaborating with colleagues in various physical education, sport, recreation, health and well-being professions will no doubt assist students in leading an active, healthy lifestyle.

For further information contact Val Olekhny, Program Manager, Physical Education, Curriculum Standards Branch, Alberta Education; ph: (403) 422-3274, e-mail: volekhny@pec.gov.ab.ca

Resources
1. National Association of Sport and Physical Education in Canada (1994)
2. Fitness Canada, Active Living: A Conceptual Overview, 1995
Returning the Streets to the Kids
by Gordon Stewart

Imagine a school bus that parents no longer have to worry about. The bus burns no fuel, emits no exhaust, cuts down on traffic congestion, and costs nothing to run.

It's a Walking School Bus - designed for one purpose: to provide children with safe, active, sustainable transportation to and from school. It’s a simple way to reduce automobile use and encourage and allow more kids to get to school under their own steam.

The Walking School Bus is one component of a national Active and Safe Routes to School program, a joint venture of Go For Green - The Active Living and Environment program, the Canadian Association for Health, Education, Recreation and Dance, the Greenest City Project of Toronto; and Health Canada.

It works like this: The idea is introduced at a parents’ meeting or school event where a large map of the school area is displayed. Parents are encouraged to mark their home on the map with a sticker and sign a list if they are interested in participating. When the exercise is complete, natural ‘bus routes’ - streets where clusters of families live - are identified.

Parents can then get together to decide how they want to operate their ‘bus’ and to establish ‘driver schedules’. As a bus driver, a parent might be responsible to escort the children on their route to and from school every third or fourth day.

At John Wanless Public School in Toronto, Faye Plant, a parent, got the bus running. The school administration couldn’t have been happier. “We were particularly concerned about the increasing traffic at the school at pick-up and drop-off times,” notes Elizabeth White, John Wanless Vice-Principal. "For us, student safety is paramount."

Typically, children in kindergarten and Grades 1 and 2 are involved, with older kids joining in occasionally. In some of the early programs, none of the children had walked to school before, so it was an opportunity to teach them some street-smart skills.

Health is an issue, too, and one reason why École élémentaire Apollon XI in Campbellton, New Brunswick has joined in - charting a new course in a province where 90 percent of students are bused to school. “A Walking School Bus program lays the groundwork for lifelong active living,” says provincial physical activity coordinator, Roger Dauk.

"This, in turn, leads to better health, positive social behaviours, and improved academic learning.”

Public health nurse, Shawna Woods, a nurse with the Durham Region Health Department is leading the efforts at Newcastle Public School northeast of Toronto. “This is an easy way for young children to get regular physical activity and begin to develop a healthy habit that will serve them throughout their lives,” says Shawna Woods. Health is further addressed by the second component of the Active and Safe Routes to School program - the creation of no-sidling zones around schools. Getting drivers to turn off their engines while waiting makes for cleaner air in the immediate school vicinity. The third aspect of the program is a mapping exercise done in the classroom to help children get to know their neighborhood better. Originally designed for students in Grades 4 to 6, it has now been adapted for use with younger children. It involves a series of fun activities, relates to various parts of the curriculum, and can be done independently or linked to the Walking School Bus effort.

A Walking School Bus program doesn’t aim to solve all of a school’s traffic and safety problems; but it is a good place to start. It is also a visual reminder of the neighborhood and wider community of the health, safety, and environmental advantages of such environmentally sustainable transportation.

One 7-year-old participant in the program summed it up nicely saying, “It is good to walk and it stops pollution.”

The Case for Walking School Buses

Safery

Parental concern for the dangers of traffic and the general safety of young children has reduced their freedom to move about the neighborhood on their own. A British study showed that the number of 7- and 8-year-olds allowed to travel to school independently fell from 80 percent in 1971 to nine percent in 1990. In Odense, Denmark, a Active and Safe Routes to School program has led to an 85 percent reduction in child pedestrian and cyclist accidents.

Health

Every percent of Canadian children have at least one risk factor for heart disease—reduced fitness due to an inactive lifestyle. On average, Canadian children watch 26 hours of television each week and spend up to 30 hours inactive in school.

The Environment

Motor vehicles emit almost half of the carbon monoxide, hydrocarbons, and nitrogen oxides that result from all fossil fuel combustion worldwide. These byproducts of gasoline use are major contributors to urban air pollution and global climate change. (Air pollution, in turn, contributes to a range of respiratory problems including bronchitis and asthma.) Shorter automobile trips are the worst offenders, creating more than their share of pollution because a cold engine does not fire efficiently.

For resources to help start a Active and Safe Routes to School program in your area, contact: Go for Green, 30 Stewart Street, Ottawa, ON K1N 6N5. Ph: 613-562-5309, Fax: 613-561-1606. E-mail: calibert@goforegon.ca. Website: www.goforegon.ca

Go for Green is a national initiative to help Canadians take part in responsible, healthy and active physical activities that are environmentally friendly.

Resources available from the ACFWB

Active Youth: Ideas for Implementing CDC Physical Activity Promotion Guidelines, 1998. Useful for both school and community practitioners, this resource explains the recommendations developed by the American Centers for Disease Control for their promotion program and provides examples of programs from a variety of settings that have successfully addressed the guidelines. Each program is cross-referenced with the corresponding recommendations that were implemented.

Your Child’s Fitness: Practical Advice for Parents, 1996. Written by Susan Kalish, executive director of the American Running and Fitness Association, this book is intended to help parents assess and improve the physical fitness of their children. Lifestyle questionnaires, fitness standard tests, and guidelines for choosing age-appropriate activities are included. Kalish also encourages parents to examine health behaviours and emphasizes that families can work together to improve the quality of their lives through physical activity.

Sports and Exercise for Children with Chronic Health Conditions: Guidelines for Participation from Leading Pediatric Authorities, 1995. In recognizing that restriction of physical activity further hampers the quality of life for children with chronic health conditions, editor Barry Goldberg has compiled a valuable resource for health care, recreation and education professionals. Part I addresses general topics such as the impact of chronic illness in childhood and the legal issues regarding such children participating in organized sports and recreation programs. Part II is organized by specific conditions, e.g., arthritis, cystic fibrosis, epilepsy, exercise-induced asthma, renal disease, etc. Each chapter includes a brief description of the pathophysiology followed by a discussion of the effect of the condition on exercise tolerance, potential adverse effects, and the beneficial effects of physical activity on the disease process and more generally to the child’s development, and finally, recommendations for appropriate conditioning exercises and sports activities, including how to adapt activities to the condition.

Recreation Programs that Work for At-Risk Youth: The Challenge of Shaping the Future, 1996. Edited by Peter A. Witz and John L. Crompton, this text is a compilation of thirty-eight case studies of programs in the U.S. and Canada that evolved in response to local community circumstances (the most common being demographic changes, the emergence of negative youth behaviours in smaller communities, an increase in highly visible violence, and an increase in the number of latchkey children). The case studies are grouped by four types: programs that mobilized and organized multiple community resources, programs developed for specific time periods and settings, and programs that were particularly innovative in their design and implementation. Unfortunately formal evaluation was not part of the process in many of these case studies but practitioners will still find this resource an informative source for program ideas.

Health-Promoting and Health-Compromising Behaviors Among Minority Adolescents, edited by Dawn K. Wilson, James R. Rodriguez, and Wendell C. Taylor, 1997. Health care professionals unfamiliar with the youth and physical activity domain will find this chapter “Increasing Physical Activity Among Youth: A Public Health Challenge” immensely helpful. In reviewing the research to date, the authors outline the distinctions between physical activity, exercise, and fitness, summarize the development of current guidelines, discuss the determinants of physical activity among youth, and examine interventions specific to minority adolescents.
Alberta Schools’ Athletic Association (ASAA) Survey

A survey of 883 high school students in Alberta was conducted to assess the potential impact that high school athletics have on the lives and attitudes of students. Students reported on variables such as academic performance, substance use, extracurricular activity involvement, and attitudes towards school and community. A summary of this survey appears in Research Update, published by the ACFCWB, and is available online at the internet: www.health-in-action.org/wellbeing/rupdate/rupdate.htm. The full report is available from ASAA, Ph: (403) 427-8182.

Children’s Physical Activity & Study Program (CPASP) (September 1998 - April 1999)

Faculty of Physical Education & Recreation, University of Alberta & the Pat Askin Centre

This is an inclusive program for children from 1-14 years of age that offers a variety of movement classes tailored to suit each child’s cognitive, motor, social, and fitness needs given his or her developmental level. Instruction is provided to children with and without disabilities in education, gymnastics, games, and fitness activities in inclusive or segregated environments. Karen Calcutt, CPASP Coordinator, Ph: (403) 425-5614 or e-mail: kcalcutt@gps.ualberta.ca

A Different Approach to Curriculum Planning

When you work with children in your program, how do you plan the curriculum? Do you plan for them or do plan with them? The Grant MacEwan Demonstration Day Care Encompasses parts of both these styles in their planning, while still supporting a planning process that is primarily based on following children’s interests and ideas. Planning with children begins by acknowledging a child’s idea and interest and then following through using a child-centered planning process.

A child’s likelihood of participating in organized sports activities is dramatically lower if they live in poor and modest-income families. rates of positive social relations and activities increase with family income.

Canadian Council on Social Development, 1998

Snap Shots

Programs/Research on Children’s Health in Alberta

Jone Horne, Early Childhood Development, Health and Community Studies Division, Grant MacEwan Community College, Ph: (403) 497-5194, Fx: (403) 497-5848

Daycare, Diversity and Health – Research for Action

Daycare, Diversity and Health is a collaborative action research project, partially funded by Canadian Heritage, the Capital Health Authority and the Clifford E. Lee Foundation. The purpose of the project is to learn more about how to support front line workers working in diverse communities of children and families, recognizing that the workers themselves come from diverse backgrounds. The project is focused on creating the conditions for positive change in three daycare sites over a 12-month period.

Jane Horne, Early Childhood Development, Health and Community Studies Division, Grant MacEwan Community College, Ph: (403) 497-5194, Fx: (403) 497-5848

Alberta Round Table on Children’s Physical Activity

On February 28, 1998, a group of 30 child advocates met for an Alberta round-table to discuss the state of physical activity and our young population. The theme for the session was “Why don’t the majority of children have access to physical activity?” with Chris Johnson from B.C. as the keynote. Results from this ACFCWB sponsored event are available from Kim Sund竣or at Edmonton Community Services, 496-4925 or Kim.Sunderson@telus.com.

Hope Kids

Edmonton’s Hope Foundation will be supporting the second year of Hope Kids this winter. Children (11-15 years old) are trained as companions to older people living in extended care centres who are felt to be a risk because of having few family or friends. Hope Kids, seniors and caregivers all said the program was valuable. Children interested in the program, who being in October, are invited to call for applications. The support of grandparents is important.
Ph: (403) 492-1222, 2nd: (403) 492-8913, E-mail: hope@freetest.edmonton.ab.ca

Calgary Parks & Health - Recreation - GAL Program

The Girls Active Living (GAL) program was initiated at Calgary Parks & Recreation to address the decrease in participation rates of female youth in physical activity. There are numerous initiatives planned under this program. For example, as the GAL program the summer visiting various day camps throughout Calgary, where the motivated child is required to participate in a variety of physical activity. The children also contributed a survey on their participation rates, activity preferences and interests about other health and wellness related issues.
Nancy Zuck, Calgary Parks & Recreation, Ph: (403) 221-3059, Fx: (403) 221-3062, E-mail: pncsau@gov.cityofcalgary.ab.ca

Futures for ALL Families

Everyone shares responsibility for the healthy development, education, safety and well-being of children. Liz O’Neill (formerly of Edmonton, Big Sister and Big Brother Society) is directing a new initiative of The Mustard Foundation to focus on this area. “Futures for ALL Families” will be focusing on learning from children, youth and their families, then proposing new community development models to ensure children’s voices are heard by all stakeholders.

An Early Intervention Program for Adolescent Females Experiencing Eating Difficulties

The Participatory Action Research team composed of Dr. Beverly Anderson, Carol Ewaahen and Elaine Schow investigated how a participatory early intervention program empowered adolescent females individually and collectively to assume more responsibility for meeting their own needs in healthier ways. The research study was conducted over 87 weeks in a local high school setting with a group of 8 volunteer female adolescents who self selected as experiencing eating difficulties.
Carol Ewaahen, Assistant Professor, Faculty of Nursing, University of Calgary, Ph: (403) 220-6259, Fx: (403) 224-4803, E-mail: ewaahen@ucalgary.ca

October 1st, 1998 is the official launch day for the International Year of Older Persons 1999. Many local communities will be hosting special events in addition to the federal, provincial and municipal launches. Keep your eyes and ears open for more information on this exciting event! Contact Alberta Community Development, Seniors Division at (780) 943-0500 or toll-free 1-800-567-0439 or see the United Nations website: www.un.org/esa/socdev/iosyp.

Next Issue: Workplace Health
Calendar of Events
continued from page 7

1999 - Canada
International Year of the Elderly
Contact United Nations Association in Canada. Ph: 613/232-5751

Global Conference
September 5-9, Montreal QC
Contact the International Federation on Aging.

Canadian Association on Gerontology
Conference theme: "Multi-Disciplinary Integration of Public Policy and Research"
November 21-23, 1999, Ottawa ON
Contact the Canadian Association on Gerontology. Ph: 613/728-3847,
Web: www.cogac.ca

2001 - Canada
17th World Congress of Gerontology
July 1-4, Vancouver BC
Contact: Geriatric Group Chair, 1999 World Congress Organizing Committee. Ph 604/291-5662, Fax: 604/291-5966, E-mail: gro99@colca.ca,
Web: www.8whbc99.org

https://www.youtube.com/watch?v=example

WellSpring Subscription Information
Please complete the following for your subscription to WellSpring, the quarterly publication of the Alberta Centre for Well-Being.

Check one: □ Yes, I have enclosed $16.00 (GST included) or ($14.95 if your organization is GST exempt) for my one year subscription (four issues) to WellSpring. Please make your cheque payable to the Alberta Centre for Well-Being, 11759 Great Road, Third Floor, Edmonton, AB T5M 3K6

Editorial Information
Linking Alberta’s Well-Being Practitioners

WellSpring Editorial Committee: Betsy Lee, Chief Editor; Kristen Holub, Research Coordinator; Marie Carlson, ACFWB

Jim Garnett, Hope Foundation
Oren Lyon, Alberta Health Services
Russ Thompson, University of Alberta, Faculty of Nursing, University of Calgary

Contributors:
The opinions of the contributors do not necessarily represent those of their organizations or of the Alberta Centre for Well-Being.

Published quarterly (February, May, August, November) by Alberta Centre for Well-Being, 11759 Great Road, Third Floor, Edmonton, AB T5M 3K6

* After January 25, 1999, the area code will be 780.