



Physical & Health Education Canada 2025 Research Council Forum: Student Presentation Abstracts

Abstract

This article features the abstracts from student led research presentations delivered at the 2025 PHE Canada Research Council Forum in Niagara Fall, Ontario. All these presentations successfully navigated a peer review process and were delivered in any one of several offered formats (i.e., oral presentations; posters; round table discussions) at the 2025 Research Council Forum. Presentations were all delivered in-person. The intent of this article is to highlight current research being undertaken and led by student members of the PHE Canada Research Council.

Résumé

Dans cet article, vous trouverez un résumé des présentations des travaux de recherche menées par les étudiants lors du forum de recherches 2025 d'EPS Canada qui s'est tenu à Niagara Falls, en Ontario. Toutes ces présentations ont été soumises avec succès à un processus d'évaluation par les pairs et ont été présentées dans l'un des formats proposés (présentations orales, présentations visuelles, tables rondes) lors du forum de recherches 2025. Les présentations ont toutes été effectuées en personne. Dans cet article, l'objectif est de mettre en évidence les recherches actuellement menées et dirigées par les étudiants membres du Conseil de recherches d'EPS Canada.

Land-Based Learning and Its Impact on First Nations Youth: Fostering Well-Being and Cultural Identity

Lead Author: Evan Boechler, University of Saskatchewan

Co-author(s): Dr. Lee Schaefer, University of Saskatchewan; Dr. Sean Lessard, University of Alberta; Dr. Leah Ferguson, University of Saskatchewan

“The land is not just about hunting, fishing and trapping – it’s about belonging and knowing who you are. It’s our language, our culture, our identity. Everything is connected to the land.” These words are from Jared Nelson, a Woodland Cree land-based educator and participant in this study. Having grown up north of Montreal Lake, Saskatchewan, Jared was raised hunting, fishing and living off his family’s trapline. Drawing on his deep connection to the land, Jared now leads land-based learning (LbL) programs for First Nations (FN) youth across Saskatchewan, helping them reconnect with their identity and culture. LbL not only teaches practical skills like hunting, fishing, and trapping but also strengthens youth’s connection to their cultural heritage, improving aspects like mental health, school attendance, and sense of purpose in life (McMahon et al., 2013; Rebeiz & Cooke, 2017). Despite these benefits, there is a significant demand for sustainable land-based programming on reserve communities across Canada, and a lack of qualified individuals to lead them. Jared noted that, “individuals with traditional land-based knowledge are becoming a dying breed,” and that many programs struggle and lack feasibility. Stemming from a larger multiphase study exploring the impact of LbL in Northern communities, this presentation shares the findings of a narrative inquiry focusing on the experiences and stories of Jared, who has been successful in developing sustainable land-based programming in multiple reserve communities in Saskatchewan. Data collection in this study involved immersive fieldwork—living alongside Jared, actively participating in his programs, and spending hours conversing and hearing stories about his life on the trapline and experiences teaching youth. The findings from this study highlight the critical need for sustainable land-based programs, which not only preserve cultural knowledge but also foster a deeper sense of belonging and cultural identity for future generations of FN youth.

Impairments and Barriers to Physical Literacy in Children with Congenital Heart Disease: A Mixed-Methods Study

Lead Author: Matthew Chapelski, University of Saskatchewan

Co-author(s): Dr. Natalie E. Houser; Dr. M. Louise Humber; Dr. Amanda Froelich Chow; Dr. Marta C. Erlandson - All from University of Saskatchewan

Introduction: Children born with a congenital heart defect (CHD) make up around 2% of the pediatric population and may at some point be in your physical education class. In many situations educators may be hesitant for these children to be active, most often due to a lack of knowledge on safe activity levels for children with CHD. Therefore, children with CHD may not reach outcomes of the physical education curriculum, like physical literacy development. In fact, children with CHD often have lower motor competence and confidence thus, understanding deficiencies as well as opportunities and barriers to physical literacy can better help physical educators create equitable physical education lessons.

Methods: Physical literacy was measured in 49 (18 female) children with CHD using the PLAY tools. The physical literacy of children with CHD was compared to a large group of typically developing reference standard (773 children) using z-scores. Then a subset sample took photographs of perceived barriers and opportunities to physical literacy development, which were then discussed in focus groups.

Results: Children with CHD have lower motor competence across running, locomotor, and object control motor skills. However, we found no differences in confidence for our children with CHD. The photovoice portion of this study is ongoing, themes will be generated in time for presentation. We anticipate themes of social connection, fun, and exclusion.

Conclusion: Physical literacy development for children with CHD can help equip them with the skills and confidence to participate in physical education classes and lead healthier, more fulfilling lives. Educators looking to create an equitable environment for children with CHD should consider highlighting social connection and inclusivity in their lesson plans. Including children with CHD in physical education classes can provide them with opportunities to be physically active with their classmates and improve their physical literacy.

Understanding the Process of Student Engagement in School Health Promotion: A Participatory Co-design Approach with Youth Engagement Coordinators

Lead Author: Julia Kontak, Dalhousie University

Co-author(s): Dr. Becky Feicht, Dalhousie University; Stephanie Heath, Research Power Inc.; Sara Ozbek, Nova Scotia Health; Dr. Camille Hancock Friesen, University of Nebraska Medical Center; Dr. Sara Kirk, Dalhousie University

Background: Health Promoting Schools (HPS) is an approach that creates a supportive environment for student health and learning. Evidence indicates that meaningful student engagement in HPS is an essential condition for enhancing student health, yet little is known about this process. The purpose of this research was therefore to understand the process of student engagement in HPS.

Methods: This study took place in Nova Scotia, Canada where HPS has been implemented since 2005. Youth Engagement Coordinators (YECs, n = 6) who supported student engagement in HPS through the UpLift partnership took part in the study. UpLift was a school-community-partnership (2019 - 2024) that catalyzed HPS in the province with a focus on student engagement. A transformative paradigm and generative co-design process guided the work. In a one-day co-design workshop, YECs collaborated with the research team to collect, analyze, and interpret their own data. YECs were engaged in a focus group, participatory mapping process and a theming exercise. Following the workshop, reflexive thematic analysis using a critical approach was conducted alongside a reflection meeting with YECs.

Results: Five themes were developed: 1) Embodying a youth-engaged position – the necessary values, and beliefs guiding YEC practice, 2) Discovering the layers of the school environment – understanding the history, ethos and culture of the setting, 3) Building trust within the school community – gaining acceptance through relations, role and reliability, 4) Creating space for exploration on health – expanding the social and physical boundaries to learn and define health, and 5) Enacting principles of equity – acknowledging youth voice and disrupting power dynamics. Conclusions: This research contributes to the continued development, implementation, and evaluation of meaningful student engagement in HPS. This research is part of a larger study that also interpreted the perspectives of youth involved in HPS through the UpLift partnership.

How can PE Teachers Help Students Take their Learning in PE Outside the Classroom?: A Theoretical Review

Lead Author: Spencer Briggs, Brock University

Many Canadian physical education curricula aim to equip students with the skills, knowledge, and attitudes necessary to lead healthy, active lifestyles both within and beyond PE classes (Kilborn et al., 2016). However, teachers often lack specific guidance and strategies to foster meaningful PE experiences that encourage students to seek out physical activity opportunities within their communities. This knowledge gap partly stems from the ways in which theory has been applied to guide teachers in choosing and implementing pedagogies that support this goal. The purpose of this oval table presentation is to provide an overview of how different theoretical frameworks have been used to examine how PE teachers can intentionally support students in identifying opportunities for physical activity outside of school. As part of the main discussion for this oval table presentation, I will explain how this issue has been addressed from a variety of theoretical perspectives over the years. For example, many studies have used Self-Determination Theory (Shen, 2014; White et al., 2020), Dewey's (1938) Theory of Experience (Dinan-Thompson, 2013), and the Ecological Systems Theory (Fagan et al., 2023). These theories offer insights into supporting students' intrinsic motivation, fostering personal relevance, and addressing the influence of societal structures on PA behaviours. Most examples that use these theories are outcomes-based and attempt to measure students' PA levels inside and outside school. However, recent theoretical advances may inspire newer ideas about how to transfer learning into different contexts. For example, Boundary Crossing (Akkerman & Bakker, 2011) supports innovative teaching strategies that help teachers contextualize their instruction by making explicit connections between classroom learning and students' communities. Participants will be encouraged to discuss and critique the different approaches and consider other ways theories can support teachers in making explicit and intentional pedagogical decisions that support their students' learning outside the gym.

Physical and Health Education Canada Mentorship Program Inquiry: A Meaningful Experience for Mentors

Lead Author: Stephanie Roy, St. Francis Xavier University

Co-author(s): Kelsey Urban; Dr. Daniel B. Robinson; Dr. William Walters – All from St. Francis Xavier University

Mentorship plays a crucial role in one's education. Recent research has shown that mentors can benefit from participating in mentorship experiences. Physical and Health Education Canada (PHE Canada) recognizes the value of mentorship and its vital role in developing expertise and supporting the physical education community. This study examined the effects of the PHE Canada National Mentorship Program on those who volunteer to act as mentors. The research utilized a mixed-methods case study incorporating quantitative and qualitative data sources. Data collection involved multiple sources of information and identified case-based themes. In analyzing recurring patterns across surveys, individual interviews, and focus group interviews, four themes emerged concerning mentors' participation: aspirations for mentorship, benefits of mentoring, advantages of virtual mentorship, and professional consciousness upon student learning. An additional theme emerged from the data, highlighting the program's potential to significantly enact and promote equity, diversity, inclusion, and accessibility in physical and health education (PHE).

Teachers' and Students' Experiences with Nature-based Physical Activity as a Means of Fostering Nature Literacy

Lead Author: Merah Gasmo, University of Victoria

Co-author(s): Maya Mallory, University of Victoria

Engaging youth with nature has been advocated by educators and researchers to address rising physical inactivity, social-emotional challenges, and to promote environmental stewardship among youth. However, further research and practical tools are needed to advance nature literacy and reconnect children with natural environments. This presentation outlines the proposal stage of two interrelated graduate projects. These projects are grounded in the theoretical framework of self-determination theory that emphasizes autonomy, competence, and relatedness as antecedents to motivation. Nature literacy, the conceptual framework, is defined as the motivation to engage with, knowledge about, and competence and confidence in nature. Both frameworks are applied to inspire meaningful nature engagement among students and teachers. Nature-based physical activity (NBPA) is a pedagogical approach defined as physical activities that are done in natural spaces, require little specialized equipment, are participated in by most youth, are cost-efficient, focus on connection to nature, and can be regularly implemented by teachers. Given the unique qualities of NBPA, it is the proposed approach to foster nature literacy. In collaboration with the University of Victoria and School District 71, the projects have three objectives: (1) to support K-9 educators in implementing NBPA to foster nature literacy through in-service professional development and an NBPA resource kit; (2) to explore educators' experiences teaching NBPA; and (3) to examine students' experiences in NBPA to promote nature literacy. Participants include one teacher from each of the 18 participating schools ($n=18$) and their consenting intermediate students (grades 4-7, $\sim n=25$). Data collection will involve individual teacher interviews and visual methodology with students, with thematic analysis used to understand the experiences of both teachers and students engaging with NBPA. Insights gained will help School District 71 understand the strengths and challenges of delivering NBPA and guide the further development of NBPA initiatives that promote nature literacy among K-9 students.

Multisectoral Partnerships in the Promotion of Health, Physical Literacy, and Physical Activity in School Contexts Under Scrutiny: A Scoping Review

Lead Author: Steve McGinley, University of British Columbia

Co-author(s): Dr. LeAnne Petherick; Dr. Guy Faulkner; Dr. Anthony Clarke – All from University of British Columbia

Purpose: Despite the widespread acceptance of the need for multisectoral partnership (MSPs) collaboration to address complex public health issues, knowledge around how to develop, implement, and sustain MSPs in the promotion of health, physical activity (PA), and physical literacy (PL) in schools is limited. The objective of this scoping review was to synthesize the evidence and assess the scope of literature on MSPs in the promotion of health, PA, and PL within the school context.

Methods: Following standard scoping review methodology, a comprehensive search across five databases was conducted. Results were screened and extracted by three reviewers independently, using Covidence. Basic numeric analysis and content analysis was undertaken to thematically present the findings of the included studies.

Results: A total of 3753 studies were extracted from database searches; of those, 13 articles met the inclusion criteria and were included for analysis. This review identified the interest groups/actors and their perspectives on MSPs; the enablers (strategic collaboration, clear communication, external support, professional development, strong leadership, adoption of a whole school approach and a needs assessment); the barriers (systemic, communicational, operational, and cultural challenges) and identifies research gaps relevant to MSPs in the promotion of health, PA, and PL in schools.

Conclusion: This review examines the landscape of MSPs in promoting health, PA, and PL within schools. MSPs integrate diverse sectors—education, health, community, nonprofit, and private—leveraging collective resources to support student well-being. The review recommends robust funding, clear communication channels, integration with educational curriculum, and active interest group engagement for MSPs to succeed. Future research should focus on MSPs specific to PL and QPE, exploring strategies to enhance partnership sustainability in diverse educational settings.

Keywords: multisectoral partnerships (MSPs); physical activity (PA); physical literacy (PL); collaboration; whole of school

Positive Education: An Innovative Approach to Student Mental Health

Lead Author: Krystal Gray, Brock University

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The purpose of the study is to investigate positive education as an innovative approach for student mental health. Positive education takes a whole child approach by stressing traditional cognitive, affective, and physical development while incorporating principles that improve somatic and mental health along with life satisfaction and academic success (Seligman et al., 2009). It is comprehensive and research-based, represented by the PROSPER framework, a core tool to implement positive psychology into education. PROSPER refers to seven evidence-informed components: 1) encouraging POSITIVITY, 2) building RELATIONSHIPS, 3) facilitating OUTCOMES, 4) focusing on STRENGTHS, 5) fostering a sense of PURPOSE, 6) enhancing ENGAGEMENT, and 7) teaching RESILIENCE. Specific examples of school and classroom practices and strategies are provided for each of the seven components (Noble & McGrath, 2015). These strategies can be easily integrated into all facets of schooling (e.g., planning, instruction, assessment, school events). Currently, mental health issues across all ages are widespread and on the rise. To address this, school-based mental health has been identified as a major target of service development, fostering a widespread, positive impact on our nation and future (Canada's Mental Health Association, 2014). Positive education helps students develop positive mental health, which is directly associated with a higher likelihood for students to complete school, enjoy positive social relations and higher self-confidence, achieve higher income potentials, and increase their resilience (Mental Health Commission of Canada, 2020). The present study also examines challenges and solutions to implement the PROSPER framework in schools. Lastly, implications for theory, practice, and future research directions are discussed. The significance of the study includes: 1) providing the PROSPER framework as a novel, promising, and proactive, approach to the enhancement of student mental health; 2) applying effective evidence-based strategies from positive psychology; and 3) offering new research directions for student mental health.

Using Personal Meaning Maps to Explore the Process of Life Skills Development Across Staff in a Baseball-for-Development Summer Camp

Lead Author: Mandisa Lau, Brock University

Co-author(s): Dr. Corliss Bean, Brock University

While summer camps provide a developmental environment for youth, it may also help camp staff (ages 18-24) develop their skills. Existing literature focuses on youth camp participants, often leaving out camp staff experiences. As such, the purpose of this study was to explore what and how life skills were developed among camp staff within a baseball-for-development summer camp. Nine camp staff, across various roles, completed a personal meaning map (PMM) and follow-up interview to explore their development of life skills. Participants shared their experiences working at a baseball-for-development summer camp where they found it to be transformative and empowering. The camp supported their development of life skills, such as confidence, teamwork and taking initiative. These skills were developed and refined through day-to-day experiences in leading groups of youth participants and staff, resolving conflicts, mentoring and collaborating with other camp staff members. Additionally, many participants reflected on how their experiences provided an opportunity for self-discovery, influencing their decisions in post-secondary education and career opportunities. Findings from this study contribute to filling in the gap in understanding how camp experiences impact camp staff while recognizing that the camp staff (ages 18-24) are in a crucial stage of personal growth and development. Practical applications from this study can inform future staff training and sport-for-development programming.

Exploring Teachers' and Their Students' Experiences of a School-Based Yoga Program in the Elementary Classroom

Lead Author: Leanne Whiting, St. Francis Xavier University

Co-author(s): Dr. Daniel B. Robinson, St. Francis Xavier University

The implementation of school-based yoga programs can ensure that all students have access to the physical, mental, and social-emotional benefits that yoga has to offer. This is particularly important today, as we recover from the COVID-19 pandemic, which has added increased stress and anxiety for both teachers and students, creating the need for tools and resources to help build resilience. The purpose of this qualitative research was to explore the impact of a yoga program at the elementary level. The experiences of two elementary school teachers (Primary and Grade 1) and their students were explored as they participated in a school-based yoga program. Teachers and students participated in an online daily yoga program (Breathe.Read.Yoga.) for 12 weeks. The research examined how a consistent yoga practice impacted their physical, mental, and social-emotional development when incorporated into classroom routines. Narrative inquiry was the methodology, using metaphors, images, and examples to best understand participants' experiences of a daily school-based yoga program. The three commonplaces of temporality, sociality, and place (Clandinin, 2007) were used to describe participants' experiences. Teachers and students identified the COVID-19 pandemic and scheduling challenges once restrictions were lifted as challenges of a daily yoga practice. However, feeling calm, present, and balanced were positive impacts of the practice. Teacher and student participants identified the use of story as an integral aspect of a yoga class. Further research may explore yoga in high priority schools, upper elementary, as well as further understanding of the impact of using story and yoga.

Indigenous Students Experiences in Physical Education Across North America, Australia, and New Zealand: A Scoping Review

Lead Author: Brittany Giles, University of Ottawa/Université d'Ottawa

Co-author(s): Dr. Nathan Hall, Brock University

Positive experiences in Physical Education (PE) throughout one's childhood encourage life-long interest and participation in exercise and movement, as well as increased mental and physical well-being (Akbar & Tsuji, 2020). However, for many Indigenous students' a positive PE experience may not be a reality. Research has demonstrated that Indigenous students have negative experiences in traditional Western education programs (McHugh et al., 2019). Therefore, this study aimed to gain a better understanding of Indigenous students' experiences in public school (a provincially controlled and locally funded school (Parekh & Gaztambide-Fernández, 2017)) PE in North America, Australia, and New Zealand. This scoping review was conducted guided by Arksey & O'Malley's (2005) framework. The search identified forty-one pieces of literature after the title, abstract, and full-text were reviewed and pieces of literature that did not meet the criteria were excluded. Further analysis, specifically a detailed examination of the methods and results sections of these forty-one pieces of literature, clarified that only fifteen met all inclusion criteria. A descriptive analysis followed by a thematic analysis examined all fifteen pieces of literature. The descriptive analysis identified key descriptors from each piece of literature (i.e., document name, author, country where data was collected, etc.). Based on the thematic analysis two overarching themes were identified: (1) Experiencing a cultural disconnect in the PE curriculum and the content being taught and (2) Connections between students and the PE environment. The results of this study demonstrate that although research presently exists with regard to Indigenous students' sharing their experiences in PE, there is still a need for more work specifically focused on this topic. Sharing Indigenous students' experiences in PE may resonate with Indigenous researchers, scholars, teachers, and beyond these groups as well.

Learning About Meaningful Physical Education in Action: Insights from Preservice Teachers' Socialization Experiences

Lead Author: Dr. Gabrielle Strittmater, University of Illinois Urbana-Champaign

Co-author(s): Dr. Kevin Andrew Richards, University of Illinois Urbana-Champaign

This qualitative case study explores the socialization experiences of preservice teachers within a U.S physical education teacher education program that embeds Learning About Meaningful Physical Education into the curriculum. Comprised of five pedagogical practices, Learning About Meaningful Physical Education guide faculty member decisions regarding preservice teachers' learning about and facilitation of meaningful experiences within physical education (Ní Chróinín et al., 2018). Through a qualitative case study approach (Stake, 2005), data were collected from preservice teachers enrolled in the course Curriculum, Instruction, and Assessment in Elementary Physical Education through semi-structured interviews, ethnographic field observations, and course artifacts (e.g., mini journals, in-class posters). The interviews discussed the preservice teachers' subjective experiences deriving meaning from their own acculturation and their motivations to pursue careers in physical education (Lawson, 1986). Data were analyzed using a collaborative qualitative analysis (Richards & Hemphill 2018). Results indicated that the preservice teachers socialization experiences included (a) a strong connection with former teachers and coaches during acculturation led to initial interest in physical education as a means of pursuing a career aligned with physical activity enjoyment ; (b) through initial content courses infused with

democratic and reflective pedagogies, preservice teachers recognized the importance of community and strong class norms to facilitate learning; and (c) continued intentional instruction through the lens of Learning About Meaningful Physical Education enhanced understanding of and the ability to implement the Meaningful Physical Education Approach within field experiences. This research highlights the potential of the Learning About Meaningful Physical Education framework to transform physical education teacher training by promoting Meaningful Physical Education. The study contributes to the ongoing dialogue about effective pedagogical approaches in physical education, offering insights for educators and program developers.

Navigating Gendered Terrain: A Critical Feminist Exploration of Physical Education Teachers' Experiences with Classroom Management

Lead Author: Emma Lewis, Brock University

Co-author(s): Dr. Nathan Hall; Dr. Rob Millington – All from Brock University

Regardless of gender, many physical education (PE) teachers feel PE is a male-dominated /masculinized subject (Preece & Bullingham, 2020), which potentially casts female teachers as less competent in their profession and thus, less authoritative. Given such notions can reproduce socially, PE students' behaviour and level of respect for authority may fluctuate depending on their teachers' gender. This may be particularly apparent when considering classroom management (CM), a part of teaching significant to teachers and consequently the field of PE pedagogy. CM is an encompassing term which involves things like maintaining control of the class, grouping students for games/activities, using efficient transitional strategies, and regulating student behaviour (Chepyator-Thomson & Liu, 2003). Gråstén & Kokkonen (2022) reported that among PE teachers, women scored themselves lower than men in perceived CM efficacy. Their data, however, was collected quantitatively and did not examine why such gender differences existed. Therefore, this proposed study will qualitatively investigate the gender differences in PE teachers' experiences with CM. The goal is to discover whether a sample of Canadian PE teachers will demonstrate similar differences between genders when it comes to their feelings/experiences related to CM, and if so, why/why not? The theoretical basis for this study is centered around constructivism and critical feminism. Participants must be PE teachers in Canada, and the sample will be composed equally of men and women. Data will be collected through one-on-one interviews, and reflexive thematic analysis will be conducted (Braun & Clarke, 2022). As a feminist and aspiring physical educator, I want my research to highlight various lived experiences of teaching in a male-dominated environment. This research can help provide additional evidence regarding gender differences in PE teachers' experiences with CM. Furthermore, the study may help provide insight into mitigation strategies for challenges PE teachers face with respect to CM in Canada.

Indigenous Voices: Exploring Pathways of Indigenous Post-secondary Student-athletes

Lead Author: Megan Tomin, University of Saskatchewan

Saskatchewan has one of the largest Indigenous populations in Canada, comprising 17% of the province (Statistics Canada, 2022). However, Indigenous student-athletes account for only 3% (13 out of 420) of the University of Saskatchewan's athletic population (N. Orr, personal communication, October 2023). This significant disparity raises an important question: Why do Indigenous student-athletes remain underrepresented in post-secondary sport? Existing literature points to disparities in access to sport, physical activity, and education for Indigenous communities, which are deeply rooted in the enduring impacts of colonization. However, while

these disparities are well-documented, there is comparatively little known about the unique experiences of Indigenous athletes in this context, and their perspectives remain underrepresented in the existing body of literature. To explore this issue, we conducted a narrative inquiry to better understand the sporting and educational pathways of Indigenous student-athletes at the University of Saskatchewan. Narrative inquiry, with a focus on storytelling and temporality, provided a way for participants to share their unique experiences across the past, present, and future, while recognizing that these are shaped by complex socio-cultural contexts (Caine et al., 2020). Data collection involved three in-depth conversations with each participant. The first conversation examined key childhood and youth experiences in sport, physical activity, and education. The second conversation explored how these early experiences influenced their journey to post-secondary sport. The final conversation involved follow-up questions and a discussion of their current realities as Indigenous student-athletes. All conversations were audio-recorded, transcribed, and analyzed using Clandinin's (2013) three-dimensional narrative inquiry framework, considering temporality, place, and sociality. Our findings highlight the importance of strong support networks, access to infrastructure, quality education, and high-level training in fostering the success of Indigenous student-athletes. These insights offer valuable guidance for improving support systems and shaping future initiatives aimed at increasing Indigenous representation and success in post-secondary sport.

A Community-based Movement Education Program: Benefits Within and Beyond Campus Walls

Lead Author: Ashley Johnson, Queen's University

Co-author(s): Dr. Nathan Hall, Brock University

Celebrating its 31st year, the Children's Movement Program (CMP) is a Saturday morning physical activity program at Brock University in St. Catharine's, Ontario. A collaboration between the Department of Kinesiology and Brock Recreation, CMP welcomes approximately 235 children each session, running for 8 weeks starting in both September and January. Open to children ages 1 to 12, the program is based on movement education theory (Laban, 1958; Stanley, 1977; Wall & Murray, 1994) and includes educational gymnastics, creative dance, and developmental games. Each week, CMP introduces a new movement theme (e.g., body shapes) alongside a familiar motivational concept (e.g., storybooks or space stations) to help children explore and develop their movement language. The program framework aligns with foundational courses in Brock's Physical Education degree within the Department of Kinesiology. Despite its long-standing presence, limited research has been conducted on the program (Roberts, 1993; Johnson, 2010). Community-based programs need to consider both "players" and "layers." For example, the "players" may include children/participants, parents/grown-ups, student instructors, volunteers (Beehr et al., 2010; Hidalgo & Moreno, 2009) and program advisors, while the "layers" consist of elements like program philosophy and theory (Cote et al., 2009; Dixon, 2005; Stanley, 1977; Wall & Murray, 1994), partnerships, space, equipment, and program planning (Langton, 2007; Williams, 1994). To encourage discussion, the curriculum advisor and faculty support will (1) share specific details about CMP and recent evaluation feedback, (2) facilitate dialogue around benefits of and barriers to creating and maintaining community-based movement programs, and (3) explore how CMP or similar programs can provide experiential education opportunities for students (Brock University, 2016; Sax, 1997). A program with over three decades of existence has significant implications for both the community and campus, contributing to the advancement of physical education.