



Connecting scholars and professionals in the fields of PHE teaching and research in Canada and internationally.

2022 PHE Canada Research Forum

Program-at-a-Glance

Wednesday, April 27

- 10:00am - 5:00pm Eastern Daylight Time (EDT)

Thursday, April 28

- 10:00am - 4:50pm Eastern Daylight Time (EDT)

The PHE Canada Research Forum is hosted by the PHE Canada Research Council and provides a convening opportunity for academics, graduate students, and practitioners with a common interest in physical and health education. This year's Forum will take place exclusively online. All presentations will be made live via Zoom and will not be recorded.

 <https://phecanada.ca/researchforum>



2022 Event Sponsor:



#RCForum2022

Day 1 (Wednesday, April 27th)

Time (EDT)	Event
10:00 - 10:30	<p>10:00am - Zoom line opens 10:15am - Opening Remarks</p>
10:30 - 11:30	<p>Session A - Oral Presentations</p> <p>Developing and Enacting a Socially Just Teaching Personal and Social Responsibility (TPSR) Approach in Physical Education Teacher Education <i>Dr. Maura Coulter, Dr. Dylan Scanlon, Dr. Kellie Baker, Dr. Deborah Tannehill</i></p> <p>Disrupting the New Misogyny in Health Education <i>Dr. Twyla Salm, Amanda Kornaga</i></p> <p>Is There Gender Equity Within a National Governing Sport Organization? A Gender Audit of Biathlon Canada <i>Ashley M. Johnson, Dr. Michele K. Donnelly</i></p>
11:30 - 11:45	<p>Break - 15 minutes</p>
11:45 - 1:00	<p>Session B - Graduate Student Pitch n' Ditch</p> <p>Exploring the Factors That Support the Use or Acceptance of Excuse Notes in Physical Education <i>Sophie Nicholson</i></p> <p>Exploring the Past: High School Physical Experiences of Young Men <i>Evan Boechler</i></p> <p>Alone in The Gym (A Lonely Tale): Physical Education Teachers' Experiences of Isolation <i>Christa Spicer</i></p> <p>Physical Education Pedagogies: How Teachers Navigate the External Factors Influencing Student Participation in Physical Education Classes <i>Caitlin Ryan-Jean</i></p>
1:00 - 1:30	<p>Lunch Break - 30 minutes</p> <p>Graduate Student Social (Breakout Room) - meet other students; win door prizes; bring your lunch!</p>

Day 1 (Wednesday, April 27th)

Time (EDT)	Event
1:30 - 2:30	<p style="text-align: center;">Session C - Oral Presentations Preparing for Future Generations: Preservice Teachers, Teacher Education Programs, and Physical Literacy <i>Dr. Alexandra Stoddart, Katelyn Selanders</i></p> <p>Conceptualizing Meaningful Physical Education (Meaningful PE) - Group Concept Mapping With a Secondary School <i>Dr. Jodi Harding-Kuriger, Dr. Douglas Gleddie</i></p> <p style="text-align: center;">The Role of Schools in a Multi-Sectoral Approach to Physical Literacy Enriched Communities <i>Dr. Louise Humbert, Dr. Natalie Houser</i></p>
2:30 - 2:45	Break - 15 minutes
2:45 - 3:45	<p style="text-align: center;">Session D - Disrupt and Dismantle Interrupting "But This Is the Way We've Always Done It!" <i>Dr. Kellie Baker, Steve McGinley, Dr. Lauren Sulz, Dr. Ash Casey</i></p>
3:45 - 4:00	Break - 15 minutes
4:00 - 5:00	<p style="text-align: center;">Session E - Oval Discussions Developing Advocacy Skills in Physical Education: 'Advocacy Rants' and Beyond <i>Dr. Hayley J. Morrison, Dr. Jenna R. Lorusso</i></p> <p style="text-align: center;">Two Years Gone: The Loss of Physical Activity in Canada's Western Arctic <i>Colin Pybus</i></p>
5:00	Closing Remarks

Day 2 (Thursday, April 28th)

Time (EDT)	Event
10:00 - 10:10	10:00am - Zoom line opens
10:10 - 11:50	<p style="text-align: center;">Session F - Oral Presentations</p> <p style="text-align: center;">Let's Take a Breath! What Do High School Students and Teachers Think About Daily Outdoor Walking Breaks? <i>Anne Robillard</i></p> <p style="text-align: center;">Professionalization of HPE Teachers in Ontario and Quebec: A Documentary Analysis and Comparison <i>Dr. Stephanie Beni, Anne-Sophie Aubin, Cecilia Borges, Dr. Tim Fletcher, Jean-François Desbiens</i></p> <p style="text-align: center;">Teacher Candidates' Critical Reflections on Inclusive Physical Education: Deconstructing Our Past and Rebuilding New Paradigms <i>Dr. William Walters, Dr. Wendy Barber</i></p> <p style="text-align: center;">New Sail Model for Health and Physical Education: Lessons Learned From the Global South <i>Dr. Chunlei Lu, Olivia Lu, Wenting Rong</i></p> <p style="text-align: center;">What Can We Learn From the Trajectories of Novice Physical Education Teachers in Quebec? <i>Anne-Sophie Aubin, Cecilia Borges</i></p>
11:50 - 12:00	Break - 10 minutes
12:00 - 1:00	<p style="text-align: center;">KEYNOTE Session with Dr. Tara B. Blackshear "Putting Racism on the Agenda: A Global Pandemic in PHE"</p>
1:00 - 1:15	Break - 15 minutes

Day 2 (Thursday, April 28th)

Time (EDT)	Event
1:15 - 2:30	<p>Session G - Graduate Student Pitch n' Ditch Exploring Experiences of Indigenous Youth in Physical Education <i>Brittany Giles</i></p> <p>An Exploration of the Learner's Perspective of Alternative Environment Activities in Physical Education <i>Natasha Kuehnen</i></p> <p>"Hip Hop...You Don't Stop": Exploring Experiences of Pandemic Pedagogical Connection <i>Pearline Barrett-Fraser</i></p> <p>The Role of Loose Parts Play in Promoting Mental Well-Being: A Photovoice Study With Children <i>Esther Kiama</i></p> <p>Much the Same or Radical Change? The Case for a Multi-Sectoral Approach to Quality Physical Education <i>Steve McGinley</i></p>
2:30 - 2:45	Emerging Scholar Award Presentation and Break
2:45 - 3:45	<p>Session H - Oval Discussions</p> <p>Postdoctoral Fellowships 101: A Guide for Graduate Student Applicants and Faculty Supervisors in Physical Education <i>Dr. Jenna R. Lorusso, Dr. Stephanie Beni, Dr. Jodi Harding-Kuriger</i></p> <p>An Outdoor Break During a 3-hour Class: Time Well Spent or a Waste of Time? <i>Dr. Shannon Kell</i></p>
3:45 - 3:50	Closing Remarks
3:50-4:50	Research Forum Social and Retirement Celebration for Dr. Nick Forsberg

2022 PHE Canada Research Forum Keynote Address



Dr. Tara B. Blackshear, Ed.D.

Assistant Professor | Kinesiology
Physical Education Teacher Education
Program Coordinator
Towson University (MD, United States)

Keynote Speaker Dr. Tara B. Blackshear

Putting Racism on the Agenda: A Global Pandemic in PHE

Join the matrix of possibilities in Dr. Tara B. Blackshear's keynote message as she highlights the international investment in maintaining racial oppression, the underpinnings of racism evident in PHE, and proffers recommendations to help PHE achieve racial equity in research and practice to live up to mission statements of equity and social justice.

Schedule with Session Descriptions

Day 1 (Wednesday, April 27th)

Time (EDT)	Description
10:00 - 10:30	10:00am - Zoom line opens; 10:15am - Opening Remarks
10:30 - 11:30	<p style="text-align: center;">Session A - Oral Presentations</p> <p>Developing and Enacting a Socially Just Teaching Personal and Social Responsibility (TPSR) Approach in Physical Education Teacher Education Dr. Maura Coulter, Dr. Dylan Scanlon, Dr. Kellie Baker, Dr. Deborah Tannehill Teachers and teacher educators report uncertainties about how to integrate social justice content into physical-activity-based physical education contexts. We examined our teacher educator practice implementing a socially just Teaching Personal and Social Responsibility (TPSR) approach within an Outdoor and Adventure Activities course. Data collection and analysis were guided by LaBoskey's (2004) characteristics of quality self-study. Data included reflective teacher educator diaries, critical friend meetings, and pre-service teacher focus groups. Findings illustrate the importance of developing relationships; possibilities in implementing a re-imagined TPSR approach to capture social justice pedagogies; and the complexity of developing social justice pedagogies.</p> <p>Disrupting the New Misogyny in Health Education Dr. Twyla Salm, Amanda Kornaga The purpose of this study is to explore the role health education curriculum plays in producing realities that challenge or reproduce sexism. Thirty online health education curriculum resources and 233 scenarios were identified for critical discourse analysis. Often, young women are positioned as petty, indecisive, and focused on appearance whereas young men are positioned as athletic, academic and ambitious. We propose a Sexism Analysis Model (SAM) that incorporates critical questioning and counter-narrating that can be used to analyze every day and systemic sexism without disregarding familiar situations or attempting to neutralize complex curriculum health issues.</p> <p>Is There Gender Equity Within a National Governing Sport Organization? A Gender Audit of Biathlon Canada Ashley M. Johnson, Dr. Michele K. Donnelly Biathlon Canada is committed to improving gender equity in all aspects of its organization and operation. In order to make informed decisions about improving gender equity, Biathlon Canada needs accessible information about their current situation. A gender audit was conducted to assess how gender is taken into consideration (or not) in all aspects of the organization, and to inform evidence-based recommendations for change. The oral presentation will present major findings across all data sets, short-term and long-term recommendations and resources that emerged from the audit and highlight some of the actions already taken by this national sport organization.</p>
11:30 - 11:45	Break - 15 minutes

Time (EDT)	Event
11:45 - 1:00	<p style="text-align: center;">Session B - Graduate Student Pitch n' Ditch</p> <p>Exploring the Factors That Support the Use or Acceptance of Excuse Notes in Physical Education Sophie Nicholson Physical education participation declines in middle-school aged students. Various factors affect participation in physical education and excuse notes may act as a barrier to participation. This qualitative study aims to explore factors that may support the use or acceptance of excuse notes in physical education. Document analysis of 349 de-identified physical education excuse notes and two semi-structured in-depth interviews with one physical education teacher will be conducted. Findings will be reported using storytelling methodology to gain insight into and convey the teacher's personal experience. Results may provide insight into how excuse notes may prevent students from participating in physical education.</p> <p>Exploring the Past: High School Physical Experiences of Young Men Evan Boechler While numerous researchers have investigated the physical education experiences of girls and young women, limited research has been conducted to better understand the physical education experiences of boys and young men. This study seeks to explore the retrospective experiences in physical education of selected male university students. The focus of this study will be on the mechanisms that affected engagement in each participant's physical education class and the role that physical cultural capital may have played in these experiences.</p> <p>Alone in The Gym (A Lonely Tale): Physical Education Teachers' Experiences of Isolation Christa Spicer A narrative inquiry into physical education (PE) teachers' experiences of isolation. To come alongside PE teachers and really hear the stories they tell of their experiences of isolation and see close up the particularities of their lives unfolding to reveal what is going on through sharing these stories other PE teachers may relate to and find solace in an acknowledgement that they are not alone.</p> <p>Physical Education Pedagogies: How Teachers Navigate the External Factors Influencing Student Participation in Physical Education Classes Caitlin Ryan-Jean The purpose of this metaethnographic project is to understand the rationale behind physical educators' pedagogic approaches towards navigating external influences in their students' lives, such as social media, bullying, socioeconomic background, gender identity, race, cultural background, family dynamics. In addition, this project aims to understand how teachers grow their Physical Education (PE) teaching skills to encourage more genuine and meaningful student participation in their classes. Guiding this metaethnographic study will be the following research question: How can teachers best navigate the external factors influencing student participation in Physical Education classes? This research is being conducted for a master of education capstone project. Data from qualitative interviews with practicing teachers will undergo a metaethnographic and combined with autoethnographic from the researcher will provide a reliable interpretation of the data.</p>

Day 1 (Wednesday, April 27th)

Time (EDT)	Event
1:00 - 1:30	<p style="text-align: center;">Lunch Break - 30 minutes</p> <p style="text-align: center;">Graduate Student Social (Breakout Room) - meet other students; win door prizes; bring your lunch!</p>
1:30 - 2:30	<p style="text-align: center;">Session C - Oral Presentations</p> <p>Preparing for Future Generations: Preservice Teachers, Teacher Education Programs, and Physical Literacy Dr. Alexandra Stoddart, Katelyn Selanders</p> <p>Research has indicated some preservice teachers have room to grow when it comes to physical literacy. This explanatory sequential study explored how preservice teachers understand physical literacy, its place in the provincial physical education curriculum, and whether more support is needed during their teacher preparation program. This presentation will focus on Phase Two, where six participants were purposefully selected to participate in semi-structured individual interviews. Findings suggest preservice teachers who have had at least one post-secondary physical education course recognize and value the importance of physical literacy, but require more support from teacher education programs.</p> <p>Conceptualizing Meaningful Physical Education (Meaningful PE) - Group Concept Mapping With a Secondary School Dr. Jodi Harding-Kuriger, Dr. Douglas Gleddie</p> <p>The overall purpose of physical education (PE) is the co-creation of a democratic space in which transformational experiences are continuously occurring (Fletcher et al, 2021). The purpose of this research was to 1) identify the concepts of Meaningful Physical Education (Meaningful PE) (Beni, Fletcher, & Ní Chróinín, 2017; Fletcher, Ní Chróinín, Gleddie, & Beni, 2021) that students found to be the most important and 2) distinguish which concepts have the most potential to provide students with Meaningful PE (Beni, Fletcher, & Ní Chróinín, 2017; Fletcher, Ní Chróinín, Gleddie, & Beni, 2021) experiences: translating research to practice.</p> <p>The Role of Schools in a Multi-Sectoral Approach to Physical Literacy Enriched Communities Dr. Louise Humbert, Dr. Natalie Hauser</p> <p>While teachers and administrators play a vital role in the development of physical literacy they often work in isolation. This study focused on the experiences of educators involved in a multi sector intervention designed to create a physical literacy enriched community. Teachers and administrators worked alongside sport and recreation leaders, community members, and parents to offer children multiple opportunities to develop their physical literacy. Results indicate that educators contributed greatly to all aspects of the intervention. The educators involved in this study shared valuable insights on the impact of the intervention on their teaching and their work with community members.</p>
2:30 - 2:45	<p style="text-align: center;">Break - 15 minutes</p>

Day 1 (Wednesday, April 27th)

Time (EDT)	Event
2:45 - 3:45	<p style="text-align: center;">Session D - Disrupt and Dismantle</p> <p>Interrupting “But This Is the Way We’ve Always Done It!” Dr. Kellie Baker, Steve McGinley, Dr. Lauren Sulz, Dr. Ash Casey</p> <p>Physical education (PE) is in a holding pattern - the same old thinking (and doing) yielding the same old results. As custodians of Physical and Health Education, and linchpins of education reform, teacher educators must take action to disrupt and dismantle traditional practices in PE. Through this discussion, we are encouraging a critical look at ways in which teacher educators might interrupt the status quo of PE delivery. As part of the disrupt and dismantle process, we encourage both discussion of, and challenge to the ideas and notions shared throughout the panel discussion.</p>
3:45 - 4:00	Break - 15 minutes
4:00 - 5:00	<p style="text-align: center;">Session E - Oval Discussions</p> <p>Developing Advocacy Skills in Physical Education: ‘Advocacy Rants’ and Beyond Dr. Hayley J. Morrison, Dr. Jenna R. Lorusso</p> <p>Physical educators' advocacy skills can be fostered through learning how to tell persuasive stories. A key factor in effectively influencing others is to not only present compelling evidence in support of your position, but also to use simple stories that appeal to the target audiences' particular biases. In this presentation, a structure for crafting persuasive stories will be provided (based on the Narrative Policy Framework) as well as details on a corresponding learning exercise/assignment called 'advocacy rants'. Attendees will also be engaged in a discussion about other ways physical education teacher educators might foster advocacy skills in their classrooms.</p> <p>Two Years Gone: The Loss of Physical Activity in Canada’s Western Arctic Colin Pybus</p> <p>The ongoing COVID situation being experienced in Canada and worldwide has had clear negative impacts on youth activity levels and skill development. Maybe nowhere else has felt the impact of closures and participation restrictions more than Canada's Northern communities. The lack of outdoor opportunities, indoor spaces being closed or highly limited and the back-and-forth nature of health-related restrictions, the effects on the activity levels, and lost development time of Northern youth will be felt for years.</p>
5:00	Closing Remarks

Time (EDT)	Event
10:00 - 10:10	10:00am - Zoom line opens
10:10 - 11:50	<p style="text-align: center;">Session F - Oral Presentations</p> <p>Let's Take a Breath! What Do High School Students and Teachers Think About Daily Outdoor Walking Breaks? Anne Robillard Anne will reveal the results of her MEd research project that took place in two Alberta and British Columbia high schools: 1) health and wellbeing benefits experienced by students and teachers through implementation of daily 15-minute outdoor walking breaks into their Grade 10 Science and Grade 12 Social Studies classes, and 2) future considerations for embedding daily 15-minute outdoor walking breaks into the high school curriculum and reflections on the Alberta and British Columbia Daily Physical Activity Policies.</p> <p>Professionalization of PHE Teachers in Ontario and Quebec: A Documentary Analysis and Comparison Dr. Stephanie Beni, Anne-Sophie Aubin, Cecilia Borges, Dr. Tim Fletcher, Jean-François Desbiens Professionalization of PHE teachers is a highly contested concept. In Quebec, PHE teachers have long fought for the establishment of a professional order, while Ontario is the only Canadian province with a professional organization for teachers. High attrition rates among beginning teachers in Quebec are problematic, particularly in PHE. Can the development of a professional order of PHE teachers help to regulate the profession, improving teacher retention? The purpose of this presentation is to review publicly accessible documents related to teacher professionalization in Ontario and Quebec, comparing the factors and actors influencing the professionalization of HPE teachers in each province.</p> <p>Teacher Candidates' Critical Reflections on Inclusive Physical Education: Deconstructing Our Past and Rebuilding New Paradigms Dr. William Walters, Dr. Wendy Barber We understand, that in PE, there often is a "paradigm of normativity" (Fitzgerald, 2005, p. 54) and that notions of ability and disability have seen physical educators as able-bodied, physically literate individuals who excel in sport. This research examined physical education teacher education (PETE) candidates' understanding and experiences with physical disability and inclusion in physical education (PE). Using videography, the researchers captured students' critical reflections examining their experiences prior to PETE and following course work intentionally designed to disrupt notions of normativity. PSTs were presented with learning opportunities to reconceptualize what fully inclusive PE pedagogy means in disrupting past experiences.</p>

Time (EDT)	Event
10:10 - 11:50	<p style="text-align: center;">Session F - Oral Presentations (continued)</p> <p>New Sail Model for Health and Physical Education: Lessons Learned From the Global South Dr. Chunlei Lu, Olivia Lu, Wenting Rong</p> <p>The forms of formal schooling have dominated the world since being created in Western Europe in the early 19th century; nonetheless, they have generated serious problems and many reform initiatives have failed. The New Sail Model was recently developed based on the successful alternatives from the Global South. The present study examined the structural (e.g., students' role, learning sites, teacher's role, learning materials, and the role of family and community) and procedural (e.g., planning, pedagogy, assessment) frameworks of the New Sail Model for health and physical education (HPE), and challenges and future research directions of the new model for HPE.</p> <p>What Can We Learn From the Trajectories of Novice Physical Education Teachers in Quebec? Anne-Sophie Aubin, Cecilia Borges</p> <p>Whether it be the complex working conditions or the specific challenges of teaching PE (Richards, Gaudreault, Starck & Woods, 2018), the way novice PE teachers navigate their first years is a complex place of co-construction between them and their environment (Balleux & Perez-Roux, 2013). These professional relationships are in fact at the center of the construction and negotiation of professional knowledge (Borges, Lenzen & Loizon, 2017) and manifested through the occupational socialization process (Pike & Fletcher, 2014). We are seeking to better understand and document the trajectories of PE teachers, particularly regarding their overall occupational socialization process and their knowledge.</p>
11:50 - 12:00	Break - 10 minutes
12:00 - 1:00	KEYNOTE Session with Dr. Tara B. Blackshear "Putting Racism on the Agenda: A Global Pandemic in PHE"
1:00 - 1:15	Break - 15 minutes

Time (EDT)	Event
1:15 - 2:30	<p style="text-align: center;">Session G - Graduate Student Pitch n' Ditch</p> <p>Exploring Experiences of Indigenous Youth in Physical Education Brittany Giles My proposed research study is to learn about the lived experiences of Indigenous youth and children in physical education. I will be utilizing Indigenous methodology and one-on-one in-person semi-structured interviews, that will be audio recorded. The participants will be any gender of Indigenous youth and children between the ages of 12-14 years old presently attending grades 7-8 at an Ontario public school. I will hopefully provide evidence for what is needed to help enhance experiences for this population in public school physical education programs and provide suggestions to incorporate Indigenous culture and traditions into these programs.</p> <p>An Exploration of the Learner's Perspective of Alternative Environment Activities in Physical Education Natasha Kuehnen Alternative Environment Activities (AEAs), frequently seen in physical education (PE) programs across Canada, are beneficial to learners. 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, grade 7-8 students from Ontario public schools will participate in semi-structured focus groups. These findings may provide information that could help improve future inclusion and structure of AEAs in PE.</p> <p>"Hip Hop...You Don't Stop": Exploring Experiences of Pandemic Pedagogical Connection Pearline Barrett-Fraser COVID-19 may have hindered the way dance is taught, but for those with a passion to keep moving, innovative ways to experience Hip-Hop transpired. This motion-sensing phenomenological inquiry into the experiences of three Hip-Hop Dance Teachers details the ways the phenomenon of connection was cultivated. By analyzing observations and interviews oriented toward the postures, gestures, and feelings of dance teachers interacting with their students in virtual and in-person contexts, somatic understandings for the ways agency, solidarity, and resilience emerged. Despite the limitations of COVID-19, lyrics by the infamous Sugarhill Gang rang true - with HIP-HOP, WE DON'T STOP!</p> <p>The Role of Loose Parts Play in Promoting Mental Well-Being: A Photovoice Study With Children Esther Kiama With the rising of mental health problems in children, play has been recommended as crucial in the promotion of children's mental health. To ensure quality in the provision of mental health support services, the voice of the children on this matter is paramount. Therefore, this study explores children's perspectives and experiences on the role loose parts play impacts their mental well-being. Narrative-Photovoice methodology will be employed with thematic analysis. Findings from this study are significant in improving the quality and effectiveness of loose parts play programs as a mental health support service.</p>

Day 2 (Thursday, April 28th)

Time (EDT)	Event
1:15 - 2:30	<p align="center">Session G - Graduate Student Pitch n' Ditch (continued)</p> <p>Much the Same or Radical Change? The Case for a Multi-Sectoral Approach to Quality Physical Education Steve McGinley</p> <p>My proposed study explores and analyzes the intricate relationships and collaborative efforts of a collective of provincial (British Columbia) and national healthy school, physical education and physical literacy champions, teachers and expert stakeholders who have come together to take a multi-sectoral approach to guide, advise, develop, and deliver the best Physical and Health Education (PHE) program possible for our children.</p>
2:30 - 2:45	<p align="center">Emerging Scholar Award presentation and Break</p>
2:45 - 3:45	<p align="center">Session H - Oval Discussions</p> <p>Postdoctoral Fellowships 101: A Guide for Graduate Student Applicants and Faculty Supervisors in Physical Education Dr. Jenna R. Lorusso, Dr. Stephanie Beni, Dr. Jodi Harding-Kuriger</p> <p>Postdoctoral fellowships (PDFs) are becoming increasingly common in physical education, yet understandings of these positions remain nebulous to many. This oval table provides a space for physical education graduate students and faculty members who may, respectively, pursue or supervise PDFs, a space to discuss the following key questions: What are PDFs? How does one get into a PDF? Why might(n't) someone pursue a PDF? What is the lived experience of a PDF for fellows and their supervisors? Perspectives will be offered by three PHECRC members currently employed as PDFs, with supporting viewpoints from past fellows and current supervisors also shared.</p> <p>An Outdoor Break During a 3-Hour Class: Time Well Spent or a Waste of Time? Dr. Shannon Kell</p> <p>This upcoming research project focused on taking a 30-minute break outdoor during a 3-hour course will seek the perceptions of students; do they make effective use of a 30-minute break, do they see it as a waste of time, do they adhere to going outside, and will/could they use this as a well-being strategy in their own classroom/teaching? This oval table will discuss the research supporting an outdoor break and what is still unknown, how we might consider implementing a practice such as this, and why we could all benefit from taking more breaks outdoors.</p>
3:45 - 3:50	<p align="center">Closing Remarks</p>
3:50-4:50	<p align="center">Research Forum Social and Retirement Celebration for Dr. Nick Forsberg</p>

2022 PHE Canada Research Forum

Organizing Committee



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Forum Co-Chair

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