

COACH'S CORNER



NOVEMBER EDITION

LETTER FROM THE EDITOR

Hi everyone! Hope your semester has been great. It is so crazy how fast it has flown by!! It feels like just yesterday we were all getting ready to start the fall semester. Through Coach's Corner, I have had the opportunity to encapsulate memories of these past few months. As much as our memories stay ingrained in our minds, I feel as though a tactile + electronic collection of events from the year, advice and interviews with individuals from the Kin community, and all other elements that have been part of Coach's Corner provide a unique collection of moments that are fun to look back on. That being said, if there is anything more you would like to see for the remainder of the year, please do not hesitate to email coachscorner@pheksa.queensu.ca



Good luck to everyone on your exams, and see you next semester!

-Amy Posel

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MOTIONBALL FLAGS TOURNAMENT



INTERVIEW WITH DR. ROB BEAMISH: PHESA PRESIDENT OF 1972



Q: Can you tell us a little bit about yourself?

I'm Rob Beamish, I'm a graduate of the School of Physical and Health Education class of 1972, and from there my goal originally was to become a high school phys ed teacher like most of my classmates did, but I didn't end up doing that. I ended up working in a post-coronary research program for a couple of years, and from there, became interested in sociology of sport, so I did a master's degree in sociology here at Queen's and then did a Ph.D. at the University of Toronto in sociology, taught in the School of Physical Health Education at UofT for four years. And then a job opened up here at Queen's to which I applied and then successfully received. I ultimately became the Associate Dean of Studies at Queen's, and then when I returned, I became the department head of sociology. I've taught at Queen's now for about thirty-five years, retired four years ago, and then this year I'm teaching a couple of courses in sociology. I still remain active - I played hockey my first year, then switched to wrestling, and was a fairly successful wrestler, and also learned lacrosse in my first year and so played lacrosse in the summer, sorta continued on with hockey as an older-timer, coaching lots of hockey teams on the way, and most recently started mountain biking.

Q: During your time here, you were the PHESA president, is that correct?

We had co-presidents back then, so Deborah Pepler and I were co-presidents; in my fourth year she was in her third year. It was a great time to be a PHESA executive member because, well, we thought the class were large - they weren't nearly as large as they are now, and everybody was in Phys Ed - there wasn't the Kinesiology/Physical Education split. The activities tended, in first and second year, to be segregated - the women did their activities and we did ours - so we didn't get to know the women that well in first and second year, but in third year, we all had to do social dance, so we interacted a lot, and then of course, all of our lecture courses, which became more in second year, third year, and fourth year, were together. So there was a real esprit de corps within our year in particular, but amongst the years as well, so that made it fun. You knew pretty well everybody.

Q: What kinds of things did you do as president of PHESA?

We organized a few things - we had what we called a "mixing bowl" at the beginning of the year, which was kind of a bit of a dance, but mostly it was a chance for people to come and interact, and it was really designed because back then, the orientation week wasn't separate for Phys Ed - the Phys Ed kids were just amongst the Arts and Science students, so it was the first time where all the Phys Ed students were together, and got to meet people who were in upper years, and we tried, Deb and I, to create a buddy system where a second-year person was a buddy for a first-year person, and that was sort of established at the mixing bowl. We did a couple of dances, and another thing we did that was kind of fun was we held an auction. A few friends of mine went around to different stores to get free merchandise that we could then auction off, and we had about five things, I can't remember what the first three were, but they were auctioned off and we sort of said this is our worst prize and this is our second worst prize and then this is our second best prize and this is our best prize. The best prize was a record of Tom Jones - so it gives you a sense of how sad the other prizes were!



Scan the QR code to watch a video of the full interview!

Q: Can you tell us a bit about how your classes were and which were your favourites?

In our first year, we had no classes in the Phys Ed building, because it was, at that point, relatively small. It was in my second year that they built what was the Physical Education Center, the PEC, with the arena, the Ross Gym, the Bartlett Gym, and the Buse Gym. When I was here in first year, we had just the Buse Gym. So in our second year, we had no facilities at all. We did our swimming in the evening, as a class we would get on a school bus and go over to RMC, we'd swim in their pool. As a wrestler, my body fat was like eight percent, and their pool was freezing, so I would just go blue in this pool, then get on a cold bus and come back. But also, sharing hardships kind of brought the class together, so when we got together fifty years later, the stories about the old swim classes over at RMC were well-recalled. And then the next year when they opened up the PEC, we had the best facilities that had ever existed, you know, squash courts, paddle ball courts, three gyms, a gymnastics mezzanine - all sorts of equipment that we never had before, so we had that experience as well.

Dr. Beamish told us that since he outlived the original building, and then the PEC, he plans to outlive the ARC too!

In third year and fourth year, all of our Phys Ed classes were in the PEC. The lecture classes were easy because, in fourth in particular, we never really had to leave the building. Some of us had Arts and Science courses to finish off but most of our classes were in here so we just hung out together. They also had a maroon, which was kind of a common room for students that was well-used.

Q: What were some of the traditions that Queen's PHE had?

One of the traditions was, back in the day, Jake Edwards taught the outdoor education program, but Jake also ran the orienteering course. And so Jake would set up the course. It started off with fairly simple orienteering, but at the end of the course, there was a night orienteering competition out at Cataraqui golf course. The tradition about that was that everybody either dreaded but also looked forward with some anticipation to the night. You only had so much time to complete the course (we were bussed out there). There are stories where - because Jake was all about time, and so you had to be done by, I think it was 10:30. And so if you weren't on the bus by 10:30, Jake closed the door and the bus left. So there was always the fear that you wouldn't be done in time for that.

Q: What was your favourite experience during undergrad?

My fondest memory is the friendships that I made. Those friendships, now fifty years later, have held us together as a year. I knew everybody in the class. Those friendships were probably the highlight of the undergrad experience.

Q: What were some of the things students would do for fun when they weren't in school

Especially once the new PEC opened up, people played badminton lots, they played squash lots, they played paddleball lots, which we had never been able to do before. I think a lot of the fun activity was done by being physically active. Folk music was big, so we listened to lots of folk music. There were some Arts and Science activities that I got involved with that I thought were fun. One was a drama program film night to show their films and that was fun, a bit of an underground experience. I doubt there were as many clubs then as there are now, but certainly there were lots of extracurricular activities.

Q: Do you have any final piece of advice for our current Kin students?

There is a philosopher, Allan Bloom, who talks about the four years of the university experience as being the opportunity to expand your horizons as you would never before; it is the one opportunity between the intellectual wasteland of high school, and the dull, boring world of professionalism that comes afterwards. It is really true - when I teach the first year sociology course, I say welcome to what might be the four fastest, but also the most influential years of your life. The expectations at university are different than they are at high school, so you need to raise your standards to meet those expectations, but at the same time, you will have more freedom than you've ever had. To use that freedom to explore all of the opportunities that exist within the university is the best advice that I can give. One nice thing about Queen's is it's a residential university - we are, maybe not the only show in town, but we are THE show in town. There is lots of things to do, so whether it is athletics or drama or music - whatever your interests are, try to take advantage of that.

MEET THE 2023 WAG EXEC!



Eunice Rosalie
CO-CHAIRS



Lynden Emily
ADVOCACY & EDUCATION



Morgan Megan
BUDDY COORDINATORS



Allison Jason
COMMUNITY OUTREACH



Holly Dibroop
EVENTS & ACTIVITIES



Sarah Miriam
FOOD & DECORATION



Grace Izaak
FUNDRAISING



Rylie Michael
REGISTRATION



Alexandra Julia
MEDIA & MARKETING



Eva
TREASURER

LEARNING ABOUT DISABILITY WITH WAG

Winter Adapted Games (WAG) is an annual event full of fun games and activities for individuals with an identified disability hosted and organized by the School of Kinesiology and Health Studies and the School of Rehabilitative Therapy. It is an important day to promote physical activity and foster relationships between Queen's students and individuals from the Kingston community. This year WAG will be taking place on January 28, 2023.



The Facts

- ★ More than 6.2 million Canadians (22% of the Canadian population) live with some form of a disability.
- ★ Adults with a disability are only half as likely to obtain a university degree compared to adults without a disability.
- ★ Over 1.4 million Canadian adults report needing daily physical assistance.
- ★ Disability not only affects the individual, but also their family and care providers.

The Myths

Myth: Disability is always visible and obvious.

Fact: Hidden disabilities have just as many limitations and/or difficulties as those that are visible.

Myth: Individuals with disabilities are always struggling.

Fact: While pain at times can vary, those with a disability do not necessarily experience any more pain or suffering as able-bodied individuals do.

Myth: Accommodations give individuals with a disability an unfair advantage.

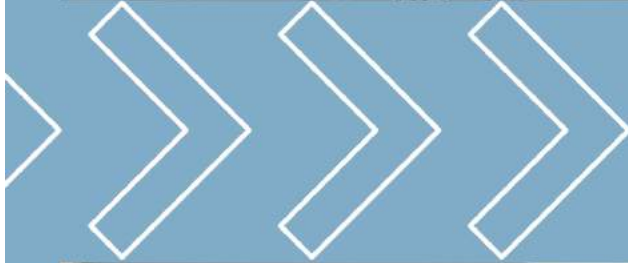
Fact: These accommodations help to ensure equity for all regardless of disability.

If you are interested in becoming a buddy or volunteering, sign up now using the link below!

<https://forms.gle/FFdZtnQYN1TkrdVcA>



SKHS CAREER FAIR



COFFEE WITH THE PROFS



EXAM STUDY TIPS

HLTH 101

Have a general understanding of the readings, & make sure you can connect similar concepts and relate them
- Johnny Marrongelli

KNPE 153

Do as many practice problems as possible from the exam bank, go to office hours if you're unsure of anything, and attend the review sessions
- Olivia Smith

KNPE 261

Understand the motor learning loop really well
- Zoli Mayer

KNPE 265

Make sure to go over the details of every theory and practice explaining them
- Amy Posel

+ Practice questions - the only way you get better at physics and math is with repetition
- Katie Wakileh

ANAT 315

Close your notebook and practice recalling the information. You can do this by lecturing to yourself, making flashcards, or creating active recall questions
- Stuart Mladen

PSYC 100

I created a jeopardy-like game with my friends with practice questions from previous PSYC 100 quizzes on Quizlet
- Liza Squire-Fisher

KNPE 225

Take each question as a new scenario and read it carefully - determine the comparison, identify how the component fits into the control of the regulated mass (flow, conductance, gradient or related mechanism) and use your cause effect relationship maps to find the answer
-Stacey Forbes

KNPE 251

Know the theory behind everything and how you got to the answer step-by-step, in addition to how to use the equations
- Emma Lambert