

Contributors

Tineke Abma is Professor of Participation & Diversity at the dept. of medical Humanities of the Amsterdam University Medical Centers and research leader at the Amsterdam School of Public Health, Amsterdam, The Netherlands. She is also the Director of Leyden Academy on Vitality and Ageing in Leiden. She is a member of the International Collaboration for Participatory Health Research (ICPHR) consortium, initiated the Centre for Client Experiences and worked lately on a book with others about *Evaluation for a Caring Society* and *Participatory Research of Health and Well-being*. KLIK is one of the projects she initiated.

Kristi Allain is an associate professor in the Sociology Department at St. Thomas University. Her work engages the intersections of gender, Canadian national identity, and physical culture.

Krishna Bhagat is an Assistant Professor in the Department of Public Health at Benedictine University. Her research interests include examining taken-for-granted public health "stories" with a more critical lens and discovering ways to promote health in a more holistic, effective, inclusive, and safer manner. She is currently working on a project that aims to deliver culturally-tailored, weight-inclusive health messages through virtual formats to lower-income, minority populations.

Sheryl Clark: Is a researcher and lecturer in the field of educational studies with particular interests in gender, sport, identities, youth, schooling and girlhood. In particular, Sheryl's research makes use of qualitative methods working with children and young people in schools and other physical activity settings. Sheryl's work draws on poststructural perspectives to consider processes of social identification in relation to learning, gender and achievement in schooling and other contexts. Her work critically interrogates the discursive effects of health and achievement codes on children and young people's embodied subjectivities with particular attention to social inequalities.

Stephanie Cork is a Doctoral Candidate at the University of Maryland in the Department of Kinesiology (School of Public Health) at the University of Maryland. In particular, she is interested in the Physical Culture of Diversity in institutions, with a particular focus on "diversity work" as a health and educational intervention. She received her Bachelor's and Master's from Queen's University in Kingston, Ontario. Both degrees are in Sociology with a focus in Disability Studies.

Patrick Crowley is a Doctoral Candidate and Teaching Assistant in Theatre and Performance Studies at the University of Maryland. He is a director, educator and applied theatre facilitator with over 15 years of experience in the field. Professional theatre credits include theaters such as Woolly Mammoth, Forum Theatre, Imagination Stage, Gala Hispanic Theatre, International Theatre and Literacy Project, The National Performance Network, The Kennedy Center and the NY and DC Hip Hop Theater Festivals. He has led applied theatre workshops across the globe in a variety of contexts with a wide range of populations, such as with Iraqi peacebuilders, Rwandan educators, seminary scholars, organizers, historians, museums, schools, universities and senior centers. He holds a Master's Degree in Applied Theatre from the City University of New York. He is a member of the Lincoln Center Directors' Laboratory and was the recipient of the 2007 DC Mayor's Arts Award: Outstanding Emerging Artist.

Philip Deering (B.A, MBA) is a Mohawk entrepreneur from Kahnawá:ke Mohawk Territory. From 1972 to 1982, Philip developed and administered the Indian Way School, the first native-designed high school in North America. In 1978, he articulated the project-education design plan for the Kahnawá:ke Survival School, the community's second high school. In 1979 he and the senior Indian Way School students created a third student-driven initiative, The Kahnawá:ke Institute for Advanced Studies in Native Self-Sufficiency. Presently Philip works as a cultural interpreter for the Montreal art collective Native Immigrant, is involved in the Tamarack Institute's Communities Building Youth Futures initiative, and sits on the KahnawaÉ:ke Schools Diabetes Prevention Project executive committee.

Stephanie Dotto has a PhD in Canadian Studies from Trent University. Her dissertation, titled *From Toronto to Africville: Youth Performing History as Resistance*, discusses her work using Augusto Boal's theatre of the oppressed to explore episodes of Canadian history with Black middle-school aged youth.

Jessica Francombe-Webb is a senior lecturer in physical culture, sport and health at the University of Bath. Jessica's research draws from the discipline of feminist physical cultural studies and her interest in these areas pertain to issues of power, gender, social class, race, age and disability across the lifespan. Her work also critically interrogates the impact of the media and technology in everyday life.

Tricia Homer is a lecturer in the Smith Business School at the University of Maryland and has developed (and teaches) the core course Business Communication: Storytelling with Data for the MS in Business Management Program and part-time MBA program. As Executive Communication Coach, offers workshops, one-on-one sessions and group coaching that addresses students' oral presentation skills. She is co-founder of HGVenture, LLC a mission-driven management consulting firm. Clients have included the Center for Law and Social Policy, the US Institute for Peace, Theater Alliance, the City of Rockville, American University's School of Communication, CET Academic Programs, Lakeland Community Heritage Project, and Peak Grantmaking (formerly known as Grants Managers Network).

Shannon Leigh Jette is an Associate Professor in the Department of Kinesiology (School of Public Health) at the University of Maryland. Her research focuses on social, cultural, and historical aspects of knowledge production in the disciplines of kinesiology, medicine, and public health. She is particularly interested in studying exercise and fitness practices as technologies of health that have the potential to shape how we understand and experience our bodies.

Jordan Koch is an Assistant Professor in the Department of Kinesiology and Physical Education at McGill University. His research examines the delivery of sport, physical education and health promotion programs in both rural First Nations and urban Indigenous contexts. His research has been funded by SSHRC, CIHR and Sport Canada, and was also recognized by the Sport Information Research Centre for the 'Impact of Sport on the Community' category. He is Co-Investigator on the CIHR-funded Indigenous Mentorship Network Program; an inaugural member of the Sites of Survivance Indigenous Research Network; and a longstanding member of the Native American and Indigenous Studies Association. He recently became Co-Director (with Drs. Lee Schaefer and Alex McComber) of the CFI-funded Centre for Culturally Responsive Research in

Kinesiology and Physical Education at McGill University—an emergent interdisciplinary research centre forged in collaboration with Quebec-based Indigenous partners.

Amelia Tekwatonti McGregor is a Kanienkeha:ka Elder of the Bear Clan family in the Mohawk Territory of Kahnawá:ke. She is a proud wife, mother, foster-parent, grandparent, and great grandparent. Amelia has volunteered on the Kahnawá:ke Combined Schools Committee for over 30 years. The combined schools committee assures high-quality Indigenous curriculum and programs of study throughout the Kahnawá:ke education system. Amelia is also an active member of the Kahnawá:ke Schools Diabetes Prevention Project Research Team (KSDPP) and has been involved in health promotion and the Kahnawá:ke School Diabetes Prevention Project (KSDPP) Community Advisory Board since 1994. Amelia has served as Elder of the KSDPP Executive Committee since 2004. Amelia has represented KSDPP and Kahnawá:ke at several national and international gatherings around diabetes, wellness, and Indigenous health.

Laura Palmer: Gained her Postgraduate Certificate in Education from the University of Exeter, UK, in 2016. She is currently a PE teacher and maintains an active interest in promotion girls' participation.

Lisa M. Perhamus is a mother, activist, and educator. Originally from upstate New York, she now lives in Western Michigan, where she is an Associate Professor at Grand Valley State University and Director of the university's Civil Discourse Program. As a sociologist of urban education, her work focuses on how young children, their families, and community members kinesthetically experience and create emotional and material conditions of resiliency.

Carolyn Pluim is a Professor and Chair of the Department of Leadership, Educational Psychology and Foundations at Northern Illinois University in Dekalb, Illinois. Her research interests focus on the ways in which health and physical education policies and practices are discursively positioned within formal and informal school mandates. Her work explores how students take up these imperatives, how health priorities influence the responsibilities and obligations of teachers, and impact the affective environment of schools.

Anna Posbergh is a doctoral candidate in Physical Cultural Studies at the University of Maryland, College Park. Her research interests include the governance/medicalization of women's bodies and sport policy. The focus of her dissertation is on the rationales behind and implementations of 'protection' for women athletes in science-driven sport policies.

Lee Schaefer is an Assistant professor in the Department of Kinesiology and Physical Education at McGill University. Dr. Schaefer's research focuses on the health and wellness of Indigenous youth in both urban and reserve settings, promoting the physical and social benefits of quality developmental programming and engaging future practitioners in advocating for social justice and culturally responsive pedagogies. Alongside a number of Indigenous community partners (Saskatchewan, Alberta, Quebec), this research has become focused around diabetes prevention, with an interdisciplinary emphasis that includes, physiology, epidemiology, and psychology. Both of my areas of research are responsive to the Truth and Reconciliation Calls to Action, which offers a unique opportunity to study the role that physical activity and health research can play in recon-

ciliation. A recent Canadian Foundation for Innovation grant will provide the state-of-the-art infrastructure to facilitate community-based research that places a primacy on Indigenous ways of knowing in kinesiology and physical education and allows for ways forward in regards to reconciliation between Indigenous and non-Indigenous Canadians.

Janine Schrijver is a documentary photographer and participatory health researcher. She worked for a national newspaper and her work is in collection of the Rijksmuseum Amsterdam, amongst others. Final years she initiated KLIK and works participatory with children to increase their health and well-being from an arts-based approach.

Michelle Teegarden is a recent MPH graduate from Benedictine University. She is a strong advocate of whole-body wellness—treating the whole person—body, mind, and spirit. Her research interests mostly have been in mental health epidemiology. She delves into topics such as socioeconomic stressors affecting mental health, including the lack of access and poor utilization of mental health services, as well as effective coping mechanisms to sustain personal resilience. Since the pandemic began, Michelle has been dedicating her efforts to communicating evidence-based data to the general public about SARS-CoV-2, while promoting public safety measures to reduce the spread, based on CDC and WHO guidelines. Currently, Michelle is a freelance Public Health Consultant whose services are to help improve women's mental, physical, and spiritual well-being in times or crises.

Derek Wasyliw (B.Ed, M.A) is a non-Indigenous Canadian Ph.D. student in the Department of Integrated Studies of Education at McGill University. He is the proud recipient of the 2017-2018 SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship, 2018 Physical Education-Health Education Canada Research Council Emerging Scholar Award and 2018-2022 Fonds de recherche du Québec—Société et culture Doctoral Research Scholarship. Derek works collaboratively with the Indigenous Mohawk community of Kahnawá:ke, the Kahnawá:ke Schools Diabetes Prevention Project, and Growing Young Movers Youth Development. Through culturally responsive and collaborative frameworks, Derek's community-based participatory research projects inquire into culturally responsive physical health education pedagogies, Indigenous knowledge systems, physical activity, youth mentorship and diabetes prevention.