

REFEREED CHAPTERS:

Fletcher, T., Lorusso, J., & Halas, J. (2018). Redesigning physical education in Canada. In Hal Lawson (Ed). *Redesigning Physical Education: An Equity Agenda in Which Every Child Matters*, pps. 134-144. Routledge: London and New York.

Courchene, M., Robillard, B., Carpenter, A., & Halas, J. (2018). Infusing Indigenous games and perspectives within health and physical education. In Joe Barrett & Carol Scaini, (Eds.), *Quality Health and Physical Education: Pedagogical Practices and Considerations for Canadian Elementary School Teachers*, pps. 61-68. Chicago, IL: Human Kinetics.

Halas, J. (2016). Forward. In, Daniel B. Robinson & Lynn Randall (Eds), *Physical Education and Social Justice: Critical Reflections and Pedagogies for Change*. (pps. v-ix). Toronto: Women's Press.

Halas, J., McRae, H. & Carpenter, A. (2012). The quality and cultural relevance of physical education for Aboriginal youth: Challenges and opportunities. In J. Forsyth & Audrey Giles (Eds.), *Red and White: Aboriginal Peoples and Sport in Canada*. (pps. 182-205). Vancouver: UBC Press.

Halas, J., & Kentel, J. (2008). Giving the body its due: Autobiographical reflections and utopian imaginings. In, G. Fenstermacher, R. Colvin, J. Wiens & D. Coulter (Eds.), *Why do we educate in a democratic society? Volume 1*, pp. 208-223. Malden, MA: National Society for the Study of Education and Blackwell Press.

Orchard, T., Halas, J., & Stark, J. (2006). Minimizing the *Maxim* model? Interpreting the sexual body rhetoric of teenage moms through physical education. In Linda K. Fuller, *Sport, Rhetoric, and Gender: Historical Perspectives and Media Representations*, pps. 131-142. New York: Palgrave/Macmillan, Global Publishing at St. Martin's Press.

Halas, J. (2006). Developing a white race consciousness: A Foundation of culturally relevant physical education for Aboriginal youth. In Ellen Singleton & Aniko Varpalotai (Co-editors). *Stones in the sneaker: Active theory for secondary school physical and health educators*, pps. 155-182. London: The Athlouse Press.

Halas, J. (2003). Culturally relevant physical education for students who have emotional and behavioral difficulties. In R. Steadward, G. Wheeler, & E. J. Watkinson, (Eds.), *Adapted Physical Activity in Canada*, pps. 285-303. Edmonton: University of Alberta Press.

REFEREED PUBLICATIONS:

Halas, J., Carpenter, A., McRae, H., McGavock, J., & Eskicioglu, P. (2017). Reclaiming Indigenous ways: The evolution of theory in the Rec and Read/AYMP After School Mentorship Programs. Part I. *Physical and Health Education Canada Journal*, 83(2), 1-17.

Halas, J. McRae, H., McGavock, j., Eskicioglu, P., & Carpenter, A. (2017). Reclaiming Indigenous Ways: The evolution of theory in the Rec and Read/AYMP After School Mentorship Programs. Part II. *Physical and Health Education Canada Journal*, 83(3), 1-18.

Dunkerly, J., Halas, J., Petherick, L., McRae, H., Gibson, B. & the 2014 PHE Canada Student Leadership Conference students and mentors. (2015). I am: A trilogy in reflection of the 2014 Student Leadership Conference. *Physical and Health Education Journal*, 80 (4), 35-37.

Halas, J. (2014). R. Tait McKenzie Scholar's Address: Physical and Health Education as a transformative pathway to truth and reconciliation with Aboriginal peoples. *Physical and Health Education Journal*, 79(3), 41-49.

Eskicioglu, P., Halas, J., Senechal, M., Wood, L., McKay, E., Villeneuve, S., Shen, G., Dean, H., & McGavock, J. (2014). Peer mentoring for type 2 diabetes prevention in First Nations children. *Pediatrics*, (6), E1624 -1631.

Halas, J., McRae, H. & Petherick, L. (2013). Advice for physical education teachers from Aboriginal youth: Become an ally. *Physical and Health Education Journal*, 79(3), 8-12.

Douglas, D. & Halas, J. (2011=3). The wages of whiteness: confronting the nature of ivory tower racism and the implications for physical education, *Sport, Education and Society*, 18(4), 453-474. iFirst online publication (2011) at DOI:10.1080/13573322.2011.602395

Halas, J. (2011). Aboriginal youth and their experiences in physical education: "This is what you've taught me". *PHENex Journal*, 1-22.

Carpenter, A. & Halas, J. (2011). Rec and Read Mentor Programs: Building on the strengths, energy and talents of Aboriginal youth. *Reclaiming Children and Youth*, 20(1), 20-24.

Halas, J. (2009). I am Un-Canadian: (A middle of the night reflection from CAHPERD Conferences past. *PHEN/ex Journal*, 1 (1). Available at <http://ojs.acadiau.ca/index.php/phenex/issue/view/7/showToc>

Halas, J. & van Ingen, C. (2009). Gentle interventions: Reclaiming disengaged youth at an adolescent treatment centre/school. *Reclaiming Children and Youth*, 18(3), 34-37.

Carpenter, A., Rothney, A., Mousseau, J., Halas, J., & Forsyth, J. (2008). Seeds of encouragement: Initiating an Aboriginal youth mentorship program. *Canadian Journal of Native Education*, 31(2), 51-69.

Halas, J., Butcher, J., Lowe, H., & Clement, M. (2007). Toward a culturally relevant pedometer intervention for middle school students, *AVANTE*, 11(3), 47-65.

van Ingen, C. & Halas, J. (2006). Claiming Space: Aboriginal students within school landscapes. *Children's Geographies*, (4), 3,379-398.

Ng, C., Halas, J., & Gannon, G. (2006). The challenges of teaching "fitness" in an era of physical inactivity: Examples of effective practice. *Physical and Health Education Journal*, 72(1), 4-9.

Halas, J., & Gannon, G. (2005/2006). Principles of physical fitness development: Implications for fitness assessment. *Physical and Health Education Journal*, 71(4), 4-9.

DeCorby, K., Halas, J., Dixon, S., Wintrup, L., & Janzen, H., (2005). Generalist teachers and the challenges of teaching quality physical education. *The Journal of Educational Research.*, 98(4), 208-220.

Halas, J. (2004). Questioning our assumptions: Unconventional lessons from the swamp of practice. *JOPERD*, 75(4), 14-18, 21.

Johnson, J., Hrycaiko, D., Johnson, G., & Halas, J. (2004). Self-talk and youth soccer performance. *The Sport Psychologist*, 18, 43-58.

Halas, J. (2003). I am (Un)Canadian: A middle of the night reflection of CAHPERD Conferences past. *AVANTE*, 9(3), 77-78.

Sander, N. & Halas, J. (2003). Action research as responsible practice: parental responses to assessment, evaluation, and reporting practices in physical education. *Physical and Health Education Journal*, 69(2), 12-16.

Halas, J. (2002). Engaging troubled youth in physical education: an alternative program with lessons for the traditional class. *Journal of Teaching in Physical Education*, 21, 267-286.

Halas, J. (2001). Shooting hoops at the treatment centre: Sport stories. *Quest*, 53, 77-96.

Halas, J. (2001). Playtime at the treatment center: How physical activity helps troubled youth. *AVANTE*, 7(1), 1-13.

Halas, J. & Hanson, L. (2001). Pathologizing Billy: enabling and constraining the body of the condemned. *Sociology of Sport Journal*, 18(1), 115-126.

Halas, J. & Watkinson, J. (1999). Everyone gets a chance: a group of "at-risk" students describe what it is like at their active living school. *Runner*, 37(1), 14-22.

Halas, J. (1998). "Runners in the gym": Tales of resistance and conversion at an adolescent treatment center school. *Canadian Native Education Journal*, 22(2), 210-222.

Halas, J. (1993). Winnipeg school division evaluates its commitment to QDPE. *CAHPER Journal*, 59(2), 8-11.

Halas, J. (1991). Evaluating student feedback in physical education: An open approach. *Middle School Journal*, Spring, 17-19.

REFEREED/SCHOLARLY ABSTRACTS:

Eskicioglu, P., Halas, J., Villeneuve, S., Monias, C., McKay, E., Wood, L., & McGavock, J. (2013). The Aboriginal Youth Mentorship Program (AYMP): A peer-led healthy living after-school program for achieving healthy weights in First Nations children living in a northern remote setting. *Canadian Journal of Diabetes*, 37, S217-289.

Carpenter, A., Chhin, S., Streit, D., and Halas, J. (2010). Rec n' Read: The cultural relevance of the Aboriginal Youth Mentor Programs in teacher education. Abstracts. *PHE/nex online journal*, (2), 2.

Halas, J. & McRae, H. (2010). Critical autoethnography as a teaching tool in physical and health education teacher education. Physical and Health Education Teacher Education Abstracts. *PHE/nex online journal*, (2), 1.

Fitzpatrick, D. & Halas, J. (2009). A history of physical education in Manitoba. PHENex online journal, (1), 1.

Halas, J., Butcher, J., Lowe, H., & Clement, M. (2007). Toward a culturally relevant pedometer intervention for middle school students. The CUPR Research Page, *Physical and Health Education*, 74(3), p.44.

Halas, J., Champagne, L., & van ingen, C. (2004). The experience of physical education for Aboriginal youth: the unfulfilled potential of physical education. Physical Education and Health Journal, (70)2, 43-44.

Halas, J. (2003). Initiating ACCESS to university programs in physical education and recreation: diversity, disparity and common dreams. North American Sociology of Sport Society Conference Program and Abstracts, pg. 63, Montreal, November 1st, 2003.

van Ingen, C. & Halas, J. (2003). Sites of learning? The challenge of location, racism and quality physical education for Aboriginal youth in Manitoba schools. North American Sociology of Sport Society Conference Program and Abstracts, pg. 106, Montreal, November 1st, 2003.

Janzen, H., Halas, Dixon, S., DeCorby, K., Booke, J. & Wintrup, L. (2003). The quality of physical education in Manitoba schools: a three year study. Physical Education and Health Journal, 69, (2), 4.

Halas, J. & Orchard, T. (2002). Culturally relevant physical activity for adolescent mothers: An action research study. Physical and Health Education Journal, 68(1), 42.

Halas, J. (2001). Physical education for troubled youth. Physical and Health Education Journal, 67(3), 42.

Halas, J. (2001). Culturally relevant physical education for students with emotional and behavioural dis-orders. North American Society for the Sociology of Sport, Marginality, Power and Sport Abstracts, pg. 52, San Antonio, Texas, November 4th, 2001.

Halas, J. & Kreillaars, D. (2001). What's the meaning of a heartbeat? Advances in Qualitative Research Conference, p. 126, February 24th.

Halas, J. & Orchard, T. (2000). "Who wants to sit and watch a fat chick with stretch marks?": culturally relevant physical activity for adolescent mothers—a case study. North American Sociology of Sport Society Conference. November 10th.

Hanson, L. & Halas, J. (2000). Exercising hope: enabling and constraining possibilities for youth. North American Sociology of Sport Society Conference. November 9th.

Halas, J. & Miller, B. (2000). Aboriginal inclusivity and cultural sensitivity project: small beginnings. Council of University Professors and Researchers' Research Forum. October 14th.

Miller, B. & Halas, J. (2000). Aboriginal games and activities: promoting aboriginal inclusivity and cultural sensitivity in the physical education curriculum. Poster presentation. Council of University Professors and Researchers' Research Forum. October 14th. (Published in *Physical & Health Education Journal*, 66(4), 42.

Thompson, L., Mandigo, J., & Halas, J. (1998). What do pre-service elementary teachers perceive as positive and negative experiences in physical education? CAHPERD Journal, Winter, 64, (4), 26.