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Front Cover: Photos from Mini-Mudder was a Huge Hit! Article on p. 15

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# President's Message

Ray Agostino



For the most part it has been a fairly warm winter which has affected participation in activities outdoors. Ice and snow couldn't be made until January and was trying

to melt by mid February. Our province allows for a wide range of activities to be shared with our students during these times when they want to be inside. From cross country skiing, to skating on a river, broomball, snowshoeing, or a game of snow pitch, all students should have the opportunity to try some of these activities. With the warm temperatures many students were left without a ski trip or many days to head to the outdoor rinks.

We need to take advantage of the days we have outside when it is not -30 or 60km/hour winds!

Moving into spring, educators will have some great opportunities to further their knowledge in various areas, in particular Aboriginal Games. On April 29th, MPETA will host FARSIDE with the theme being Aboriginal Games and it will be held and sponsored by the University of Manitoba. This engaging all-day event will leave you with a solid understanding of cultural games and the rich history associated with them. MPETA is still offering some funding for this event so contact the office or check out the website to get more information.

The next National Conference is fast approaching and will take place May 2nd – 5th in St. John's Newfoundland. MPE-TA will once again have additional fund-

ing available for this event so please check our website for details to apply. This will be released in the spring of 2016. If you have never been to a National Conference, it is an unbelievable experience and one that will benefit you tremendously. You will meet hundreds of Physical Educators all sharing the same passion and wanting to find ways of improving their programs. So set the date aside and start planning to attend this wonderful event.

**JOURNAL DEADLINE:**

**May 16, 2016**

## MRA Youth Series

If are training students for the Manitoba relay, 10k half or full Marathon, here is a way to motivate your students and get them some extra experience racing. The prices for the race series is set at an economical price with reasonable training distances. If your students are running longer than 5 k, perhaps you will want to enquire about the adult distance races MRA offers.

For more information such as entry fees, adult races and registration you can visit the MRA website at [www.mraweb.ca](http://www.mraweb.ca) or you may contact:

Executive Director: Kathy Wiens  
The MRA address is:  
Box 34148 Fort Richmond  
Winnipeg, Manitoba R3T 5T5  
Contact Phone: 204-477-5185  
Contact Email: MRA Office

Manitoba Youth Series: A way to get your students ready for the Manitoba Marathon and keep them engaged and active throughout the summer and fall months.

### MRA Youth Series — Sponsored by Massage Athletica

Races in the Youth Series

- **April 3, 2016** MEC Winnipeg Race One - 3k or 5k
- **April 10, 2016** Triathlon Manitoba April Run Series #1 - 2k or 5k
- **April 17, 2016** Triathlon Manitoba April Run Series #2 - 2k or 5k
- **April 23, 2016** Go for the Burn Run - 3k or 5k
- **April 30, 2016** Run at the Ridge - 2k or 5k
- **May 14, 2016** Physio Fit Run - 3k or 5k
- **May 28, 2016** Headingley Fire Dept Run for Wishes - 3k or 5k
- **June 5, 2016** Commit to Get Fit Run - 5k
- **July 1, 2016** East St. Paul Canada Day Run - 3k or 5k
- **July 6, 2016** Family Ice Cream Run #1 - 1k or 2.2k

- **July 10, 2016** Grand Beach Sun Run - 3k or 5k
  - **August 3, 2016** Family Ice Cream Run #2 - 1k or 2.2k
  - **September 17, 2016** Run the Awesome Twosome with Haiti - 5k
  - **September 24, 2016** Stony Mountain Run - 2.5k or 5k
  - **September 25, 2016** Ted's Run for Literacy - 2k or 5k
  - **October 2, 2016** Linden Woods Fall Classic - 5k or Mighty Mile
  - **October 30, 2016** MEC Winnipeg Race Five "Spooky Dash" - 3k or 5k
- There will also be winners of youth series points for 2016 male and female which are presented at an end of the year party.

By Ralph Clark, Manitoba Representative to PHE Canada Board of Directors

### Registration Now Open for the 2016 Student Leadership Conference

- Registration is now open for the 2016 Student Leadership Conference taking place September 21-25, 2016.
- This conference is targeted to undergraduate students who, at the time of the conference, are in year 2, 3, or 4 of their first undergraduate degree, or in year 1 or 2 of a B.Ed program.
- For more information, visit [www.phecanada.ca/events/student-leadership-conference](http://www.phecanada.ca/events/student-leadership-conference)

### Call For Mentors – 2016 Student Leadership Conference

- PHE Canada is seeking mentors who have experience in the physical education, health education, health, sport and related sectors for the 2016 Student Leadership Conference (SLC). Mentors must be available from Tuesday, September 20 to Sunday September 25 to travel to Cedar Ridge Camp in Bancroft, Ontario.
- To be considered for a mentor position, please apply by Friday, April 8 at [www.phecanada.ca/node/23107](http://www.phecanada.ca/node/23107).

### Newly Released Senate Committee Report Advocates for Improved Physical Education and Physical Activity

- The Report offers 21 Recommendations to Combat the Obesity Epidemic in Canada. Read PHE Canada's news release urging the Honorable Minister of Health Jane Philpott to work with provincial counterparts to implement the Senate Obesity Report's recommendations. Find the article "*Newly Released Senate Committee Report Advocates for Improved Physical Education and Physical Activity*" under Resources/News at [www.phecanada.ca](http://www.phecanada.ca)

### Paralympic Schools Week

- Paralympic Schools Week is an annual coast to coast celebration of paraspport and the Paralympic Movement in Canada that promotes healthy active lifestyles for all Canadians. The program provides teachers with free resources to educate students about sports for athletes with a disability and learn about Canada's involvement in the Paralympic Games. Students gain a positive perception of people with a disability through introduction to a variety of inclusive ways to get active and get involved in parasport.
- Register Now for Paralympic Schools Week at [www.paralympic.ca](http://www.paralympic.ca)

### Video Highlights - 2015 PHE Canada Healthy School Communities National Forum

- Video Highlights of the 2015 PHE Canada Healthy School Communities National Forum can be found on youtube.com (search for "*Dr. Jon McGavock - Healthy Schools - Affirming our Impact*"). These highlights include Dr. Jon McGavock's keynote address "Healthy Schools – Affirming our Impact".

### PHE Journal: Teacher to Teacher

- The PHE Canada Journal is inviting you to respond to the following question for their Teacher to Teacher edition.
- Question: I have a student who just doesn't want to participate. He gets along well with the other students, but in every phys ed class just doesn't seem motivated to take part. How do you motivate students who do not actively participate?

Send your response — or a question of your own — to [phejournal@phecanada.ca](mailto:phejournal@phecanada.ca)

### Physical Literacy and UNESCO - An Opportunity for Canadian Leadership

- Dr. James Mandigo (Brock University) recently wrote an article regarding the UNESCO's updated Charter, "International Charter of Physical Education and Sport". Dr. Mandigo commented on the inclusion of the important role that sport, physical education and physical activity have on the development of physical literacy. He also referenced how other countries are looking for support and guidance at how Canada has implemented their physical literacy strategies. You can read Dr. Mandigo's entire article at <http://www.phecanada.ca/resources/news/physical-literacy-and-unesco-opportunity-canadian-leadership>

### 2017 National Conference

- The next National Conference will take place in St. John's, Newfoundland and Labrador from May 4 - May 6, 2017. The 2017 National Conference will be co-hosted by Physical Education Special Interest Council (PESIC) and Physical and Health Education Canada. Conference details can be found by going to <http://www.phecanada.ca/events/conference2017>

# The Smartopotamus

## Lettered Ball Games

By Viktor Messejnikov, Samuel Burland School

I had the pleasure of attending the CAHPERD State Conference this year. One of the workshops I took part in was called “Dynamic Games to Combine Physical Education with Other Content Areas.” This workshop gave participants the opportunity to play different cooperative games that combine physical education with language arts and other content areas. The workshop had participants play different games that accomplish several important things at once: vigorous exercise, physical skill-building, teamwork, the development of leadership skills and teaching an integrated curriculum in a playful setting. The games taught are meant to give students the chance to reinforce their academic learning in fun, interesting ways that lower their school anxiety. These games can be played with large groups and small groups of kids who are learning to read and even with graduate students.

There are numerous creative ways to embed rich academic language and content into high-speed cooperative games. The games in this workshop were learned and developed by Joe Hedgecock over his 20+ years working at educational camps throughout Asia, Europe and Mexico as well as across the United States.

The Smartopotamus Athletic Brain Builder is the ultimate group game for exercising bodies and brains in a variety of creative ways. The Athletic Brain Builder can be played with small groups and large groups. It can be played with young people, old people and groups of mixed ages and abilities. Each game includes 480 letters spread across 80 balls, 4 spelling mats, 12 colored cones, 5 decks of cards with dozens of different ways to play and a mesh bag to contain everything. There are also instructional videos showing how to set up and play various games.

There are 15 games and lessons written up on the smartopotamus.com website and we played at least 6 of those at CAHPERD. The games can be played with players of wildly different abilities and skill sets since there are many distinct roles one can play in the game. The point of the game is to earn balls. When choosing your players, you need someone who can understand a given category and what fits in it. For example, if the category is European capitals, you would need someone who knows what Europe is, knows what a capital is and then someone who can come up with Paris or Moscow, etc. You will then need people to locate the correct letters to spell that capital’s name. Teams also need to be strategic about how to use the limited number of letters that they have. If they are trying to spell as many animals as they can then COW and PIG make a lot more sense than WATER BUFFALO and RACCOON. The games can also be played with teams of different ages because the difficulty of the game can be adjusted to fit different skill levels. For example, we have two teams of different skill levels participating in the same game: the team of third graders must form words that are at least 3 letters long and the fourth graders must form words that are at least 4 letters long. Joe has found that a lot of students who are intimidated to participate in academic classes are much more willing to participate when it involves running around with lettered balls.

*With further questions please contact Joe Hedgecock. [smartopotamus@gmail.com](mailto:smartopotamus@gmail.com)*

## Bucket Battle

**Objective:** Students will work in a team and develop their hand-eye coordination while trying to collect as many lettered balls as they can.

**Materials:** Buckets or boxes and lettered balls

**The Plan:** This game is played with 2 or 4 teams that are even in size. The teams all begin by standing around different sides of half a basketball court. Each team has a bucket in the middle of the area that they will be trying to fill with balls.

- Divide everyone into teams and get teams standing on different sides of the court.
- When the game begins the leader will throw out the balls and teams will begin trying to toss or bounce them into their team buckets
- Players are not allowed into the court to shoot or retrieve balls.
- Each team can have one designated KICKER. Every couple of minutes the leader will announce that everyone needs to stop shooting for 15 seconds and the kickers will run in to the middle to try and kick stranded balls back to their team.
- After 15 seconds, the kickers leave the middle and the shooting resumes.
- When there are only a few balls left, the leader will announce that there are only 30 seconds left to shoot.
- When time is up, everyone needs to stop shooting.
- Teams will then begin playing Smartopotamus Brain Builder with the balls they have collected.

### Variations:

- Move the buckets closer or farther from their teams.
- Give each team multiple buckets.
- Use hula hoops in place of buckets.
- Make everyone shoot with their left hands.

Good Introduction: “Who here knows how to make a basket? Here is what I know about making baskets-You miss 100% of the shots you don’t take. Even the best basketball players in the world miss most of their shots. We are about to play a game where you will all have the chance to take dozens of shot at making a basket.”



## Soccer Madness

**Objective:** Students will work in a team and develop their kicking skills while trying to collect as many lettered balls as they can.

**Materials:** Cones and lettered balls

**The Plan:** This game is played with 2 or more teams that are even in size. The teams all begin by standing behind 2 cones that create a goal for their team. Each team has its own goal.

- Divide everyone into teams and get teams standing behind their goals.
- Before the game begins the leader will scatter all of the balls out in the field.
- When the game begins the teams will run out into the field to begin kicking the balls back through their goals.
- At least one player from each team will stay back to gather up the balls as they come through the goal.
- Students are welcome to play defense or offense while the balls are in play. This means that they may choose to block other teams from scoring in order to save more balls for their own goal.
- After all balls have gone through the goals teams will begin playing Smartopotamus Brain Builder with the balls they have collected.

### Variations:

- Move the goals closer or farther from the other goals.
- Only allow people to kick with their left foot.
- Make each goal very small or very big.
- Allow students to begin spelling as soon as balls begin coming through the goals.

**Good Introduction:** “Who here likes soccer? Soccer is pretty exciting. Who would be interested in playing a soccer that is even more exciting than regular soccer? Today you are going to be playing a game of soccer with more than 60 balls in play at once.”

## Ball Brigade

**Objective:** Students will work in a team and develop their hand-eye coordination while trying to successfully throw and catch as many lettered balls as they can.

**Materials:** Cones, buckets and lettered balls

**The Plan:** This game is played with 2 or more teams that are even in size. The teams all begin by standing in a line so that if they put their arms straight out, they barely touch fingertips with the team members they are next to.

- Divide everyone into teams and get teams standing in parallel lines that extend into the field.
- When the game begins each team will have a bucket of balls on one end of their line and an empty bucket on the other side.
- Teams will try to toss a ball from person to person all the way down the line.
- Any ball that makes it all the way down the line without being dropped will be placed in the empty bucket. Dropped balls are left on the ground.
- After a few balls are passed at this close distance everyone in the line needs to spread out so they are now a yard farther from the team members on their sides.
- A few balls are passed at this distance and then the leader keeps making the teams spread farther and farther apart until many of the balls are being dropped.
- The challenge should continue until each team has at least 15 letters.
- When the leader decides that the tossing portion is done the teams should sit in a circle.
- Teams will then begin playing Smartopotamus Brain Builder with the balls they have collected.

### Variations:

- All throws and catches must be done with the right hand only.
- Everyone must clap while the ball is in the air, before they catch it.
- Make everyone throw with their left hands.

**Good Introduction:** “Who here has ever seen a fire brigade? A fire brigade is where you have a long line of people passing buckets of water to put out a fire. Today you will be doing a similar thing as you try to fill up a bucket with tennis balls.”



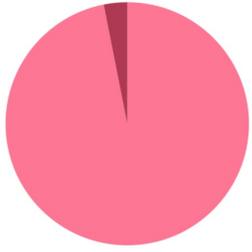
# Be PINK is an educational resource that teaches adolescents about breast health and risk reduction for breast cancer.

This evidence-based resource includes messaging around issues of breast cancer, genetics, physical activity, nutrition, alcohol, tobacco use, information gathering, breast anatomy & development, breast & body familiarity and healthy decision-making.

Be PINK is a bilingual resource that includes a 17-minute video, PowerPoint presentation, and a Teacher Toolkit with eight Extension Activities. The resource can be downloaded for free at [www.bepink.ca](http://www.bepink.ca).

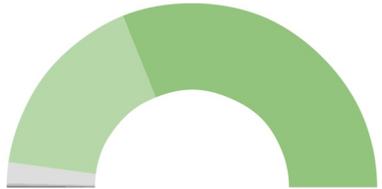
## Book a FREE presentation for your students today!

Increased Knowledge of Breast Health



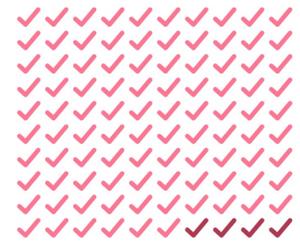
96.9% of students agreed or strongly agreed that the Be PINK presentation & video increased their knowledge of breast health.

Learned about lifestyle choices to reduce risk of breast cancer



95.3% of students agreed or strongly agreed that they learned about different lifestyle choices they can make to reduce their risk of breast cancer.

Recommend Be PINK to friends



96% of students who attended a presentation indicated that they would recommend Be PINK to their friends.

For more information contact us at: (204) 788-8402 or 1-888-660-4866



[bepink@cancercare.mb.ca](mailto:bepink@cancercare.mb.ca)  
[www.bepink.ca](http://www.bepink.ca)



# Book a FREE Be PINK Breast Health Presentation for your students today!

Be PINK is offering free 45-60 minute presentations for Grade 9-12 students in Winnipeg and surrounding area schools.

Be PINK is aligned with the Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles and supports messages in the Physical Education Curriculum.



Book a presentation for your students today and empower them to reduce their risk of developing breast cancer in the future!

**Call or email us to find out more!**

**204-788-8421**

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# Play-Based Learning

Rupal Malik, Physical Education Teacher

Cheryl Chuckry, Principal Ecole St. Avila, Pembina Trails School Division



Global School Play Day: a day of international acknowledgement of children's right and need for play in order to develop social, emotional and physical skills. Play is how children become innovators and how they take charge of their own lives.

Ecole St. Avila participated in the 2nd International Global Play Day on February 1, 2016

During physical education, outside at recess, in classrooms and at the Maker-space tables, students were given times of unstructured play. This day has become a tradition at Ecole St. Avila as we continue to focus on developing the whole child to support their physical, social, emotional and intellectual growth.

Children are designed, by nature, to spend huge amounts of time playing freely. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master,

conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges. Undirected play allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills. When play is allowed to be child driven, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. Ideally, much of play involves adults, but when play is controlled by adults, children acquiesce to adult rules and concerns and lose some of the benefits play offers them, particularly in developing creativity, leadership, and group skills. In contrast to passive entertainment, play builds active, healthy bodies. In fact, it has been suggested that encouraging unstructured play may be an exceptional way to increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic. Perhaps above all, play

is a simple joy that is a cherished part of childhood.

Ginsburg, Kenneth R. (2007). The Importance of Play in Promoting Healthy Child Development and Maintaining strong parent-child bonds. *Pediatrics* Volume 119 (Issue 1)

To obtain more information about participating in Global Play Day and the importance of play:

- <http://www.globalschoolplayday.com/>
- [http://www.ted.com/talks/stuart\\_brown\\_says\\_play\\_is\\_more\\_than\\_fun\\_it\\_s\\_vital](http://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital)
- [http://www.ted.com/talks/takaharu\\_tezuka\\_the\\_best\\_kindergarten\\_you\\_ve\\_ever\\_seen?language=en](http://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen?language=en)

# MPETA Intramural Funding Grants

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## Spikeball

By Blue Jay Bridge, Beaumont School

### Equipment Description:

We bought 6 of the Combo Meals which includes a Spikeball net, Backpack (with a pocket for your phone and wallet inside), and 3 balls.

### Cost of Equipment:

Listed on their website ([spikeball.com](http://spikeball.com)) as \$59 US. We bought 6 Combo Meal Packs which should have cost \$354US plus shipping and taxes. However, I contacted Spikeball, via twitter, and told them about my intent to order on behalf of my school and they reduced the cost to \$296.41 US including taxes and shipping!

With the exchange, at the time, the total cost was \$330.00 CDN. MPETA paid for the initial \$300 CDN via the Intramural Equipment Grant. Beaumont School paid for the balance via our phys ed budget.

### Where equipment was purchased:

[www.Spikeball.com](http://www.Spikeball.com)

### Description of Activity:

Spikeball is a team sport played by two teams of two players. Opposing teams line up across from each other with the Spikeball net in the center. The ball is put in play with a service—a hit by the server from behind the service boundary into the net to an opposing player. Once the ball is served players can move anywhere they want. The object of the game is to hit the ball into the net so that the opposing team cannot return it. A team is allowed up to three touches to return the ball. The rally continues until the ball is not returned properly.

Winner of rock, paper, scissors gets to pick side or serve.

Opposing players line up across from each other.

Before the ball is served any players not receiving the serve must be 6 feet from the net. The returner can stand at whatever distance they choose.

Once the ball is served players can move anywhere they want. Possession

changes when the ball contacts the net.

Each team has up to 3 hits per possession, but they do not need to use all 3 hits.

### Scoring

Rally scoring (points can be won by the serving or receiving team)

Games are played to 21. You must win by two points. (unless otherwise specified by a tournament director)

Switch sides after one team reaches 11 points.

### Points are scored when:

- The ball isn't hit back into the net within 3 hits
- The ball hits the ground
- The ball hits the rim (including clips) (Even during a serve--rim shots don't count as a "let")
- The ball does not bounce off the net in a single bounce. (It must clear the rim in order to be good)
- There is an illegal serve or other infraction Thank you MPETA for the grant!

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## Indoor Curling

By Natalie McConnell, Happy Thought School

Happy Thought School would like to thank MPETA for contributing to our intramural program! We purchased an indoor curling set from [www.floorcurl.com](http://www.floorcurl.com) for \$499.00 plus the cost of shipping. Additional funds were provided from an alternative grant application. Old brooms were donated from our local curling group to assist in games/activities. Games that the children will enjoy include:

- **Relay Race Warm-Up** – quick feet through hula hoops, pick up a broom and sweep to the end line using two hands and quick feet through hula hoops on the way back.

- **Hurry or Whoa** – sweep with two hands on “hurry” and drop to one knee on “whoa” last person on one knee goes back to starting line
- **Game** – two teams throw rocks at the house (target), score points (this game needs some pre-teaching as to scoring/counting points)
- **Winner's Circle** – take turns throwing rocks, whoever has their rock closest to the button stands in the winner's circle (hula hoop) off to the side

# 2015 Physical Literacy Moving It Forward Summit

## October 2015

By Carol Peters

I attended sessions on Physical Literacy Assessment: Theory to Practice, Run Jump and Throw, and Movement with More Meaning. In the Physical Literacy Assessment session we were introduced to the Canadian Physical Literacy Assessments of which one was the Passport for Life tool. I use the Passport for Life tool with my students and have had my students asking when can we see our passports. Students are assessed on 3 movement skills, 3 fitness skills, and a student survey on their active participation and living skills. When finished students are able to print their passport which gives them feedback on how well they are doing and what they can do to improve. Students are assessed twice a year. I have found this to be a great tool for students to become aware of their physical literacy.

Another session that I attended was the Movement with More Meaning lead by the Movement Skills Manitoba committee members. They introduced us to a few of the activities that were included in their new document called Movement With More Meaning (K-4). This document can be purchased from the Movement Skills Manitoba website for \$40. I have tried the activity called Hungry Birds with my students. The activity was created to focus on the movement skills of Manipulation: Bouncing and Space Awareness for Grades K-2. So I created my own version of the activity for my Grade 4 and 5 students. The equipment needed is hula hoops and basketballs for each student and poly spots. I used this activity as a dribbling skill activity/game for my basketball unit. My description

of the activity: Every student will have a hula hoop and basketball. They will place their hula hoop randomly around the gym. Each student is a “bird”. The hula hoops are the “nests” for the birds. The poly spots are also scattered around the gym and they will be the “berries” or the food to feed the birds. Each student will dribble or bounce their basketball around the gym and collect poly spots (food) for their nest. They can only collect one poly spot at a time. At the end of the allotted time the students go back to their nest and count how many poly spots (food) they have collected. The student with the most poly spots wins, if you want a winner. You can play the game a few times to practice their dribbling skills.

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## Coral Reef

Rupal Malik, Ecole St. Avila

- **Level:** grade K-3
- **Equipment:** lots of cones, pinnies for the taggers
- **Description:** The gym is like an ocean with many fish swimming around. Choose 2 or more students to be taggers. Scatter approximately 30 cones around the gym to represent seaweed that the runners can get caught in if they run into it. The students are fish moving around in the ocean trying not to get caught or run into any cones. If

they are caught by a tagger or run into a cone they sit down and become seaweed, trying to catch people running past them. Other runners that are not caught can free the students that have been tagged (sitting down) by giving them a “high fish” (high five). After getting a “high fish” they become a regular player in the game again. The taggers should be changed often.

- **Variations:** The students can move around skipping, hopping, galloping,

side shuffle or using the crab walk etc. Exercises can be performed in a designated area to avoid getting caught. Once the students have finished the exercises they are to leave the area and continue running. For example, to avoid being tagged students may jog on a spot, do 10 burpees, 10 jumping jacks or skip with a rope 25 times to avoid getting tagged.

# The 2016 Manitoba Physical and Health Education Teacher Education Student Conference

By Selina Capizzi

On January 22nd, 2016, the University of Winnipeg was proud to host our first ever student led physical and health education teacher education (PHETE) student conference. We were following in the footsteps of our peers at Brandon University who hosted the first ever provincial PHETE student conference the year before. Our theme for this event was Survive and Thrive. Through this theme our goal was to provide resources and networks for attendees that would help them to survive the first couple of years of being a teacher, but beyond that help attendees develop a belief that they could thrive while doing so.

The beautiful new Axworthy Health and RecPlex at The University of Winnipeg became a host to students from the University of Manitoba, Brandon University, as well as the University of Regina, with close to sixty people in attendance. The morning began with an inspirational message from Dr. Ken McCluskey, the Dean of the University of Winnipeg Faculty of Education. This was immediately followed by one of the highlights of the

event, that being the outstanding presentation from the keynote speaker, Ted Tertzoglou. He enthralled the audience as he spoke about improving the quality of physical education for our students. Ted showed the participants several activities such as ‘Yoga Rock, Paper, Scissors’ and an ‘Exercise Code Breaker’ activity that had everyone in attendance raising their heart-rates while having an absolute blast.

Our next guest speaker was JJ Ross from the St. James-Assiniboia School Division, discussing integration of technology in physical education. He explained how to effectively use heart rate monitors with students in the gym. A handful of participants (myself included), were asked to strap a small monitor to our chests. JJ displayed our heart rates on a screen for everyone else to see while we participated in an activity. We participated in a game called ‘Rock, Paper, Scissors Football’, and our peers could see if we were able to reach our target heart rates.

The lunch for the event was sponsored by MPETA, and participants had to present a meal ticket to eat. This was

tied into the conference theme while putting each person’s survival skills to the ultimate test – geocaching to find their lunch tickets. The reward for successfully using the GPS units provided by MPETA to find the caches was a fantastic lunch catered by Stella’s (so yummy!! Thank you MPETA!!!). In the afternoon, we enjoyed breakout sessions from each of the universities that attended. We participated in sessions revolving around spikeball, fun low organized games, movement breaks within the classroom, and mental health.

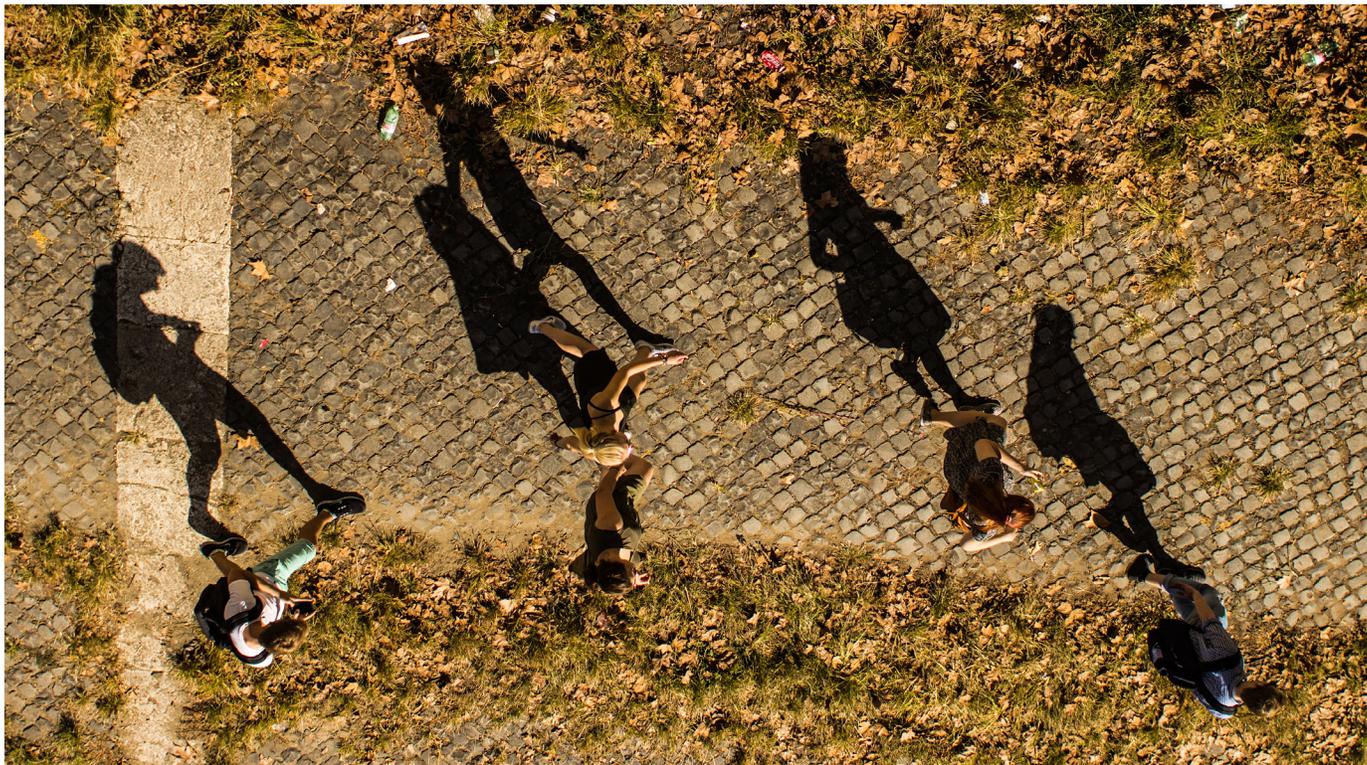
As a future physical and health educator, I found this conference to be extremely beneficial. From making new friends and networking to the learning of new ideas and skills, the entire event was eye opening. I was mesmerized by not only the professional presentations by Ted and JJ, but also the wealth of knowledge that was passed onto us by our peers from other universities. Each presentation had so many unique and important aspects that everyone in attendance could learn from. Sharing new and creative ideas with other teachers is part of our job as we constantly rely on new ways to leave positive and lasting impressions on our students.

As this new generation of physical and health educators begin to emerge in Manitoba schools, it is clear that they will bring with them a desire to learn from experienced educators as well as their own new ideas and conceptualizations that they are excited to share with other teachers and students. This will allow for a fresh take on the subject that we all know and are extraordinarily passionate about. Student led conferences like these are incredibly valuable to the future of physical and health education in Manitoba, ultimately creating a better education for all of our students.



# PHE Canada's Student Leadership Conference

Karen Tsai



When I first heard of the National Student Leadership Conference (SLC) held by PHE Canada (Physical and Health Education Canada) back in March 2015, my first thought was “it’s probably just some boring office conference” but then I heard of only positive reviews of the conference, and that made me want to go to this conference and experience it myself. Then I watched the YouTube video that showcased the experience of the conference that solidified my decision to go to this conference, and it’s a decision that I will never regret.

Once we arrived at the conference, which took place at Cedar Ridge Camp near Bancroft, Ontario (approx. 2 hours from the Ottawa airport) we were greeted by a PHE Canada worker. We then quickly went grabbed our luggage off the bus and went into the “dining area” which also acted as our meeting place during the conference. We were given general instructions about the campsite and our

living arrangements for the next few days, which allowed us to meet our roommates for the next few days.

The night we arrived at the conference were packed with fun and engaging ice breaker activities, which was where we got to meet all of the mentors and other conference attendees that we have not met yet. Through the ice breaker games, I learned how to arrange icebreaker games to allow people to engage in the activities and loosen up to get the full experience in whatever that is planned next for them. One of my favourite ice breaker activity was the “sumo funny face” game, where we could choose an opponent to what looks like a sumo match, but the match is actually making a funny face to your opponent, whoever laughs first loses. After all the ice breaker activities we were split into our mentor groups, and those were the people that I spent the most time with over the next few days.

For the following few days, our day

consists of a morning warm up that was led by each mentor group. We did low organized activities (LOGs), yoga, and African dance as warm-up. After the warm up there was a voluntary activity called “The Polar Bear Dip” where we could get into our bathing suits and jump into the freezing cold lake. Not everyone did but those who, including myself can say that it was one of the craziest, and most fun thing that we had ever done. Even though I don’t know how to swim and was afraid of drowning, it is something that I will never regret doing.

Everyday at the conference, our schedule was packed with things to do and everyday there was something new to learn, new friends that were made, new adventure that are taken. This conference was different from others that I have been to. It contained presentations from different mentors in the field from a variety of backgrounds. There was a presentation on social justice in PHE, international

developments, adaptation and inclusion, aboriginal learnings and advocacy.

Besides presentations from mentors and other guest speakers, there was also “Poster Presentation” that was presented by students. There were a total of five presentations by students. Each group presented on something in their school/community that is related to leadership. I was part of one of those groups. This presentation that I did allowed me to better develop my public speaking skills. The conference provided me an environment where I felt safe and supported to speak in front of without being scared and nervous.

There were also activities/team challenges in between presentations that taught us how to become better leaders by building up our teamwork skills. From those activities such as canoeing, “A-frame”, vertical wall and many more, I learned that to be a leader, you have to forget that you’re a leader. A good leader does not have to be the one making all the decisions, they take in all the ideas from others and puts them together, allowing everyone to be involved in the decision making process. A term that I learned and would probably not forget from my mentor is “followship” without followers there is no need to have a “leader”.

Besides learning to be a better leader, the activities also challenged us both mentally and physically. The most memorable ones being the high ropes course and the canoeing portage. I never thought that I was scared of heights until I got up on the high ropes course which was 30-feet above ground. But once I was up, there was no way of getting down besides getting across to the other side. At first I was shaky and super nervous, but with the support from my team, I got across and eventually kind of overcame my fear of heights (for a while) and actually loved it up there.

The canoe portage will be an experience that I will never forget in my life. It was one of the most physically and mentally challenging task that I have ever completed. The canoeing activity started off after lunch where we basically canoed for about an hour until we arrived at our first destination. We then had to carry our canoes and walk about 15-20 minutes

until we hit our second destination where we canoed for about 15 minutes turned around and went back to our second destination. Repeated the walk carrying our canoes back to our first destination and canoed back to the campsite. The whole adventure lasted about three hours. By the end of it my arms were so tired. Even though I was super tired, it was super fun and rewarding seeing everyone at the conference in canoes in one of the calmest lakes I’ve seen canoeing. This was my first time canoeing for such a long period of time and first portage experience ever.

This conference was definitely an unforgettable, life changing and best experience in my university journey thus far. The people that I met will never be forgotten. The lessons learned will be carried on. I would like to thank the Faculty of Kinesi-

ology and Recreation, SAHPER (Student Association for Health, Physical Education and Recreation Studies) and MPETA for their support and giving me the opportunity to attend the 2015 PHE Canada’s National Student Leadership Conference.

After attending this conference, I’ve learned to take risks, challenge yourself, support others, and most importantly be yourself. I am glad I took the risk, going out of my comfort zone and attending this conference. I would like to encourage students to take risks, attend this conference where you will be able to learn more about yourself and overcome fears. I know I left with no regrets and met people that have the same passion as I do and will be friends with forever. And lastly for all those team yellows out there YEL-LAH4LYFE!



Kristine Henderson

The PHE Student Leadership Conference in Bancroft Ontario was the first development conference I had ever attended. I was excited and yet nervous because the only information I knew about the conference is what I heard from fellow classmates who attended the previous year. As I climbed into the car at 5:30am Wednesday September 23 the adventure began. Over the next four days I met many inspirational mentors who guided us through various activities, from ice breakers to personal stories of experiences they had along their career paths. I heard opinions and reflections on many subjects such LGBTQ, introvert vs extrovert and getting physically active. Learning to work with other like-minded individuals allowed for the expansion and discussion of various ideas that could someday become projects. As they say it only takes one to come up with an idea but as a whole group possibilities are limitless.

At the start of our conference we were divided into groups, each group had a color and two to four mentors. Our goal as a team had been to complete various challenges together followed by discussion on how those challenges made us feel and ways they reflected back to teaching, and everyday life practices. The first group challenge performed was the obstacle wall. Our red group split into groups of three

and the goal of the group was to complete the obstacle wall without spilling a bowl filled with 250ml of water. Each group did their best and some performed better than others. But the real inspiration was not the celebration of completing the challenge, but the support everyone gave well performing the course. We had a couple members who feared heights but with constant encouragement, they made their way up the wall. It was unbelievable to observe and be a part of the encouraging support team that we created as a whole.

Team red completed many challenges over the next few days, a high ropes course, canoeing and team strategy exercises. A challenge called Leaders Den (similar to the show known as Dragons Den) in which we were given the requirements to come up with an idea to present to the Leaders that actually might be applicable in today's world. Our group came up with the idea of FitPoints and they were to be used as a healthy reward system for healthy lifestyle practices. In order to track your fitness a person would have to invest in a fitness monitor (be it Fitbit, Garmin, Polar, ect...) which would determine your daily goals, and if you achieve them you would receive points. These points would then be transferable to an app on your phone that would track your total points. Once you receive so many points you can go to a partnered grocery store and receive discounts on healthy food items. Our group came up with a skit that demonstrated how FitPoints would work, that lead into our pitch we presented to the Leaders. The Leaders provided positive feedback, and criticism that could help with the actual development of FitPoints. This activity allowed us to experience the challenges we would face in developing new products, it also allowed us to reflect on other ideas and ways of presenting. I would have never had this opportunity if it was not for attending the Student Leaders Conference.

This conference has made me more aware of my surroundings. The mentors shared experiences have made me excited for the challenges I expect to face when I join the workforce. I cannot wait to be an

influencing factor of my students when I become a teacher.

Reflecting back on types of personalities we discussed I determined I had an extrovert, with this in mind sometimes I forget how to take a moment and reflect which I plan to improve on.

Here is a couple of games I was introduced to that I hope to use someday in my career.

## Reflection of One-self and their Environment

**Objective:** Have students reflect on their surroundings and feelings at that very moment. They are to write on a paper something to describe their environment and feelings that they have reflected upon. Collect the papers at the end of the activity and when you perform the activity again read aloud the papers from the previous session.

**Prep:** Have a prepared sample of something you expect the students to do. For example here is a poem that I came with.

For example:

*The cool wind whispers through the leaves.*

*Colors of the season begin to fall from the trees.*

*Everything is beginning to say goodbye.*

This example is describing that it's a fall day I can see the leaves changing colors and beginning to fall from the trees. Winter is on its way.

Note: As an instructor you can decide how emotional you want to make your example you give to the students. The more emotional your example the more likely students will create something of equal value. The idea is when you read the paper you can reflect back to that very moment and envision what you had been thinking, feeling and/or seeing.

**Equipment:** Pencils and paper for the students, and a whistle

**Method:** Take a group of students on a walk. Pick a location that students have the ability to spread out and be alone. (For example: we walked in the forest.) Stop the students, read aloud your piece of paper. (Note: As an instructor do not yell, talk at a normal level students will learn to listen in order to hear their instructions. The idea of this exercise is to

be quiet and reflect.) Have students buddy up and hand out the equipment. Inform them of the rules and tell them they have five minutes to reflect. When the whistle is blown students are to come back with their buddies and hand in their papers for the next session.

**Rules:** Students cannot talk to one another. (This might be a hard task for extrovert personalities.) They must find a place where they are alone; for example: if you face in a certain direction make sure you have a clear path to view no other student in your line of sight. When the instructor blows the whistle time is up and students will return.

**Buddy System:** Is in place so that no student gets lost or falls asleep and doesn't wake up to the whistle.

## Camouflage

**Objective:** Have students reflect on their feelings when secluded.

**Equipment:** N/A

**Method:** Have one person/group cover their eyes and count to thirty. Everyone else hides, rule for hiding is you must be able to see the seeker(s) from your hiding spot. Once the thirty seconds have been counted the seeker(s) are allowed to look from that very spot they are standing. They attempt to call the name of who they have found. After a minute the seeker will hold up a number with their fingers, then the instructor will blow the whistle and everyone who was hiding will come back. The people who were hiding must tell the seeker and instructor what number the seeker(s) had up in order to prove they had not been cheating. If the seeker was alone, or even in a small group discuss how it felt to have everyone leave the group and hide, and how hard it was to spot the people who were hidden.

**Variations:** Have students attempt it in a group setting first, followed by being on their own so they can reflect on their feelings of being secluded even though they know their classmates are within eye shot of them.

# Mini-Mudder was a Huge Hit!

By Pam May



Last June we held the first annual Austin Elementary School Mini-Mudder Run. It was a day that the staff and students won't soon forget. I got the idea from listening to Andy Hair (@MrHairPhysEd on Twitter) talk about his Mini Mudda on a PHYSEDagogy podcast. Check out his posts about his event on his blog [www.mrhairphysed.weebly.com](http://www.mrhairphysed.weebly.com). After listening to the podcast I realized that this was the perfect year to try and pull it off in our school yard as we already had a dirt track dug for our new walking path that was waiting to have gravel put in.

We used the mud run as a way to promote healthy active lifestyles and a fundraiser for our sports programs. Students collected pledges similar to what they would do for Jump Rope for Heart with money raised going towards equipment for our teams. Top fundraisers were able to start out on the track first and received a 1st annual Mini-Mudder T-shirt.

I spent the winter and early spring brainstorming ideas for obstacles for the race and asking people who had been to similar adult events about what they had seen and reviewing the footage of Andy's race. I came up with a list of obstacles

and asked staff and parent council for what I needed. As usual they came up with most everything I had hoped for and more. Some of the obstacles included mini-pools, mud crawls, car tires, net crawl, sandpit crawl, slip and slide and bale jump. We set up the obstacles in the morning and a couple of dads brought their water trucks in to wet down the whole path with extra water to make some good sticky mud where we had to crawl.

After lunch we all came out and danced to the song "Mud" and got all the instructions before sending the K-2 students out on the course for 40 minutes. We had music pumping and it was a party type atmosphere while the kids waited for their chance to brave the mud.

The grade 7/8 students and staff were positioned at the obstacles to help the younger kids and control the flow through the obstacles. Once they had finished they were directed to the fire truck where a local fire fighter (one of the dads) hosed the mud off of them. An added bonus was that the water sits in the truck in the station so it wasn't freezing cold. We had change rooms set up outside where the

students had a change of clothes to put on. Once changed students were treated to a post race snack of bagels and watermelon. Each group stayed to cheer on the other age groups during their turn.

Kids, parents and staff had an excellent afternoon. It gave the students a chance to see staff members in a new and exciting way. It's not everyday that you can smear mud on the principal and not get in trouble!

We are in the beginning stages of planning this year Mini-Mudder. We won't have the mud trail this year so we are planning some mud pits throughout the new course. A couple are in places on the playground that are naturally wet anyway and we will build a couple on top of tarps so they can be removed. We are also partnering with our local RCMP School Liaison officer to make this years' mud run a Depot Boot camp theme. I can't wait to see how that turns out. If you have any questions feel free to contact me at [pampeteach@gmail.com](mailto:pampeteach@gmail.com).

# PD Funding

## The Importance of Grit

By Ginette Lafreniere, Oak Park High School



I had the pleasure of attending the Shaping Student Mindsets: Promoting Academic Attitudes, Persistence and Performance conference in San Francisco February 2016. The session that I found most inspiring was presented by Dr. Christine Carter. She spoke of the importance of grit in one's mindset and believes that failure is necessary to be a successful and a winner.

"The true test of a champion is not whether he can triumph, but whether he can overcome obstacles."—Garth Stein

Here are some of her insights that stuck with me and are good lessons to remember as both a teacher and a coach...

Winners are not enlightened or magical...they have faced struggle. All winners share a key quality: GRIT. It is grit that makes successful people/athletes face down their challenges and persist in the face of difficulty, setbacks, failure, and fear. They fall down and get back up again. They try their hardest, only to fail miserably. But instead of giving up, they try again and again and again.

Recent psychological research has found that grit is one of the best predictors of elite performance, whether in the classroom, in a sport setting or in the workforce. Defined by researchers as "perseverance and passion for long-term goals," grit gives us the strength to cope with a run-of-the-mill bad day (or week or season) as well as with trauma or crisis.

It turns out that grit predicts performance better than IQ or innate talent. Grit makes us productive and successful because it allows us to reach our long-term goals despite life's inevitable setbacks. This ability to overcome challenges makes us stronger and more masterful at our tasks. Moreover, the ability to cope

with difficulty—or to be resilient after tragedy—paves the way for our long-term happiness.

Grit is not really a personality trait as much as it is a facet of a person's character that is developed like any other skill. Babies are not born with grit any more than they are born with the ability to speak their mother's native language. We humans develop grit by encountering difficulty and learning to cope with it.

No life is free from challenges or difficulties—in other words, we'll all have plenty of opportunities to develop grit. Out of our setbacks and failures grow the roots of success and happiness. Grandmaster chess players, great athletes, scientific geniuses, and celebrated artists learn, in part, by losing, making mistakes, and failing. Consider this quote from Michael Jordan (who, incidentally, was cut from his high school basketball team): "I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty six times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

The even better news is that most people have the capacity to develop grit. Instead of making excuses and giving up when things don't go well, dig in. We are better off when we see a challenge not just as an inconvenience or injustice but as a chance for a win.

Once you've faced down a particularly difficult challenge, you will have grown so much you might hardly recognize yourself. The advantages to developing grit are great, and the "win" is almost certainly worthwhile.

By Kathleen Lukas,  
Forest Park School

With financial support from MPETA and my school division (Seven Oaks School Division), I was able to attend the "Share the Wealth Physical Education Conference" sponsored by The Georgia Association for Health, Physical Education and Dance. It was held January 21-23, 2016 at the Jekyll Island Convention Center, on Jekyll Island, Georgia.

Jekyll Island is an amazing place: beautiful white sand beaches, palm trees, sunrises over the Atlantic Ocean, and my favourite place, Driftwood Beach—just what the name implies, huge standing and felled trees that have become "driftwood". Similarly, the conference was amazing as well, both in quality of presenters, and quality of sessions. All sessions were held at the Convention Center under one roof, thus eliminating the need to rush to different locations after every session—the biggest drawback, I feel, with our MTS Professional Learning Day (SAGE). Also, there was no pre-registration for sessions. Just attend the one you are interested in. If it is not to your liking, you walk out and attend another next door. There were over 500 delegates to the conference. Usually 5-6 sessions ran concurrently. All rooms had the capacity to accommodate a minimum of 100 attendees. Definitely something MPETA should consider in the future.

Most of the sessions I attended were game/activity/fitness idea sessions. The following games that I will describe were my 2 favourite!

### Secret Agent Dodgeball — All ages

- **Equipment:** 7 foam balls
- Class is divided into 2 teams, one on each half of the gym (lengthwise). Each team huddles and chooses one boy and one girl to be the "Secret Agent" for that par-



ticular round. Each team must brainstorm and come up with strategies of how to discover the other team's secret agents, as well as brainstorm ways to keep the other team from discovering whom their secret agents might be! Each team then disperses and by using catching, throwing, dodging, and running skills, attempt to hit as many opposite team members as possible with foam balls (7). When hit, the players must sit down until one of his/her "Secret Agents" tags (touches) them. Team strategies keep students on the other team from guessing their secret agents and hitting them, and disabling their team. At the end of the "Secret Agent" song, both teams assemble in the middle of the gym, still on their respective sides, and attempt to name the "real" secret agents. The team collectively decides on one boy and one girl "Secret Agent" from the other team. Points are scored for correct answers and if a team disables the other team by knocking both secret agents down. Hint: the more "FAKE" secret agents you have, the better. Teams can score a maximum of 4 points per round.

### Risky Business-grade 2-8?

- Equipment: Lots of play money (varying denominations) separated into buckets, 1 hula hoop per group of 3
- Objective: It's sometimes "Risky Business" trying to make money in today's society, but with some hard work and some potential low or high risk investments, you can really make it big! The game of Risky Business is a cooperative challenge that provides a great

way to introduce money recognition and counting money, while integrating running and fitness in the attempt to enhance persistence, teamwork and collaboration. Students earn cash by running laps and/or taking chances at the Stock Market in order to make LOTS of money!

- Place each hoop in a track formation around the perimeter of the gym, leaving enough space for students to run laps on the outside of the hoops. Place five-\$1.00 bills inside each hoop. Put the cash bucket where students can easily grab \$1.00 after completing their lap. Students are in groups of 3 (depending on class size) and sit at a hoop awaiting instructions.
- Each team has 2 options for earning money. They must continually collaborate throughout the game to determine how to turn their \$5.00 into mega bucks!! (Discuss the words "Stock Market" and "Stock Exchange" before you begin.)
- 1) \$1.00 per person can be earned for every full lap completed.
- 2) Individuals/teams can go to the "Stock Exchange" located in the center of the gym, and risk their money by allowing one player from each team to play the game of Rock, Paper, Scissors. Each team must pre-determine and agree on the cash amount to be risked and must place the agreed upon amount on the ground before playing Rock, Paper, Scissors. The winning player takes all the cash for his/her team. (Demonstrate the rules of Rock, Paper, Scissors beforehand to avoid

any kind of agreements)

- The teacher (or responsible student) will be the Banker. Teams have the option, as they earn money, to add up and cash in their smaller bills for larger ones.
- Individuals/teams always have the option of running laps to earn cash, especially if they have had bad luck at the Stock Exchange. When the time has expired, give each team a few minutes to go back to their hoop and calculate their cash to determine the winning team. Or, instead of determining a winner, students can "buy" prizes (Note: mentioning prizes is just for fun and obviously not real. Feel free to change, omit, or alter the prizes)
  - \$5-\$50- free movie passes
  - \$51-\$150-brand new iPhones
  - \$151-\$250-brand new iPads
  - \$251-\$500-brand new cars
  - \$500+- team retires as millionaires

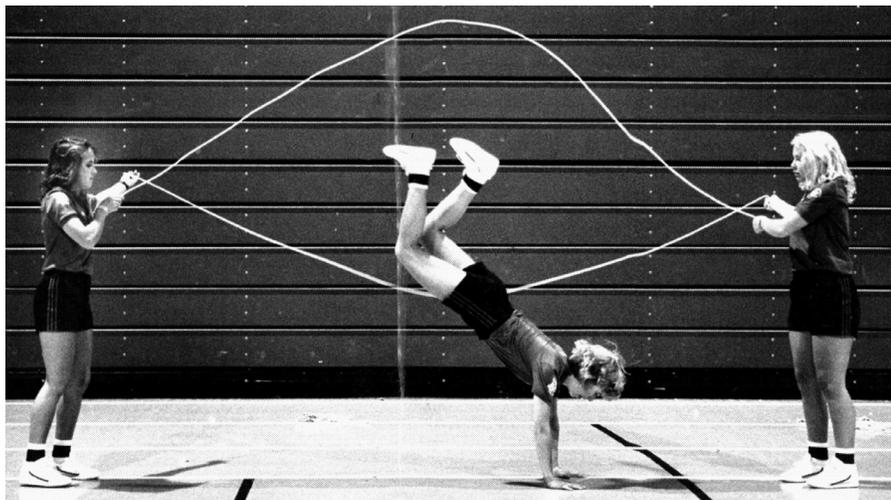
#### Rules and Safety

- Students must take \$1.00 after EACH lap completed. They may not do 5 laps, then get \$5.00.
- Teams must pre-determine and agree on the cash to be risked at the Stock Exchange, and place it on the ground before playing Rock, Paper, Scissors. The winner takes ALL the cash back to his/her hoop.
- Teammates can stay together or split up throughout the game, whether they are running or at the Stock Exchange.
- Anyone cheating or stealing money from another's teams hoop forfeits all of the money in their possession.

# PD Funding

## Dallas Tahperd Conference 2015

By Johanne Robichaud, Ecole Margaret Underhill



I had a wonderful opportunity this year to attend the TAHPERD conference in Dallas, Texas. “Igniting the Spark” was held over 4 days in early December. A wide range of sessions were offered, including an outdoor pool session, that had to be cancelled due to the cold/rain. They had no snow but it was still pretty cold. Some of the sessions that I attended were: Double Dutch Jumping, Happy Holiday Games Game Changer: different ways to play traditional games and D.C. Cannon Elementary Students PE Showcase.

The showcase was very impressive. Students from kindergarten and grade 1 demonstrated their movement and manipulative skills choreographed to a variety of Texan song. Deep in the Heart of Texas was a line dance. The Twist had hoops skills. Staying Alive had ribbons and YMCA had exercise balls and sticks. All very entertaining.

Double Dutch Jumping showed how to turn the rope, how to jump into the ropes and a variety of tricks once you were in. Some tricks were: the can-can, straddle jumps, scissor jumps, and skier’s jumps.

My favorite game was the: Let’s Build a Snowman Relay. This is a relay game, if you look at the picture I have included it is pretty self-explanatory. Divide the class into 4 teams, lined up at one end of the gym. On go the first person from each team goes to get a piece of equipment, brings it back, and begins building the snowman. I’m sure you get the rest. After they have completed this task you announce with a voice of distress that the sun is coming out and our snowman is beginning to melt. On go they begin disassembling the snowman one piece at a time. The final stage of this snowman’s life is when one or two from the team become the snowman! On go, one person at a time will put one piece of equipment on the designated snowman. The pieces do not have to resemble a snowman, but all pieces must be off the floor.

It was a wonderful experience. I recommend attending conferences from other provinces or states to expand your knowledge base and meet others in our profession.

By Ryan Boguski,  
Riverheights School,  
Brandon

Have you ever felt unwelcome, unsafe, or unappreciated in a place that is supposed to make you feel exactly the opposite? For many Aboriginal students, their school experiences are less than favourable and certainly not what we as educators would hope they would be. My name is Ryan Boguski and I am a Physical Education/Health Education teacher at Riverheights School in Brandon, Manitoba. I am currently completing my Master of Education degree in Special Education at Brandon University. While completing an assignment for my Seminar in Rural, Aboriginal and Northern Education class, I came across some alarming facts regarding Aboriginal education and the experiences of Aboriginal students in our schools. What I learned in my research for this assignment caused me to reflect on my own teaching practices and helped me to develop a new and more informed understanding of the issues that many Aboriginal students face in our schools. A few of the “eye-opening” facts I came across included the following:

1. It has been argued that the educational system does not adequately reflect the culture and realities of many Aboriginal students (Silver, Mallett, Greene, & Simard, 2002). Research has shown that much of what Aboriginal students experience in school is negative which often results in disengagement, academic underachievement, poor attendance, and behavioral difficulties.
2. Research in Manitoba schools suggests that many Aboriginal students experience racism at school (Silver et al., 2002). In fact, one in three Aboriginal students believe there

# Aboriginal Education

is a significant amount of racism at school and almost 6 in 10 have experienced overt forms of racism during school hours.

3. Research has shown that many Aboriginal students experience difficulty reaching out and accessing help which can cause them to feel overwhelmed and “academically inadequate” (van Ingen & Halas, 2006, p. 386). As a result, they are less likely to participate in class and more likely to experience feelings of segregation.
4. Some have argued that “school landscapes feel alien to most Aboriginal people” (Silver et al., 2002, p. 390).
5. Not only do many Aboriginal students feel unwelcome in our schools, many Aboriginal parents do not experience our schools as a welcoming environment (Silver et al., 2002). Respondents in one study pointed out that schools need to do more and try different things to involve parents of Aboriginal students and “to overcome the cultural and class barriers that divide schools/teachers, and many Aboriginal families” (Silver et al., 2002, pp. 14-15).
6. Some have stated that “students educated in Canadian classrooms continue to complete their elementary and secondary education without acquiring adequate or even accurate information about Aboriginal Peoples” (Coalition for the Advancement of Aboriginal Studies, 2002, pp. 18-19). While some teachers have been proactive and taken it upon themselves to learn more about Aboriginal Peoples and incorporate Aboriginal perspectives into the curriculum, there still remains a need for all teachers to increase their level of cultural competence (van Ingen & Halas, 2006).

So, even though I want to believe that my colleagues and I are making all

students feel safe and welcome in our schools, research is showing that we are falling short of achieving this goal, particularly where our Aboriginal students are concerned. In light of this, I thought about what I could do as a physical education teacher to help Aboriginal students, and students of all cultures, races, and ethnic backgrounds to feel welcome and represented in my classroom. As a result, I developed and implemented a unit into my yearly physical education plan that was based on Traditional Games played by the various ethnic groups that are currently represented at Riverheights School. I spoke to students, parents, resource teachers, EAL teachers, and our Aboriginal Education worker and compiled a few games from various cultural groups to teach in gym class. Before playing the games with students, I provided them with background information regarding the nature of the game and how and why the game was traditionally played. Below are examples of two games I included in my cultural games unit.

- “Spear the Whale” – One person would roll an object that has a hole in the middle while others would throw sticks and try to get them through the center. *\*I used a deck ring as the rolling object and the students used floor hockey sticks as the object they attempted to throw through the middle\**
- Historical Perspective – Aboriginal Peoples have used this game as practice for hunting.
- “Hoop and Staff” – After hanging a circular object (e.g., a bone) from a tree, individuals would use a stick to try to poke through the center. *\*I tied a skipping rope to a deck ring which was tied to the basketball hoops around the gym. I then placed poly spots on the floor indicating where the students were to stand. The poking object*

*used was a floor hockey stick. I had 5 students per deck ring, earning 1 point for being the first to successfully place the hockey stick in the deck ring\**

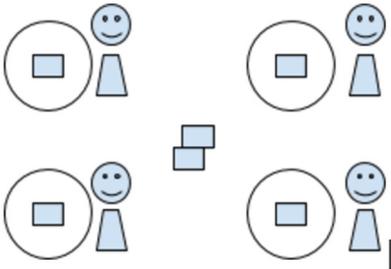
- Historical perspective – Aboriginal Peoples used this game as training to build hunting skills, aiming for a certain target and in most cases a moving target.

By including these games in my physical education classes, my hope is that more of our students will feel welcome in my classroom and school and feel as though their cultures and backgrounds are represented in our school landscape. I strongly believe that as educators we need to be continually reflecting on how the current system of education and our own teaching practices can be developed to better meet the learning needs of our students, with a focus on how to provide a meaningful and culturally relevant education to students of all backgrounds.

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- Silver, J., Mallett, K., Greene, J., & Simard, F. (2002). Aboriginal education in Winnipeg inner city high schools. Winnipeg, MB: Canadian Centre for Policy Alternatives.
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# Games Corner



## Royal Rush

**Skills:** agility, cardiovascular endurance

**Purpose:** to collect 3 bean bags in your hoop

**Players:** 4

**Equipment:** 4 hoops (one per player), 6 beanbags

**How to play:** each player places his/her hoop on the ground, forming a square (see diagram) (distance can be changed to appropriately challenge your students). Each player starts with 1 bean bag in his/her hoop and the extra 2 bean bags are placed in the centre. On “go” students leave their hoop and take one beanbag either from the centre or another players’ hoop. The round is over when one player has 3 beanbags in his/her hoop. Players are not allowed to guard their hoop.

## Hot Potato Tag

**Equipment:** pinnies, gator skin ball

**How to play:** Choose one person to be the tagger and give him/her a pinnie. Give a gator skin ball to someone in the class. Whoever is holding this ball has immunity from the tagger. The group works together to pass the gator skin ball to the person being chased by the tagger. When tagged, that person puts on a pinnie and joins the tagging team. The tagger cannot block or catch the gator skin ball during the game.

**Variation:** allow the tagger to block or catch the gator skin ball

## Skunk Tag

**Equipment:** Hula Hoops

**Set up:** scatter 5-10 hula hoops around the gym.

**How to play:** Designate 2-3 people as the skunk taggers. Students are safe from the skunks when they are in a hula hoop. If someone comes into your hoop you must leave. When tagged (“skunked”), students must complete a fitness activity (good idea to brainstorm a list prior to starting the game). Once they have completed their activity they are allowed back in the game. **Variation:** when tagged student has to answer a question related to a concept currently discussing in class before returning to the game.

## Pirate Ball

**Equipment:** 4 mats, 4 basketballs, 4 soccer balls, 4 volleyballs, 4 footballs, pinnies (a different color for each team), pylons to mark off 4 quadrants.

**Set up:** Use the pylons to divide the gym into 4 quadrants. Divide the class into 4 teams, each wearing a different colored pinnie. In each corner (quadrant) of the gym, place a mat with 1 basketball, 1 soccer ball, 1 volleyball, and 1 football behind it. Each team is assigned to protect a mat (and the balls). As well, each team will be given a designated ball that they must collect (either the basketballs, soccer balls, volleyballs or footballs).

**How to play:** The object of the game is to try and steal back all of your designated balls that each team has stole from you. If you step into another team’s quadrant you are no longer safe. If you are tagged you must go to that team’s pirate ship (The mat). To be saved, one of your teammates has to make it all the way to the mat without being tagged. Once they make it to the mat they are safe and get a free walk back. The team who can retrieve all of their designated balls first wins the game.

## 10 Second Tag

**Equipment:** whistle, Stopwatch (counting to 10 also works)

**Set up:** Students are divided into 2 equal teams. Team 1 lines up along a wall or sits on a side bench and are the taggers. Team 2 spreads out anywhere in the gym and are the one being chased.

**Objective:** one tagger from the tagging team will attempt to tag as many people as he/she can in 10 seconds. i.e. a new tagger is sent out every 10 seconds (teacher blows whistle to signal when the new tagger is coming in).

**How to play:** Each player on team 1 will have 10 secs to complete the task. If tagged, participants from team 2 sit down or off to the side. Every 10 seconds the whistle blows and another team member tries to tag as many people as possible. After everyone on team 1 has had a turn to be the tagger then the groups switch jobs.

**Variation:** when tagged to an activity/exercise on the side until its time for teams to switch.

## Gotcha Tag

(aka Bean Bag Tag, Everyone's It Tag)

**Equipment:** one bean bag per student

**Objective:** To slide bean bag along the floor in an attempt to hit someone's foot (shoe). When a player hits someone's shoe he/she says, "gotcha." When a player's shoe is hit, he/she must do an exercise before joining back in the game.

Prior to starting the game brainstorm exercises that can be done when caught. Also, review how to release a bean bag so that it "slides" along the floor.

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## The Name Game

**Set up:** Students form a circle

**Objective:** to learn everyone's name.

**How to play:** One player (A) calls out a name of someone else in the circle (B) and starts walking towards them to take their place in the circle. As (A) approaches (B) then has to call out the name of someone who has not yet been called and start walking towards them (C). As (B) approaches (C) has to call out the name of another person in the circle and walk towards them. When a player doesn't name someone they do a lap of the gym. Once students get the idea of how to play, you can start to vary the pace.

**Variation:** Multiple games can be played at once to increase activity for large groups.

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## Steal the Bacon and Scramble the Egg

**Equipment:** 2 pylons, 1 volleyball, 2 wiffle balls

**Set up:** Place the 2 pylons with a wiffle ball on top in each free throw circle. Place a volleyball in the centre circle. Divide the class into 2 teams and assign each person, on each team, a number. Example: in a class of 30, there will be 2 teams of 15; team 1 will have players #1-15 and so will team 2.

**Objective:** To run to the centre circle, get the volleyball (steal the bacon) and pass it amongst your team in an attempt to knock the wiffle ball off the cone (scramble the egg).

**How to play:** Each team lines up along the basketball sideline. The teacher will call a number. E.g. teacher calls 4 so the number 4's from each team race to the centre to get the volleyball (steal the bacon). Once a player gets the ball he or she can pass it amongst their team and try to knock the wiffle ball off the cone (scramble the egg). Note: players may not run with the ball. Play continues in this fashion until the egg is scrambled or a designated time passes. When the egg is scrambled the team gets a point and a new round begins.

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## Soccer Freeze Tag

**Equipment:** soccer ball (gator skin) for each player, pinnies for taggers

**Objective:** to tag players if you are the tagger and to avoid being tagged if you're not the tagger. All players must dribble a soccer ball the entire time.

**How to play:** Choose 2-3 players to be the taggers and give them each a pinnie.

The remaining players should be standing in the playing area with a ball waiting for the whistle. On the whistle, the taggers attempt to "freeze" as many players as possible by kicking their ball so that it hits the foot of the other players.

If tagged, the player must hold the ball over his/her head and stand with feet wide apart. To be saved (unfrozen) an-

## Spider Tag

**Equipment:** 1-3 foam noodles (depending on number of teams)

**Skills:** cooperation, teamwork, dodging and evading

**Set Up:**

1. Divide the class into groups of 3. Each group of 3 builds a spider by interlocking elbows while standing back to back. Note: allow time to practice moving together in this way.
2. Select 1 or 2 teams to be the taggers and give them a noodle.
3. On the signal, the spider taggers (with elbows interlocked) will attempt to tag other spiders with the noodle.
4. If tagged, they become the new tagging spider. The newly tagged spider group must spin around 3 times before chasing after other spiders.

**Basic Rules:**

1. Spiders must be connected when tagging another team.
2. If a fleeing team comes apart, they are counted as tagged.
3. Each time a spider is tagged, a different player in the group must have the noodle.
4. Upon being tagged, spiders must spin 3 times before chasing.

**Variation:** Change the number of taggers in this game as needed. E.g. too few tagging spiders and there is not enough action to keep all the spiders busy.

other player must dribble to and pass the ball through the spread legs of the frozen player. Once the player is unfrozen, he/she resumes dribbling in the playing area.

**Variation:** If a player dribbles the ball outside of the playing area, that player is "frozen".



**Fit Kids Healthy Kids** is a program developed by Sport Manitoba and supported by Doctors Manitoba based on physical literacy and the development of fundamental movement skills in Children. The program is designed to teach children how to move with competence and confidence so that they may enjoy physical activity with a goal of keeping them active for life.

**Fit Kids Healthy Kids** aids in community development, workshop delivery, training and capacity building for parents, caregivers, and recreation workers in the area of physical literacy across Manitoba.

For more information about this program please contact:

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or call 204-925-5676

Contact us



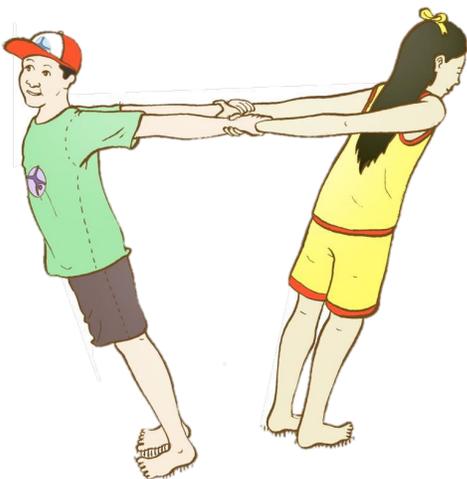
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Contact us



Partner balance

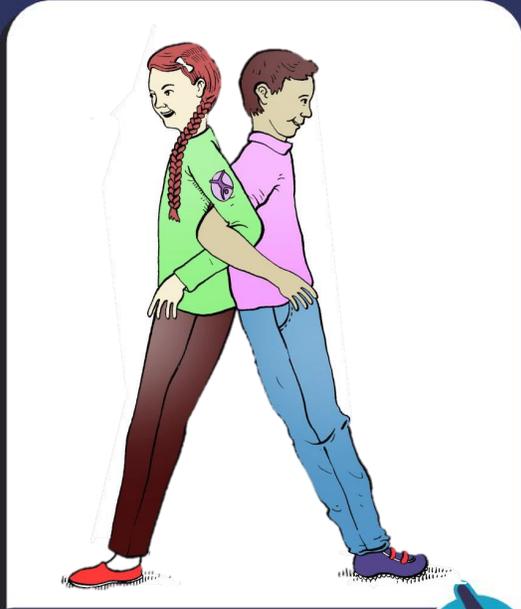


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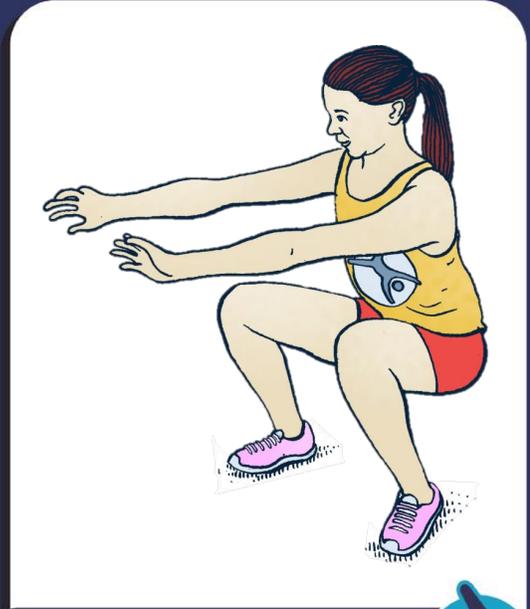
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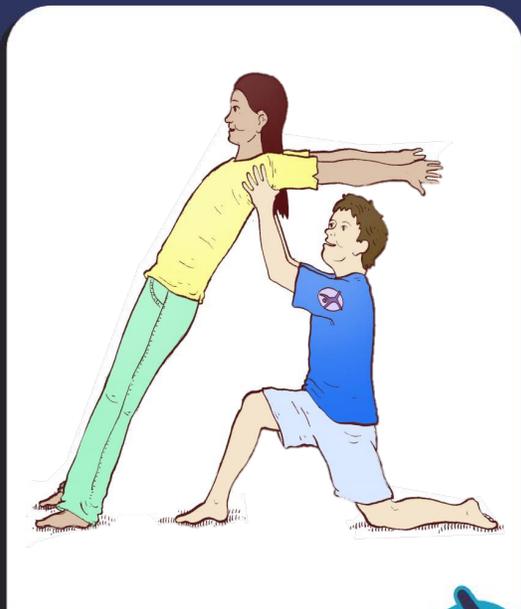
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**HEALTHY**KIDS



**Squat**



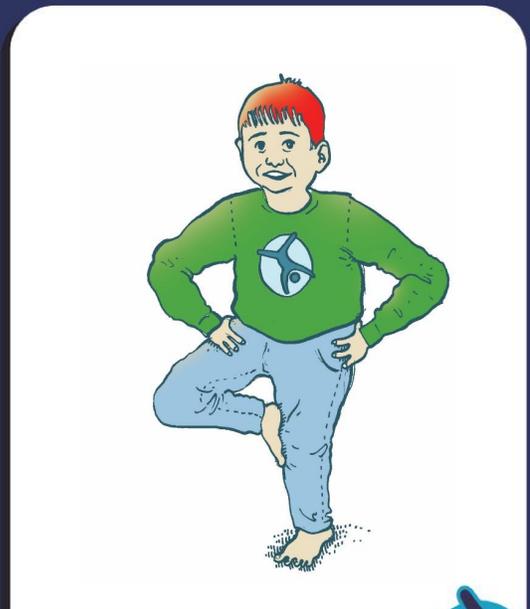
**FIT**KIDS  
**HEALTHY**KIDS



**Partner balance**



**FIT**KIDS  
**HEALTHY**KIDS



**Stork Stand**





**Front Scale**



**Make your own partner balance position.**



**Balance position**



**Make your own individual balance position.**



**Balance position**



**Make your own individual balance position.**



**Balance position**

